UNIVERSITY OF EDUCATION, WINNEBA

ANALYSIS OF STAKEHOLDERS' INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES IN GHANA

DIANA APPIAKORANG

MASTER OF PHILOSOPHY

2020

UNIVERSITY OF EDUCATION, WINNEBA

ANALYSIS OF STAKEHOLDERS' INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES IN GHANA

DIANA APPIAKORANG

8180150028

A thesis in the Department of Special Education, Faculty of Education, submitted to the School of Graduate Studies in partial fulfillment

of the requirements for the award of the degree of Master of Philosophy (Special Education) in the University of Education, Winneba

DECEMBER, 2020

DECLARATIONS

Student's Declaration

I, Diana Appiakorang, declare that this thesis, except for quotations and references contained in published works which have been identified and duly acknowledged, is entirely my original work, and it has not been submitted either in part or whole for another degree elsewhere.
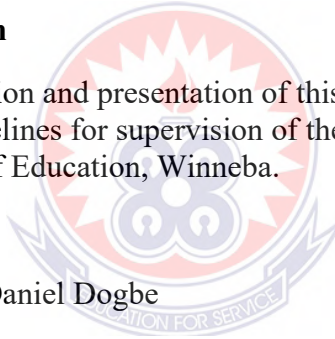
Signature ……………………………………….

Date ……………………………………………

Supervisor's Declaration

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

Supervisor's Name: Dr Daniel Dogbe
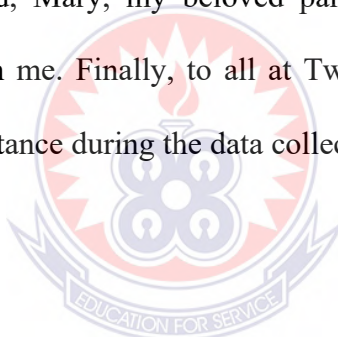
Signature ……………………………………….

Date ……………………………………………

DEDICATION

I dedicate this work to my parents, siblings, and all loved ones who supported in diverse ways to help me finish this thesis successfully.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study sought to investigated stakeholders' involvement in education of children with intellectual disabilities (IDs). A sample size of one 100 stakeholders out of the population of 150 from four schools for children with intellectual disabilities in Western, Central and Eastern Region of Ghana. The study employed mixed method involving the use of explanatory sequential design. Data were collected using close-ended questionnaire and a structured interview guide. Data from questionnaires were analyzed using frequencies, percentages and tables. Findings from the study revealed that major stakeholders in the education of children with intellectual disabilities in Ghana, such as parents/guardians, teachers, head teachers, governmental agencies (educational directors), and the community play a major role in the education of children with intellectual disabilities. The research also found that few parents were engaged in addressing administrative matters which affected their wards' education. Finally, it was revealed that special schools in Ghana lack adequate infrastructure to support learners' instructions. Since the research could not find out the strategies that could be adopted to improve stakeholders' involvement in education of children with intellectual disabilities, it is recommended that future researchers should look at strategies to improve stakeholders' involvement in education in ID schools in Ghana.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Stakeholders' involvement in educational matters which is, a grassroots-approach emphasizing collective rather than individual abilities, adds value to the child's development processes and it is sustainable. The provision of education should be a shared responsibility among various interested stakeholders, taking on board those who are traditionally excluded from classroom decision-making (Mosoge & Ngcobo 2012)

The main goal of all education is to create a positive change in the learner's knowledge, skills, achievement, and behavior (Mosoge & Ngcobo 2012). Education is not just about getting children into school, but making sure that all schools work in the best interest of the learners entrusted to them. The various learning experiences that schools provide are to prepare children for future living. Therefore, quality education and education that supports learners with (IDs) cannot be realised in the absence of stakeholders' involvement. Teachers, students, government, government agencies, family and parent's involvement are a powerful influence on the success of the school's programmes and activities (curriculum).
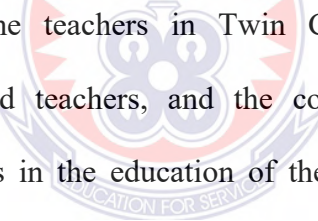
For instance, Trafford (2010) asserted that a high level of parental involvement in school management with the collaborative effort of the school has a direct link in improving the learner's academic performance. Fisher (2009), in a study on parental involvement in the promotion of a culture of learning also found that, parents tend to work harder at attaining a goal when they are involved its planning and implementation. When parents are involved in school management, there is likelihood

that its impact on school performance will be positive. A study conducted in Nigeria by UNICEF in conjunction with MoEST (2009), revealed that the key strength of the school is its active parents and teachers' associations (PTA), which the researcher is actively involved in projects, including construction of classrooms and beefing up security. However, most parents with special needs children seem not to involve themselves in their wards education in Ghana.

In considering the learner as a stakeholder, the researcher is of the view that, the world has changed and that student voice is not just a valuable, but also a vital component in school improvement. Tikoko and Kiprop (2011) argued that if students are included in their institutional decision making processes, their rejectionist tendencies of decisions imposed upon them by school heads could change to ownership and acceptance of decisions arrived at. Majority of teachers felt that because learner's lack knowledge and expertise, they should only be involved in certain issues that have to do with their learning, and that technical issues or those that required expert opinion should be left to teachers. With teachers as a stakeholder, Tikoko and Kiprop (2011) added that the involvement of a teacher in school's decision making is an indispensable requirement. This is due to the fact that teachers have rich stock of knowledge and skills to make positive impact when given the necessary support and resources.

The nation's constitutional provision in 2006, the person with Disability Law (Act 715) noted that the nation maintains a continuous supply of its manpower needs for socioeconomic development. Stakeholders such as government, district assemblies, traditional authorities, religious bodies, teachers, parents, students, should work

together to achieve the realisation of this dream. The involvement of stakeholders in the education of children with IDs is minimal in Ghana (Adams, 2012). According to Thomas et al. (2012), implementing the curriculum is the most crucial and sometimes the most difficult phase of the curriculum development process. This is because the destination of any curriculum, be it a school, college, university or training institution involve the participation of stakeholders. Therefore, the involvement of stakeholders in education of children with IDs cannot be underestimated because they are the people who should directly work, monitor the curriculum, and responsible for purchasing learning materials. All these human and material resources are to provide learners with IDs the best foundation so they can face the world ahead of them (Robert 2017).

An interaction with some teachers in Twin City Special School reveal that government, parents, head teachers, and the community are not providing the necessary support services in the education of these children. They continued that resources needed to support the curriculum are inadequate thereby making teaching and learning challenging and ineffective. For example, some head teachers dominated staff meetings and exhibited domineering tendencies thereby hampering the participatory management of most of the schools. They also observed that some head teachers seem not to trust their teachers. The head teachers spired on their teachers through informants and this caused mistrust on division among the teaching staff. Such attitudes of some heads of special schools greatly hinder collaboration, willingness and active participation of teachers who are the key stakeholders in ensuring change in the life of leaners with IDs. To make the curriculum accessible as stated by Mitchell (2010), consideration should be given to the following alternatives

in relation to content, teaching materials, and the responses expected from the learners and infusing Individualised Education Plan (IEP) objectives to help students grasp the knowledge and the skills to excel in future. Nevertheless, workshops on new educational policies, methods and strategies of teaching for special education teachers are lacking.

As stated by Gadagbui (2012), involvement of stakeholders such as parents in children's education is vital in Ghanaian schools. Effective involvement requires among other things, the involvement of stakeholders in learners' education as stipulated by Abudu (2012), it entails seeing stakeholders as active collaborators in curriculum implementation and to ensure that learning and development of all learners are well achieved but it seems to have been a difficult task in most special schools in Ghana (Ntiamoah, 2010). Most educational institutions have erected walls that have protected the schools from being accessed by some stakeholders, as if they are an island. Yet Mosoge and Ngcobo (2012), stipulate that, stakeholder's participation in educational matters, a grassroots-approach emphasizing collective rather than individual abilities, adds value to the child's development processes, and is sustainable. Anyikwa and Obidike (2012) reported that for learners to maximize their potentials from schooling, they need the full involvement of their teachers, school administrators, government, school management   committee and parents.

Similarly, research has it that if there is adequate involvement of stakeholders in learner's education, an increase in the learner's academic motivation and achievement in Ghana. When schools and all stakeholders work in partnership, students realize that people who take care of them in both environments are investing and coordinating

4

time and resources to help their success. Yet this is missing in most Ghanaian special schools as they grieve for stakeholder's involvement always (Ntiamoah, 2012). Aref (2010) identified stakeholders' involvement in the following ways,

- contribution of teaching and learning resources;

- attendance at meetings;

- the construction of buildings and maintenance;

- coming to school on consultation days to enter dialogue with the teachers on their children's performance.

From these observations, it may be seen that the two parties have never genuinely engaged each other, but what is important about this study is the cultivation of an enduring relationship hence exploring stakeholders' involvement in the education of learners with intellectual disabilities in Ghana.

1.2 Statement of the Problem

For all schools to work in the best interest of the learners trusted to them stakeholders are requested to play their expected role to achieve their ultimate goal. A personal interaction with some teachers in Catholic special school in Takoradi on active participation of stakeholders revealed that stakeholders' involvement in education of their children is minimal in their schools.

However, in Ghana the extent to which stakeholders' are involved in the education of children with IDs is inadequate. A pilot study conducted by the researcher in 2018 on stakeholders' participation at Twin City Special School Takoradi revealed that involvement of stakeholders in education for persons with IDs in Ghana was minimal. Stakeholders therefore, are to attach much importance to the education of children with IDs. Some teachers complained that most parents do not value their wards with

IDs and consequently attach no seriousness to their education. For instance, many parents do not attend Parents' Teachers Association meetings to deliberate on issues confronting their wards in school. Most of them lack knowledge and information about the schools programmes, and this tends to affect their interest in their children schools programmes. Therefore, the study wanted to find out from the administrators, parents and teachers views on how major stakeholders are involved in education of children with IDs.

Otiende's (2007) study about students with intellectual disabilities in Nigeria cited adequate resources, skilled and qualification of teachers, school policies, and school management such as Board of governors as factors that influence quality education in schools. And this is not exemption when it comes to Ghana, some special schools are under resourced and understaffed, and some departmental officials are not competent enough to deal with challenges that special schools face. Officials from the Special Education directorate should visit the schools regularly to check on teachers and staff. Abudu (2016) conducted a research on stakeholders' involvement in regular schools. The study revealed that stakeholders' involvement in education directly affects children's achievement in both academic and social life. Thomas et al. (2012) also stipulated that learners whose parents are involved in their education are more likely to be successful in their educational achievement. Yet in Ghana learners with ID remain in school for over 20 years irrespective of their age, skills and experiences gained. So the question is "What are stakeholders doing in achieving the success of education of learners with IDs?"

According to Meier and Marais (2010), to enhance stakeholders' participation, certain guidelines should be followed. The authors suggested that (a) schools must include

6

times to work with parent in the schools' schedules, (b) teachers should be trained on how to work with parents and other stakeholders and keep them informed about the importance of their involvement and contributions, (c) teachers must keep parents informed about the school curriculum and how they can assist at home. Much research has been done in Ghana on parental involvement in education (Gadagbui, 2012), but exclude facets on stakeholders' involvement in education. This study adds a different refreshing dimension of stakeholders' involvement in the education of learners with IDs in Ghana.

1.3 Research Objectives

The objectives of this study were to:

1. Explore the level of involvement of stakeholders in the education of learners with IDs in Ghana.

2. Assess the attitude of stakeholders towards education of learners with IDs

3. Examine how the involvement of stakeholders in education influence the future life of learners with IDs

4. Investigate in to barriers affecting stakeholders' involvement in education for learners with IDs.

1.4 Research Questions

The following research questions were raised to guide the study;

1. To what extent are stakeholders involved in the education of learners with IDs in Ghana?

2. What are the attitude of stakeholders towards the education of learners with IDs?

3. How does involvement of stakeholders influence the education of learners with IDs?

4. What are the barriers affecting the stakeholder's involvement in the education for learners with IDs?

1.5 The Purpose of the Study

The purpose of the study was to investigate stakeholders' involvement in the education for learners with IDs in Ghana to bring attention of stakeholders' responsibilities in schools to achieve the goals of learners with IDs.

1.6 Significance of the Study

Stakeholders' involvement is vital for all persons with disabilities because of the impact it has on their future life. It is expected that the results of this study would help in revealing how stakeholders get involved in the education of learners with IDs. This would help in the development of the future life of persons with IDs. Besides, the result of the study would help in revealing the attitudes of stakeholders in the education of learners with intellectual disabilities. This would in turn help improve the quality of education delivery to learners with special needs in the country. The study would appreciate the fact that engaging stakeholders in education as an emerging phenomenon unlocks all available human and material resources meant to provide the learners with the best foundation they can have. It is anticipated that the results of the study would be a valuable resource material in organizing seminars, workshops for stakeholders and teachers as well as adding up to existing literature to be used by other researchers.

1.7 Delimitation of the Study

The study focused on stakeholders' involvement in education of children with IDs in Ghana. Findings based on qualitative and quantitative outcomes have extraordinary degree of reliability and validity, and therefore offer an appropriate starting point for planning stakeholders' involvement programmes. This study was delimited to four special schools in Ghana, and involved 12 administrators, 40 teachers and 48 parents participated in the study. It did not include all staff members of the selected schools and all special schools of the selected regions, because the researcher was looking for a comparatively small sample. Therefore, future research could include all special schools in Ghana precisely, all schools for students IDs.

1.8 Limitation of the Study

The study was limited to the effect of parents, educational directorates, teachers and head teachers involving in the education of learners with IDs. In addition the study was restricted to four schools in three regions in Ghana. This was due to lack of time and resources to allow the researcher to carry out an extensive study in the entire county.

The researcher was confronted with the consequences of the COVID-19 pandemic and environmental challenges like bad weather, distance and lack of openness from the respondents because they appeared to be cautious of exposing their personal information. This was avoided by visiting the respondents and creating a rapport and also explaining the purpose of the exercise. Also, due to challenges related to the pandemic, it was not possible to trace all the parents and other education stakeholders in the schools to seek their views on the involvement of in education of learners with

IDs. Therefore, most of the respondents were interviewed on phone, which added additional cost, and delayed the completion of the research.

1.9 Operational Definition of Terms

Stakeholders: This term refers to persons who have interest in the issue at hand. Stakeholders include but are not limited to providers, clients, organizations, communities, expert advisors, government departments and policy makers. They also include partners who collaborate to reach a mutually accepted goal. In respect of this study, the term means a party that has an interest in the schooling of persons with intellectual disabilities. The primary stakeholders in a school are the teachers, school administrators, and parents. The secondary stakeholders are the government, non-governmental groups etc. All these are individuals or groups of persons who have a right to comment on, and have an input in the school curriculum.

Stakeholders' involvement: Implies including stakeholders as necessary part of the educational system. Adams (2012) understands participation and involvement as often used interchangeably but sees involvement as the entire continuum of taking part, from one-off consultation through equal partnership of taking control. In its broadest context, stakeholders' involvement implies shared responsibility for the child's education process. Carnwell and Carson (2008) provided continuum of involvement, as indicated in the figure:
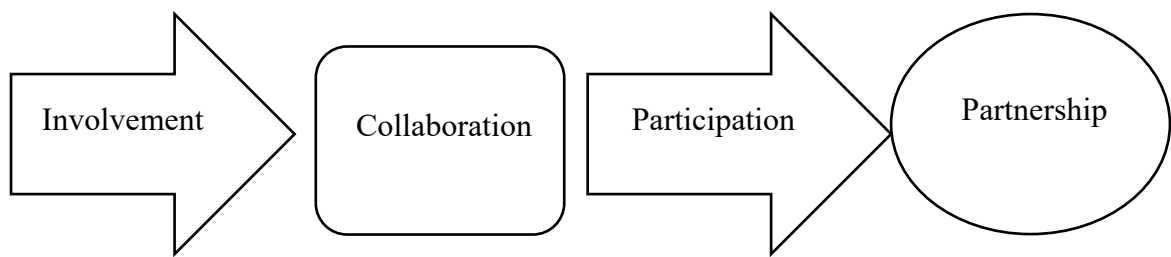
Figure 1: A continuum of involvement (Carnwell & Carson, 2008).

As used in the study, it shows that as people become more involved in education of persons with intellectual disabilities, they begin to collaborate with each other, and through this process of collaboration, a greater sense of involvement transpires. This sense of involvement ultimately results in sufficient trust, respect and willingness on the part of the different parties for partnerships to develop hence effective curriculum implementation is realized.

Intellectual disability: According to AAID, intellectual disability is a disability characterized by significant limitations in both **intellectual functioning** and in **adaptive behavior,** which covers many everyday social and practical skills. This disability originates before the age of 18**.**

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Education for all has become a much needed and essential tool for national development. Persons with disabilities are no exception, as they too, if given an equal chance can contribute to the economic development of the country. However, persons with IDs faced with many obstacles in trying to access public school education. There is also an equal challenge accessing accessibilities. They are often sidelined by the education system and society as a whole stigmatization. The issue of education for individuals with ID has become an area of interest for many educators and other related professionals. There is extensive literature on how best individuals with IDs should be educated. However, literature portrays divergent opinions of scholars regarding the different approaches that should be used to educate individuals with IDs. This chapter presents the literature reviewed for the study.
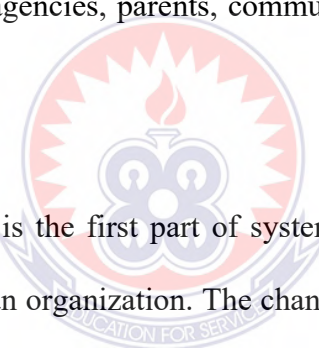
The review first covered the theoretical framework followed by the review of key themes raised in the research questions such as:

- Stakeholders' involvement in the education of leaners with IDs

- Attitude of stakeholders towards education of learners with IDs

- Influence of stakeholders' involvement in education of learners with IDs.

- Barriers affecting stakeholders' involvement in the education of learners with IDs.

2.1 Theoretical Framework

The study was grounded on Bertalanffy (1968) social systems theory. The biological point of view attests to the fact that, an organism is an integrated system of interdependent structures and in functioning. Scientifically, an organism consists of

12

cells and a cell consists of molecules which must work in harmony to achieve a specific goal. A system is made up of two or more interdependent parts that interact to form a functioning organism. The phrase 'interdependent parts' is very important and means that a manager should not look for a single cause of a problem. A system can either be open or closed. According to Rudolf, (2011), an open system interacts with its environment. Biologically, human and social systems are open systems while many physical and mechanical systems are closed systems. Traditional organization theorists regarded organization as closed systems while modern theorists view it as an open system having constant interaction with its environment. Thus, a school as an organization is an open system that interacts regularly with external forces such as government, government agencies, parents, community, students and teachers (King, 2009).

The open system concept is the first part of systems theory. The second part is the impact of changes within an organization. The changes in one part of the organization affect the other. The boundaries of open systems are porous, flexible and changeable depending upon its activities. A major function of stakeholders therefore is to act as a boundary-linking pin among the various subsystems within the schools system. In a school, the organism represents the academic achievement performance while a cell represents a stakeholder. A group of cells represents the various stakeholders. Each cell has molecules and these molecules will represent the influence from each stakeholder: Educational directorates, parents, teachers and head teachers. The influence could be social, economic or cultural and the stakeholders will form a structure of the school and they will have a specific role to play in the school. The failure of each structure to perform adequately will negatively affect the learners in

the school. The systems theory hopes that all systems are purposeful and goal directed. Schools for example exist to achieve objectives through the collective effort of individuals and groups in the system. The success of a school in achieving its goals depends on larger part of the aiding effects of several subsystems within the system. Schools are open systems which operate within a larger context with exchange of matter, energy, and information through formal and informal feedback processes from the community. Hence the achievement of learners with intellectual educational goals will be a result of successful interaction of the various stakeholders' involvement.

2.2 Present Status of Education System in Ghana

Education in Ghana is financed by the Government of Ghana (GoG), external donors, non-government and non-donor sources such as the Ghana Education Trust fund (GET fund), District Assemblies Common Fund (DACF) and Internally Generated Fund (IGF) such as Value Added Tax (VAT) and the central government general revenue. The internally generated funds are statutory funds. The total education expenditure as a percentage of gross domestic product (GDP) has increased from 6.2% in 2003 to 9.1% in 2007 and there has been further increase to 10.1% in 2008 but decreased to 9.0% in 2009 (Government of Ghana, 2009). This is as a result of inability of cost centres to assess their administrative expenses, inability of controller and accountant general's department to release funds under Budget and Public Expenditure Management System (BPEMS) to the various cost centres and not enough commercial certificates released for most Public Investment Programs (PIP) project in 2009 (World Bank, 2004 cited in recoup, 2008). Delay or release for service and investment affects the activities of the regional, district directorate and institutions to enhance quality education in Ghana. Ghana is one of the highest recipients of

education aid in sub Saharan Africa (World Bank, 2004 cited in recoup, 2008). The GoG budget in the total budget for education has been declining since 2004, but since 2007 the share of expenditure accruing to primary education increased again to 35% and the allocation for 2008 was 37% of the total educational budget Government of Ghana. (2006). Basic education takes the largest share, followed by tertiary and Senior High School. The shares to special education and non-formal education have been volatile, calling into question their ability to plan and manage programs effectively with such volatile funding. Administration, Service and Investment accounts for 5%, 10% and 20% respectively. GoG funds are the bulk of the expenditure at almost 68%, followed by GET Fund expenditure at 13%. Internally Generated Funds provide 9% of expenditure and donors 6%. The distribution of donor assistance has varied in recent years possibly as a result of changing donor and GoG preferences.

For example, donor share of primary education financing has fallen steadily from 70.0% in 2003 to just fewer than 40.0% in 2006 (World Bank, 2004 cited in recoup, 2008). According to the UIS data an estimated 24.4% of the total government expenditure is spent on education in 2010. It must be acknowledged that Government of Ghana (GoG) has made several attempts to make education inclusive particularly at the basic education levels. The Ministry of Education's Strategic Plan (2003 – 2015) envisions the achievement of an inclusive education system by 2015 (SpED 2005). As a result, government, donors and NGOs have supported inclusive education and special needs education programs in the last decade. Discussions from the above indicated that Ghana has a wealth of knowledge through educational development (formal and informal). Ghana's attempt to educate its citizens dates back to pre-colonial era, through to the colonial era where development of formal education

started in the castle by merchants and later taken over by the missionaries and then by Kwame Nkrumah the then government business leader in 1951. His government introduced several educational policies including free compulsory education to increase enrolment in schools. Even though these policies increased school enrolments, there were limitations with respect to finance, manpower and facilities, hence the introduction of private participation. Besides since independence, successive governments in Ghana have recognized the indispensable role which education plays in the country's socio-economic development. As a result, government introduced other sources besides its contribution and other donors to finance the education sector. These sources include Getfund, DACF, and IGF. In spite of the challenges, as the country's economy improves, the government has being trying to make steady progress towards improving the country's education system to promote learning achievement. Accordingly, some measures have been and continue to be taken to expand education at all levels. For example, development steps towards mobilizing adequate human and material resources to provide quality and wholesome education for all toward total development of Ghana is in progress.

2.3 Development of Special Education in Ghana

Similar to the education of children with disabilities in the western countries, historically there are four stages in the development of special education in Ghana. The early provision of special education in Ghana was influenced by the British (Avoke, 2003) and the first special school was established in 1936 by missionaries. Firstly, the pre- Christian era characterizes neglect and maltreatment of disable individual; secondly the spread of Christianity protected and pitied disabled individuals; thirdly institutions were established to provide separate education for

exceptional children in 18th and 19th centuries; century; and the final stage, that is the later part of the 20th century, there has been a movement toward accepting people with disabilities and integrating them into society to the fullest (Obeng 2007). Reviewing literature on children with disabilities in the Ghanaian educational system, the concept of educating every child to the highest level is a relatively new idea Avoke, (2004). In Africa, events in history clearly show that persons IDs were badly treated. The negative attitudes to these individuals stemmed largely from beliefs and cultural prejudices in traditional societies that considered disabled individuals as not worthy of living. According to Avoke (2001), any African societies treated such individuals with contempt and sometimes killed them outright; they were thrown into rivers, mutilated and even left in the open and wild to die. Though exceptional individuals go through difficulty in the society, a number of African societies also worshipped them as divinities. For example, in Ghana, among some sections of the Ewes, hydrocephaly was thought to be a manifestation of Trokosi attitudes as mentioned above, as they were considered polluters of society (Avoke 2001).

According to Marfo (1986), before the arrival of Western education, persons with disabilities were completely excluded from all educational programs. During colonisation, little attention was paid to persons with disabilities. Thus during this time, there were killing, persecution and ostracisation but the influence of Christianity and missionaries gradually gave way to protection; thus, the beginning of special education can be traced to the initiative of the Christian missionaries (Agbenyegah, 2007). The education of children with special needs in Ghana for instance started around 1936, by Reverend Haker. He initiated some form of education two pupils, Benhandt Ofori-Addo and Isaac Ofori-Atta. It was after this initiative that in 1946 the

17

Presbyterian Church officially opened schools for the children with visual impairments at Begro and Akropong in 1946 in the Eastern Region of Ghana. The curriculum for the school followed a similar pattern as the curriculum for regular schools, except with adapted materials for teaching. Marfo (1986) further asserted that Ghana's immediate post-independent educational system paid little attention to the education of people with disabilities; and no special attention was ever paid to inclusion. Furthermore, Marfo notes in 1958, the Methodist Church built a school for the "crippled" and this was followed in 1964 with a school for the developmentally disabled by Society of Friends Mentally Retarded (Anson, 1977). In 1964, parents of children with intellectual disabilities (ID) formed an association called the 'Society of Friends of the Mentally Retarded' whose extraordinary advocacy led to the establishment of the first 'home for the mentally handicapped' in 1966 (GES, 2005). This, coupled with increasing international influence, led the 'home' to become the first "school for the mentally handicapped" in 1970 (Avoke, 2001).

Later, special schools for the different types of disabilities were established. In 1961, the first Republican Government of Ghana passed an Education Act making Education Free and Compulsory for All Children of school going age. Marfo (1992) noted the General Education Act of 1961 stated amongst other things that "Pupils with special educational needs are included within the general school system, and provision is made for them according to need". It is students whose disabilities were deemed severe and could not be admitted to the mainstream system who were admitted into the special schools. Ofori-Addo (1995) pointed out that there were no policies regarding parental involvement in assessment procedures or decision-making regarding children with special needs. Parents were encouraged to send their children

to professionals who assessed them and decide whether they should join the mainstream educational system; and if so, which school the child should attend. In the 1961 Educational Act, the government put up structures and resourced them with requisite educational materials and equipment to suit the teaching and learning of disabled children. Initially, the emphasis was placed on residential system of schooling but when the demand for admission into these schools increased tremendously, there has been the need to shift to inclusive education. However, since the implementation of inclusive education, it was found that many parents and beneficiaries are favourable with the segregating concept. In addition, according to the Special Education Policy Act of 1962 as stated by Goodley (2011), at the pre-school level, Children with severe mental retardation, visual impairment, and hearing impairment attended special boarding schools whereas those with only hearing impairment attended special Day schools. Furthermore, whereas children with severe learning difficulties attended mainstream schools but also got special classes in addition, those with only hearing and visual impairment attended regular or mainstream class but had additional support in tuition in such classes.

A study by Avoke,(2004) provides information to support the assertion and also provides information on specific places where some of the people with specific disabilities were educated. The researchers stated among other issues that the blind, deaf, and mentally retarded children are educated and cared for in categorical and segregated settings such as Demonstration School for the Deaf at Mampong-Akwapim. Children with orthopedic problems are educated in mainstream settings. Regarding children with mental disabilities, the author noted that such children are first referred to the Psychiatry Department of the University of Ghana Medical School

19

and the school classifies them into either 'educable', trainable, and profoundly retarded (Danquah, Morson, & Ghanney, 1976; Ministry of Education, 1974). The educable are placed in mainstream schools whereas the trainable and partially educable were placed in the Home and School for the Mentally Retarded or the New Horizon School. The 1970- 80's saw rapid growth in the number of segregated 'special schools' for the 'visually impaired' (VI), the 'hearing impaired' (HI), and the 'Intellectually Challenged' (IC).

Special education started in the western part of the world and according to writers such as Krueger and Casey (2000); the beginning of special education in the 20th century can be classified into three different eras. The first era is termed the era of neglect, characterised by lack of educational provision where these children were kept away from the public without receiving any education. The second era is characterized by proliferation of special segregated facilities and the third era he called era of integration reflecting the current trends in education which aims to provide education for children with disabilities amongst their non-disabled peers (inclusive education). However, in Ghana, there are four stages to the evolution of special education. The first stage is the pre-Christian era characterized by neglect and maltreatment of individuals with disability, the second stage is the spread of Christianity which pitied and protected individuals with disability. Stage three described the establishment of institutions to provide separate education for individuals with disability and the final stage is the acceptance of individuals with disability in the mainstream schools and the entire society.

2.4 Stakeholders role in the Education of Learners with IDs

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers' unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines (Cooper & Schindler, 2014)

The Government has played its part of establishing the Disability Act and implementing various strategies for the welfare of the person with disability. But there is a need for the strategies and opportunities for involving parents and communities in support of inclusive education. These can be identified locally and developed within existing programmes so that the existing capacities assets can be advantageous to the person with disability (Mprah, Opoku, Owusu, Badu, & Torgbenu, 2015). But before that, being aware of the most effective entry points and successful experiences worldwide can help build a suitable foundation for effective partnerships with families, communities and social organizations and networks Mprah et al (2015).

2.4.1 Role of parents

According to Mohsin, (2009), parents play the primary role in educating their children about disability. Parents can support their children by initiating discussions on the disability the child is having; emphasizing the importance of responsible behavior;

being open to discuss their own beliefs and values; and being available to give advice and guidance to their children. Parents should not separate their disabled child from their other children on the basis of disability. They should respect the decisions made by their disabled child. They should be involved in all matters related to family life, relationships, bearing and raising their children and should not be discouraged by absurd comments. Fisher (2009) revealed that parents should involve themselves in the delivery of disability related education to communicate a clear and consistent message to the children. They should sit in during disability education programmes in schools, and provide feedback to schools on their programmes. Interested parents should be in contact to their children's schools to make the necessary arrangements. Parents who wish to opt their children out of the school's disability education programmes, talks or workshops may have an open discussion with the school authorities.
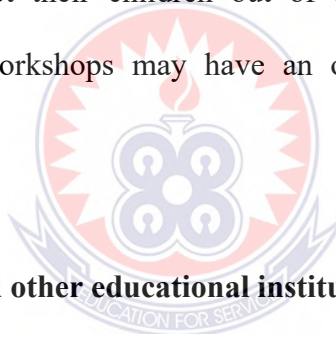
2.4.2 Role of schools and other educational institutions

Cramer (2006) says the head teacher plays a pivotal role in school, providing structured time for the Disability Education Programme and ensuring that it is delivered in keeping with the morale of disabled children. Each school should have a team of teachers, specially chosen by the head teacher, and trained in special education, to give a positive vibe to the children with disability and teachers in the school. School counsellors should also be available to advice and counsel students on disability matters. According to Lee, (2010), the school should not deny the admission of children with disability. They should be admitted without any discrimination and should be providing the same educational, sports and recreational activities equally. Moreover, the institutional campus should be such that it facilitates accessibility of

every room to disabled students. Friend and Cook, (2007) are of the view that, the school should ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication; detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them; monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability; provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs. As families and schools become more connected, schools can create a school website or a blog and provide regular information on activities and news. It is very important that school websites comply with accessibility standards. The schools can collect suggestions by inviting families to send their comments and feedback. They can create forums and discussion groups for parents to exchange ideas with others and circulate a newsletter about disability periodically (Mislan, Kosnin, & Yeo, 2009).

2.4.3 The role of the community

Very often we see that despite the inclusion of children with disabilities in regular classes and the adaptations and efforts made by schools, teachers and children to facilitate inclusion, children with disabilities are still not included in leisure activities, are not invited to their non-disabled peers' birthday parties or do not participate in out-of-school play dates simply because people think they may be infected with the disability (Chireshe, 2011: 158). This social stigma can be eliminated with the help of involvement of the people of the community. Chireshe believes that the community must provide social security to the people with disability. They should not make fun of them because it is from the elders that the young people of a community learn their

future behavior from. The community people may arrange a panel of external providers who can provide professional advice and additional resources about the disability to the people of that community (Mislan, Kosnin, & Yeo, 2009). Schools may engage these providers to conduct programmes to supplement the schools' disability education programme.

2.4.4 Role of extended families

Children with disabilities from the families of low socio-economic status might lack knowledge of community resources that would make the children more successful in school. In such contexts, the extended family is often responsible for child-raising. Grandparents, for instance, are frequently better advocates for their grandchildren with disabilities than biological parents because they are likely to be responsible for raising the children at the rural homestead while the parents may be working in the cities in order to support the family (Johnstone, 2011). Through ongoing collaboration with the school, the extended family member will achieve a greater appreciation of their child's disability and future potential and of alternative interventions.

2.4.5 Role of curriculum developers

According to Tyler (2013), curriculum developers may suggest curriculum adaptations and teaching methods according to learners with disability in the class. A chapter of moral values in the curriculum may help other students to know learners with disability as their friend and not as fun making object. Thomas, et al, (2012), are of the view that families of children with disabilities can often provide useful advice for curriculum adaptations and teaching methods, as they often know best what the functional limitations as well as strengths of their children are. This practice is not uncommon in early childhood education, when family involvement tends to be

greater. By giving parents a say in this and taking into account their priorities for instruction, it is more likely that skills learned at school are also applied in the home. When activities that are specifically designed for a child with special needs are based on the family's concerns and priorities, they are more likely to be appropriate within the cultural context of each family. At the same time, some curriculum adaptations will be beneficial to children who, despite not having a disability, might have some special education needs. This is why it is always better for parent aides in the classrooms to be considered as available teacher support rather than assigned to individual students (Traford 2010).
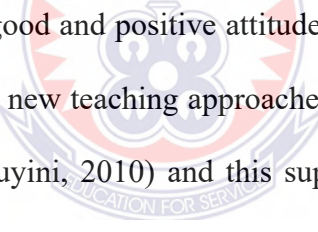
2.5 Attitude of Stakeholders towards the Education of Learners with Intellectual Disabilities

Attitude is everything in learning, attitudes and beliefs of school staff, parents, families, educational officials and the community have negative or positive impact on the school's effectiveness in education of the learner (Gwala, 2006:104). In most research, it is argued that the attitudes and beliefs of stakeholders towards education of learners with IDs is the key factor to successful independent living (Avramidis et al., 2000:198), because when the attitudes of teachers especially are not positive more damage than good may be done in the education for children with IDs schools. Studies abound on attitude towards inclusive education and students with special needs among teachers in Nigeria (Fakolade, Adeniyi and Tella, 2009). Alghazo (2002) examined Jordanian teachers and administrators 'on attitude towards of stakeholders in education of person with special need and findings showed that educators' attitude towards persons with disability in general was negative and never liked the idea of including them in the regular education classroom. Many of the

25

educators were more accepting of students with learning disabilities and least accepting of students with IDs. As Slee (2011) states in the first chapter of his book, *The Irregular School*, people need to have a positive mindset and attitude towards disabled children in order for them to feel comfortable and accepted in school and society. Adopting a positive attitude towards disabilities begins in the family. Obeng-Asamoah (2016) stipulated that, families especially parents need to have a good mindset for their children with IDs. When family members develop a positive attitude towards their children with IDs, they are more open in sending them to schools to get a quality education and its advantages. However, this sometimes is not easy for some families since they find it difficult to show their children in public because people make ridicule them (Tchintcharauli & Javakhishvili, 2017). This makes it difficult to let them go out of the home because they consider it a shame to give birth to such child. Therefore, it is important for authorities to identify these families and make them aware of education, its importance and encourage them to send their children to the schools despite the challenges they encounter in society.

The Salamanca Statement, 22 stated that "a positive and good attitude from parents helps with school and social integration" (UNESCO, 1994, p. 37). This means that major stakeholders need to be supported to help children with IDs education. The Salamanca Statement supports the idea of parent's voice being heard and has a say in how they want their children to be educated. The Statement continued that the governments should provide parental partnership where parents contribute to the development and decision making to enhance the education of their children with disabilities (UNESCO, 1994). If parents are not given the chance to participate in their children's education, they do not encourage their children to be in school and

society which prevents social inclusivity. According to Gadagbui, (2010), when families do not develop good behavior and attitude towards their wards with disabilities, it becomes a challenge for the children to feel part of society and, moreover, people in the community develop a negative attitude towards them. If families and the public are educated on the need of including children with IDs within the families, the society and schools, the negative perception that was formerly developed against them will turn into positive and good behavior towards the IDs. In view of this, many children with IDs will be lead to school and this will encourage the government in building more facilities to support their learning and making the necessary organizations in the various schools for learners with IDs not to feel discriminated from their peers (Ministry of Education, 2015).

Teachers may not have a good and positive attitude towards children with IDs if they do not get an education on new teaching approaches and relevant pedagogy to handle them in the classroom (Kuyini, 2010) and this support of Opoku, et al (2017) who argue that teachers need to be supported and trained to adopt different teaching techniques, strategies, styles and approaches to teach and support diverse students in the school and classroom. Teachers get innovative ideas, techniques, teaching approaches and styles to teach disabled students when trained (Gadagbui, 2010). Mihai (2017) is of the view that, developing good behavior towards children with disabilities encourages them to participate in the school. It helps them to get a proper quality education to develop themselves. As they develop themselves, it leads them to participate in activities and work to develop the society and nation and as they better situate themselves in society, it generates people to accept, appreciate and respect them. This leads to the development of the nation because it encourages them to do

more for their country. Mihai stated that it brings advantages in respect of the evolution of the society, on the labor market, more income to generate from the work they do as well as other children to develop the country.

2.5.1 Models used to understand intellectual disability

From its rather unclear and shrouded beginnings, the history of the provision of education or care for people with intellectual and other disabilities has demonstrated the relationship of unequal power between 'helpers' and 'helped', and has reflected the social adjustments related to demands of the labour market, and has provided for the reification of the roles of those groups of individuals who have been seen to provide a service (Johnstone, 1998). Many scholars find it useful to view these forces through an examination of the different models which frame the various ways in which disability is perceived.
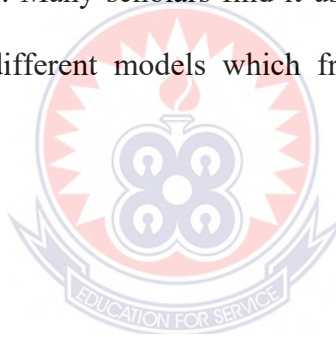
2.5.2 The moral model

The moral model of disability is implicated in the views that a disability has a moral or religious significance and that people become disabled either as a punishment for personal or inherited sins, or as a means for the redemption or inspiration of others (Gill, 1999). Some example in the Holy books many portray disability as a sin, and that a cure can be achieved with sufficient faith (UNESCO in Shapiro, 2003). During the Reformation, Luther viewed people with intellectual disabilities to be essentially evil, without a soul and representative of Satan (Klingner,et al, 2007). Various religions also reinforce the provider and receiver relationship which is still very much in evidence in the beliefs and behaviours of many charitable organisations. Individuals with disabilities are viewed as unproductive members of society who need

to be pitied, helped and uplifted. Individuals who give of their time to these charitable organisations are praised for their selflessness and dedication to the service of the less fortunate in society. The power of the moral model of disability to shape attitudes is perhaps most evident in the ways in which many children are socialised into interacting with disability. The means through which a child is first exposed to disability is most often transmitted through strong cultural influences such as the media, our language and literature, and school (Klingner,et al, 2007). The power of language to shape our thoughts and not merely to express them is evident in many representations of disability as punishment or as representative of evil in traditional children's stories. The stories which children read are often represent disability as a cultural stereotype which is static, imposed and removed from direct and reciprocal human interactions with individuals who have disabilities (Bilken, 2000).

2.5.3 The medical model

The most influential model of viewing disability is the one provided by the medical model. Gill (1999) describes this model as the one that brought disability down to earth, to the secular world, and replaced supernatural explanations with natural science. This model served to make disability seem more understandable and therefore more amenable to human control. By locating the problem of the disability within the individual and to the functional limitations or psychological losses assumed to be occasioned by the disability (Oliver, 2012), there seemed ample justification to intervene and do things to people with disabilities rather than to try to do things with them (Johnstone, 1999). In this model, disability is routinely represented as a problem or a defect that can be measured, that is able to be located within an individual, that has the effect of diminishing the quality of life of an afflicted person, that needs cure

or some curative efforts which need to be provided by medical and other professional experts (Gill, 1999).

2.5.4 The social or sociocultural model of disability

The still-evolving social model of disability has been driven and brought into greater prominence in political, economic and social spheres by scholars and activists with disabilities and allies without disabilities. This view of disability represents a sharp departure from the moral and medical models in that it views disability as a dimension of human difference rather than an individual defect. Disability is seen to derive its particular cultural meanings though society's responses to individuals who are seen to deviate from particular cultural standards or norms (Barnes, Mercer, & Shakespeare, 2010). Within the social model the 'problem' of disability thus resides within society rather than within an individual and is evident in all the elements within society that impose constraints and restrictions on people with disabilities (Barnes et al, 2010). The social model of disability is an interesting lens to focus upon the classification of mild intellectual disability as most scholars in the field acknowledge the central role of context (the society and the environment) in the determination of whether or not an individual is considered to have the socially ascribed status of mild intellectual disability. Carlson, (2010) gave the example that a child who is developing slowly might not be seen as intellectually disabled in an agricultural society, but would more likely be considered so in a technically sophisticated society in which the demand for mastery of language and mathematical skills would more likely lead to educational and social difficulties. This leads to the situation where a child can become intellectually disabled merely by moving from a community where expectations for the display of certain competencies are low, to a situation or community where

expectations are high, a set of circumstances which justifies the claims of proponents of the social model.

Likewise, a child or young adult can lose the status of intellectual disability by leaving a social system such as school. MacMillan et al. (1996, p. 132) feel that mild intellectual disability can only be understood in terms of the interactions between "… a child's cognitive inefficiencies and the environmental demands for problem solving". They believe that the condition of mild intellectual disability is highly contextual and relative to the environment, a dynamic feature which is absent in other forms of intellectual disability. Many proponents of the social model of disability insist on the value of creating a distinction or lack of causal relationship between disability, which is seen to be socially constructed, and impairment, which is seen to be a physical constituent of the body (Oliver, 2012). One of the constraints which society routinely imposes on individuals with intellectual disabilities is an assumption of a greater or lesser degree or lack of human agency. Isaacs (1996) considers that the traditional dualistic view of the human as being composed of the two distinct parts of body and mind is complicit in Western views of intellectual disability as it emphasises the rational human mind as being the distinctive feature of humanity.

Intellectual disability is thus viewed as being problematic as it suggests that individuals so described lack the ability to have access to agency in their world and in fact need other people to act or advocate on their behalf. The view of advocacy which the social model promotes is how careful planning can enable individuals with intellectual disabilities to be supported in their adaptive behaviours and the learning of skills in the critical environments of home, school, work and community. The aim of

this planning is for learners to develop self-advocacy skills which are evident when they speak or act on their own behalf in order to improve their quality of life (Alper, Schloss & Schloss, 1995). In this planning process advocates for adolescents with intellectual disabilities need to take cognizance of the fact that this period of transition within an individual's life span is characterised by significant changes in expectations for functioning in school, in the family and in the community. It is therefore during this period of transition that accommodations in the learning environments of learners with intellectual disabilities are necessary, as these will have a significant effect on their overall adjustment and particularly their struggles with independence and identity (Zetlin & Morrison, 1998).

2.5.6 Parents, school and community involvement

The role of the family in creating a context for a child with intellectual disabilities is viewed by some researchers as being determined by the source of the disability. In subscribing to the developmental approach to intellectual disability, Zigler (1998) proposed that there are two different groups of children with intellectual disability; those whose intelligence is measured at the lower end of the normal distribution curve and have no identifiable pathological cause for their condition (often referred to as having familial mental retardation), and those who have intellectual disability as a result of various neurological insults, metabolic dysfunctions or genetic defects (often referred to as organic retardation). The implications of this differentiation for education is that the former group are seen to develop through the same sequence as the average child but at a slower pace, whereas the latter group usually require major adjustments due to the specific consequences which are allied to the particular pathological condition which caused the intellectual disability.

Zigler (1998) claim that children who are identified as being in the first group often come from families of low socio-economic status who create a context in which a combination of poverty, limited education, and a barren home and environment often create additional problems for the learner. Smit and Liebenberg (2003) believe that it is often schools which actually exacerbate the problems experienced by these and other learners from sub-economic groups, in that many teachers remain unaware and insensitive to the needs and contexts of learners. In their research study which targeted parents from poor communities in South Africa, the findings were that schools pose barriers to participation for families living in poor communities. Moreover, parents experience school staff as being out of touch with the daily realities of sub-economic living conditions and feel pressured by the demands which they feel schools place upon them (Smit & Liebenberg, 2003). Further findings suggested that schools could play a central role in increasing parental involvement by attending to the practical support which parents in high risk communities need. According to the parents who participated in this study, this support involves teachers providing for the fundamental needs of learners, taking responsibility for learners when they are at school, treating parents and their children with empathy and respect and offering them opportunities to feel empowered, and offering emotional support to parents.

The Open File on Inclusive Education (UNESCO, 2001) suggests that parents from marginalised groups often need to be given a sense of confidence and self-worth themselves before they can be advocates for their children and that this requires proactive support from schools. In discussing research regarding parent teacher relationships, Epstein (2009) cites the existence of certain emerging patterns. The first

33

pattern is that partnerships between parents and the school tend to decline across the grades, unless schools actively work to develop and implement meaningful practices which encourage partnerships at each successive grade level. Secondly, schools in economically depressed areas tend to make more contacts with families about the difficulties and problems which their children are experiencing, unless they work hard at developing a balance in their communications which also include contacts about positive accomplishments. Thirdly, that single parents, parents who are employed at a distance from their home, parents who live far from the school, and fathers are likely to be less involved in the school, unless schools organise opportunities for parents to engage with the school at various times and at various places. Stakes and Hornby (2000) suggested that teachers need to develop certain interpersonal skills to work effectively with parents, the most important of these being listening skills, counselling skills and assertion skills. Listening skills are characterised by a progressive layering of competency in attentiveness, passive listening, paraphrasing and active listening.

Counselling skills are seen to be needed in order to allow parents to clarify their problems and generate strategies to deal with them. Assertion skills are used in order to be able to make requests, communicate ideas effectively and deal with criticism and aggression in a constructive and no confrontational manner. Research by Cushing and Kohl (1997) which investigated factors inhibiting school - community collaboration indicated the existence of three major barriers to successful collaborations. The first is the schools' apprehension regarding public scrutiny, particularly when schools have been already the target of negative media coverage. Another factor is the influence of teacher burnout due to high levels of exhaustion and frustration and the accompanying reluctance of teachers to extend themselves beyond

34

what are seen to be overwhelming school demands. A third factor is that the attitude and perceptions of certain administrators and teachers that the community is uncaring or lacking in resources impede collaborations between schools and communities.

2.5.7 School-based community involvement

The term "school-based community" in the literature is defined as educators, school administrators, teachers, pre-service teachers (student teachers under guided training), and the families and caretakers of students with IDs (National Center for Education Statistics, 2017). This community theoretical framework is cantered on the premise that the success of interventions and programs that contribute to improved academic and other outcomes for students with ID depends largely on educators', administrators', and teachers' perceptions of students with intellectual disability as well as their support and implementation of interventions made available by IDEA, Section 504 of the Rehabilitation Act, NCLB, and state and local statutes and policies (National Council on Disability, 2004; Ritter & Gottfried, 2002). Foster's label theory applies to this topic because it helps to understand educators' perceptions of students as being based in part on how the student is labelled (Foster, 1976). Labelling theory asserts that a label placed on students, such as "learning disabled," is sufficient to generate negative expectations and perceptions of those students (Foster, 1976).

One study sought to assess the attitudes of principals toward the students with learning disabilities (LD), intellectual disabilities (ID), and students without a known disability (normal students), and principals' views on work-study programs. The researchers' theoretical framework centred on the label theory, specifically that teachers and educators' perceptions of students are linked to the label placed on the

students, that the label "learning disability" was adequate to yield a negative perception from the principals. The researchers predicted that the students with IDs and the students with LD would be perceived less favourably than students without disability. The researchers did find that students with LD were perceived more positively than students with IDs. However, the students with LD were perceived to be more like students with IDs than like the normal students (Shifrer, 2013). The history of education legislation has demonstrated a growing awareness and consideration of the needs of students with disabilities. However, studies of educators', administrators', and teachers' perceptions of student with disabilities (SDs) revealed a slower acceptance of the need to adjust teaching methods, curriculum, and programs; to mainstream SDs; integrate family in classroom teaching; and to understand the challenges faced by SDs' families (Stoddard, Braun, & Koorland, 2011). The findings in the Foster study demonstrated the challenges of implementing intervention strategies when school administrators' views toward students with disabilities are far less favourable than their views of students without disabilities. Teachers' perceptions are based on other factors as well; particularly pre-service teachers (student teachers under direct guidance & supervision). Teachers play a vital role in creating a positive learning environment for all students, especially SDs who are often targets of negative treatment from other students, and they require adaptive instructions, technologies, and services to level the playing field with students with no disabilities.

The Stoddard, Braun and Koorland (2011) study of the Support Network for Kids in the Community Program revealed that teachers' classroom approaches are based on their pre-service training and their individual family and school experiences. Teachers

begin their professional experiences with concepts and assumptions about the educational environment (Stoddard et al., 2011). Elizabeth Graue's and Christopher Brown's study of pre-service teachers' perspectives on family involvement and working with SDs is useful in understanding that perceptions may be formed based on family and pre-service training experiences. The study was guided by Epstein's framework for parent involvement, parenting, communicating, volunteering, learning at home, decision-making, and collaboration (Graue & Brown, 2003). Some teacher/student classroom interactions and approaches yield less than positive outcomes for students with SDs. Teachers' "unintended cruelties" (Brantlinger, 2004) have resulted in very different relationships with SDs, and the students reported an impact long after they left the schools. Students have written to former teachers to express how their lack of sensitivity, and resistance to adapt instructions, classroom settings, and other aspects of the learning environment, created lasting feelings of inferiority, worthlessness, and anger (Brantlinger, 2004).

These perceptions may be changed through community efforts and family participation. In one pilot program that involved university pre-service teachers, parents, and school officials, students with disabilities were successfully integrated into after school and community recreational programs. The pilot program yielded unexpected outcomes that were more significant than the project goal. The pre-service teachers forged strong relationships with the families of the students with disabilities. They reported their prior misconceptions of students with disabilities were erased; they gained a better understanding of the families' challenges. One pre-service teacher noted that her doubts about pursuing special education were removed (Stoddard et al., 2011). The Graue and Brown study findings are similar to other study findings that

support relationship building as a means to change perceptions. Jeannie Oakes and John Rogers argue   that teachers' negative perceptions of students of colour have led to ineffective teaching practices, but that teachers' perceptions may be changed through the development of positive "new relationships" (Oakes & Rogers, 2005).

2.6 The Influence of Stakeholders' Involvement in Education of Learners with IDs

2.6.1 Influence of parents on education of learners with IDs

In a study conducted by Hughes, Holden and Desforges (1994) on European schools, they mention that parents can be seen as partners in the decision-making process in schools chiefly through involvement in the education and instructional management of their children. Yet, in practice, the parental involvement in many schools for learners with intellectual disabilities has been found minimal. In fact, many head teachers and teachers till date have reservation in parental involvement. However, Hughes, Holden and Desforges in their study, disagrees with that of Greenwood and Hickman (1991), who reason that head teachers are more than willing to involve parents but some parents rather believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee hence they feel powerless to influence the school.

McKenna and Willms (1998) also observed in Canada that, parents who get actively involved in schools programmes get a chance of knowing more about their children. Not only that, they are more connected with other parents and have a more understanding of the school's educational policies. This helps to improve pupil's attitudes to the school and learning outcomes. This assertion is supported by Shatkin

38

and Gershberg, (2007) state that when parents participate actively in school decision-making concerning curriculum and instructional management, they can foster improvements in learner's performance. According to Naidoo (2005), parents can help effectively in the determination of the curriculum (Individualised Education Plan, IEP), teaching strategies, school programmes, and learners placement allocations. Hence there is an improved performance by learners when parents get involved in school management. Hara (1998) recognized that an achievement gap exists between parental involvement and academic achievement. However, means of bridging that gap vary widely among social scientists. A notable solution that headteachers propound is that parental involvement is very crucial in learner's education. (Jeynes, 2003) also acknowledged that although some parents naturally become strong partners in their children's education, teachers and administrators need to become actively engaged in encouraging high levels of parental involvement. Jeynes added that the key to improving the academic performance of learner's rest in increased parental involvement. Griffin, McMillan and Hodapp (2010), observed that parental involvement in education is an important element in learner academic achievement.

In Nsubuga (2008) analysis of leadership style and school performance in Uganda, the findings were that the participation of parents in curriculum and instructional management is influential both to the students learning achievement and to the well-being and performance of the school. Nsubuga's study nonetheless contrasts with that of Laboke (2000) who carried out a study on parental support and their involvement in the effective instructional management of schools. The researcher points out that although in the shaping of a child's life, parents are useful partners, some schools

however tend to undermine parents' contribution towards curriculum and instructional management. Laboke also confirms that this scenario is attributed to the tendency employed by the schools to keep parents out. He argues that it is a must that a professional skill such as teaching should be devoid of interruption or interference. Achoka (2003) study on parental involvement in the management of schools revealed that most parents who involved themselves in curriculum implementation helped head teachers in the provision of teaching and learning facilities to schools which invariably made a positive impact on pupils' performance. Karanja (2005) disclosed that parents rarely visited schools to check on their children academic progress and that parents who consistently visited and participated in school activities, their children tended to improve on academic performance as opposed to parents who hardly visited or participated in school activities. Ashton and Cairney (2001) observed that the involvement of parents in school's governance might not mean that parents are actually getting to make decisions, however Parents, pupils and teachers stand a chance of benefitting from one another when they combine forces.

Among Patin (2000), statement of the purposes of parental involvement in schools, he indicated that parental involvement motivate schools to function at a higher level by so doing they constantly improve teaching and learning practices, and create higher student achievement and success in school. Schools are therefore faced with the task of implementing various strategies to get as many parents as possible on board in the education of learners. Eldridge (2001) and Niemer, Wong and Westerhaus (2009), observe that there is great benefit when programs are drawn which involves parents to voluntarily support school administrators in the shaping of their wards; they stress on the need to have a conducive classroom environment as well as schools having a

sensitivity towards divergent contributions of parents. According to Creamers and Guldemont (2001), looking at the means of improving quality in education, parental involvement is not only necessary but it also one of the most useful and cost effective to be considered as compared to other interventions. Thus parental participation is a suitable means of enhancing education in developing countries. It is the school's responsibility to improve the education of all learners, yet this task cannot be accomplished without involving parents in the curriculum implementation. In Kimu's (2012) discovery of the negative impact of parental neglect in school programs, Kimu stipulated that, in Kenya, there were no structures or plans to allow parents to volunteer in most activities in the school. Parents were neither consulted nor were they allowed to give advice on decisions that involved curriculum implementation at the school because they were considered to be too incompetent which resulted in the drastic fall of most learner's academic achievements.

As described earlier, Papay & Bambara (2014), reiterated that, parents are instrumental in the educational planning process of their wards. Therefore, obtaining a better understanding of parents' perspectives regarding what is needed to help prepare their young ones for future independent living is critical and needs an effective collaborative approach which involves families, educators and service providers to adequately prepare students with ID for future opportunities. In Grigal and Hart, (2012) described, the behavior of children with intellectual disabilities as complex and understanding the parent perspective is essential as parents are often considered the experts on their child based on their lived experience as a primary caregiver, with an intimate understanding of the unique abilities and challenges their child with ID has. Parents know the abilities of their children and often understand them better than

41

professionals since the aspirations and dreams that both they and their child have for the future are common. Finally, parent involvement in the education process is identified as the best practice that is associated with a greater likelihood of independent living, and quality of life outcomes (Papay & Griffin, 2014).

2.6.2 Influence of teachers on education of learners with intellectual disabilities

Studies on teacher participation in decision making started many years ago in USA (Conley, & Anderson, 2008). The studies called for the need to empower teachers to be more vocal in decision making, requesting them to participate in essential matters such as teacher evaluation, staff development, budgeting and being involved integrally in making school decisions. Teachers who actively participate in in-service training, workshops and in assessment formulating are more likely to understand themselves and to take a more thoughtful approach to their own instructional methods which invariably help unearthing the learner's unique abilities. This happens only when teachers are provided the time and the needed support to work through the issues together (Jamen, 1994). Lahler (2006) discovered that teachers have all the willingness and skills needed to do the job but the onus lies on school administrators to get teachers involved in school activities and decision making processes. According to Oluyede (2007), to ensure continued learners' performance, there must be a higher level of teacher input in decision making. He then stressed that teachers interest these days in the art of teaching and learning process is gradually dwindling, and this is as a result of inadequate teaching and learning materials, and lack of periodic workshops. Some teachers even are complaining about the overuse of outmoded curriculum which is affecting learners' performance and achievements.

Chawla and Kelloway (2004), revealed that head teachers who are mindful to involve their teachers in instructional materials selection and in the allocation of teaching and learning materials in different activities at the school, are sure to attain higher goals in their school. Adeniyi (2000), emphasized on the need for head teachers to involve teachers in schools through the delegation of duties and teachers on the other hand should show greater support. As noted by Oluyede (2007), concerning curriculum and instructional management, he points out that, increasing teacher participation in school decision making is an effective tool for learner's positive outcomes. Oluyede (2007) and Adeniyi (2000) agree that teachers' high performance, reduced resistance to productivity and change which enhance learners' performance can only come about when they significantly participate in positive decision making. They also agree that teachers are able to identify with institutional objectives and goals when they are made to participate in curriculum and instructional decision making process. Chawla and Kellowway (2004), support the various schools of thoughts which emphasize the relevance of teachers in school's decision making processes, thus they stated that the involvement of teachers in educational instructional management practices give a great forecast of the possibility of an increased productivity which subsequently boosts pupils' performance. Newcombe, McCormic and Sharpe (2005), indicate that the extent of teachers' involvement in resource mobilization and decision making is greatly dependent on their perception of the schools organisational goals. (Ben-Peretz, 1994), concluded this Teachers always act as "curriculum pivots", in that curriculum development and its implementation greatly depends on their thinking and actions.

2.6.3 Influence of Administrators on education of learners with intellectual disabilities

Administration is a social process concerned with identifying, maintaining, motivating, controlling and unifying informally and formally organised human and material resources within an integrate system and it is designed specifically to achieve predetermined objectives (Owusu & Owusu, 2014). They stressed that administration has to do with getting things done with the accomplishment of defined objectives. At the village level, communal labour is often employed in other to get things done. According to Enaohwo and Eferakeya (1989), administration can be defined as the process by which goals are achieved through collective and cooperative human effort in a suitable environment. In a school situation, the administrator is considered as a disciplinarian, and a manager whose work affects student learning, behavior and achievements. Because of the ways by which they make decisions and implement policies and programmes which directly or indirectly affect learner's achievement, they are mostly considered as the executive heads of an organization. To add to this, the administrator is also seen as a coordinator, who has to shape activities in such a way that things are done smoothly, quickly and efficiently. In achieving its main goals, the administrator such as the educational directorates, head teachers of schools for the IDs etc. must exhibit certain abilities in making decision, initiating goals, inspiring efforts, analyzing and understanding issues, and finding solutions to them.

In Britain, curriculum and instructional Management of education is shared between the government and Educational Authorities, both of which, the members make decisions which aim at improving teaching and learning effectiveness for learners. Creese (1995) observed that administrators are often engrossed in matters involving

financial decision-making but they are less involved in discussions about teacher and learner evaluations, timetabling and staffing matters which adversely make their administration porous hence imparting poorly on learners. Monly (2003) conducted a study to establish the effectiveness of administrators in the management of schools. The findings by respondents indicated that involvement of administrators in school management effectively enhance schools' academic performance especially in the case of learners with intellectual disabilities.

2.7 Barriers affecting Stakeholders' Involvement in the Education for Learners with IDs

Mumbuna, (2010) defines Parenting as a process of promoting and supporting the physical, emotional, social, spiritual and intellectual development of a child from infancy to adulthood. It's every parent dream that their children become successful in future be it able or disabled. That is why parents spend on their wards education. Though parents try their best in bringing out the best in their children, there are some barriers which hinder their effort in educating them. The value people place on the education of children with intellectual disabilities is minimal due to beliefs and prejudices people have in our communities and the nation as a whole. The main problems encountered by parents in educating their children with disabilities are stigmatization, negative attitudes from members of the society and parental ignorance (Orodho, 2014). Such children are perceived to be a shame to the whole family, hence their rejection by the family or sections of the community where they belong. Children who face these challenges can hardly develop to their full potential since the negative social factors such as ignorance, neglect, superstition and fear undermine their ability to make progress.

Attitudes and cultural prejudices towards persons with disabilities still continue to interfere with efforts aimed at educating such children (African Child Policy Forum, 2011). Some societies in Ghana and other African countries have similar negative attitudes towards individuals with intellectual disabilities. They are often entangled with beliefs such as witchcrafts, punishment from the gods and curses and as such associate these as the causes of a person's disability. Due to such beliefs they tend to stigmatise people with intellectual disabilities. For individuals with disabilities and their families, stigma can often result in diminished status in the society and they face extreme disparities and daunting challenges to the enjoyment of academic, social, and community participation (United Nations, DSPD, 2016). These forms of discrimination have the potential of keeping their parents away from actively getting involved in their education (Bruce & Venkatesh, 2014). Regardless of the sustained effort of government and non-governmental organizations which are aimed at creating heightened awareness of disability, traditional and cultural beliefs still influence and shape people's beliefs and attitudes about disability hence causing them to keep to negative social perceptions and ignorance (Bruce & Venkatesh, 2014).

There are problems also associated with close and extended families of persons with intellectual disabilities. That is, they may be reluctant to seek identification because they also view disability as a curse from the gods or even as a spell cast by wicked people, causing them to have a sense of shame and concealment of the child from society (Kiare, 2007). Bii and Taylor (2013) agree more with the United Nations when they stated that traditional beliefs that view disability as a curse or the result of witchcraft are still present as well as the belief that disability is contagious. They further stated that it is the fear of the unknown that seems to drive the negative

perceptions of the community with regard to persons with disability. These beliefs and negative attitude towards disability in the communities is a significant barrier to parents' willingness to enroll their children with disabilities in school. In some cases, children with disabilities are hidden away or forbidden from taking part in social activities due to stigma or negative perceptions (Bii & Taylor, 2013). Mutua and Dimitrov (2012) added that, parental expectations about social acceptance and their beliefs about the benefits of educating a child with disabilities influenced their decisions about school enrollment and participation. In some cases, due to cultural perceptions of disability in Ghana, and a lack of knowledge of available resource, parents delay taking their children for evaluation and diagnosis which significantly delay their placement in education. Agbenyega (2007) added that it is important to provide the resources and facilities to offer opportunities for disabled children. Kuyini and Boitumelo (2011) concluded that limited resources and facilities and lack of training for teachers act as a barrier to practicing and implementing inclusive education.

Furthermore, as the government builds or provides more facilities, it effectively reduces cost because it is more economical to build facilities that accommodate and benefit all children than building separate facilities for disabled children (Obeng-Asamoah, 2016). As the government reduces cost by providing facilities to benefit everyone, they can use the remaining money to help train more teachers and develop expertise to help the teachers handle and teach diverse students in the schools (Agbenyega, 2007). Studies by (Alhassan 2014; Kuyini & Desai 2008) reported that teacher challenges with classroom management are because of overcrowded classrooms and lack of resources and services. In particular, children with disabilities

47

often lack the adequate resources and services (i.e. inaccessible curriculum, instructional materials) to succeed in educational systems (Kuyini & Desai 2008).

2.7.1 High poverty levels

Poverty is a significant factor which impacts on parents' ability to send their children to school. Financial hardship is a challenge that parents of children with IDs face. Resch et al. (2010) argue that in general, families of children with disabilities, regardless of the type of disability, experience higher expenditure than other families. Freedman and Boyer (2000) also note that aggravating these financial challenges is the finding that children with disabilities are significantly more likely to live in families considered to be poor. A possible explanation could be that disadvantaged communities may lack adequate resources for healthcare, experience poor access to vital information on the well-being of families, as well as low educational levels. Studies made by Bii and Taylor (2013) on poverty and disability reveal that the added costs of meeting the healthcare, rehabilitation and other needs of children can overburden family resources. Parents of children with disabilities are confronted with efforts to raise and educate their children. There is a strong correlation between poverty and disability for example; poverty may increase the likelihood of a disability. Poverty is considered as both a cause and consequence of disability and is one of the main hindrances to education for children with intellectual disabilities in Ghana (Global Campaign for Education, 2015).

It is an undeniable fact that children with disabilities may have extra expenses associated with their education which may include the need for educational assessment, support and care, assistive technology devices, transportation, levies, and

medical costs. Such additional burden increases the impact of economic poverty placed on families of children with disabilities. Some parents have found this very burdensome and as a result some of these parents have opted to keep their children at home to avoid the inconveniences (Mwangi & Orodho, 2014). Effects of poverty on people with disabilities are massive as poverty deprives them the basic necessities of life as noted by Mukobe, (2013).

2.7.2 Poverty and disability

Poverty plays a dominant role in creating difficulties for children in education (Hadrman, Drew & Egan, 2016). Poverty is both a cause and consequence of disability. In 1999, the World Bank estimated that people with disabilities may account for as many as one in five of the world's poorest people. According to Yeo and Moore (2003), the relationship between poverty and disability is complex and differs by country and context. Again, a World Bank (2000) study on Poverty and Disability indicated that 16.7% of the world's poor are disabled as compared with a general average in the South of 4.8%. Furthermore, studies by World Bank (2009) tentatively concluded that disability is associated with long-run poverty in the sense that, children with disabilities are less likely to acquire the human capital that will allow them to earn higher incomes. Children with disabilities have lower educational attainment than other children, which leads to lower economic status. Neufeldt (1998) cited in a World Bank (2005) literature review entitled "Poverty and Disability" suggest that, disabled children are more likely to leave school earlier with fewer qualifications. Thus, if, from birth onward, people with disabilities are not given the resources and access that they need to participate, then, to assume that this group is a drain on society becomes a self-fulfilling prophecy (Groce, & Chamie, 2000).

Poverty can fail to inspire any education decision-making by parents for children regarded as difficult to learn (Mictchel, 2010). In line with the statement made by Mictchel supported by Chitoyo and Chitoyo (2007) that poor families, with little or no resources, are unable to send their children to school, breeds a very bad situation for children with disabilities. Kabzems and Chimedza (2002) also noted that when parents are not able to raise money for school fees and transportation, children with disabilities become the first to stay at home. These suggest that, there is a strong correlation between poverty and access to education for children with disabilities. Poverty contributes significantly to children's access to education. Household income is an important factor in determining access to education (Filmer, 2008) Filmer noted that school is expensive and it involves upfront and hidden costs. Upfront cost, he explained as, includes fees while hidden cost cover uniforms, stationery, traveling equipment and many more. Moreso, (Rischewski, et al, 2008) agree with most of the evidence indicated by the above authors and concludes that even if education is free the poor, socio-economic status of parents may interrupt their child's education. On the basis of this evidence, Kiani (2016) stated that families with exceptional children often face complex family functions because family resources can be strained by multiple needs of the child with disability. The full inclusion of disabled people could contribute to poverty reduction within households, and entire communities. Yet even many organizations claiming commitment to poverty alleviation frequently exclude disabled people. Further evidence suggests that disabled people are disproportionately overrepresented in the poorest of the poor (Department for International Development 2000; Yeo & Moore, 2003).

In addition, a World Bank paper (2005), Disability, poverty and schooling in developing countries, argued that the schooling gap between children with and without disabilities starts at Grade 1 and then widens throughout schooling, but due to discrimination and stigmatisation, the chances to access education and employment are very restricted for people with disabilities. This means that, the disabled poor are likely to remain poor, as are their children; thus, poverty is discouraging children from continuing to go to school, since the basic household income may depend on various forms of child labour. However, one of the important exits routes out of poverty is identified as formal education; especially, where it improves individual skills and capacity to enhance their human capital formation to be productive on the labour market. Further support can be found in studies by (Trani & Leob, 2010) who suggested that education routinely denied to children with disabilities is a key factor to determine poverty during adulthood for people with disabilities. This indicates a strong correlation between poverty and low levels of schooling and educational opportunity generally. In the case of children with disabilities, poverty exacerbates and deepens the extent of their disability and social exclusion. Education programmes aimed at the poorest children may still exclude disabled children, with excuses about expense and lack of expertise being used.

Moreover, according to Bii and Taylor (2013), people become disabled due to poverty; thus, poverty may lead to delayed evaluation by a physician and therefore may cause disability. This disability may exclude people with disabilities socially and economically, which makes them poorer and gives them even less access to care, which in turn may aggravate their disability. Elwan's (1999) study in Cambodia confirms Bii and Taylor's assertion that poor people lack access to basic health care,

meaning that simple infections, illnesses and injuries could result in permanent disability because they go untreated or are mistreated. All informants in the study who became disabled later in life indicated that they became poorer after they were disabled, and most said they had become much poorer. This might be explained by the fact that disability can have an impact on a person's ability to work and earn a living; consequently, people with disability, irrespective of their other advantages, are more likely to live in poverty. There is little doubt that participation in work and employment are key cultural signifiers of citizenship and status in modern societies. Yet, people with disability, especially the women, continue to be disproportionately unemployed, underemployed, and underpaid (along with young people and nondisabled women), resulting in conditions of extreme poverty for many millions of their families. In 1999, Elwan noted that among children with disabilities who acquire education, the majority often receive inferior treatment, have low expectations of themselves, experience low expectations from their significant others and fail to get the support they need to participate equally. As adults, discrimination also tends to exclude them from employment and income earning opportunities, leaving them in perpetual poverty (Hoogeveen, 2005; World Bank, 2005). This initial exclusion and lack of growth opportunities create a downward cycle of economic well-being that can follow persons with disabilities throughout their lives.

The International Labor Organization (ILO, 2009) estimated that some 470 million people of working age are disabled yet many, up to 80 percent in some countries, remain unemployed due to the disabling attitudes of employers, unequal access to education and training, an absence of appropriate support, and disabling barriers in the workplace. Access to economic resources for those who are unemployed is often very

limited, and in many developing countries threatens physical survival (Turmusani, 2001). Women with disabilities face worst problems especially if their disability is from their childhood; a lack of access to education reduces their chances for employment in adulthood. In contrast women who acquire their impairment during adulthood lose financial support of their spouses (if married) and their family (Kiani, 2009). Consequently, access to adult paid employment is sometimes seen as the only available mechanism for breaking the link between disability and poverty. Differential access to the benefits of paid employment and education means that world poverty is a key issue for persons with disabilities. In a global context, poor people are more likely to be affected by impairment and disability, and persons with disabilities are likely to live in poverty. The causes of such disadvantages are not simply to do with disabling attitudes or prejudice. They are deeply rooted in structural inequalities and conflicts arising from uneven educational, economic, technological, and political development. In Ghana there has been some significant education policies and frameworks implemented to increase access and improve quality in the provision of basic education. At the international level, Ghana has welcomed strategies from United Nations to alleviate poverty and to promote national development.

For example, the Millennium Development Goals (MDGs) targets countries to ensure all children complete full course of primary education by 2015. In response to the mandate of the MDGs, Ghana developed the Ghana Poverty Reduction Strategy (GPRS 1&2) to promote sustainable economic growth and reduce the high incidence of poverty in the country. It can be assumed from the literature review that poverty can be said to be both a cause and consequence to disability and thus inseparable from the above discussions. Poverty is stated to be the reason why children with disabilities
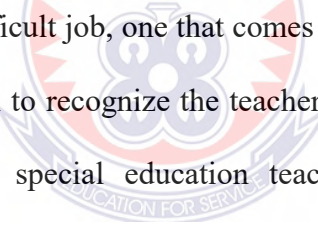
could not attend school and have the lower means of education indicated by the authors above. For example, Loeb et al (2008) did not find much difference between people with disabilities and non-disabled persons in terms of poverty but they did find that persons with disabilities have lower means of education. World Bank estimates that people with disabilities may account for as many as one in five of the world's poorest people. Disability is associated with long term poverty in the sense that children with disabilities are less likely to acquire the human capital that will allow them to get jobs and earn income. This situation leads to discrimination and stigmatization restricting persons with disabilities the chances of accessing education and employment. It is worthy to note that United Nations- DSPD, (2016) stated that education, stigmatization and discrimination are cited as the reasons for high unemployment amongst people with disabilities. This suggests that the disabled poor as well as their children are likely to remain poor and discriminated against if they are denied access to education; hence, the strong correctional between poverty and low levels of schooling and educational opportunities generally.

2.7.3 Limited/lack of knowledge of available services

Inaccessibility to useful and usable information has been cited as one of the major barriers to accessing support services by individuals with disabilities and their families. Sometimes parents who have children with intellectual disabilities are even unaware of the disability Act which is favourable to them and services available to their children (Kiarie, 2007). There is also the sense of intimidation that parents of children with IDs may feel by the school system and may think they have nothing of value to contribute towards the education of their children. In the rural communities, there is usually lack of means of communication and support systems for parents of

children with IDs, and they do not even know what pre-schools, primary/secondary or any of the post-school services can provide for their children with IDs. Some parents of children with disabilities are not familiar with the assessment centres available for diagnosis and identification of all forms of disabilities (Bii & Taylor, 2013). For instance, many families are limited in knowledge as regards autism spectrum disorder, and do not have adequate knowledge on how it manifests itself, or what to look out for as signs of disability during a child's developmental stages. As a result, this incapability limits the success of the child's educational services and independent living.

2.7.4 Barriers of teachers towards education of learners with intellectual disabilities

Teaching is a uniquely difficult job, one that comes with a set of huge responsibilities; however, many people fail to recognize the teacher's role. The various disabilities of the students with whom special education teachers' work multiplies the job's difficulty. Special education teachers are largely unrecognized and unsupported by the public. According to Gezahegne and Yinebeb, (2011), challenges like inadequate workshops and in-service training, negative attitude of regular teachers toward special educators, and lack of materials and equipment provision, are also factors that affect teachers in their education for children with IDs. The study also revealed that the attitudes of the teachers are usually positively or negatively affected by the extent of a disability, either minor or complicated, in carrying out their duties diligently. Likewise, lack of special training and class size are the other challenges mentioned in the study. Furthermore, Mwangi and Orodho, (2014) agree more with Gezahegne and

Yinebeb by elaborately outlining the following as some other challenges facing special educators in the discharge of their duties.

2.7.4.1 Lack of support

At a time when many large school districts are experiencing high levels of growth, special education teachers are being asked to do more with less. Salaries are being cut in many districts, and there is often very little in the way of technical assistance provided by school administrations.

2.7.4.2 Dealing with multiple disabilities

A special education teacher's classes may have students with various disabilities. Since each student is a unique case, the teacher must modify their lessons to suit each disabled learner by providing individualized education programs.

2.7.4.3 Handling the problems of an inclusive classroom

The concept of having classrooms that contain both special needs students and students who are developing typically is becoming a popular one. This type of education poses new challenges for a special education teacher. For example, many students who have no disabilities are unaccustomed to dealing with those who do. Teachers in these classes are charged with eliminating cruelty and insensitivity from among their students and ensuring that those with special needs are treated with respect.

2.7.4.4 Professional isolation

The nature of a special education teacher's work is very different from that of traditional teachers; the result of this is that standard classroom teachers may not view

them as colleagues. There may be a professional stigma attached to the work of teaching "slow" students. Special education teachers often work with smaller groups and may focus on skills rather than content, thereby leading to the perception that their work is easier or less important.

2.7.4.5 Lack of support from parents

Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations from the child and the child's teachers. Both attitudes can shape children in negative ways. Parental disinterest may make special needs students less motivated and parents who are overprotective often diminish their child's confidence and make it harder for them to learn.

2.7.4.6 The difficulty of discipline in a special needs classroom

Disabled children may have behavioral issues including restlessness and moodiness. They may also exhibit problems like a short attention span or an inability to understand what is being taught. Special education teachers have to learn how to deal with these problems as well as how to take appropriate disciplinary measures.

2.7.4.7 Budget problems

Across the nation, special education programs are facing increasing enrollment and decreasing budgets. The result is that there are fewer teacher assistants available,

which results in a greater workload for special education teachers. They may also face

shortages of essential resources and equipment for delivering effective lessons.
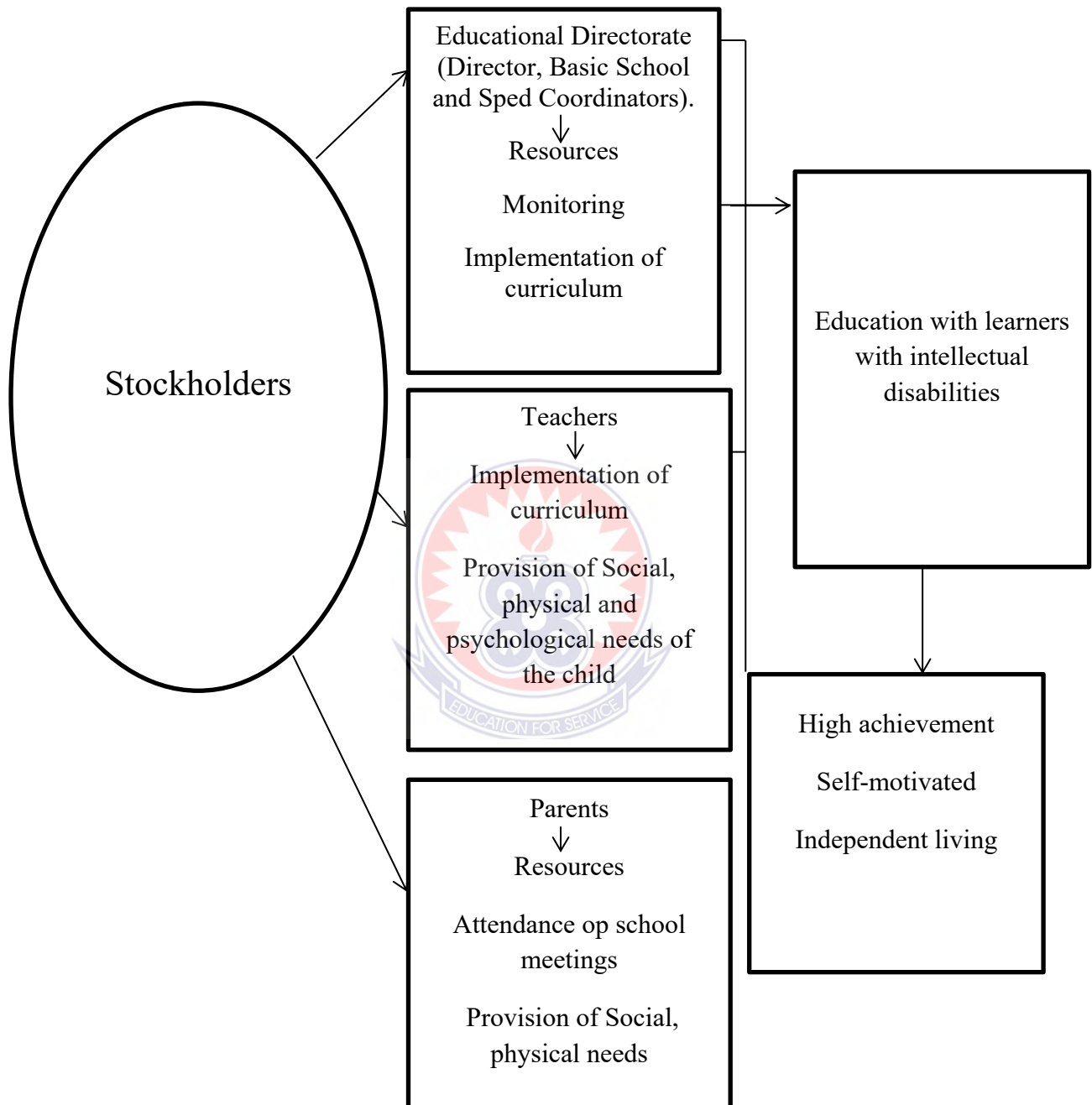
Figure 2: **Conceptual framework for the study**

2.8 Explanation of relationships of variables in the conceptual framework

The involvement of stakeholders such as government (educational directorate), government agencies, teachers and parents, participating in school activities such as provision of resources, setting goals, determining work schedules, assisting children in both socially, physically psychologically, monitoring and making suggestions in schools decision making develop the learner holistically. The diagrammatic representation used in the study show how each stakeholder's contribution or participation affects the lives of learners with IDs.

2.9 Summary

This chapter started with an introduction and theoretical framework, previous studies on stakeholders' involvement and contributions towards education of learners with IDs. Including a child with a disability in society begins with access to everyday experiences in the home and school with major stakeholders playing their role. Unfortunately, most schools are not sufficiently collaborating with some stakeholders which directly or indirectly affect the life of learners with IDs. Involvement of parents, teachers and administrators in educating persons with IDs are essential for effective and efficient delivery of quality education to transform them to become independent and useful members in the society and the world at large.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered were research design, population, sample size, sampling techniques, instruments for data collection validity, reliability and data analysis.

3.1 Research Design

Research design basically refers to the overall plan for the research. A research design is general plan of how one intends to go about answering the specified research questions. Research design refers to outline, plan or strategy which shows the procedure to be used in investigating the research problem (Christensen, 2015). The research design adopted for the study was a mixed approach. Thus quantitative and qualitative research methods were used and many reasons informed this approach. First, some of the questions require the use of qualitative method because in depth information could be retrieved through interviews whiles others were quantitative which required the use of questionnaires. Secondly, it helped the researcher to triangulate to facilitate the credibility and reliability of the results since a single method could not completely give reliable results looking at the characteristics of the study. Mixed method research provides better inferences and minimizes unimethod bias. Many researchers select mixed method in order to search out the opportunity for a greater assortment of divergent views. For instance, the qualitative aspect of the study enables the experiences and feelings of the participants to be explored, however gaining an understanding into their lives were not accessible by means of quantitative studies or other data collection techniques. The rational for this approach was that the

quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture. Creswell (2013) opines that mixed research methods are quite new and developing in the health and social sciences, and involves combining both statistical trends and stories to study human and social problems. The main assumption is that when an inquirer combines both quantitative and qualitative methods, it provides a better understanding of the problem than using either method alone.

According to Khan (2014), qualitative research is a systematic and subjective approach to highlight and explain daily life experiences and to further give them meaning. Khan further stated that, qualitative research allows researchers to deeply explore behaviors, different perspectives, and life experiences to discover the complexities of the situation through a holistic framework. This study collected data relating to how stakeholder's involvement in education meets the needs of learners with intellectual disabilities. Quantitative research methods are those methods in which numbers are used to explain findings (Kowalczyk, 2016). The research procedures are through "sequential explanatory design" with data collection being statistical and supported by descriptive analysis (Creswell, 2003). Using numbers implies that the researcher has to have a good knowledge of both descriptive and inferential statistical parameters, such as calculations and interpretations of standard deviations, etc. Quantitative research is the objective form of conducting research where knowledge should be proved by scientific methods and not by feelings, opinions, values and personal interpretations. Sidhu (2014) says when a researcher gathers data by participant observation, interviews

and the examination of documentary materials, little measurement may be involved. According to Kombo and Tromp (2013), "quantitative research relies on the principle of verifiability". According to Creswell (2014), the choice to use mixed methods may arise "when the use of quantitative or qualitative research alone is insufficient for gaining an understanding of the problem". To understand curriculum implementation in this, it is imperative to understand key stakeholder involvement and the best way to understand their involvement should not be limited to 'yes' and 'no' responses or establishing relationships that do not show the cause (quantitative). It is important to understand the details of their not being involved and the challenges that come with lack or with involvement. In this case, using one approach would not help to understand the problem.

Mixed methods have their own designs, usually designs that satisfy two different sets of data; quantitative and qualitative. Fraenkel, Wallen and Hyun, (2012) describe three major mixed method designs as exploratory, explanatory, and triangulation designs. Perhaps as a matter of use of different terms to describe the same designs, Creswell (2014), also came up with three mixed methods designs namely the concurrent mixed methods design, the explanatory sequential mixed design and the exploratory sequential mixed methods design. The designs are explained in terms of which one influences the other or whether the researcher uses the two approaches on an equal basis. In an explanatory research design, qualitative data supports the quantitative research results. Analysis of the two sets of data is done separately. In the exploratory design, "researchers first use a qualitative method to discover the important variables underlying a phenomenon of interest and to inform a second, quantitative, method." When this design is chosen, qualitative results give direction to

quantitative results. Thus, the quantitative results help to validate or extend the qualitative findings (Creswell, 2014). When a researcher adopts the explanatory design, quantitative method is preferred first. The qualitative method is used as follow up and as refining tool for quantitative results. Creswell (2014), contests that this design is more appealing to individuals or researchers with good background in quantitative research or from fields that are new to qualitative approach. In an explanatory research design, qualitative data supports the quantitative research results. Analysis of the two sets of data is done separately. The 3rd type of mixed methods design is called the triangulation design (Fraenkel, Wallen & Hyu 2012) or the convergent parallel mixed methods (Creswell, 2014). In this study, the researcher considered the problems that arose from the studied results if one method was being used. It was therefore important to consider using the Sequential Explanatory design in order to gain a full understanding of the stakeholders' involvement in education of learners with intellectual disabilities in Ghana.
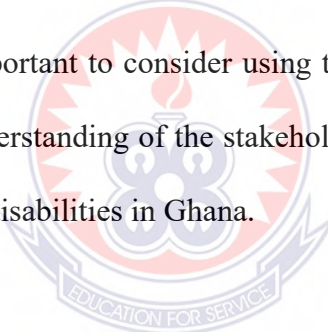
3.3 Population

Population is the persons or object about which information is being gathered. According to Lim and Ting (2012) a population is a complete group that shares a common set of characteristics. Sidhu (2014) elaborated that a "population is an aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. The population for this study was one hundred and fifty (150) comprising of Administrative Staff, Teachers, and Parents from 4 selected Special Schools in the Takoradi, Koforidua, and Cape Coast Metropolis.

3.3.1 Sample size

A sample is part of population which is purposely selected for investigation (Cochran, 1997). A sampling technique was adopted to give a fair representation of the entire population of the assembly. The sample selected for this study, therefore bore characteristics similar to characteristics of the entire population of the company was used for the research. In all, a total of one hundred (100) respondents aged 25 to 55 were selected for the study. Of this sample, the selected schools used for the study were Catholic Vocational School, Twin City Special School, OPASS EID Unit and Methodist Basic EID Unit, Oboom - Cape Coast. With the participants of the study, 40 were teachers from the selected schools and that 10 teachers were selected from each school. Furthermore, 48 were parents who had children from the selected schools were selected for the study. Out of the 48 parents selected for the study, 12 parents were selected from each of the selected schools. Moreover, 4 administrative staff were from the selected schools where 1 administrative staff were from each of the selected schools. Also, 8 officials from the Regional Educational Directorate. In all, 12 respondents (administrative staff and Regional Educational Directorate) were interviewed, and questionnaires were administered to 88 respondents (Parents and Teachers).

3.4 Sampling Technique

Simple random and purposive samplings techniques were used in selecting participants for the study. Simple random sampling was used in picking four out of thirty-nine schools for IDs so that each school would stand an equal chance of being chosen. Thus using simple random sampling helped to make the selected participants (sample) highly representative of the population, simplified the data interpretation and

analysis of the results. Secondly purposive sampling was used because the target population was not randomly distributed in the area and those that were intentionally picked exhibited most of the characteristics of interest to the study. For purposive sampling, enquiries were made to pick schools that had learners with disabilities. Bryman, (2008) noted that purposive sampling means that the sites and units of analysis are chosen purposively so that the researcher can interview people within the field of investigation and conduct observations of sites that are relevant for the field of investigation. Only public schools were included in the study.

3.5 Instrument for Data Collection

A mixed methods approach involving quantitative and qualitative was adopted for the study. The research tool used for the quantitative was self- administered questionnaire while the qualitative study employed a structured interview guide. On the other hand, secondary data was also relied on for the study; thus, a range of published works, such as books, articles, internet, newspaper articles and many other publications useful to the study was included. The use of secondary data in the form of documentary sources in research is supported by Miller and Brewer (2003). They believe that documentary sources in research include reports, periodicals, newspapers, articles, photographs, letters, diaries and many more. Hence as part of gathering information for the study, these sources were employed to draw data relevant to the study. The tools for the data collection translated the research objectives into specific items in which the responses provided the data required to achieve the research objectives. Most importantly, in order to achieve this purpose, each question conveyed to the respondent the ideas required by the research objectives, and each item obtained a response which was

analysed for fulfilling the research objectives. Further, the choice of data collection methods were informed by a number of reasons.

3.5.1 Questionnaire

Firstly, self-administered questions are widely used primary data collection tool for quantitative study and it helped to gather standardised data for the study. Again, it is valid and reliable as a result of the pilot test which helped to clean all errors before conducting the main research. Supporting the issues of reliability, Radhakrishna, Francisco, and Baggett (2003) stated that achieving reliability will be established using a pilot test by collecting data from at least 20-30 subjects not included in the sample. More so, the design of the instruments matched carefully the research objectives of the study and also the questions went through various stages of validation ranging from student, colleagues to expert validation in the persons of supervisors. This validation process, in essence, made the questionnaire very reliable. Thus, validity is established using a panel of experts and a field test as confirmed by Norland (1990). In addition, the questionnaire measured what it intended to measure; it represented the content of the study; it was appropriate for the population (teachers & parents); and it was comprehensive enough to collect all the information needed to address the issues of the study (see Appendix B). Questionnaires used in the study made data collection faster and relatively cheap to administer and this can be supported by Bryman's (2004) assertion that the appeal of the questionnaire stems from it cheapness and quickness in terms of administration.

3.5.2 Interview

Qualitative methods such as structured interviews were used to obtain in depth information necessary for the study. An interview guide developed by the researcher

was in two sections (see Appendix C). The first part is made up of demographic information and the second part was made up of guiding questions for the interview for the various respondents. In-depth interview helped and allowed respondents to respond from their own perspectives without any influences from me. This proved effective since it allowed the participants (educational directorates/administrators) to describe their own experiences with inclusive education. The interviews complemented each other in that the interview which was open ended questions allowed the respondents to express themselves freely and to give detailed information about the situation studied. Moreover, the interview conducted helped to use less structured approach; that is, the interview was conducted in a more conversational style, and probed more easily for understanding and further conversation (interview). Again, in the interview, the respondents talked more compared with restriction placed on them in choosing from a range of answers to fill out a questionnaire.

This confirms, Robson's (1993) claim that most respondents are more willing to talk in an interview than the case would have been if they were asked to write or fill out a questionnaire. Also, it was realized that respondents felt secured since the information collected was done face to face. It was also noted that the advantages of interview over only questionnaire is enormous in that the interviewee is able to ask for clarification if a question is not well understood. There was high response rate regarding questions attempted by the interviewees. Thus there was a guarantee that all the questions would be answered if the interviewer allowed time for the interview. In all the methods used, there were high rate responses from the respondents in the data collection process. In spite of it being time consuming, the data collection process and exercise went generally well and provided a relevant data needed for the study.

Briefly, the issues raised above made the questionnaire and interview relevant, reliable, and valid which adequately addressed the concerns of the study.

3.6 Procedure for Data Collection

The data collection was in two phases. The first phase was a pilot study undertaken in the study area. This helped to pre-test the research instruments to determine the strength and weakness of the questionnaire and to also familiarize with the study area. According to Radharkrisha, and Francisco, (2003), achieving reliability will be established using a pilot test by collecting data from at least 20-30 subjects not included in the sample. Therefore, in the pre-test, 10 people were used for both survey and interviews respectively. Semi-structured interview guides were used for the pilot study interviews but a structured interview was used in the main data collection. This is because initially the respondents were not very well known, therefore, after learning from the pilot study result, it made it possible to design a good set of interview structures. According to Mitchell and Jolly (2009), if you do not know your respondents or a certain topic area to create a good structured interviews, you may want to first conduct a semi structured interview. Again the semi structured interviews helped to follow up interesting questions on the standard question which was incorporated into the main interview guide.

Letters were sent to the district to inform them about the study and to seek permission to use the schools in the district (see Appendix A). The letters were attached with copies of questionnaires and interview guide. The questionnaire was structured with closed ended questions which gave the respondents the opportunity to choose from a range of answers provided (see Appendix B). The questions were in two parts, the first covered general demographic information about the respondents: age,

68

occupation, marital status, gender, number of children, stage and educational background. The second section contained questions administered to the respondents under the various variables (see Appendix B). To illiterate parents, questions were translated into their local dialect by the researcher to enable them respond appropriately. The interview guide for the qualitative study, on the other hand, was opened ended and it allowed respondents to express their feelings and to give vast and expert information on the issue under study (see Appendix C).

3.7 Validity of the instrument

According to Oluwatayo (2012), validity explains how well the data collected covered the actual area of investigation. Validity mainly means "measurement of what is intended to be measured" To define content validity of the instrument the researcher engaged in a pilot study to test the instrument in a school which was included in the research study. Those who responded were: a head teacher, four teachers and five parents in the school. In total, there were ten respondents. Respondents were implored to complete the questionnaires to enable the researcher examine the instructions in the questionnaires, correctness of language used in the instrument, clarity of the questions and the feasibility of the study. The instruments were inspected and approved under the expert judgment from my supervisors.

3.8 Reliability of the instrument

Reliability is an extent of which a research instrument yields consistent result or data after frequent trials Joppe (2000). The researcher used test retest method to check reliability of the questionnaire. This was done by administering the instruments to ten (10) respondents in the pilot study for the first time and the scores obtained were

recorded. The questions were then administered to the same respondents and the scores were also recorded after a period of seven days. Correlation coefficient for the two scores were calculated to find out the consistency of the research instruments. Experts are of the view that, an instrument and data are said to be reliable if a reliability coefficient index is above 0.7. Data collection from the pilot study were coded in SPSS to analyse the reliability test. The results of the pilot study revealed that the reliability test was 0.82 which means that the instruments for the study were reliable.

3.9 Data Analysis

In the analysis of the data, responses from the questionnaire survey were coded in SPPS for analysis. To analyse stakeholders' involvement in the education of children with IDs, a descriptive statistics was employed using frequencies and percentages. Descriptive statistics was used to investigate the level of involvement of stakeholders in the education of learners with IDs in Ghana. Furthermore, descriptive statistics was used to assess the attitude of stakeholders towards education of learners with IDs. Moreover, descriptive statistics was used to examine how the involvement of stakeholders in education influence the future life of learners with IDs. Also, descriptive statistics was used to investigate the barriers affecting stakeholders' involvement in education for learners with IDs. Before analyzing the data the responses were coded. A value was given for each response to maintain consistency. Reponses to items on the questionnaire where classified into Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Socio-demographic characteristics of the respondents where indicated using descriptive statistics. To enhance the results of the study, an interview was conducted

to explore stakeholders' involvement in the education of children with intellectual disabilities. Responses from the participants through interview were transcribed into text and was presented in chapter four.

3.10 Ethical Considerations

The research conducted, considered a number of ethical issues. First, participation in the research was voluntary and confidentiality was guaranteed. Thus, to uphold to confidentiality and anonymity, information disclosed by participants were not made known to others. For example, the known personal or demographic data were left out in the report as well as in the attachment of the entire work. Thus all names of the participants including the schools were made anonymous to prevent identification of respondents. This made it difficult to trace the respondents. Secondly, education officers, teachers and parents consent were sought before undertaking any interviews. Thus, all participants were informed of the objectives of the research and the implications to be part of the study. In addition, the right to respond to a question willingly was also explained to them. Thirdly, due consideration was given to parents during the interview session so that they will not seem to be forced disclosing information they are uncomfortable sharing.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSION OF DATA

4.0 Introduction

This chapter presents the data, the presentation is structured in two parts. The first part is the quantitative studies and the second part is the qualitative studies. The analyses have been carried out to achieve the objectives as well as to answer the research questions outlined in the introductory chapter. Thus the main objective of the study seeks to investigate stakeholders' involvement in education of learners with intellectual disability and to bring the attention of stakeholder responsibilities in achieving the goals of learners with intellectual disabilities.

4.1 Demographic Characteristics

The demographic characteristics of respondents in the study were about their age, job experience and level of education (see Table 1).
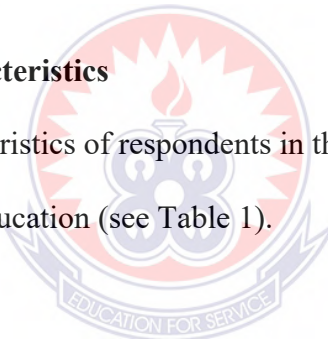
Table 1: Demographic Characteristics

Variables	Frequency (f)	Percentage (%)
Age		
Below 30 years	12	12
31 – 35 years	18	18
36 – 40 years	25	25
41 – 45 years	16	16
46 years and above	29	29
Total	**100**	**100.0**
Job Experience		
Below 5 years	7	11
5-10 years	16	27
11-15 years	8	13
16-20 years	19	32
Over 21 years	10	17
Total	**60**	**100.0**
Years of Engagement		
Below 5 years	5	13
5-10 years	10	25
11-15 years	6	15
16-20 years	12	30
Over 21 years	7	17
Total	**40**	**100.0**
Level of Education		
Phd	38	38
Master's Degree	22	22
Bachelor's degree	10	10
Diploma	6	6
Certificate	8	8
Secondary certificate	16	16
Total	**100**	**100.0**
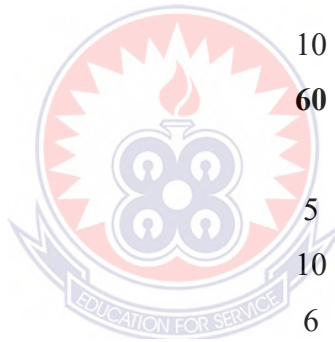
Table 1 shows the demographic characteristics of respondents in the study. 12 respondents representing 12% of the total participants aged below 30 years. 18 respondents representing 18% of the total participants aged between 31 to 35 years. 25 respondents representing 25% of the total participants aged between 36 to 40 years. 16 respondents representing 16% of the total participants aged between 41 to 45 years and 29 respondents representing 29% of the total participants aged 46 years and above. Furthermore, Table 1 shows job experience of administrative staff, teachers and regional educational directorate. Table 1 shows that 7 respondents representing 11% of the total participants had a job experience below 5 years. 16 respondents representing 27% of the total participants had a job experience between 5 and 10 years. 8 respondents representing 13% of the total participants had a job experience between 11 and 15 years. 19 respondents representing 32% of the total participants had a job experience between 16 and 20 years. 10 respondents representing 17% of the total participants had a job experience over 21 years.

Moreover, parents' engagement in years with the schools (Catholic Vocational School, Twin City Special School, OPASS EID Unit and Methodist Basic EID Unit, Oboom - Cape Coast) are presented in Table 1. Table 1 shows that 5 respondents representing 13% of the total participants had engaged with the school for 5 years and below. 10 respondents representing 25% of the total participants had engaged with the school for 5 to 10 years. 6 respondents representing 15% of the total participants had engaged with the school for 11 to 15 years. 12 respondents representing 30% of the total participants had engaged with the school for 16 to 20 years. 7 respondents representing 17% of the total participants had engaged with the school for over 21 years. Also, the level of education of participants are presented in Table 1. Table 1

74

shows that 38 respondents representing 38% of the total participants had Phd education. 22 respondents representing 22% of the total participants had Master's Degree education. 10 respondents representing 10% of the total participants had Bachelor's degree education. 6 respondents representing 6% of the total participants had Diploma education. 8 respondents representing 8% of the total participants had Certificate education. 16 respondents representing 16% of the total participants had Secondary certificate education.

4.2 Section A: Quantitative Analysis

For the quantitative analysis, a total of 88 respondents were involved. This comprised of 40 teachers and 48 parents. The major statistical tool employed in the quantitative analysis is descriptive statistics which made use of frequencies and percentages. The findings are basically presented in tables with interpretations given either below or above. Though the same questions were designed for both parents and teachers, analysis were done separately. Four major factors formed the basis of the questionnaire and each factors have several questions that helped achieved the objective of the study. 1. Stakeholders involvement in education of learners with IDs, 2. Attitude of stakeholders towards education of learners with IDs, 3. Influence of stakeholders' involvement in education of learners with IDs, and 4. Barriers affecting the stakeholders' involvement in the education of learners with IDs.

4.2.1 Stakeholders' involvement in education of learners with intellectual disability. Teachers responses on both question analyse is presented below

Table 2: To what extent are stakeholders' involvement in education of learners with IDs? Teachers' responses on both question analyse is presented below

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Head teachers are considered the main source of leadership by the staff	12	18	4	6	0	40
2. Successful head teachers contribute to the improvement of pupils' academic achievement through their attribute and competencies	30	6	1	2	1	40
3. Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff	17	14	4	2	3	40
4. Head teachers leadership styles affect academic performance	10	13	4	7	6	40
5. Teachers are involved in directing functions	33	7	0	0	0	40
6. Teachers are involved in the procurement of goods and services in the school	15	12	0	10	3	40
7. Teachers are involved in developing the strategic plan for the school	28	6	6	0	0	40
8. Parents are encouraged to participate in decision making	24	10	3	3	0	40
9. Parents are consulted before making decision	12	20	4	4	0	40
10. Parents are involved in making school programs	8	12	2	13	5	40
11. Parents are engaged in addressing administrative matters	10	3	0	21	6	40
12. In this school, teachers are involved in the budget planning for the school	7	4	1	19	9	40
13. Teachers are involved in developing missions and visions for the school	13	20	0	4	3	40
14. Government provide adequate resources to support children's learning	8	32	0	0	0	40
15. School board partner with community or business organization that provide extended services for students with intellectual disabilities	18	14	0	5	3	40
16. There is a proper supervision by the GES Directorate	12	18	4	2	4	40
17. There is enough infrastructure to accommodate learners	4	12	0	16	8	40

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

Form Table 2, seventeen (17) questions were asked under this factor. Both the parents and teachers answered the same questions. The respondents were asked to choose between the scale of 1 to 5 where, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree for all the questions in the Table 2. The frequency of the level of agreement and disagreement for all the questions are in the blue section of the Table 2. The results in Table 2 shows that head teachers are expected to portray a leadership role and a source of motivation to the teaching staff. The teachers contacted for this study were asked if they agreed or disagreed with the assertion that head teachers are considered as a source of leadership. Out of the 40 teachers contacted, 18 representing 45% agreed that head teachers are considered as the source of leadership for other teachers. Whilst 12 of the respondents representing 30% strongly agreed that head teachers are considered as the source of leadership for other teachers. This is in agreement with Otunga, Serem and Kindiki (2008) that head teacher plays a pivotal role in school, providing structured time for the Disability Education Programme and ensuring that it is delivered in keeping with the morale of disabled children 6 respondents representing 15% disagreed with the assertion, and 4 of the respondents representing 10% were neutral. 6 respondents representing 15% disagreed with the assertion, and 4 of the respondents representing 10% were neutral.

Furthermore, the results in Table 2 shows that children have role models or people they look up and want to be like them. Some of these role models are people who are successful in their career. Some of them are their teachers or head teachers. One of the questions was to find out if successful head teachers, through their attributes and competencies influence the academic performance of pupils positively. Out of the 40 teachers contacted, 30 of them representing 75% strongly agreed that successful

77

teachers contribute to the academic improvement of pupils through their attributes and competencies. Whilst 6 of the teachers representing 15% agreed on the assertion, the remaining 4 representing 10% were either neutral, disagreed or strongly disagreed on the assertion. As stipulated by Otunga, Serem and Kindiki (2008) head teachers can make and unmake the school as an institution which in away will affect the life of the child positively or negatively.

Moreover, the results in Table 2 shows that interpersonal skills are one of the assets of every great leader. Head teachers are required to portray good interpersonal skills to help in team building and motivating the other staff. The teachers selected were asked if in their opinion, they believed head teachers' interpersonal skills is of great assistance in team building and motivating of other staff. This is also in agreement with (Otunga, Serem & Kindiki, 2008), who noted that heads are team leaders who trained and give a positive vibe to the children with disability and teachers in the school. Secondly, five per cent (5%) disagreed that head teachers' interpersonal skills are needed in team building, and 8% also strongly disagreed. Also, the results in Table 2 shows that aside head teachers' interpersonal skills, the researcher also wanted to find out if head teachers' leadership style affects academic performance. A total of 10 respondents, 25%, out of the 40 strongly agreed that the leadership of a head teacher has an influence of academic performance. Again, 13 of the respondents, 32% also agreed that head teachers' leadership style affect academic performance. A total of 13 respondents representing 32% either disagreed or strongly disagreed that head teachers' leadership style affect academic performance.

Also, a total of 33 respondents representing 82% out of the 40 respondents selected for the study strongly agreed that teachers play a role or are involved in directing functions in their schools. And the remaining 7 respondents representing 18% also agreed on the assertion. Teachers fully accepted that they clarify uncertainties and risk, providing knowledge, experience and judgment. Adeniyi (2000), emphasized on the need for head teachers to involve teachers in schools through the delegation of duties and teachers on the other hand should show greater support. To find out if teachers are involved in the procurement of goods and services for the school, 15 of the teachers selected representing 38% strongly agreed that teachers are involved in the procurement of goods and services for the school. This is contrary to Lahler (2006) concluded that teachers have all the willingness and skills needed to do the job but the onus lies on school administrators to get teachers involved in school activities and decision making processes meaning they are not involved in procurement of goods and services. Again, 12 representing 30% agreed, and 10 representing 25% disagreed.

Also, seventy per cent (70%) of teachers selected strongly agreed that teachers are involved in the strategic plans in the schools while six respondents representing (15%) agreed to the declaration. For the assertion, six respondents representing (15%) stood neutral, they didn't even know whether they are involved or not. With parents, 46% agreed that teachers are involved in developing the strategic plan for the school, 22 respondents representing 46% strongly support the statement. However, four parents representing 8% were unaware to the assertion. 6% of the parents disagreed to the statement stating that teachers are not participants of in developing the strategic plan of the school whereas 2% strongly not in support, these implies that their

contributions were not considered in shaping the school. Majority of the teachers representing 60% agreed on the assertion that parents are encouraged to participate in some of the school's decision making. Some because those decisions concerning the schools body parents are not permitted to participate except the decisions that concern their wards. From the chart; the study (25%) of teachers established that parents were involved at all decision making towards their words. while three representing 8% were neutral to the statement and 8% indicated strongly that parents not involved in school's decision-making process.

Again, teachers indicated that most of the parents were consulted before making decision especially in provision of teaching and learning facilities in the school which represent halve of the respondents and 12 teachers representing 30% also agreed to the statement. However, a few of the teachers representing 10% were not aware of anything so they remain neutral to the assertion. However, 4 teachers representing 10% dispute the fact that parents are consulted before making decisions in the school. According to the findings, most teacher representing 53% are of the view that parents are not engaged in addressing administrative matters since administration issues must be handled by only schools' administrators but ten teachers representing 25% dispute the fact and strongly agreed to the statement whereas 8% supported. Six respondents representing 15% also were strongly in disagreement of the statement. Considering the assertion that, teachers are involved in the budget planning for the school, the findings from Table 2 reveal that 48% of teachers are in not in agreement that they are involved in school's budget planning and 23% were also strongly disagreed to it. However, seven respondents representing 18% were strongly in agreement that they

are involved in school's budget planning. Not all, four teachers representing 10% agreed to the statement while 3% were unaware on the assertion.

Again, 50% of teachers representing half of the respondents agreed to the fact that they make the schools mission and vision. 33% of them agreed to it while four of them representing 10% disagreed to the assertion and a total of three representing 8% also strongly disagreed by ageing that they are not involved since they all came to meet the schools mission and vision. To evaluate the government support for children's learning, 32 out of 40 respondents agreed to the assertion while the remaining 20% agreed to it. Concerning the assertion that school board partner with community or business organization to provide extended services for students with intellectual disabilities, eighteen respondents representing 45% strongly agreed and 35% agreed to the statement that most resources are being provided by the NGOs. Five of them representing 13% disagreed to the assertion, while 8% of the respondents also disagreed to it. Teachers were asked to state whether there is a proper supervision by the GES Directorate in the schools and the findings shown in Table 2 revealed that there is proper supervision by the directorate. This was seen when 45% of teachers attest to the fact and 30% strongly disagreed. According to Table 2, 10% were not aware of the statement, 10% strongly disagreed to the assertion and two representing 5% disagreed with the assertion.

In terms adequate infrastructure in the schools, sixteen (16) respondents out of the 42 selected from the teachers, representing 40%, disagreed on this assertion. Other 8 of the respondents representing 20% strongly disagreed on the assertion. From the figure, a total of 40% strongly agreed or agreed that there is adequate infrastructure in

the schools. The responses from the teachers and the parents show that majority of the respondents either agreed or strongly agreed that head teachers are considered a source of leadership by other staff. This proves that head teachers' leadership skills are important in school management. The result shows that both the teachers and the parents selected for the study agreed that competent head teachers with good attributes help improve the academic performance of pupils. The result shows that the parents are in agreement with majority of teacher's response.

Table 3: To what extent are stakeholders' involvement in education of learners with IDs? Parents' responses on both question analyse is presented below.

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Head teachers are considered the main source of leadership by the staff	20	16	6	4	2	48
2. Successful head teachers contribute to the improvement of pupils' academic achievement through their attribute and competencies	36	8	4	0	0	48
3. Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff	18	27	3	0	0	48
4. Head teachers leadership styles affect academic performance	14	26	2	6	0	48
5. Teachers are involved in directing functions	8	26	6	5	3	48
6. Teachers are involved in the procurement of goods and services in the school	7	8	20	5	8	48
7. Teachers are involved in developing the strategic plan for the school	18	22	4	3	1	48
8. Parents are encouraged to participate in decision making	28	14	4	2	0	48
9. Parents are consulted before making decision	6	12	18	10	2	48

	SA	A	N	D	SD	Total
10. Parents are involved in making school programs	6	11	19	12	0	48
11. Parents are engaged in addressing administrative matters	4	6	12	17	9	48
12. In this school, teachers are involved in the budget planning for the school	5	3	23	9	8	48
13. Teachers are involved in developing missions and visions for the school	8	7	19	6	8	48
14. Government provide adequate resources to support children's learning	12	21	7	4	4	48
15. School board partner with community or business organization that provide extended services for students with intellectual disabilities	16	28	4	0	0	48
16. There is a proper supervision by the GES Directorate	18	20	6	4	0	48
17. There is enough infrastructure to accommodate learners	6	9	2	18	13	48

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

Table 3 shows that 20 parents out of the total of 48 parents contacted, representing 42% strongly agreed that head teachers are considered a source of leadership by other staff members in the school. Again, 16 representing 33% agreed that head teachers are considered as source of leadership by the staff. Thirteen per cent (13%) were neutral, 8% disagreed, and 4% strongly disagreed. Furthermore, out of the 48 parents selected for the study, 36 representing 75% also strongly agreed pupils' academic performances are influenced by successful head teachers through their competencies and attributes. Also, Out of the 48 parents selected, 56% agreed that head teachers' interpersonal skills are needed in team building and motivating other staff, and 38% strongly agreed. Though none of the respondents neither strongly disagreed nor disagreed on the assertion, 6% of the respondents were neutral. Also, a total of 26 parents representing 54% and 14 representing 29% either agreed or strongly agreed

that head teachers' leadership affect the academic performance of pupils. Four per cent (4%) of the respondents were neutral and 13% disagreed on the assertion.

Responding to the same questions, 54% of the parents selected agreed that teachers play a role in school functions. 17% strong agreed, 6% strongly disagreed, 10% disagreed, and 13% were neutral. Almost all parents accepted the notion as the teachers. Twenty (20) respondents out of the 48 selected from the parents, representing 42%, were neutral on this assertion. Another 15 of the respondents representing 32% either strongly agreed or agreed on the assertion. Seventeen per cent (17%) thus strongly disagreed. According to the findings majority of the parents representing 58% were for the opinion that parents are encouraged to involved in most decision making towards their ward's education, fourteen representing 29% also agreed to the statement. Eight percent (8%) remained neutral while two representing 4% indicated that parents were not involved in school's decision making. Also, Slightly over a thirty-eight present (38%) of the parents had no idea of whether parents are consulted before making decision in the school, a quarter representing (25%) had agreed on it and, few respondents representing 13% strongly supported by saying that they are being consulted before any decision is made on their wards. Most parents, about a quarter of respondents (21%) disagreed that they are consulted before decision making while 4% were strongly disagreed to the assertion.

Moreover, the study established that majority of parents were not involved in making school programs while 13% were also strongly in disagreement. But 12 indicating 30% agreed that parents participate once or twice during school programs and 20% strongly agreed to the statement. Two respondents representing 5% kept neutral to the assertion. Considering the statement whether parents are involved in making school

programs, a larger respondents representing 40% were unaware whether or not parents partake in school's programs. And 12 signifying 25% disagreed with the stamen. Notwithstanding, twenty-three present of the parents agreed to it and six representing 13% strongly agreed that they participate in all the schools' programs to encouraged their children's education. From the parents' point of view, majority of them indicate that they are do not form part in addressing administrative issues whilst 19% were strongly in support of the assertion. A quarter representing 25% remained neutral. However, four respondents representing 8% strongly agreed and 13% agreed to the statement.

Majority of parents who responded to the assertion that teachers are involved in developing missions and visions for the school remained neutral, meaning that 48% of parents are not aware of it. Nine of the parents representing 19% disagreed that teachers are involved in schools budgeting. 17% also strongly disagreed on teachers being involved. However, five parents representing 10% highly agreed to the assertion and 6% also agreed to it. According to figure 28, 40% of parents have no idea as to whether teachers are involved in development of the mission and vision of the school or not. 17% of them strongly disagreed to the statement, 13% equally disagreed to it. But eight and seven of the parents representing 17% and 15% respectively strongly to agree on the assertion. The study established that 44% of parents agreed that the government provide resources to support the schools' children. A quarter of them representing 25% strongly agreed to the assertion. 15% of them were not aware of any support from the government; while the rest representing 16% indicated that government do not support the children in their education.

Parents view on the community or business organizational support services for students with intellectual disabilities, a number of parents representing 58% agreed to the assertion and 16 representing 33% strongly agreed to it. Which means an effective service provider in support of education for learners with intellectual disabilities are NGOs. However, a hand full representing 8% remain neutral. Twenty (20) respondents out of the 48 selected from the parents, representing 42%, agreed on this assertion. Another 18 of the respondents representing 38% strongly agreed or agreed on the assertion. Six representing 13% were neutral. Eight per cent (8%) thus disagreed to the statement that there is a proper supervision by the GES Directorate. Most parents representing 38% and 27% disagreed and strongly disagreed to the assertion respectively. Nine of the respondents representing 19% strongly agreed there is adequate infrastructure in the schools and 13% also agreed to it. Two representing 4% remained neutral.

4.2.2 What are the attitude of stakeholders towards education of learners with IDs

Table 4: Attitude of stakeholders towards education of learners with intellectual disability. Teachers' responses to the questions below

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Learners with intellectual disabilities are perceived as good for nothing and should not be educated	9	6	10	8	7	40
2. Education of children with intellectual disabilities is seen to be costly and time consuming	19	16	0	5	0	40
3. Learners with intellectual disabilities are embraced in the community	2	4	0	24	10	40
4. Learners with intellectual disabilities contribute to the development of their	13	17	2	5	3	40

	SA	A	N	D	SD	Total
communities						
5. Parents who have children with intellectual disabilities value their wards	10	16	5	6	3	40
6. Parents attend PTA meeting as scheduled by the school	5	16	7	8	4	40
7. There is enough government fund in support for children's with intellectual disabilities education	10	12	8	5	5	40

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 4, seven (7) questions were asked under this factor. Both the parents and teachers answered the same questions. The respondents were asked to choose between the scale of 1 to 5 where, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree for all the questions in the Table 4. The frequency of the level of agreement and disagreement for all the questions are in the blue section of the Table 4. The questions under this factor were to help unearth stakeholders' attitudes towards the education of students with intellectual disability in this country. To find out the attitudes of stakeholders towards the education of children with intellectual disability, the first question was to find out if children with intellectual disability are considered good for nothing and therefore there was no need to educate them. Majority of the teachers contacted 10 representing 25% remained neutral, that is, they didn't state if the assertion was true or otherwise. But a substantial number 9 (23%) strongly agreed children with intellectual disability should not be educated, and 6 respondents representing 15% also agreed. Again, 15 of the respondents representing 38% either disagreed or strongly disagreed those children with intellectual disability are good for nothing and shouldn't be educated.

Some people perceive that education of children with intellectual disability is costly and time consuming. To prove or disprove this assertion, the respondents were asked

whether they believed children with intellectual disabilities education is costly and time consuming. Out of the 40 teachers selected, 19 representing 48% strongly agreed the assertion, and 16 (40%) also agreed. Meanwhile, 12% of the respondents disagreed. The researcher wanted to find out if children with intellectual disabilities are embraced in societies. Twenty-four out of the 40 teachers (60%) disagreed that children with intellectual are embraced in societies, and 25% also strongly disagreed. Therefore, 85% of the teachers selected were of the opinion that children who are intellectually disabled are not embraced in societies. Whilst 10% agreed that they are embraced in societies, 5% also strongly agreed. Out of the 40 respondents, 30 representing 76% of the total respondents either agreed or strongly agreed that children with intellectual disabilities in one way or the other, contribute to the development of their communities. Eight of the respondents representing 21% were also of the view children with intellectual disabilities don't in any way contribute to the development of their communities.
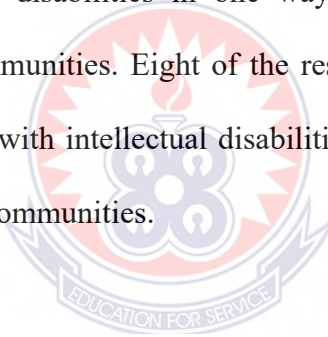
To find out if parents who have children with intellectual disabilities value the children, 26 of the teachers who were selected representing 65% believed or agreed that these children are valued by their parents. Again, 9 of the teachers representing 23% didn't agreed that the parents value their children. Majority of the teachers who were selected for the study believed that parents attend PTA Meetings as scheduled by the school. Fifty-two per cent (52%) of the total respondents either agreed or strongly agreed that parents attend PTA Meeting as scheduled by the school. Whilst 30% disagreed, 18% were also neutral on this assertion. The researcher also wanted find out if there are enough government support children with intellectual disability. Twenty-two (22) teachers out of the 40 selected representing 55% were of the view

88

that there is enough government support for children with intellectual disability. Ten (10) of the 40 representing 26% also disagreed that there is enough government support for children with intellectual disability, and the remaining 19% were neutral.

Table 5: What are the attitude of stakeholders towards education of learners with IDs? Parents' responses to questions below

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Learners with intellectual disabilities are perceived as good for nothing and should not be educated	12	3	14	10	9	48
2. Education of children with intellectual disabilities is seen to be costly and time consuming	32	8	0	3	5	48
3. Learners with intellectual disabilities are embraced in the community	5	8	2	23	10	48
4. Learners with intellectual disabilities contribute to the development of their communities	14	21	3	4	4	48
5. Parents who have children with intellectual disabilities value their wards	22	13	3	6	4	48
6. Parents attend PTA meeting as scheduled by the school	12	19	1	9	7	48
7. There is enough government fund in support for children's with intellectual disabilities education	12	16	10	2	8	48

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 5, when the same questions from Table 4 was directed at the parents, a total of 19 respondents representing 40% strongly disagreed or disagreed that children with intellectual disability should not be educated. Again, 14 (29%) were also neutral whilst 15 representing 31% either agreed or strongly agreed that children with intellectual disability should be educated. Furthermore, out of the 48 parents selected, 32 representing 67% strongly agreed that education of children with intellectual disability is very expensive and time consuming. Again, 17% agreed whilst 6% disagreed. Majority of the parents selected, 69%, were of the view that children with

89

intellectual disabilities are not embraced in societies. Whilst 48% disagreed, 21% strongly disagreed. Another 27% either agreed or strongly agreed that children with intellectual disabilities are embraced in societies. For the same question, 37 parents out of the 48 representing 77% strongly agreed or agreed that children with intellectual disabilities also contribute to the development of their communities. Whilst 16% of the total population disagreed, 6% remained neutral.

Moreover, thirty-five (35) of the parents representing 73% were of the opinion that parents who have children with intellectual disability value their children. Twenty-one per cent (21%) of the parents didn't believe that parents with who have children with intellectual disability value their children. Majority of the parents also agreed that they attend PTA Meetings as scheduled by the school. Sixty-five (65%) agreed or strongly agreed, 34% disagreed, 2% were remained neutral. Interpretation of data gathered from the parent indicated that majority of the respondents agreed or strongly agreed that there is enough government support for children with intellectual disability. A sizeable number of the respondents also disagreed that the support from government to children with intellectual disability is enough. Twenty-eight (28) representing 58% agreed or strongly agreed on the assertion, 21% disagreed, and 21% were neutral.

4.2.3 How does involvement of stakeholders' influence education of learners with IDs

Table 6: Influence of stakeholders' involvement in education of learners with intellectual disabilities

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1.Parents involvement in school management makes learners feel more confident in their learning and achieve higher education	29	8	3	0	0	40
2.Solving administrative problems with parents improves the academic performance of learners	6	18	8	5	3	40
3.Parents believe they don't have the knowledge and social skills for volunteering in the classroom or serving on a parent advisory committee hence they feel powerless to influence the school	16	8	7	9	0	40
4.Parents who get actively involved in school programs get a chance of knowing more about their children	21	19	0	0	0	40
5.Parents are useful partners in shaping the child's life	26	14	0	0	0	40
6.Teachers who actively participate in in-service training, workshop and in assessment formulation understand themselves and take a more thoughtful approach to their own instructional methods which helps to unearth the learners unique abilities	24	18	0	0	0	40
7.Teachers motivation facilitates learners' learning	12	25	3	0	0	40
8.Teachers involvement in schools decision making improve teaching and learning	12	25	3	0	0	40
9.Inclusion of teachers in curriculum making and implementation facilitate teaching and learning	13	19	5	3	0	40
10. Conducive environment improve teaching and learning	18	16	4	2	0	40
11. Effective supervision promote teaching and learning	25	15	0	0	0	40

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 6, the first question under the third factor or strand was to find out if parents' involvement in school management makes learners feel more confident in their learning and achieve higher education. A total of 40 teachers were again selected, and

91

37 out of the 40 representing 93% believed children are more confident in their learning when they realise their parents are involved in the school's management. The remaining 3 respondents representing 7% were neutral. The research also sought to find out how parents' involvement in solving wards' schools' administrative problems influence children's academic performance. Twenty-four (24) out of the 40 teachers representing 60% were of the view that student' academic performances are influenced by the role their parents play in solving administrative problems in the school. Whilst 23% disagreed on the assertion, 18% remained neutral. To in quire whether parents believe they don't have the knowledge and social skills for volunteering in the classroom or serving on a parent advisory committee, fifteen teachers representing 40% strongly agreed and 20% agreed. 23% of them disagreed while 18% were neutral. Moreover, all the forty respondents 53% and 48% strongly and agreed respectively to the statement that parents who get actively involved in school programs get a chance of knowing more about their children.

Majority of teachers 65% strongly established to the fact parents are useful tools in shaping their child's life whereas 35% also agreed to the assertion. More than half of the teachers 60% strongly attest to the regular participating in in-service training, workshop and in assessment formulation help to understand themselves and take a more thoughtful approach to their own instructional methods which helps to unearth the learners' unique abilities. The remaining 40% agreed to it. According to Table 6, majority of teachers 63% agreed to the statement that both external and internal motivation in their profession helps them to impact positively into the student's life. Twelve respondents representing 30% also strongly agreed to the statement. The rest of the respondents which is 8% were neutral. The presentation of Table 6 stipulates

that nineteen teachers resenting 48% agreed and 33% strongly agreed that their participation in schools' decision making improves teaching and learning. However, 8% of the number disagreed to the statement and 13% of the respondents were neutral. Also, from the 40 teachers selected for the study 10% neither strongly agreed, agreed or strongly disagreed that when teachers are included in curriculum making and implementation teaching and learning improve. But 48% and 45% respondents agreed and strongly agreed respectively. Most teachers representing 62% agreed strongly to the assertion that conducive school environment improves teaching and learning and 38% also agreed to it. Concerning proper supervision in schools' activities, almost 85% made up of 45% and 40% of teachers strongly and agreed to the statement, while 15% stayed neutral.

Table 7: How does involvement of stakeholders' influence education of learners with IDs

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Parents involvement in school management makes learners feel more confident in their learning and achieve higher education	32	16	0	0	0	48
2. Solving administrative problems with parents improves the academic performance of learners	14	19	7	4	4	48
3. Parents believe they don't have the knowledge and social skills for volunteering in the classroom or serving on a parent advisory committee hence they feel powerless to influence the school	24	13	7	4	0	48
4. Parents who get actively involved in school programs get a chance of knowing more about their children	34	10	4	0	0	48
5. Parents are useful partners in shaping the child's life	40	8	0	0	0	48
6. Teachers who actively participate in in-service training, workshop and in assessment formulation understand themselves and take a more thoughtful approach to their own instructional methods which helps to unearth the learners unique abilities	20	18	10	0	0	40

	SA	A	N	D	SD	Total
7. Teachers motivation facilitates learners' learning	16	27	5	0	0	48
8. Teachers involvement in schools decision making improve teaching and learning	16	22	5	5	0	48
9. Inclusion of teachers in curriculum making and implementation facilitate teaching and learning	24	16	8	0	0	48
10. Conducive environment improve teaching and learning	23	14	5	3	3	48
11. Effective supervision promote teaching and learning	19	21	8	0	0	48

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 7, all the 48 parents selected for the study either strongly agreed or agreed that children are confident in their learning and achieve higher education when their parents are involved in their schools' management. Furthermore, majority of the parents 69% agreed that their involvement in solving administrative problems in their wards' school influence the children's academic performance, 16% disagreed, and 15% neither agreed nor disagreed. Also, half of the parents' respondents strongly accepted the assertion, thirteen representing 27% agreed and 15% remained neutral. 8% out of the total disagreed to the assertion. According to the responses by the parents thirty-four (34) representing 71% strongly agreed and 21% agreed that their active involvement in school make them know their children best. Whilst four representing 8% stances neutral but none disagreed. The parents themselves representing 83% and 17% strongly agreed and agreed that they are the best tool in shaping their children's life.

Moreover, forty-two present (42%) of parents who responded to the statement strongly agreed, eighteen representing 38% agreed to the assertion. However, 21% were neutral. Also, out of a total of forty-eight parents, twenty-seven representing 56% agreed to the assertion, 33% strongly agreed and those who neither agree nor disagree were eight representing 10%. Again, most parents representing 48% accepted the assertion, 37% strongly accepted and as paired, 10% disagreed while 10%

remained neutral to the assertion. Again, half of the parents sampled strongly agreed to the statement that involvement of teachers in curriculum making and implementation facilitate teaching and learning. Out of the remaining half, 33% agreed and 17% neutral. From the parents' responses, the researcher saw that 48% strongly accepted the statement.29% were supported the assertion. Five of them representing 11% remained neutral. However, six respondents representing 6% strongly disagreed and other 3% disagreed to the statement. Twenty-one respondents representing 44% agreed to the statement that effective supervision improves teaching and learning, 40% strongly agreed to the assertion but 16% were neutral.

4.2.4 Barriers affecting the stakeholders' involvement in the education of learners with intellectual disability

Table 8: What are the barriers affecting the stakeholders' involvement in the education of   learners with IDs?

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Financial constraints hinder the education of learners with intellectual disabilities	20	10	6	4	0	40
2. Social stigmatization impede the education of persons with intellectual disabilities	15	18	5	2	0	40
3. Lack of government support services hinder the independence of learners with intellectual disabilities	10	12	10	7	1	40
4. Most parents lack knowledge of resources available for persons with intellectual disability	17	12	8	3	0	40
5. Lack of parental support inhibit the education of learners with intellectual disability	7	11	6	9	7	40
6. Inadequate teaching and learning materials influence the education of children with intellectual disability	16	14	2	8	0	40
7. Insufficient work-shops and in-service training retard the teachers professionalism	12	16	4	8	0	40
8. Lack of skilled personal in the field for intellectual disability	22	8	4	6	0	40
9. Parents engage in all school activities	8	15	2	10	5	40
10. Lack of effective supervision by the Education Directorate inhibit the performance of teachers	9	17	2	6	4	40

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 8, one of the barriers that is believed to be affecting the stakeholders' involvement in the education of learners with intellectual disability is financial constraints. The research wanted to find out if this assertion was true. Out of the 40 teachers selected, 30 of them representing 75% either agreed or strongly agreed that financial constraints are one major barrier that affects stakeholders' involvement in the education of learners with intellectual disability. Though 15% of the respondents were neutral, 10% disagreed on the assertion. Therefore, it was ascertained that financial constraints are major problem in the education of children with intellectual disability. The research also wanted to find out if stigmatization in societies hinders the education of children with intellectual disabilities. A total of 33 respondents out of the 40 representing 83% were of the view that children with intellectual disabilities are stigmatized, therefore, posing a major problem in their education. Whilst 5 representing 12% were neutral, the reaming 2 representing 5% disagreed.

Furthermore, majority of the teachers selected believed that lack of government support services hinders the independence of learners with intellectual disabilities. Twenty-two (22) of the respondents representing 55% agreed or strongly agreed that inadequate support services from government hinders the development of children with intellectual disabilities. Whilst 25% were neutral, 21% either disagreed or strongly disagreed. Also, most parents with children with intellectual disability lack knowledge of available resources for their children. The researcher wanted to find out if this assertion was true. Based on the data gathered from the teachers, 72% of the selected sample size agreed that most parents do not have enough knowledge about the right resources for the children. Only 8% disagreed, and 20% were neutral. Majority of the teachers selected agreed parents' lack of support for their children

96

with intellectual disability hinders the children's development. Forty-six (46%) agreed, 15% were neutral, and 41% disagreed.

Moreover, learning and teaching materials are relevant in education. The researcher wanted to find out if lack of teaching and learning materials is one of the barriers affecting education of learners with intellectual disability. Majority of the teachers selected, 75%, agreed that when it comes to education of children with intellectual disability, one factor affecting their development is lack of teaching and learning materials. Only 20% disagreed and 5% were neutral. Also, work-shops and in-service training provides additional skills and ideas to every profession. The researcher wanted to find out if insufficient work-shops and in-service training for teachers teaching children with intellectual disability retard the teachers' professionalism. Whilst 70% agreed on the assertion, 20% disagreed and 10% were neutral.

Based on the data gathered from the teachers selected for the study, it was revealed that there are not enough skilled personal or teachers handling children with intellectual disabilities, and this as a result, hinders the development of the children. A total of 75% of the teachers sampled agreed that there are no or little skilled teachers and personal, 15% disagreed, and 10% were neutral. Majority of the teachers sampled believed that parents are engaged in every activity organized in their wards school. Though 38% disagreed, majority of the respondents, 58% agreed, and 5% were neutral. It's the responsibility of the Educational Directorate to supervise the activities of teachers. The researcher wanted to find out if Educational directorate supervises teachers handling children with intellectual disabilities. Out of the 40 sampled teachers, 28 representing 70% agreed that lack of supervision by the educational

directorate inhibit the performance of teachers. Ten respondents representing 25% disagreed, and 5% were neutral.

Table 9: What are the barriers affecting the stakeholders' involvement in the education of learners with IDs?

To what extent do you agree or disagree that Questions	Level of agreement and disagreement frequency					Total
	SA	A	N	D	SD	
1. Financial constraints hinder the education of learners with intellectual disabilities	20	10	6	4	0	48
2. Social stigmatization impede the education of persons with intellectual disabilities	15	18	5	2	0	48
3. Lack of government support services hinder the independence of learners with intellectual disabilities	10	12	10	7	1	48
4. Most parents lack knowledge of resources available for persons with intellectual disability	17	12	8	3	0	48
5. Lack of parental support inhibit the education of learners with intellectual disability	7	11	6	9	7	48
6. Inadequate teaching and learning materials influence the education of children with intellectual disability	16	14	2	8	0	48
7. Insufficient work-shops and in-service training retard the teachers professionalism	8	19	9	5	7	48
8. Lack of skilled personal in the field for intellectual disability	27	14	3	4	0	48
9. Parents engage in all school activities	10	12	8	8	10	48
10. Lack of effective supervision by the Education Directorate inhibit the performance of teachers	11	15	9	5	8	48

Keys: SA= Strongly agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly disagree

In Table 9, out of the 48 parents, 40 representing 84% believed or strongly agreed that financial constraints are major problem in their quest to educate their children suffering from intellectual disability. The remaining 8 representing 16% were neutral. Also, majority of the parents also agreed that stigmatization is one barrier that impedes the education of children with intellectual disability. Forty-one (41) out of the 48 respondents representing 85% either agreed or strongly agreed that

stigmatization affects the education of children with intellectual disability. Eleven per cent (11%) were neutral and 4% disagreed. Seventy-three per cent (73%) parents were also of the view or agreed that lack of adequate support services from government hinders the independence of children with intellectual disabilities. Another 10% disagreed on the assertion whilst 17% were neutral. Again, 79% of parents selected also agreed on the assertion most parents do not have knowledge on about the available sources for their children with intellectual disability, 17% disagreed, and 4% were neutral.

With the parents, majority of the selected sample disagreed that lack of parental support inhibit the education of their children leaving with intellectual disability. Fifty-one per cent (51%) disagreed or strongly disagreed on the assertion, 40% agreed on the assertion, and 10% were neutral. Also, seventy-five per cent (75%) of parents also agreed on the assertion whilst 17% disagreed, and 8% were neutral. Responses from parents indicate that 57% of parents agreed that the professionalism and skills of teachers teaching children with intellectual disability is retard as a result of insufficient work-shops and training. Twenty-five per cent (25%) disagreed, and 19% were neutral. With the parents, 85% agreed that there is lack of skilled personal or teachers handling children with intellectual disabilities. Whilst 9% disagreed, 6% were neutral. Again, 46% of the parents sampled agreed that they engage themselves in every activity organized by their wards schools. Thirty-eight per cent (38%) disagreed and 16% were neutral. Majority of the parents sampled were also of the view that lack of supervision by the Educational Directorate inhibit the performance of teachers. Out of the 48 respondents, 26 representing 54% agreed that inadequate

supervision by the educational directorate affect teachers' performance. Another 13 respondents representing 27% disagreed, and 19% were neutral.

4.3 Section B: Qualitative Analysis Educational Directorate/Administrators on this Interview analysed is Present below

Background

The participants of this study comprised four administrative staff from the selected schools and eight government officials from the Western Regional Educational Directorate in Takoradi. They ranged in age from 32 to 50 years old; six were females and six were males. Due to the Corona Virus preventive methods and protocols, most of the interviews took place on phones, and those that took place in offices, all the protocols were observed; wearing of nose mask, and observing at least 2-4 meters apart.

4.3.1 Findings of the study

Two themes emerged from the data collected. These themes are directly linked with the objectives set for the study. The data collected in relations to the themes are addressed separately and analyzed to affirm the objectives of the study.

1. Explore the extent to which stakeholders are involved in the education of learners with intellectual disabilities in Ghana.

2. Assess the attitude of stakeholders towards education of learners with intellectual disabilities

3. Examine how the involvement of stakeholders in education influence the future life of learners with intellectual disabilities

4. Investigate in to barriers affecting stakeholders' involvement in education for learners with intellectual disabilities

While the themes are reported or addressed separately, there is considerable overlap among them. Further, participants' responses to interview questions often addressed more than one theme. In those cases, the interview data are described where they appear to fit most logically.

4.3.2 Theme 1: Barriers affecting stakeholders' involvement in education of learners with intellectual disabilities

Under this theme, the participant examined in their own views regarding barriers that affect the development and education of children with intellectual disabilities.

Findings gathered from theme one

This section describes the responses gathered from the participants under the theme one. All the participants were of the view that social stigmatization is a major problem for children leaving with intellectual disabilities. They stated that these stigmatizations happen in schools, churches, communities, and even among family members, and according to them, it hinders parents from taking their children to school, and some of the children also don't feel worthy to mingle among their peers due to the stigmatization. The results is similar to that of Mprah, Opoku, Owusu, Badu, & Torgbenu (2015) and Lee (2010). Another barrier that cut across during the interview was financial constraints.

> A respondent A, says: *I once attended church service with my son and because of his hyperactive bahaviour a member in the church told me I should lock my goat when going out.*
>
> While respondent B says*: most parents who enroll their wards feel shy because people laugh at them, even their peers.*

101

Again, the administrators made mention of lack of parental involvement in the school.

Respondent C says: "*most parents bring their children to school and never bother to visits them even on vacation they will not pick them home, parents do not attend Parent Teachers Association (PTA) meetings to get to know what going in the schools and it really cost us*".

Another barrier that most of the administrative staff from the selected school made mentioned was lack of effective supervision by the Educational directorate. An administrator said for the past four months before the pandemic, no officer has visited the school. They believed that effective supervision put teaches on their toes to do the right thing. The results is similar to that of Cook (2007) and Mislan, Kosnin, & Yeo (2009).They also stated lack of training and workshops.

Respondent D says:" *hmmm, for the year now we have not sensitized ourselves, I have not been able to organized workshop for my staff, but it seems I had in-service training within ourselves*".

Inadequate teaching and learning materials was also seen as a major barrier to the development and education of children leaving with intellectual disabilities. The results is similar to that of Mislan, Kosnin, & Yeo (2009) and (Johnstone, 2011).

Administrator: "*I have challenges in terms of materials for teaching and learning, our students need manipulation, demonstration and one on one attention. We used to receive some teaching and learning materials from our European friends and capitation grants which are given by the government but are not enough for our children*".

Discussion of findings gathered in theme one

This section discusses the data gathered in the theme one. Based on the data gathered from the participants, it is evident that poverty of financial constraints plays a major role when it comes to disabled children not getting access to better education. The results is similar to that of Tyler (2013) and Thomas, et al, (2012). Poverty plays a dominant role in creating difficulties for children in education (Hadrman, Drew & Egan 2005). Poverty is both a cause and consequence of disability. In 1999, the World Bank estimated that people with disabilities may account for as many as one in five of the world's poorest people. According to Yeo (2003), the relationship between poverty and disability is complex and differs by country and context. Another barrier that was evident during the interview was lack of parental support. Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations from the child and the child's teachers. Both attitudes can shape children in negative ways.

Parental disinterest may make special needs students less motivated and parents who are overprotective often diminish their children. Mumbuna (2010) defines Parenting as a process of promoting and supporting the physical, emotional, social, spiritual and intellectual development of a child from infancy to adulthood. It's every parent dream that their children become successful in future be it able or disabled. That is why parents spend on their wards education (Gwala, 2006). Though parents try their best in bringing out the best in their children, there are some barriers which

103

hinder their effort in educating them. The value people place on the education of children with intellectual disabilities is minimal due to beliefs and prejudices people have in our communities and the nation as a whole. The results is similar to that of Fakolade, Adeniyi and Tella (2009) and Slee (2011). The main problems encountered by parents in educating their children with disabilities are stigmatization, negative attitudes from members of the society and parental ignorance, confidence and make it harder for them to learn (Mwangi & Orodho, 2014).

4.3.3 Theme 2: Attitude of stakeholders towards education of learners with intellectual disabilities

Under this theme, participants examined attitude of stakeholders towards the education of learners with intellectual disabilities.

Findings gathered from educational directorate

The finding gathered from this theme revealed that there is inadequate government fund in support of the education of children with IDs. The results is similar to that of Obeng-Asamoah (2016) and Tchintcharauli & Javakhishvili (2017).

> An administrator say*: "in fact, the government is really trying in terms of financing and other supports in the schools, we still need him more since our expenditure is high".* There is also lack of knowledge or interest on the part of parents towards their wards education.

> An educational director says: "*parents who have children with disabilities do not have any positive future for their children, most parents still hold on to negative perception about disabilities. I was once listening to news on radio when a certain man was asking his wife to kill their first born because the child is a snake (he is 18 months*

104

and still lying on the belly). She added, looking at this scenario what

form of education will such a parent give to his child?"

Another respondent says: "*I once attended PTA meeting in one of our*

special school and I can count the number of parents who attended the

meeting as compared to the number of children in the school. In fact,

parent doesn't value their wards education in Ghana".

Inaccessibility to useful and usable information has been cited as one of the major barriers to accessing support services by individuals with disabilities and their families (Gadagbui, 2010). Sometimes parents who have children with intellectual disabilities are even unaware of the disability Act which is favorable to them and services available to their children (Kiarie, 2007). There is also the sense of intimidation that parents of children with intellectual disabilities may feel by the school system and may think they have nothing of value to contribute towards the education of their children.

Respondent B says: "*I know parent who is an educationist and still*

keeping her boy with intellectual disability at home without any form

of education being given because there is nothing the child can achieve

and also people may talk about her".

In the rural communities, there is usually lack of means of communication and support systems for parents of children with intellectual disabilities, and they do not even know what pre-schools, primary/secondary or any of the post-school services can provide for their children with intellectual disabilities. The results is similar to that of Kuyini (2010) and Opoku, et al (2017). Some parents of children with disabilities are not familiar with the assessment centres available for diagnosis and identification of all forms of disabilities (Bii & Taylor, 2013). For instance, many

families are limited in knowledge as regards autism spectrum disorder, and do not have adequate knowledge on how it manifests itself, or what to look out for as signs of disability during a child's developmental stages. As a result, this incapability limits the success of the child's educational services and independent living. The results is similar to that of Mihai, (2017) and Smit and Liebenberg (2003).

4.4 Discussion

Four fundamental research questions framed this research. The research findings are discussed to addressed or answer these research questions.

1. To what extent are stakeholders involved in the education of learners with IDs in Ghana?

2. What is the attitude of stakeholders towards the education of learners with IDs?

3. To what extent does involvement of stakeholders in education influence the education of learners with IDs?

4. What are the barriers affecting the stakeholder's involvement in the education for learners with IDs?

4.4.1 To what extent are stakeholders involved in the education of learners with IDs in Ghana?

To answer research questions the questioners and interview data collected were used. The themes identified form interaction with respondents regarding stakeholder involvement in education of learner with intellectual disabilities revealed that teacher's interpersonal skills are of great assistance in team building and motivation of other staff. Parents are encouraged by the school to participate in decision making

but they feel reluctant to adhere to. Respondent agreed that educational directorate monitor, provide resources (infrastructure, teaching learning materials and educational aids) and implement the curriculum. This is in agreement with Otuga, Serem and Kindiki (2008) that stakeholders play a pivotal role in school, providing structured environment for learners with ID's education. The role of the community falls under the involvement of stakeholders in the education of children with intellectual disability. The results is similar to that of Shifrer (2013) and Stoddard, Braun, & Koorland (2011). Parents were involved in discussing pupils' academic development strategies and materials resource allocation. Government is involved in material resource acquisition, material resource allocation and organizing educational workshops for teachers. Burack and Zigler (1998) supported the assertion that parents and government play an important role in the education of learners with intellectual disabilities through their active involvement in management of human and material resources through their active participation in school management. Again, the study revealed that though children with intellectual disabilities also contribute their part to the development of their communities, these children are sometimes ridiculed and stigmatized, making it difficult for them to socialize. The results is similar to that of Oakes & Rogers (2005) and Shatkin and Gershberg (2007).

The role of the family in creating a context for a child with intellectual disabilities is viewed by some researchers as being determined by the source of the disability. In subscribing to the developmental approach to intellectual disability, Burack and Zigler (1998) proposed that there are two different groups of children with intellectual disability; those whose intelligence is measured at the lower end of the normal distribution curve and have no identifiable pathological cause for their condition

(often referred to as having familial mental retardation), and those who have intellectual disability as a result of various neurological insults, metabolic dysfunctions or genetic defects (often referred to as organic retardation). The results is similar to that of Griffin, McMillan and Hodapp (2010) and Niemer, Wong and Westerhaus (2009). The implications of this differentiation for education is that the former group are seen to develop through the same sequence as the average child but at a slower pace, whereas the latter group usually require major adjustments due to the specific consequences which are allied to the particular pathological condition which caused the intellectual disability. The results is similar to that of Kimu's (2012) and Papay & Bambara (2014).

Zigler (1999) claim that children who are identified as being in the first group often come from families of low socio-economic status who create a context in which a combination of poverty, limited education, and a barren home and environment often create additional problems for the learner. Smit and Liebenberg (2003) believe that it is often schools which actually exacerbate the problems experienced by these and other learners from sub-economic groups, in that many teachers remain unaware and insensitive to the needs and contexts of learners. In their research study which targeted parents from poor communities in South Africa, the findings were that schools pose barriers to participation for families living in poor communities. Moreover, parents experience school staff as being out of touch with the daily realities of sub-economic living conditions and feel pressured by the demands which they feel schools place upon them (Smit & Liebenberg, 2003).

Further findings suggested that schools could play a central role in increasing parental involvement by attending to the practical support which parents in high risk communities need. The results is similar to that of Papay & Griffin (2014) and Orodho (2014).According to the parents who participated in this study, this support involves teachers providing for the fundamental needs of learners, taking responsibility for learners when they are at school, treating parents and their children with empathy and respect and offering them opportunities to feel empowered, and offering emotional support to parents. The results is similar to that of Bruce & Venkatesh (2014) and Bii and Taylor (2013). The findings of the current research revealed that parents' involvement in the education of children with intellectual disability helps children develop confidence to learn. The results is similar to that of Kuyini and Boitumelo (2011) and Hadrman, Drew & Egan (2016).Therefore, the study proposes that parents should be involved in most of the activities of the school to help their children's education.
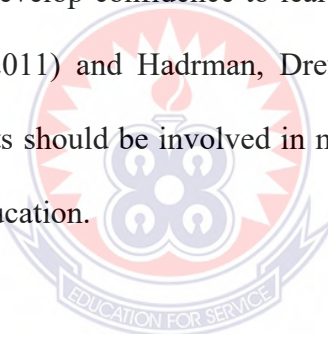
4.4.2 What is the attitude of stakeholders towards the education of learners with intellectual disabilities?

Expressing view about altitude of stakeholders towards education of learners with intellectual disabilities, most teachers were of the view some parent do not pay attention to their wards education. The results is similar to that of Mprah et al (2015) and Mumbuna, (2010). Some even neglect their wards due to societal stigmatization. They continuous that most parent due to their professional background and status feel ashamed in exposing their children to school which makes them high the children in their various homes.

As stated a director: *most parent live their children in schools during vacation simple because the children will create problems to the family at home, am even surprise!*

When it comes to government fund and support services for learners with ID's education it was reveal that though the government provides resources the schools much is needed. The results is similar to that of Hadrman, Drew & Egan (2016).

4.4.3 To what extent does involvement of stakeholders in education influence the education of learners with intellectual disabilities?

Studies on teacher participation in decision making started many years ago in USA (Conley, & Anderson, 2008). The study revealed that teacher empowerment in job area helps brings out the uniqueness of the learner. This is in accordance with Conley and Anderson, whose studies called for the need to empower teachers to be more vocal in decision making, requesting them to participate in essential matters such as teacher evaluation, staff development, budgeting and being involved integrally in making school decisions. Teachers who actively participate in in-service training, workshops and in assessment formulating are more likely to understand themselves and to take a more thoughtful approach to their own instructional methods which invariably help unearthing the learner's unique abilities. This happens only when teachers are provided the time and the needed support to work through the issues together (Jamen, 1994). Lahler (2006) discovered that teachers have all the willingness and skills needed to do the job but the onus lies on school administrators to get teachers involved in school activities and decision making processes. According to Oluyede (2007), to ensure continued learners' performance, there must be a higher level of teacher input in decision making. He then stressed that teachers interest these

110

days in the art of teaching and learning process is gradually dwindling, and this is as a result of inadequate teaching and learning materials, and lack of periodic workshops. Some teachers even are complaining about the overuse of outmoded curriculum which is affecting learners' performance and achievements. Chawla and Kelloway (2004), revealed that head teachers who are mindful to involve their teachers in instructional materials selection and in the allocation of teaching and learning materials in different activities at the school, are sure to attain higher goals in their school. Adeniyi (2000), emphasized on the need for head teachers to involve teachers in schools through the delegation of duties and teachers on the other hand should show greater support. The study revealed that though most of the teachers sampled for the study are actively involved in most of the activities of the school such as organizing function, procurement, and other administrative stuff, there are lack of in-service training and work-shops which hinders their skills and professionalism to handle the children.
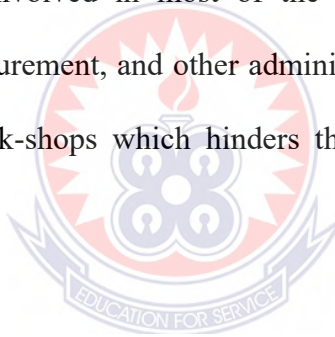
4.4.4 What are the barriers affecting the stakeholder's involvement in the education for learners with intellectual disabilities?

The data gathered revealed that one major factor that hinders the education of children with intellectual disability is poverty or financial constraints. The results is similar to that of Niemer, Wong and Westerhaus (2009). Majority of both the parents and teachers sampled for the study stated lack of financial resources prevent parents from educating children with intellectual disability. It was also revealed that education of children with intellectual disability needs extra financial support therefore, parents who can't afford don't make any effort to educate their children. The results is similar to that of Wong and Westerhaus (2009). These findings can therefore be linked with

World Bank's study 2005 which concluded that "disability is associated with long-run poverty in the sense that, children with disabilities are less likely to acquire the human capital that will allow them to earn higher incomes". The results is similar to that of Opoku, et al (2017). Children with disabilities have lower educational attainment than other children, which leads to lower economic status. Poverty plays a dominant role in creating difficulties for children in education (Hadrman, Drew & Egan 2005). Poverty is both a cause and consequence of disability. In 1999, the World Bank estimated that people with disabilities may account for as many as one in five of the world's poorest people. According to Yeo (2003), the relationship between poverty and disability is complex and differs by country and context. Again, a World Bank (2000) study on Poverty and Disability indicated that 16.7% of the world's poor are disabled as compared with a general average in the South of 4.8%. The entire respondent was of the view societal stigmatization placed a major role in education of persons with intellectual disabilities. Inadequate supervision from educational directorate is another barrier in inhibit the performance of teachers of which affect the lives of learners trusted to them. The above information revealed that shareholders' involvement in education is very important specifically learners with intellectual disabilities. Their participation can positively or negatively affect the learner's independent living in the society

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations.

5.1 Summary of Findings

The evidence from diverse literature gathered revealed that all the stakeholders (parents/guardians, teachers, government and government officials, and the community) play a role or ensure their involvement in the education of children with intellectual disability. Per the findings gathered, one of the factors that hinder stakeholders' involvement in the education of children with intellectual disability was poverty. Parents, teachers, and other stakeholders sampled for the study were of the view that education of children with intellectual disability needs extra financial support. This makes it difficult for parents and guardians who are financially handicapped do not make any effort to educate those children with intellectual disability. Poverty plays a dominant role in creating difficulties for children in education (Hadrman, Drew & Egan, 2005). Poverty is both a cause and consequence of disability. According to Yeo (2003), the relationship between poverty and disability is complex and differs by country and context. Again, a World Bank (2000) study on Poverty and Disability indicated that 16.7% of the world's poor are disabled as compared with a general average in the South of 4.8%. The findings also revealed that though children with intellectual disabilities also contribute to the development of their communities, these children are sometimes ridiculed and stigmatized, making it difficult for them to socialize.

Further findings suggested that schools could play a central role in increasing parental involvement by attending to the practical support which parents in high risk communities need. According to the parents who participated in this study, this support involves teachers providing for the fundamental needs of learners, taking responsibility for learners when they are at school, treating parents and their children with empathy and respect and offering them opportunities to feel empowered, and offering emotional support to parents. It was revealed in the data gathered that there are inadequate teachers specially trained to handle these children with intellectual disabilities, making it difficult to efficiently and effectively teaching them. Again, lack of in-service training and workshops for teachers hinder their skills and professionalism to handle the children. It was revealed that most of the special schools for children with intellectual disabilities lack adequate infrastructures.

5.2 Conclusions

The main objective was to investigate stakeholders' involvement in the education of children with intellectual disabilities. The result study revealed that most stakeholders shown concern for the education of children with intellectual disabilities. The study concluded that;

- Parents play a major role in the education of children with intellectual disability but one major factor that hinders parents and guardians' complete involvement is poverty. Since education for children with intellectual disability needs extra financial support, parents who are not financially stable tend to lose interest.

- Again, community tends to ridicule children with intellectual disabilities, making it difficult for them to socialize.

114

- Though teachers are actively involved in the education of children with intellectual disabilities, most of these teachers lack the necessary training and skills needed to handle the children.
- Most Special Schools that handle children with intellectual disabilities lack adequate infrastructure to handle the children.

5.3 Recommendations

Having reviewed stakeholders' involvement in the education of children with intellectual disability, the researcher therefore recommend to suggestions which could bring improvement in the education of children with intellectual disabilities in Ghana.

- The Ghana Education Service in collaboration with NCCE should embark on sensitization campaigns to educate communities about children with disabilities to curb the behaviour or ridicule and stigmatization.
- The Ghana Education Service should organize intensive in-service training for teachers handling students with intellectual disabilities and all forms of disabilities to improve their skills and professionalism.
- Government should provide Special Schools with adequate infrastructure
- Government should support parents with necessary support to encourage them educate their children with intellectual disabilities.

REFERENCES

Abudu, A.M. (2016). Basic school teachers' perceptions about curriculum design in Ghana. *Journal of Education and Practice, 7*(19), 21-29.

Achoka, J. A. (2003). *Parents' involvement in management of secondary schools in Kenya. A case study of Busia and Uasin Gishu Districts* .Unpublished Ph.D Dissertation Kenyatta University.

Act 715 (2006). *Persons with disabilities act. Republic of Ghana*. Assembly Press, Accra, Ghana.

Adams, K. S. (2012). Adaptation to college for students with and without disabilities: Group differences and predictors. *Journal of Postsecondary Education and Disability, 22,* 166-184.

Adams, R. 2012. *Working with children and families: Knowledge and contexts for practice.* New York: Palgrave Macmillan.

Adeniyi, E. O. (2005). *Participatory management, job satisfaction and commitment among secondary school teachers in Ogun state, Nigeria.* Unpublished Ph.D Thesis, University of Ibadan.

African Child Policy Forum (ACPF) (2011). Violence against children with disabilities in Africa, A field study from Cameroon.

Agbenyega, J. S. (2007). Student teachers' attitudes and concerns about inclusive education. *International Journal of Wholeschooling, 3*, 41–56.

Alhassan A.M., 2014, 'Implementation of inclusive education in Ghanaian primary schools: A look at teachers attitudes', *American Journal of Educational Research* 2(3), 142–148. 10.12691/education-2-3-5 [CrossRef] [Google Scholar]

Alper, S., Schloss, PJ. & Schloss, C.N. (1995). Families of children with disabilities in elementary and middle school: advocacy models and strategies. *Exceptional children, 62*, 261-270

Anson, Y. (1977). *History and development of services for the handicapped in Ghana*.Unpublished Manuscript.

Anyikwa N. & Obidike N. (2012). Mothers' constructions of their roles in the literacy education of their children. *Journal of Africa Development 37*, 57–67-57–67

Arefi, M. 2003. Revisiting the Los Angeles neighborhood initiative (LANI): Lessons for planners. *Journal of Planning Education and Research, 22(4):384.*

Ashton, J. & Cainey, T. (2,001). Understanding the discourses of partnership. An examination of one school's attempts at Parent involvement. *The Australian Journal of Language and literacy, 24* (2):145-156.

Avoke, M. (2001). Some historical perspectives in the development of special education in Ghana. *European Journal of Special Needs Education, 16*, 29–40.

Avoke, M. (2003). *Some historical perspectives in development of special education in Ghana. European Journal of Special Needs Education, 16*, 1, 29-40.

Avoke, M. (2004). *Introduction to special education for universities and colleges.* Accra: City Publishers Ministry of Education (2013). *Education sector performance report*. Accra: Ministry of Education.

Avramidis, E, Bayliss, P & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology* 20(2):191-221

Barnes, C., Mercer, G. & Shakespeare, T. (2010). *Exploring disability: A sociological introduction.* Cambridge: Polity Press.

Ben–Pertez, M. (1994). Teachers as curriculum makers (2nd Ed.) *The international encyclopedia of education, 10,* 6089 -6092.

Bertalanffy, L. (1968). *Von, general systems theory*. New York: George Braziller,. Chapters 1and 8.

Bii, C., & Taylor, L. (2013). *Inclusive education in Kenya assessment report.Kenya/Somalia programme.* Retrieved from http://www.hiproweb.org/f ileadmin/ cdroms/Inclusive 20/04/2020

Bilken, D. (2000). Constructing inclusion: lesson from critical, disability narratives. *International Journal of Inclusive Education, 4 (4),* 337-353.

Boyer N.C. (2000). The Power to Choose: *Supports for Families Caring for Individuals with Developmental Disabilities Health & Social Work*. (25) 59–68, https://doi.org/10.1093/hsw/25.1.59

Brantlinger, E. (2004). Confounding the needs and confronting the norms an extension of Reid and Valle's Essay. *Journal of Learning Disabilities, 37(6),* 490-499.

Bruce, S., & Venkatesh, K. (2014). Special education disproportionality in the United States, Germany, Kenya, and India. *Disability & Society, 29*(6), 908–921. doi:10.1080/09687599.2014.880330

Bryman, A. (2004). Social research methods: Oxford university press.

Bryman, A. (2008). Why do researchers integrate quantitative and qualitative research? Berghan, M.M. (Ed.), *Advances in mixed method research* (pp. 87-100). Sage, London,

Carnwell, R., & Carson, A. (2008). The concepts of partnership and collaboration. In Carnwell & Buchanan (Eds*.), Effective practice in health, social care and criminal justice* (pp.3-2) (2nd ed.,). Berkshire, UK: McGraw-Hill.

Chawla, A., & Kelloway, E. K. (2004). Predicting openness and commitment to change. *Leadership and organizational development journal 24*(6), 485.

Chitiyo, M. & Chitiyo, G. (2007). Special education in Southern Africa: Current challenges and future threats" *The Journal of the International Association of Special Education*, *8* (1), 61-68.

Christensen, L. B. (2015). *Research methods, design, and analysis*, (11th ed) University of South Alabama.

Christenson, S. L., & Sheridan, S. M. (2001). *School and families: Creating essential connections for learning*. New York: Guilford Press

Cochran, W. G. (1997). *Sampling techniques* (3rd ed.). New York: John Wiley & Sons

Conley, M. W. & Anderson D.M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review, 78,* 84–106.

Cook, B. (2001). Inclusive teachers' attitudes towards their students with disabilities: A replication and extension.

Cooper, D. R., & Schindler, P. S. (2014). *Business research methods.* New York: McGraw-Hill/Irwin. Retrieved from http://www.businessdictionary.com

Cramer, E. P., (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. *Journal of Aggression, Maltreatment & Trauma*, 18, 162–181.

Creemers, B., & Guldemond, H. (2001). Improving parental involvement in primary education in Indonesia: implementation, effects and costs. School Effectiveness and School Improvement, 12(4), 447-466. doi:10.1076/sesi.12.4.447.34 44

Creese, M. J. (1995). Management development. The way forward. *School organization Journal, 11* (2): 223 – 229.

Creswell, J. 2013. *A concise introduction to mixed methods research.* Available at *https://books.google.co.zm/books?isbn=1483359050*

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage *"Robert Sibley magazine of the Year Award".* Retrieved August 7, 2020.

Creswell, W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Cushing, E., & Kohl, E. (1997). *Allies for education - Community involvement in school Change*: A Two Year Exploration. San Francisco: San Francisco School Volunteers and the William and Flora Hewlett Foundation.

Danquah, S. A., Morson, J., & Ghanney, E. (1976). Mentally retarded children in hospitals, schools, and homes. *Journal Psychologie Africane, 11*(2), 199-207.

DFID (UK Department for International Development). 2000. "Disability, Poverty and Development". Issues Paper.

Drew, C. J., Egan, M.W. & Hardman, M.L. (2016). *Human exceptionality: School, community, and family.* New York: Pearson Education

Eldridge, D. (2001). Parent involvement: It's worth the effort. *Young Children, 56* (4), 65-69.

Elwans, A. (1999). *Poverty and disability: A survey of the literature*. The World Bank.

Enaohwo, J., & Eferakeya, O.A (1989). *Education administration*. Ibadan paper back Publishers Limited.

Epstein, J. L. (2009*). School, family, and community partnerships: Your handbook for action.* Thousand Oaks, Calif.: Corwin Press.

Fakolade, O. A. Adeniyi, S. O. and Tella, A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria. International Electronic *Journal of Elementary Education*, 1(3): 156-169.

Filmer, D. (2008). Disability, Poverty, and schooling in developing countries: Results from 14 Household Surveys. *The World Bank Economic Review*, *22*,141-163, https://doi.org/10.1093/wber/lhm021

Fisher, G.C. (2009). *Parental involvement in the promotion of a culture of learning: A western Cape Perspective.* Unpublished Masters Dissertation. Stellenbosch: University of Stellenbosch.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *Internal validity. How to design and evaluate research in education* (pp.166-83)*.* New York: McGraw-Hill,.

Freedman, R. I. &, Boyer N. C. (2000). The power to choose: Supports for families caring for individuals with developmental disabilities *Health & Social Work*, (25) 59–68.

Friend, M., & Cook, L. (2007). Interactions: Collaboration skills for school professionals. (5th ed.). Boston: Pearson Education Inc.

Gadagbui, G., Y. (2010). Inclusive education in Ghana: *Practices, challenges, and the future implications for all Stakeholders*. Retrieved from www.schoolsandhealth.org/.../Inclusive%20Education%20in%20Ghana.pdf

Gadagbui, Y. G. (2012). *Home-school partnership and counseling for families including children with special needs*. Department of Special Education, University of Education, Winneba, Ghana.

Gangl, M. (2010). *Causation, statistic and sociology: European sociological review*. 17:1-20 http://dx.doi.orgho. 1093/esv/17.1.1. Retrieve on 19-06-2020.

Gezahegne, B., & Yinebeb, T. (2011). Attitude of teachers towards inclusive education in Ethiopia. *Ethiopian Journal of Education 6(1)*: 89-96.

Ghana Education Service. (2005). Increasing Access to quality Basic Education for Children with Special needs: Special Education project with VSO. Accra: GES. Retrieved from http://www.ibe.unesco.org/National_Reports/ICE_2004 /ghana.pdf.

Ghana Education Service. (2006). Education Strategic Plan. Accra: Government Publication.

Gill, C.J. (1999). Invisible ubiquity: The surprising relevance of disability issues in evaluation. *American Journal of Evaluation,* 20(2),279-287.

Global Campaign for Education (GCE) (2015). *Education post: Your views on what should come next*. Questionnaire from GCE. http://www.campaignforeducation.org/en/campaigns/education-post-2015 tps://doi.org/10.1093/hsw/25.1.5

Goodley, D. (2011). *Disability studies: An interdisciplinary introduction*. London: Sage.

Government of Ghana. (1992). The Constitution of the Republic of Ghana. Accra: Ghana Publishing Company.

Government of Ghana. (2006). Ghana 2006 Budget Statement to Parliament. Accra: Ghana Publishing Company.

Graue, E., & Brown, C. P. (2003). Pre-service teachers' notions of families and schooling. *Teaching and Teacher Education, 19*(7), 719-735.

Greenwood, G. E., & Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. *The Elementary School Journal,* 19(3), 281-287.

Griffin, M. M., McMillan, E. D., & Hodapp, F:. M. (2010). .Family perspectives on post-secondary education for students with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 45,* 339-346.

Grigal, M., & Hart, D. (2012). Expanding the Paradigm: Postsecondary Education Options for Individuals with Autism Spectrum and intellectual disabilities. Baltimore, MD: Paul H. Brookes.

Groce, N. & Chamie, M. (2000). Measuring the quality of life: rethinking the World Bank's Disability Adjusted Life Year. *International Rehabilitation Review*, 49(1&2) http://www.rehab-international.org/measuringquality.htm

Gwala, Q.V. (2006). Challenges facing the implementation of Inclusive Education in Primary Schools.M.Ed. Thesis, University of Zululand, Richard's Bay.

Hara, S. (1998). Parent involvement: the key to improved student achievement. *School Community Journal 8*, 9-19

Hardman, M. L., Drew, C. J, & Egan M.W (2016). Human Exceptionality: School, home and Exceptionality, Balmont, CA, Wadworth

Hoogeveen H.(2005). Measuring welfare for small but vulnerable groups: poverty and disability in Uganda. *Journal of African Economies*, *14,* 603-631 http://www.gatfl.org/ldguide/default.htm

Hughes, M., Holden, C. & Desforges, C. (1994). Parents and entitlement: A fair deal for all? *Educational Review, 46* (2), 151 –158.

ILO. (2009). *Rules of the game: A brief introduction to international labour standards*. Revised Edition. Geneva: International Labour Organization.

Isaacs, P. (1996). 'Disability and the education of persons' in Christensen, Carol and Rizvi, Fazal (eds), *Disability and the Dilemmas of Justice and Education 27*

Jeynes, W. H. (2003). *Effects of parental involvement on the academic achievement of adolescents.* Paper presented at the annual conference of the American educational Research Association Conference in Seattle, W. A.

Johnstone, C. J. (2007). *Inclusive education in Lesotho*. In P. Engelbrecht & L. Green (Eds.), *Responding to the challenges of inclusive education in Southern Africa* (pp. 25-36). Pretoria: Van Schaik.

Johnstone, D. (1998). *An introduction to disability studies.* London: David Fulton Publishers.

Joppe, M. (2000). *The research process.* Retrieved on 11th November, 2020, fromhttp://www.ryerson.ca/~mjoppe/rp.htm

Kabzems, V., & Chimedza , R. (2002). *Development assistance: Disability and education in Southern Africa.* 147-157. Published online: 01 Jul 2020

Karanja, S.J. (2005). Factors affecting students' performance in Kenya certificate of secondary education examination in public secondary schools in Kenya.

Khan, S.N. (2014). Qualitative research method – phenomenology; *Department of management, Monash University, Australia.* 10(21), 298.

Kiani, B. (2016). 'Family functioning, identity formation and the ability of conflict resolution among adolescents: *The Official Journal of the California Association of School Psychologists, 20*, 4, 392-401.

Kiarie, M. W. (2007). Plans for inclusive education in Kenya. A comparative overview. *Journal of International Special Needs Education*, 9, 27- 33

Kimu, A. M. (2012).Parent involvement in public primary schools in Kenya (Doctoral dissertation). Pretoria: University of South Africa.

King, B. G. (2008). A political mediation model of corporate response to social movement a ctivism. *Journal of Management*, 53, 395-421.

Klingner, J., Blanchett, W. J., & Harry, B. (2007). *Race, culture and developmental disabilities*. In Odom, S.L. Horner, R. H. Snell, M. & Blacher, J. (Ed.), *In the handbook on developmental disabilities.* Guilford Press

Kombo, D.K. & Tromp, D.L.A. (2013). *Proposal and thesis writing, an introduction.* Nairobi: Paulines Publication Africa.

Kowaczyk N. (2016). Effectiveness of interventions for adults with mild to moderate intellectual disabilities and mental health problems: systematic review and meta-analysis. *The British Journal of Psychiatry*, *209*(6), 469-474.

Krueger A. R. & Casey, M.A. (2000). Focus Groups. A Practical Guide for Applied Research (3rd ed). Thousand Oaks, CA: Sage

Kuyini A.B. & Desai I., 2008, 'Providing instruction to students with special needs in inclusive classrooms in Ghana: Issues and challenges', *International Journal of Whole Schooling* 4(1), 22–39. [Google Scholar]

Kuyini, A. B. & Boitumelo, M. (2011). Student teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of Whole Schooling*, 7(1). Retrieved from https://files.eric.ed.gov/fulltext/EJ939056.pdf

Kuyini, A., B. (2010, April 4). Inclusive education in Ghana: Are we achieving the vision? *GhanaWeb*. Retrieved from https://www.ghanaweb.com/GhanaHome Page/NewsArchive/Inclusive-Edcuation-In-Ghana-Are-We-Achieving-The-Vision-179726

Laboke, R. (2000). *Parental support and involvement in the effective management of schools.* The Uganda Experience. Paper presented to the African Convention of Principals' Conference at St. Stithian College Johannesburg from 22-26 August.

Lahler, S. J. (2006). Educator's perceptions of the school as a learning school as a learning organisation in the Vanderbiji Park North District, *South Africa Journal of Education*, *22*(2) 88-94.

Lee, C. (2010). Learning disabilities and assistive technologies. Retrieved November 1, 2019,

Lim, M. M. & Ting, H.D. (2012). *Research methodology: A toolkit of sampling and data analysis techniques for quantitative research*. Munich: GRINVerlag.

Loeb, S., L. Darling-Hammond, & J. Luczak, (2008). How teaching conditions predict teacher turnover in California Schools: *Peabody Journal of Education, 80*(3), 44-70

MacMillan, D. L., Gresham, F. M., Siperstein, G., & Bocian, K. (1996). The labyrinth of IDEA: School decisions on referred students with subaverage general intelligence. *American Journal on Mental Retardation, 101*, 161–174.

Marais, P. & Meier, C. (2010). Disruptive behaviour in the foundation phase of schooling. *South African Journal of Education, 30,*41-57

Marfo K.(1992). Correlates of maternal directiveness with children who are developmentally delayed. *American Journal of Orthopsychiatry*. 62, 219-233

Marfo, K. (1986). *Confronting childhood disability in the developing countries*. In K. Marfo, S. Walker, & B. Charles (eds.) *Childhood disabilities in developing countries. Issues in Habilitation and Special Education*. New York: Preeger Publisher.

Marsh, C. J. (2009). Key Concepts for understanding curriculum. Retrieved from http://qzabansara.com/News/NF23256.pdf

McKenna, M & Willims, J.D. (1998). Cooperation between home and schools. What works in Canada. *Research Papers in Education, 13* (1), 19-41.

Meier, C. & Marais, P. [2010]. Education management in early childhood development. Pretoria. Van Schaik.

Methods.sagepub.com, (2010). Retrieved on 12/9/2020

Mihai, A. (2017). The right to inclusive education. Equal opportunities for All. *Revista de Stiinte Politice,* 53, 125-134. Retrieved from https://search.proquest.com/docview/1894921822?rfr_id=info%3Axri%2Fsid%3Aprimo

Miller, R L. & Brewer J.D., (2003). *A-Z of social research*. London Oaks New Delhi.

Ministry of Education (1974). Ghana education service bulletin. Accra: Ghana.

Ministry of Education (2015). Standards and guidelines for practice of inclusive education in Ghana. Retrieved from http://sapghana.com/data/documents/Inclusive-Education-Policy-Standards-Guidelines-official-document.pdf

Mitchell, D., (2010). *Review of the literature on individual education plans: Report to the New Zealand Ministry of Education*. Christchurch: College of Education, University of Canterbury.

MOEST (2009). Free primary education: every child in school. Nairobi: Government Printers.

Mohsin, M. (2009) Need assessment of children with mental retardation by using ecological inventories, evaluation of functional skills training program involving parents. Published thesis,Lahore: University of the Punjab

Mosoge, M., & Pilane, N. (2012), Performance management: the neglected imperative of accountability systems in education. *South African Journal of Education, 34* (1), 1-18

Mprah, W. K., Opoku, M. P., Owusu, I., Badu, E., & Torgbenu, E. L. (2015). Challenges in accessing education for children with disabilities in Ashanti and Brong Ahafo regions of Ghana. *Journal of Disability Studies*, 1, 9–16

Mukobe, J. (2013). *Economic empowerment of persons with disabilities through inclusive social protection and poverty reduction*. New York.

Mumbuna, N. (2010). *An investigation on how teenage mothers parent their children', BSW Mini-dissertation*, University of Namibia, Windhoek.

Mutua, K., & Dimitrov, D. M. (2012). Prediction of school enrolment of children with intellectual disabilities in Kenya: The role of parents' expectations, beliefs, and education. *International Journal of Disability, Development and Education, 48,* 179-191

Mwangi, E.M., & Orodho, J.A. (2014). Challenges facing implementation of inclusive education in public primary schools in Nyeri town, Nyeri County, Kenya. Journal of Education and Practice, 5(16) 118-125).

Naidoo, J. P. (2005). *Educational decentralization and school governance: From policy to practice*. International Institute for Educational planning. Eugene Delacroix, 75116, Paris: UNESCO 1997.

National Research Council, (2004). *Measuring racial discrimination: Panel on methods for assessing discrimination*. Washington, DC: National Academies Press.

Newcombe, G. M.C. Cormick, J. & Sharpe. F. (2005). *Financial Decision Making*: Teacher Involvement and the need for trust. *International Journal of Educational Management, 11* (94-101).

Niemer, A. E., Wong, M. M., & Westerhaus, K. J. (2009). Parental involvement, *Familismo*, and academic performance in Hispanic and Caucasian adolescents. *North American Journal of Psychology*, *11*(3), 613-632. Retrieved from Academic Complete database.

Norland-Tilburg, E. V. (1990) Controlling error in evaluation instruments. *Journal of Extension, 28*(2). Available at http://www.joe.org/joe/1990summer/tt2.html.

Nsubuga, Y.K.K. (2008). *Analysis of leadership styles and school performance of secondary schools in Uganda*

Ntiamoah, P. (2010). Knowledge, attitude and practices of caregivers towards disabled children under five years and its influence on clinical outcome. 3, 168-177. Retrieved on 21ˢᵗ April. 2020.

Oakes, J., & Rogers, J. (2005). *Learning power: Organizing for education and justice*. New York: Teachers College Press.

Obeng , C. (2007). Teacher's views on the teaching of children with disabilities in Ghanaian classrooms *International Journal of Special Education*, 22, 1, 96-102. Retrieved on 21ˢᵗ April. 2020.

Obeng-Asamoah, P., K. (2016, June 6). Ghana's policy on inclusive education: A tool for national development. *GhanaWeb*. Retrieved from https://www.ghanaweb.com/GhanaHomePage/features/Ghana-s-Policy-on-Inclusive-Education-A-tool-for-national-development-444807

Ofori-Addo, L. (1995). *The community-based rehabilitation programme in Ghana*. Department of Social Welfare Report. Accra: Ghana.

Oliver, M. (1996). *Understanding disabilities*. *From theory to practice*. Basingstoke: Macmillan.

Oliver, M., & Barnes, C. (2012). *The new politics of disablement*. Palgrave Macmillan

Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioral disorders. *Behavioral Disorders, 35*, 188–199.

OLUWATAYO, J. 2012. Validity and reliability issues in educational research. Journal Educational and Social Research 2, 391-400

Oluyede, S. (2007). *Enhancing managerial competence for public officers: Introduction.* A paper delivered during a workshop organised by University of Ibadan. Consultancy Services Unit. Nigeria.

Opoku, M. P., Aybenyega, J., Mprah, W. K., Mckenzie, J. & Badu, E. (2017). Decade of inclusive education in Ghana. *Journal of Social inclusion, 8*(1). Retrieved from https://josi.journals.griffith.edu.au/index.php/inclusion/article/download/956/847

Orodho, J. A. (2014). Policies on Free primary and secondary school education in East Africa: are Kenya and Tanzania on Course to attain education for all by 2015? *International organization of Scientific Research Journal of Humanities and Social Sciences.* 19, 11-20. www. Iosrjournal.org

Otiende, K. O. (2007). An investigation into the factors influencing the implementation of secondary school curriculum, Kiambu West District.

Otunga R., Serem D.K., & Kindiki J.N. (2008). '*School leadership development in Africa.*' in Lumby, J. Crow, G. & P. Pashiardis, (Eds.), *International handbook of the preparation and development of school leaders* (pp367-382). London: Routledge.

Owusu J. B. & Owusu A.B (2014). Heart and Mind in Conflict: Teaching Special Needs Children in a Developing Nation. *Insights into Learning Disabilities* 15(1), 29-48

Papay, C., & Bambara, L. M. (2014). Best practices in transition to adult life for youth with intellectual disabilities. *Career Development and Transition for Exceptional Individuals, 37*(3), 136-148.

Radhakrishna, R., Leite, F., & Baggett, C. (2003). *An analysis of research designs used in agricultural and extension education.* Paper presented at the Proceedings of the 30 the National Agricultural Education Research Conference, 528

Resch, J. A., Mireles, G., Benz, M. R., Grenwelge, C., Peterson, R., & Zhang, D. (2010). Giving parents a voice: A qualitative study of the challenges experienced by parents of children with disabilities. *Rehabilitation Psychology, 55*(2), 139–150.

Ritter, S. H., & Gottfried, S. C. (2002). *Tomorrow's child: benefiting from today's family-school-community-business partnerships*. The Regional Educational Laboratory at Serve: University of North Carolina at Greensboro.

Robert M. (2017). Historic election to UN disabilities committee". Retrieved 15 December 2019 www.newshub.co

Robson, C. (1993) Real World Research. A Resource for Social Scientists and Practitioner Researchers. Blackwell Publishers Inc., Oxford.

Rudolf, S. (2011). *Systems theory*. In: Bertrand Badie et al. (eds.), International Encyclopedia of Political Science. Sage New York.

Shapiro, H. (1999). *Everybody belongs. changing negative attitudes towards classmates with disabilities.* London: Routledge Falmer.

Shatkin, G. & Gershberg, A. I. (2007). Empowering parents and building communities: the role of school-based councils in educational governance and accountability. *Urban Education, 42(*6), 582-589.

Shifrer, D. (2013). Stigma of a label educational expectations for high school students labeled with learning disabilities. *Journal of health and social behavior, 54*(4), 462-480.

Sidhu, R., (2014). *The global schoolhouse: Governing Singapore's knowledge economy aspirations*. In S. Marginson, S. Kaur, & E. Sawir (Eds.), *Higher education in the Asia Pacific*. London: Springer.

Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. London: Routledge *The Elementary School Journal* 104(4):307-320.

Smit A.G., & Liebenberg L. (2003). The school as push-factor: A qualitative study. *International Journal of Special Education, 1,*43-51.

Stakes, R. & Hornby, G. (2000). *Meeting special needs in mainstream schools: a practical guide for teachers,* (2nd ed.). London: David Fulton.

Stoddard, K., Braun, B., & Koorland, M. (2011). Beyond the schoolhouse: understanding families through pre-service experiences in the community. *Preventing School Failure, 55*(3), 158-163.

Thoma, C., Austin, K., Achola, E., Batalo, C., Carlson, D., Boyd, K., & Wolfe, D. (2012). The state of postsecondary education for persons with intellectual disabilities: What are the perceptions of key stakeholders? *Creative Education*, *3*, 1122-1129.

Tikoko, J. B., & Kiprop, C. J. (2011). Extent of student participation in decision making. in secondary schools in Kenya*. International Journal of Humanities and Social Science, 1(*21): 92-99.

Trafford, B. (2010). *Some challenges for democratic school governance.* Retrieved January 26, 2020.

Trani, J.F. & Loeb M.M. (2012). *Poverty and disability: A vicious circle? Evidence from Afghanistan and Zambia*. Brown School Faculty Publications. https://openscholarship.wustl.edu/brown_facpubs/33

Turmusani, M. (2001). *Disabled women in Islam: Middle Eastern perspective*. In W. C. Gaventa & D.L. Coulter (Eds.), *Spirituality and intellectual disability*. New York.

UNESCO (1994). The Salamanca Statement and framework for action on special needs education. Retrieved from http://www.unesco.org/education/pdf/ SALAMA_E.PDF

UNESCO (2001).The open file on inclusive education. Paris: UNESCO

UNESCO (2009). Policy guidelines on inclusion in education. Paris: UNESCO.

UNESCO/UNICEF (2003) Monitoring learning achievement (MLA II) Project, Database 2003, UNESCO Paris.

UNICEF (2009). Evaluation of the education programme in Timor-Leste.

United Nations Division for Social Policy and Development (DSPD), (2016). Toolkit on disability for Africa culture, beliefs and disability. UN.

World Bank (2009).*People with Disabilities in India: from commitments to Outcomes*, New Delhi: Human Development Unit, South Asia Region. Retrieved on 10thJuly 2020 from http://www-

World Bank, (2006). *Disability and society. 21*(6): 645-650

World Bank, 2000. World development indicators database, July, 2000, The World Bank Group. Retrieved on 10th November, 2020.

World Bank. 2005. "Education for All: Including Children with Disabilities: Summarized Lessons Learned and Key Policy Findings on the World Bank's Work in Education."Education Notes Human Development Network, World Bank, Washington, D.C.

World Bank. 2008. "Social inclusion through ICT for Tunisian disabled." http://web.worldbank.org/archive/website01055/WEB/0__CO-93.HTM

World Bank. 2008. The World Bank Annual Report 2008: Year in Review. Washington, DC. https://openknowledge.worldbank.org/handle/10986/7524

World Health Organisation, & World Bank. (2011). *World report on disability*. Geneva: Author

Yeo R. & Moore K. (2003). Including disabled people in poverty reduction work: ''Nothing About Us, Without Us. *World Development 31*, 3, pp. 571–59.

Zeltin, A. G., & Morrison, G. M. (1998). *Adaptation through the life span*. In J. A. Burack, R. M. Hodapp & E. Zigler (Eds.). *Handbook of mental retardation and development* (pp. 481-503). New York: Cambridge University Press

Zigler E.1998. By what goals should head star be assessed? Children service*: Social Policy, Research and Practice, 1,* 5-18

APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF SPECIAL EDUCATION
P.O. Box 25, Winneba, Ghana   sped@uew.edu.gh
+233 (020) 204108

6th July, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS. DIANA APPIAKORANG

I write to introduce to you **Ms. Diana Appiakorang** an M. Phil student of the Department of Special Education with index number 8180150028.

She is currently working on her dissertation on the topic: *"Stakeholder's involvement in the education of learners with intellectual disabilities in Ghana".* She needs to administer questionnaire and conduct an interview from your school.

I would be grateful if you could give her the needed assistance to enable her to collect the data.

Thank you for your consideration and assistance.

Yours faithfully,

DR. DANIEL S.Q. DOGBE
Ag. Head of Department

APPENDIX B

QUESTIONNAIRE FOR TEACHERS AND PARENTS

This is an academic study assessing stakeholders' involvement in education of persons with intellectual disabilities in Ghana. The information herein requested will be used to meet academic requirements and as such shall be treated with utmost confidentiality and anonymity.

School: ....

....

....

SECTION ONE: GENERAL INFORMATION

1. What is your age range?

Below 30 [ ]   31-35 [ ]

36- 40 [ ]   41-45 [ ]

Above 46 [ ]

2. Indicate your experiences in your job in years (for how long have you being teaching)

Less than 5 years [ ]   5-10 years [ ]

11-15 years [ ]   16-20 years [ ]

Over 21 years [ ]

3. What is your level of education?

Phd [ ]   Master's Degree [ ]

Bachelor's degree [ ]   Diploma [ ]

Certificate [ ]   Secondary certificate [ ]

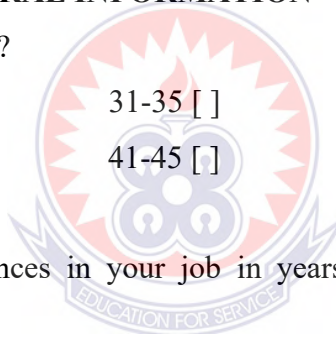4. Years of engagement with the school by the parents

Below 5 years [ ]   5-10 years [ ]

11-15 years [ ]   16-20 years [ ]

Over 21 years [ ]

Questionnaire for teachers and parents

Stakeholders' involvement in education of learners with intellectual disabilities

To what extent do you agree with the following statements in relation to stakeholders'

involvement in the education of learners with intellectual disabilities? (Key: 5.

Strongly

Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree

	5	4	3	2	1
Head teachers are considered as the main source of leadership by the staff and parents					
Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies					
Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff					
Head teachers leadership styles affect academic performance					
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)					
Teachers are involved in the procurement of goods and services in the School					
Teachers are involved in developing the strategic plan for the school					
Parents are encouraged to participate in decision making					
Parents are consulted before making decisions					
Parents are involved in making school programmes					
Parents are engaged in addressing administrative matters					
In this school teachers are involved in the budget planning for this School					
Teachers are involved in developing visions and missions for the School					
Government provides adequate resources to support children's learning					
School board partner with community or business organizations that provide extended services for students with intellectual disabilities					
There is proper supervision by the GES Directorate.					
There is enough infrastructure to accommodate learners					

Attitude of stakeholders towards education of learners with intellectual disabilities

To what extent do you agree with the following statements in relation to attitude of stakeholders towards education of learners with intellectual disabilities?

(Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree

Learners with intellectual disabilities are perceived as good for nothing and should not be educated					
Education of children with intellectual disabilities is seen to be costly and time consuming					
Learners with intellectual disabilities are embrace in the community					
Learners with disabilities contribute to the development of their communities					
Parents who have children with intellectual disabilities value their wards education.					
Parents attend PTA meeting as scheduled by the school					
There is enough government fund in support for children's education					

Influence of stakeholders' involvement in education of learners with intellectual disabilities

To what extent do you agree with the following statements in relation to influence of stakeholders' involvement in education of learners with intellectual disabilities? (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree

Parents involvement in school management makes learners feel more confident in their learning and achieve higher in education					
Solving administrative problems with parents improves the academic performance of learners					
Parents believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee hence they feel powerless to influence the school					
Parents who get actively involved in school programmes get a chance of knowing more about their children					
Parents are useful partners in shaping the child's life					
Teachers who actively participate in in-service training and workshops take a more thoughtful approach to their own instructional methods which help to unearth the learner's unique abilities.					

132

Teacher motivation facilitates learners learning				
Teachers involvement in schools decision making improve teaching and learning				
Inclusion of teachers in curriculum making and implementation facilitate teaching and learning				
Conducive environment improve teaching and learning				
Effective supervision promote teaching and learning				
Administrators are often engrossed in matters involving financial decision-making but they are less involved in discussions about teacher and learner evaluations.				

Barriers affecting the stakeholders' involvement in the education for learners with intellectual disabilities

To what extent do you agree with the following statements in relation to barriers affecting the stakeholders' involvement in the education for learners with intellectual disabilities? (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree

Financial constraints hinder the education of leaners with intellectual disabilities				
Societal stigmatization impede the education if persons with intellectual disabilities				
Lack of government support services hinder the independence of learners with intellectual disabilities				
Most parents lack knowledge on resources available for persons with ID				
Lack of parental support inhibit the education of learners with ID				
Inadequate teaching and learning materials influence the education of IDs				
Insufficient work-shops and in-service training retard the teachers professionalism				
Lack of skilled personnel in the teaching field for the intellectual disability				
Parents engage in all school activities				
Lack of effective supervision by the Education Directorate inhibit the performance of teachers.				

APPENDIX C

INTERVIEW GUIDE FOR EDUCATIONAL DIRECTORATE

Stakeholder's involvement in the education of learners with intellectual disabilities in Ghana.

a. What do you understand by stakeholder's involvement?.................................
…………………………………………………………………………………
…………………………………………………………………………………

b. Does the directorate provide services for students withintellectual disabilities? What types of services does your school/organization provide specifically for students with learning disabilities?
…………………………………………………………………………………
…………………………………………………………………………………

b. How does parents involved in their children's education?..
…………………………………………………………………………………
…………………………………………………………………………………

d. How often do educational directorates monitor the progress of learners in the school?
…………………………………………………………………………………
…………………………………………………………………………………

e. How often does the educational directorate organize workshop on stakeholders Involvement for teachers?

f. Have you ever organized workshop for teachers, administrators and parent on stakeholder's involvement?

g What are the benefits of stakeholder's involvement in the education of persons with intellectual disabilities?
…………………………………………………………………………………..

134