

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SPECIAL EDUCATION

**SOCIAL INCLUSION OF PUPILS WITH INTELLECTUAL
DISABILITIES AT ADUKROM METHODIST BASIC
SCHOOL IN THE EASTERN REGION OF GHANA**

PHILEMON AMANIAMPONG



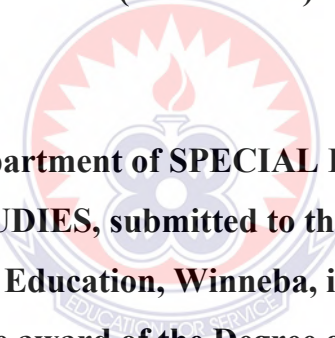
2017

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(8150150003)

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**A thesis in the Department of SPECIAL EDUCATION, Faculty of
EDUCATIONAL STUDIES, submitted to the school of Graduate Studies
of the University of Education, Winneba, in partial fulfillment of the
requirement for the award of the Degree of Master of Philosophy in
Special Education of the University of Education, Winneba.**

MAY, 2017

DECLARATION

STUDENT'S DECLARATION

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

Name of student: Philemon Amaniampong

Signature :

Date :

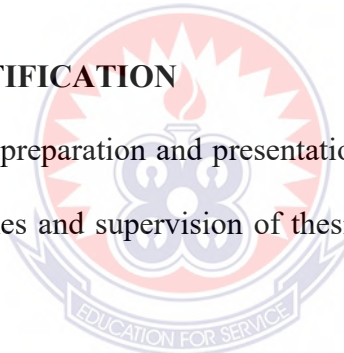
SUPERVISOR'S CERTIFICATION

I, hereby certify that the preparation and presentation of the thesis was supervised in accordance with guidelines and supervision of thesis laid down by the University of Education, Winneba.

Principal Supervisor: Yao Yekple (Ph.D).

Signature :

Date :



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It would not have been possible to write this thesis without the help and support of the kind of people around. This thesis came out of a series of dialogues with my supervisor, Dr. Yao Yekple. I would like to thank him for his patience and support, not to mention his advice and knowledge in Special Education. Dr Yao Yekple has been invaluable in all academic levels, for which I am extremely grateful. Also, special thanks to Dr. Awini Adam for his advice and encouragement. I would like to thank Dr. Offei Nyadu the head of department, Dr. Samuel Hayford, Dr. Anthony Mensah and all lecturers at the Department of Special Education.



DEDICATION

I dedicate this thesis to my beloved wife, Rita Myers, and to my entire family for their endless love and support throughout my education.



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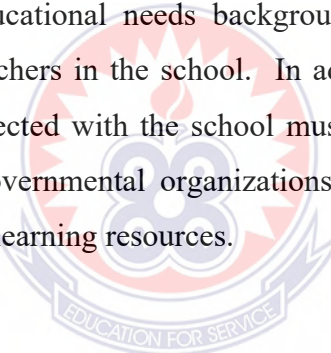
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ABSTRACT

The purpose of the study was to explore the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana. Qualitative method and case study were used to guide the study. The sample size for the study was 21 students with intellectual disabilities, and data were collected using interview and observation. The purposeful sampling technique was used to select the sample size. Data were analyzed using themes and data from the respondents. The results of the study showed that pupils with intellectual disabilities were averagely involved in social activities. The major approaches teachers used to promote social interactions among pupils with and without intellectual disabilities were sports and games, and music and dance. The major factors that affected effective social inclusion were inadequate sports facilities, inadequate special needs teachers, perception and attitudes of some teachers in the school. It was recommended that teachers with special educational needs background should organize sensitization programmes for other teachers in the school. In addition, the school administration and opinion leaders connected with the school must appeal to the Ghana Education Service and other non-governmental organizations for appropriate sports facilities, and suitable teaching and learning resources.



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

In the past, pupils with disabilities, including those with intellectual disabilities were educated exclusively in special schools. According to Thomas, Walker and Webb (2004), it was a perceived opinion that special schools provided sensible ways for meeting the needs of a minority of children, at the same time as safe-guarding the inefficient education of the minority in the mainstream setting. Gifford-Smith and Brownell (2003) stressed that relationships and friendships with peers are related not only to social and behavioral development but also to pupils' academic achievement. In view of this new thinking, the past few decades have witnessed a wave of general education reforms whereby schools have introduced curricula and programs that welcome students with disabilities into regular classrooms.

Social inclusion for people with intellectual disabilities is having access to social activities, social roles, and relationships (Partington, 2005) as well as having valued presence and participation in society (Lemay, 2006). As described by Jaeger and Bowman (2005), social inclusion is having access to physical places and equal opportunity to access and understand intellectual content. Social inclusion is also a sense of belonging that stems from friendships (Crane, 2002). Having positive interactions as well as developing and maintaining a network of friendships is an important aspect of social inclusion. Social inclusion and interaction is very important and it has been focused by the researcher because, according to (childfamilyservice.com), opportunities for social interaction with pupils with disabilities as well as those with intellectual disabilities does not only enhance their

development in the early years, but also may be important for the future of these young children. The ability to interact competently with is a skill that is required throughout life and may affect future educational and vocational opportunities. Assisting young children who are disabled to learn through positive social interaction with nondisabled children may help them acquire skills from which they will benefit throughout their lives.

Inclusive education therefore is a phenomenon that is gaining world-wide focus and attention has been described as a social movement against exclusion in education (Slee & Allan, 2005). Inclusive education has its focus, the restructuring of mainstream schools so they are better able to respond to the diversity of all students (UNESCO, 2005). A basic premise of inclusive education is that all children belong at school and all children are able to meaningfully participate and learn at school. While inclusive education is concerned with making schools more responsive to all students, the disabled are reported to be the largest group of students excluded and marginalized from quality education in the world today (UNESCO, 2005).

To promote inclusion as well as social inclusion of pupils with intellectual disabilities, activities such as sports, social skills training and cooperative learning cannot be underestimated. According to Coalter (2010), participation of people with intellectual disabilities in sports seems a fruitful arena in which to promote social inclusion and this has received increasing attention in mainstream sports studies for other disadvantaged populations such as disaffected youth and immigrants. Teachers can assist pupils with intellectual disabilities in attaining the social and communication skills necessary for increased social inclusion (Bigby & Wiesel, 2011

Social skills can be defined as any responses that are interactive with another (Browder, 2001 cited in Yekple, 2008) he further explain that , social skills are

commonly those specific behavioral strategies that allow an individual to: initiate and maintain positive social interactions with others, develop friendships and social support networks and to cope effectively with the social environment. Teaching social skills can incorporate a number of techniques, including direct instruction, learning from peers, prevention of problem behaviors, and children's books. Many social behaviors are better learned among peers (Ladd, 2005), so teachers of pupils with disabilities are in a unique position to promote social learning and interactions in their classrooms and schools.

A study by Roseth, Johnson, Johnson, and Fang cited in Gillies (2007) about the effects of cooperative learning found that there was such a strong positive relationship between interpersonal attraction or friendship and academic achievement that they recommended that teachers who want to increase student's academic achievements need to ensure that each student has a friend. They further said that, friendship is a very powerful determinant of academic achievement, and teachers will need to structure group experiences that enable students to build those social relationships that help to develop mutual respect.

Factors that influence social relationships are social position and level of interaction. Gifford-Smith and Brownell (2003) asserted that students with disabilities need relationships and friendships to develop social skills, which are necessary in developing social relations later on in life. Social relations development among pupils with intellectual disabilities encounters negative tendencies. These negative tendencies, according to Sparling (2002), stem from the socio-cultural influences of society, the nature of a child's disability, perceived teacher attitudes, teacher modeling, peer pressure and ignorance. Such disabling environments contribute to the social marginalization and isolation of students with disabilities. Social isolation of a

child with special needs may harm their social-emotional development. The social isolation could result in low self-esteem, fear of failure, low self-confidence, fear to attend school, deviant behavior, lack of motivation, low performances on school tasks and result in negative effects like being bullied, drop-out and eventually possible referral to special settings (Pijl, 2005).

Interaction among pupils with and without disabilities may play a role in academic, functional, and social skill development, as well as contribute to increased social competence, attainment of educational goals, friendship development, and enhanced quality of life (Carter & Hughes, 2005). Carter and Hughes further stressed that despite these potential benefits, interaction among students with intellectual disabilities and their general education peers occurs infrequently. Aviles, Anderson and Davila (2006) also stated that social interaction plays a crucial role in children's development, and for children to develop and be successful in many contexts, they require both social and academic achievement. Promoting social interaction among students has been identified as an essential competency for general educators, special educators, and paraprofessionals (Council for Exceptional Children, 2003).

1.1 Statement of the problem

Inclusive education has become an international agenda for schools to accommodate all pupils regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 2003). Despite this plan, it seems that there is little or no evidence of the social inclusion of pupils with intellectual disabilities at the Adukrom Methodist Basic School in the Eastern Region of Ghana, so the present study was intended to investigate the status of social inclusion of those students..

Also, Deku and Gyimah (2003) contended that both individuals with and without disabilities feel a sense of discomfort and uneasiness in interacting, but non-

disabled persons feel more uncomfortable in the presence of their peers with disabilities and tend to avoid interacting with them. It appears therefore that, there could be unclear approaches and areas to use those approaches by teachers to promote social interactions among pupils with intellectual disabilities and their nondisabled peers at Adukrom Methodist Basic School in the Eastern Region of Ghana.

In addition, there could be some underlining factors affecting effective social inclusion of pupils with intellectual disabilities which had not been explored to determine how they influence the implementation of inclusion in the school. In effect, the level of social inclusion, teachers' approaches of enhancing social interactions and factors affecting effective social inclusion of pupils with intellectual disabilities and their peers could remain unidentified.

1.2 Purpose of the study

The purpose of the study was to find out the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana.

1.3 Objectives

The following objectives were raised to guide the study:

- To find out the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana.
- To find out approaches teachers use in promoting social interaction among pupils with and without intellectual disabilities at Adukrom Methodist Basic School.
- To find out activities in which those approaches could be used to promote the social interaction of the pupils.

- To find out factors that affect the development of effective social inclusion of pupils with intellectual disabilities and their non-disabled peers.

1.4 Research questions

The following research questions were raised to guide the study:

- What is the extent of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School?
- (a) What approaches do teachers use to promote social interaction among pupils with and without intellectual disabilities at Adukrom Methodist Basic School?

(b) Which areas and activities could those approaches be used to promote social interaction of the pupils?
- What factors affect effective social inclusion of pupils with and without intellectual disabilities at Adukrom Methodist Basic School?

1.5 Significance of the study

The results of this study would help reveal the extent of social inclusion among pupils with and without intellectual disabilities at Adukrom Methodist Basic School. This will enable regular and special teachers to effectively manage the pupils so as to facilitate positive relationships.

Also, the results of the study would help to unearth the approaches and areas to use those approaches by teachers to promote social interaction among pupils with intellectual disabilities and their non -disabled peers, and the general public as a whole. This will enable the Ghana Education Service and other stakeholders to promote inclusive education in the Akuapem north district and Ghana, in general. .

Furthermore, the results of the study would help in finding out the factors that affect effective social inclusion among pupils with and without intellectual disabilities at Adukrom Methodist Basic School. This would enable policymakers, as well as educationists, to adopt strategies to enhance friendship among pupils.

Finally, the results of the study would add to the body of literature available in Ghana concerning social inclusion, and further contribute significantly to existing knowledge and generate new understanding that will prove useful for future researchers.

1.6 Delimitation of the study

There are different categories of pupils with special needs such as pupils with low vision, hard of hearing and pupils with intellectual disabilities at Adukrom Methodist Basic School, but the study focused on only pupils with intellectual disabilities, their level of social inclusion with their peers without disabilities. This group of pupils was chosen because according to Emerson, McConkey, Walsh and Felce (2008), people with intellectual disabilities are amongst the most marginalized in many societies around the world. Adukrom Methodist Basic School was chosen because it is one of the few unit schools in the Eastern Region of Ghana that educate pupils with intellectual disabilities.

1.7 Operational definition of terms

Social inclusion: is explained as the ability to interact with, make friends with and be accepted by peers. Successful social inclusion in a mainstream education classroom means being visible to other students (social impact), being someone with whom other students wish to spend time (social preference) and being a member of a group of friends that spend time together (social network affiliation); (Aviles et al., 2006).

Intellectual disability: refers to sub- average general intellectual functioning which is characterized by significant limitations in both intellectual functioning and in adaptive behavior which covers everyday social and practical skills.

Inclusive Education: Inclusive Education in this context is a school addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education.

Friendship: Is a relationship between friends. In this study however, relationship, friendship and interaction have been used interchangeably.

Social skills: these are ways of dealing with others that create healthy and positive interactions. Children who have social skills can communicate clearly, calmly and respectfully. They take responsibility for their actions, are able to control themselves and are able to assert themselves when needed. Children learn social skills through experience with peers, examples and instructions from their parents and time with adults.

Relationship: the way in which two or more people or things are connected, or the state of being connected; it is also the way in which two or more people or groups regard and behave towards each other or one another.

Modeling: it consists of demonstrating part or all of the desired behaviors to the child who imitate or repeats the action immediately. In other words, it is the act of making someone who has exhibited appropriate target behavior to serve as a example for other to emulate

Interaction: to get involved in communication, social activity or work with someone else or one another.

Marginalization: is a complex process of relegating specific group of people to the lower or outer edge of society. It effectively pushes these groups of people to the margin of society economically, politically culturally and socially following the policy of exclusion



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The following sub-headings are covered:

- Theoretical and Conceptual framework.
- Level of social inclusion of pupils with intellectual disabilities.
- Approaches teachers' use in promoting social interactions among pupils with intellectual disabilities and their non- disabled peers.
- Areas in which teachers use those approaches.
- Factors effecting effective social inclusion of pupils with intellectual disabilities and their non-disabled peers.

2.1 Theoretical Framework

2.1.1 Social constructivist theory

The study adopted Vygotsky's (1978) social constructivist theory. According to Vygotsky's theory on social constructivism, a positive resource oriented approach implies a favorable societal view on children with disabilities. Vygotsky emphasized that children are dynamic and energetic participants in the learning process. According to Vygotsky, children construct and form their understanding mainly through social interaction. Certainly, the cultural engagement and experience with the context and surroundings that they live in play a major role in facilitating their cognitive development (Holzman, 2009). What even motivated the researcher to adopt on this theory was that, Deiner (2005) indicated a befitting point that through inclusion, children without disabilities or special educational needs will become

aware of individual differences and learn to respect these differences to celebrate it. This becomes very befitting because everybody has a right to life and dignity, as such the need to be giving the opportunity to get in touch with the diversities of life, accept it and learn to live with it. The above benefits of inclusion direct towards social interaction. This is an indication that inclusive education can help in the improvement of social interaction among pupils with and without intellectual disabilities which has a link with Vygotsky social constructivist theory. Vygotsky further observed that thinking, reasoning and translation of knowledge, which take place in direct, spontaneous and explicit ways may contribute to child development and their adaptation to be more mature members in their environment. Thus, it becomes important to understand how the numerous and lively social contacts such as conversations, joint-tasked, play, asking questions, observation and the like be it between children and adults as well as among peers during schooling can be used to enhance students' learning and maturation. According to Ciot, (2009), constructivism is a set of beliefs that emphasizes that learning and construction of knowledge are achieved through the active role played by the pupils. Freeman and Alkin (2000) stated that, research on social inclusion consistently shows that students with disabilities educated in regular classrooms are less accepted than their classmates without special educational needs, and are more socially isolated. For this reason, there is the need to socially include them by breaking the barrier of social isolation and promote positive relationships. The study is based on Vygotsky's social constructivist theory because, it creates a context for learning in which students can become engaged in interesting activities that encourages interaction and facilitates learning from peers.

Vygotsky further stressed that, teachers facilitate cognitive growth and learning through interaction. The immersion of knowledge is viewed as the best result of contact and socialization made by learners with his or her surrounding, physical environment and experiences. Constructivism holds on to individual responds positively, constructs accordingly, become more aware and take more responsibility to increase their understanding and appreciation of their own mental frameworks and other people's thinking as well.

Vygotsky (1993) stressed that, interaction with peers is one of the most important socio-cultural conditions for development and socialization among pupils with disabilities. The study sought to examine social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana. As stated earlier, Vygotsky's theory was adopted because it has a reflection on social inclusion of children with intellectual disabilities in regular education classrooms. Children with intellectual disabilities have been known to be excluded from regular schools historically due to the various perceptions that people held. With current view on inclusive education for these children and even though its success depends on many factors. The component of social inclusion cannot be overlooked. This underscores its adoption for the study.

FIGURE 2.1: Conceptual Framework

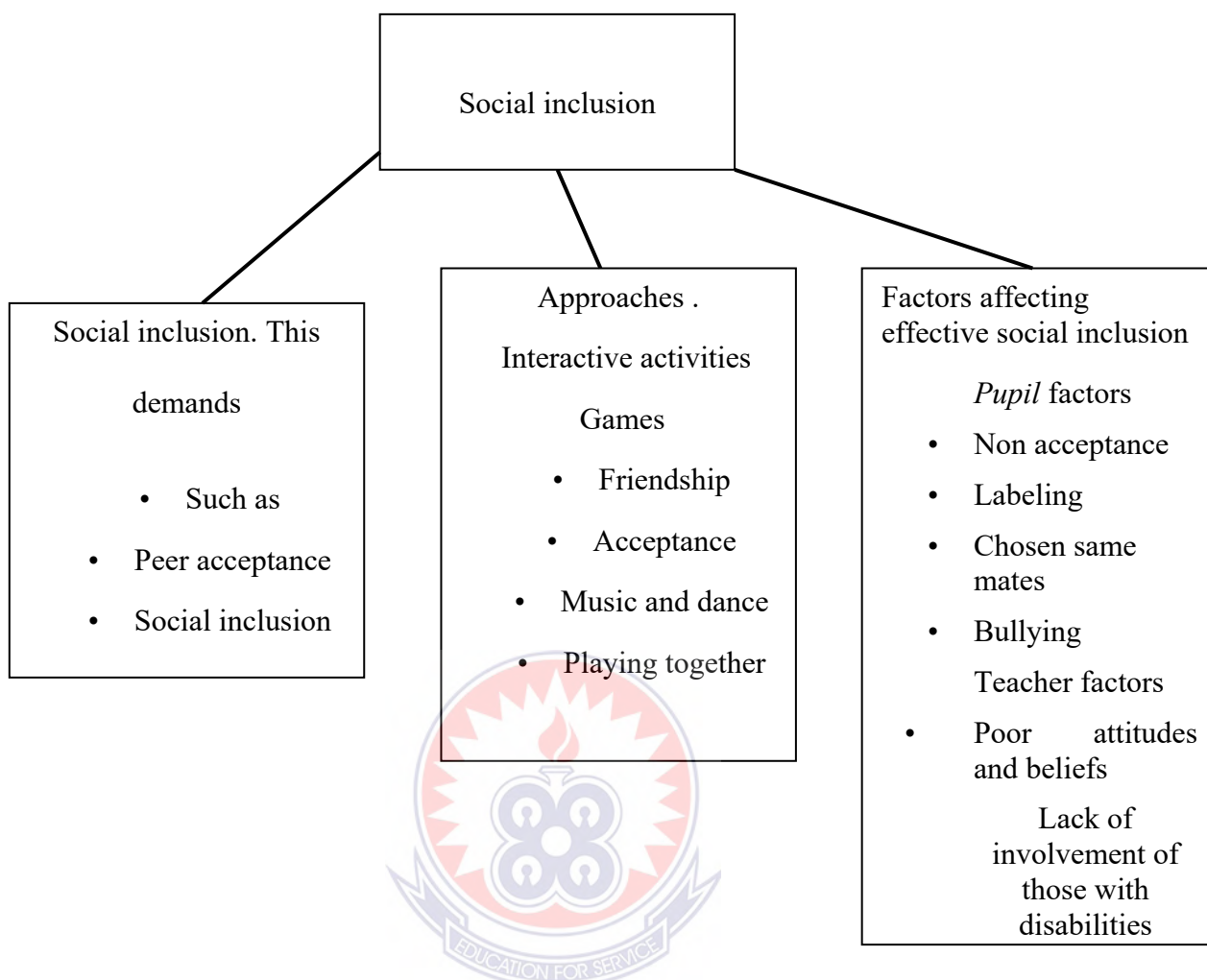


Figure 1: Diagrammatic representations of the conceptual framework for the study.

Within the framework, social inclusion is a key issue in an inclusive setting. Social inclusion reflects the level of inclusion of pupils with intellectual disabilities. These approaches are interactive activities such as games and music and dance and playing together.

2.2 Level of Social Inclusion of Pupils with Intellectual Disabilities in the School Setting

Many pupils with intellectual disabilities have low levels of social engagement and a dearth of friendship (Verdonschot De Witte Reichrath Buntinx, & Curfs,

2009). Also the stigma associated with their disability has often resulted in their active isolation from society (Akrami Ekehammar Claesson & Sonnander, 2006) as in their exclusion from formal systems such as education and employment. This in turn reduces their opportunities for community interactions and friendships (Lippold & Burns, 2009). Arguably, the provision of specialized services from early childhood onwards has further isolated people from their peers (McConkey, 2011), because studies indicate that children with intellectual disabilities tend to exhibit relatively low levels of involvement with other children during play, even under facilitative play conditions such as having regular playmates at their own home (Guralnick, Connor & Johnson, 2009).

The level of social inclusion in this context is defined in terms of how a student with SEN is liked by nondisabled peers, performs non-classroom activities together with nondisabled peers, and number of nondisabled friends they have. Other factors that influence social relationships are social position and level of interaction. Social relationship of students with SEN is an important aspect of studying inclusion in regular education (Flem & Keller, 2000). Research has shown that the opportunity for contacts and interactions with regular peers is one of the main motives that parents have for sending their students with special needs to a regular school (Nakken & Pijl, 2002).

Gifford-Smith and Brownell (2003), argue that relationships and friendships with peers are related not only to social and behavioral development but also to students' academic achievement. According to Gifford-Smith and Brownell, students with more friends have fewer adjustment problems, higher self-esteem, and report less loneliness, enjoy wider peer acceptance, display better school adjustment, positive attitudes toward school, in addition to better achievement (. Students who are rejected

by their peers are at risk for school failure or drop out. Studies have repeatedly shown that including pupils with special needs do not automatically lead to an increase of friendships between pupils with special needs and their nondisabled counterparts (Buysse, Davis, & Skinner, 2002).

Peer acceptance by pupils without intellectual disabilities.

Peer acceptance is a measure of social position and is defined as the degree to which a pupil is accepted by his/her peer group. It should be noted that peer group acceptance does not necessarily reflect mutual emotional bonds, which are studied on the relational level of enquiry (Rubin, Bukowski & Parker, 2006). Low peer acceptance and peer rejection have been associated with a vast array of concurrent and future indicators of adaptation (Ladd, 2005).

The relevant issue concerns the co-occurrence of actual and perceived social inclusion that is how group and individual phenomena are related. Loneliness has often been seen as an outcome of negative experiences with peers, and certainly, reports of loneliness have been found to be more likely among children who are poorly accepted (Shin, 2007). The experiences of members of Children with Disability Australia (CDA) overwhelmingly suggests that students and their peers struggle to bridge a gulf between accepting the presence of students with disabilities at school and valuing their membership as part of the school community (Prince & Hadwin, 2013).

A study conducted in Italy about the social position and inherent sense of belonging of students aged 8–11 years old (Nepi, Facondini, Nucci, & Peru, 2013) found that, while students without disabilities indicated positive attitudes, students with disabilities did not feel a similar sense of belonging. They attributed this to a ‘compassionate bias’ on the part of higher achieving students. In another study, Bunch

and Valeo (2004) sampled the views of peers of students with disabilities in Canada, and found that non-disabled high school students held a consistent view that students with disabilities had friends, but that their friends were other students with disabilities, and their friendships were maintained in their own separate classroom or social space within the school. This study revealed that grouping and special treatment of students with disabilities acted as a barrier to relationships, that social and academic separation existed between students with and without disabilities, and that instances of friendship between students with and without disabilities were limited to early elementary school level.

A study by Frostad and Pijl (2007) about Norwegian inclusive classrooms revealed that, 20% to 25% of students with special education needs (SEN) were not socially included in their peer group, and nearly 25% of pupils with special needs had serious difficulties forming relationships in their peer group, while only about 8% of their non-SEN peers problems with developing relationships. Several studies have found that within the group of pupils with special needs, pupils diagnosed as having autistic spectrum disorders and pupils diagnosed as having serious behavioural disorders find it particularly difficult to build relationships with typical peers, and are at risk of becoming isolated in the classroom (Chamberlain, Kasari, & Rotheram-Fuller, 2007; De Monchy, Pijl & Zandberg, 2004). Nowicki (2006) also found that pupils diagnosed as having intellectual disabilities are also at risk of isolation in the classroom. In fact, in a recent national survey of over 5,000 students, only 10% reported having a friend with intellectual disabilities (Siperstein, Parker, Norins, Bardon & Widaman, 2007). Furthermore, most were unwilling to socially interact with a student with an intellectual disability in “friend type” activities (e.g.,

nondisabled student inviting a student with an intellectual disability to spend time with his/her friends).

A major barrier to inclusion for students with SEN therefore is the level of difficulty they face in friendship formation and social interaction with students who do not have special education needs. The literature suggests that, although inclusion can lead to higher academic attainment for some students with SEN, many of those students face social exclusion. For instance, cross-national research from Germany, Norway and The Netherlands showed that the social position of many students with SEN is a cause for concern. These studies used sociometric techniques to gather empirical data on the social position of students with SEN in mainstream schools. The students with SEN were found to be at greater risk of being rejected in comparison to their peers who did not have similar needs.

Multiple factors contribute to the occurrence, or lack of occurrence, of social interactions between students with and without disabilities at all grade levels. Over the past years, promoting intergroup contact through inclusive schooling has intended to minimize negative attitudes and strengthen relationships with individuals with disabilities (Pettigrew & Tropp, 2005). According to Pettigrew and Tropp (2006), the benefits of contact between students with and without disabilities typically do not occur without system-level support for inclusion. Consistent with contact theory, opportunities to interact in situations where all students succeed and contribute to a common goal are central to promoting positive peer interactions

Rockson (2014) conducted a survey study on social relationship among 75 students with visual impairments in two integrated senior high schools in Ghana. with a descriptive survey design. The methods for data collection were interviews and questionnaire. The findings social status of students with visual impairments in the

classroom was not favorable. They were sometimes ignored and isolated from participating in many activities. It can be concluded that there was an unhealthy social environment in the two schools for students with visual impairments.

Another study was conducted by Siperstein, Glick and Parker (2009) on social inclusion of children with intellectual disabilities in a recreational setting. In that study, social acceptance of children with and without intellectual disabilities was examined. Participants were 67 children entering Grades 3 through 6, of which 29 were identified as having a mild intellectual disability. The children were recruited from economically and racially diverse urban school districts. Results showed that children with and without intellectual disabilities were equally accepted by their peers. Specifically, 95% of children without intellectual disabilities indicated that they liked to “hang out with” at least 1 child with an intellectual disability. Results also indicated that the majority of children without intellectual disabilities made at least one new friend with another child with an intellectual disability. This study was inconsistent with the previous one conducted by Rockson (2014) on social relationship among students with visual impairments in Ghana. Though they focused on disabilities, the population and the methods were different.

Butler, Hammond, and Hodge (2004) conducted a study on social inclusion of middle school students with disabilities in physical education classes. study on social inclusion of middle school students with disabilities in physical education classes. Participants were girls with Down syndrome and mental retardation, a boy with severe juvenile scoliosis, and their 16 classmates (9 females, 7 males) without disabilities at a rural middle school. Research method was qualitative case study. Data were gathered with nonparticipant observations, a behavioral coding system, and

interview. The results showed that students with and without disabilities engaged in mostly positive (e.g., friendly, cooperative) yet infrequent social interactions.

Another study conducted by David and Kuyini (2012) on social inclusion in Tamil Nadu, India, revealed that in the context of the Inter-group Contact Theory, teachers' classroom practices influenced the social status of students with disabilities in regular classrooms. The findings also showed that the social status of students with disabilities was similar to that of their peers without disabilities. The implication of these findings are that teachers can make a difference in the social inclusion experiences of students and that such inclusion may also allow for better school outcomes that are associated with increased peer interaction amongst students with and without disabilities.

2.2. 1. Social rejection

Social rejection refers to the active exclusion of children from peer group activity (Odom, Zercher, Li., Marquart, Sandall & Brown, 2006). Odom et al stressed further that, several children with disabilities were socially rejected by their peers. The authors described the characteristics of students' social withdrawal and problems with conflict and aggression, and concluded that the absence of effective systems of communication were strongly associated with social rejection.

Lehohla and Hlalele (2012) stated that pupils without obvious disabilities are sometimes willing to form friendships with pupils with disabilities, but the other end of the spectrum is that pupils with intellectual disabilities are rejected by peers. In a study by Estell, Jones, Pearl and Van Acker (2009), it was found that children actively reject others who are too dissimilar from themselves. In that regard, some learners with disabilities are rejected by peers if an interaction with them is seen as threatening

the social status and self-image of their non-disabled peers, which then results in a high incidence of non-acceptance (Wong, 2006).

This normally occurs when typically achieving learners hold and maintain negative self-fulfilling prophecies of learners with special needs (Estell et al., 2008). These revelations could be due to misconceptions that disabilities are contagious or that pupils with disabilities are useless and are always in need of help. These are ideas that are harmful to forming relationships with learners with special needs. Many parents who have children with disabilities and those with SEN feel that being in inclusive classrooms will give their children an opportunity for contacts and interactions with typical peers (Koster, Nakken, Pijl, & Van Houten, 2009). Some studies report that learners with disabilities experience higher levels of loneliness than their peers (Lackaye & Margalit, 2008), and are less accepted and generally have a social status lower than that of their classmates (Koster et al.). Ruijs and Peetsma, (2009) also found that learners with obvious disabilities are also less popular, have fewer reciprocal friends and they are less often part of a subgroup of peers. The improvement of self-image is important, but the rejection of peers can be harmful in this respect, regarding development of self-image.

Teja, Majda and Vukman (2005) did a study on the social acceptance of 417 secondary school students (359 boys and 58 girls), 85 of whom had learning disabilities. Based on sociometric analyses of all participating classes, Teja et al. determined that students with learning disabilities were less integrated into the classroom in comparison to their peers without learning disabilities. The results of the sociometric analysis showed statistically significant differences in the sociometric position between students with learning disabilities and students without learning disabilities. While students with learning disabilities were mostly perceived as

rejected, students without learning disabilities were seen as popular or average. In addition, students with learning disabilities saw themselves as less socially self-efficient compared to their peers without learning disabilities.

A study that employed a case study research design was conducted by Awini (2010) on social inclusion of 25 randomly and purposively selected students with blindness at Ghana National Basic School in Cape Coast, Ghana. The methods for data collection were observations, interviews and sociometric scale. . Results from the study showed that the students with blindness cooperated and related more to their fellow peers with blindness than their sighted peers. Students without special needs excluded students with blindness in some social activities, and they did not know much about the students with blindness as far as interaction with them was concerned, and therefore, isolated them from interactions. Perceptions were mixed, as some regular peers demonstrated positive perceptions about the students with blindness, while others perceived them negatively, isolated and stayed away from them. It was recommended that teachers should teach social and interpersonal problem-solving skills to the students with blindness. Also, teachers should educate students without disabilities about disability issues through class discussions. The former study focused on students with blindness but the current one focused on pupils with intellectual disabilities.

Another study on social inclusion of students with blindness was done by Osei-Bonsu in 2013 at Bechem Demonstration Basic School in the Brong Ahafo Region of Ghana. The researcher used a case study research design for the study, which involved 21 participants. The methods for data collection were observations and interviews. Results from the study revealed that pupils with blindness showed rare social interaction relationships with peers without visual impairments, both inside

and outside of the classroom. Pupils with blindness were less preferred in mixed activities interactions with group peers without blindness. Pupils without blindness avoided participation in activities that could likely result in social interactions and facilitate friendships with the pupils with blindness. As a result, the situation made them to experience greater levels of loneliness, isolation and inter-personal conflict. T Awini (2010) and Osei-Bonsu (2013) studies seem to be consistent with each other in terms of the design, instruments, but slightly different in the population they used.

2.3 Approaches Teachers use to Promote Social Interactions among Pupils with and Intellectual Disabilities.

2. 3.1 Social skills training.

There is a need to have opportunities to practice skills that are difficult to access, particularly when students cannot learn as easily from imitation of others. It is also important to recognize the need to develop the child's peers' understanding and for them to practice social skills and interact positively with the child (Roe, 2008). Based on a social skills deficit perspective, researchers assume that providing social skills training will enhance peer interactions (Fenty, Miller, & Lampi, 2008). Whereas teaching social skills increases the frequency and length of students' interactions, providing training alone does not enable them to develop and sustain positive peer relationships (Gresham, Sugai & Horner, 2001).

Yekple (2008) stressed that social skills are commonly those specific behavioral strategies that allow an individual to initiate and maintain positive social interactions with others, develop friendships and social support networks, and to cope effectively with the social environment. However, children are not born instinctively knowing how to interact effectively with others. Only the need of it does not help the interpersonal and group skills to appear. Students barely demonstrate these skills and

often they need to be taught those social behaviors that are required when they are interacting with others. Especially with younger children, teachers will need to teach these behaviors in accurate ways so that young children understand not only how to use them but also the effect these behaviors are likely to have on others. It is viewed as must for pupils with disabilities to be taught these skills and be motivated to use them.

Many social skills are generally learned unconsciously and in non-systematic way within peer groups and family. Individuals learn social skills by observing their families, other adults and their peers as a model (Thorkildsen, 1985; cited in Avcioglu, 2013). Thorkildsen (1985) further stated that, this type of learning is an unconscious and non-systematic learning method. But for pupils with disabilities, this method is usually not valid. In other words, an individual with a disability cannot learn social skills by observing peers without a disability. That is why social skills for individuals with disabilities are taught systematically and they need to be supported to use this ability.

Avcioglu explained that individuals with intellectual disabilities cannot interact well with the people around them because they lack these social skills. As a result of this, the lack of social skills causes communication problems and also the individuals are not accepted by their peers (Karakus, 2006). The key social skills areas that have been identified by Haring and Ryndak (1994) cited by Yekple (2008) include (1) Social initiation, (2) Social responsiveness to others, (3) Turn taking, and (4) Duration of social interaction.

Social initiation is any response that begins an interaction with another person. Children who have speech use it for initiation while those children who do not may rely on alternative forms for this initiation. Social responsiveness to others is a second

social skill involving responding to the initiations of others. Children who become unresponsive may cause peers to lose interest in initiating contact with them. Turn taking is what keeps an interaction going on after the initial greeting response. It involves being patient while others speak and not being interrupted in other conversations. Duration of social interaction refers to the amount of time taken to interact with a peer. This depends upon the individual's interest in the conversation, ability of others to take their turn, pragmatism, and the free time to the individual. Individuals who show signs of not being ready may affect durations of interaction in conversation with others. These are essential in social interaction. Without intervention, children who demonstrate poor social skills may continue to experience problems into middle childhood and beyond. Children with good social skills are better accepted by their peers, have better coping and attention skills and have better school and social adjustment skills.

According to Autism Speaks Inc (2008), the following are things to consider when addressing social skills of students with autism spectrum disorders:

1. Extend a feeling of welcome to your classroom, lunch room, or gym and model for the other students that the students with disabilities are valued part of the group.
2. Get to know the students and meet them where they currently are in terms of both social skills and interests, and be ready to work from there.
3. Reciprocity, that is give and take of an interaction, is a critical social skill necessary for developing a relationship. Typical individuals build strong relationships on reciprocity and socially demand it, and relationships are not based only on one-sided giving. You come to expect a friend to call you back,

return a favor, etc. To create true reciprocity, it is important to engage students on their terms and interests, not just expect them to engage on yours

4. Appropriate social behavior requires social understanding; be aware of the need to build foundations and scaffold skills in appropriate developmental sequence, expecting growth through supports, practice and direct teaching.
5. Be aware that free play, recess and other unstructured times are the most difficult times for children with disabilities especially those with autism; think about how to impose structure on activities; this also applies to older students, though with needs for age appropriate supports and structure.
6. Focus on social development in areas of interest and competence for the student not where language, fine motor or other challenges will create an overwhelming experience.
7. Recognize that pupils with disabilities are likely to have anxiety before, during and after social situations, which can result in avoidance or inappropriate behaviors. Building competence is essential to reducing this anxiety.
8. Use care in expectations of appropriate eye contact, shaping this over time. Often students with autism have a difficult time maintaining eye contact and insisting on eye contact can cause discomfort and additional stress. It is often best to begin with requiring the student to direct his body toward the talking partner, then after significant practice in social situations and increased comfort level as a result of supports, eye contact develops or can be targeted more directly.
9. Note that the social challenges, while very real in each instance, will be decidedly different for individuals along the autism spectrum. Whereas a student with limited verbal ability or word retrieval issues might have trouble

contributing to a conversation, an extremely verbal and single-minded student might have trouble allowing a conversational partner to get a word in edgewise. As such, it is generally not effective to pair students with these disparate needs in social skills classes or speech groups, as it becomes even more challenging for the needs of either of them to be met.

Umadevi and Sukumaran (2012) conducted a study on functional social skills of 100 adults with intellectual disabilities, who were randomly selected from various special schools that provided vocational training in Kottayam district of Kerala state, in South India. Data on social skills of these individuals were collected through a standardized Functional Social Skills Assessment Scale developed by the authors. The data were analyzed through arithmetic mean standard deviation, independent t-test and one-way analysis of variance. The results indicated that only 48% of the adults with intellectual disabilities in the study possessed functional social skills.

To promote social inclusion of pupils with intellectual disability, the usefulness video modeling for social skill training cannot be overlooked. Nikopoulos and Keenan (2003) defined video modeling as the occurrence of behavior by an observer that is similar to the behavior shown by a model on a videotape. Video modeling is the individual's target behaviors. It contains the observation of the video record of the model that illustrates the individual's target behaviors and contains the repetition of these behaviors (Charlop-Christy, Le, & Freeman, 2000). The application of video modeling can be performed by anyone who participates in video recording (peer or adult) or observers as models (Nikopoulos and Keenan, 2006). Video modeling, by decreasing educational tasks, reduces the needs for social interaction between the practitioner and individual. So it can be used easily not only by different practitioners but also by individuals with intellectual disabilities by themselves.

Friendship is described as reciprocal liking and behavioural involvement between people (Hall & McGregor, 2000). They further stressed that reciprocal liking is typically measured by sociometric instruments. From a sociometric perspective, reciprocal liking is seen as two or more individuals' nominating each other as friends. Hall and McGregor insisted that mutual nominations are clear indicators of friendships. Robinson and Truscott (2013) stated that making and maintaining friendships is a primary theme that emerges as critical to a sense of belonging in school for students with disabilities.

A research conducted by Robinson and Truscott (2013) in Australia on young people with disabilities, especially people with physical disabilities, revealed that one-third reported happy and positive friendship networks during the transition from primary to high school. However, a further third of the participants did not have a single friend at school. Importantly, for children with friends, they felt these relationships helped them to be more mentally resilient to bullying and teasing, even if their friend was not physically present at the time (McMaugh, 2011). Another study in Australia study on young people with physical disabilities (De Vet, Waite, & Gorman-Murray, 2012) revealed that having both friends and an accessible territory in which to hang out together at school, was important in building both social and spatial connections.

In two separate studies, Avramadis (2012) examined the friendships of primary school children with and without disabilities in England. Although, Avramadis found that the students were less popular than students without disabilities, they were equally likely to be members of the friendship clusters of the class and occupied similar levels of network centrality as their non-disabled peers. In contrast, a large scale study from Norway, found out that students with disabilities and those

with behaviour problems, had a considerably more difficult time finding and keeping friends (Frostad & Pijl, 2007). These researchers found out that students with special needs were less popular, had fewer friends, and participated less often as members of a sub-group. By 7th grade, 24% of the group were reported to have no friends. Three studies from the United States revealed that teenagers with cognitive disabilities and autism had simpler notions about friendship than other teenagers, and that they prioritized proximity and stability of friends, and at times, had less reciprocity in their friendships (Kuo, Orsmond, Cohn & Coster, 2011; Matheson, Olsen, Weisner, & Dykens, 2007; Tipton, Christensen & Blacher, 2013). A number of studies also have shown that skills for developing and keeping friendships are often learned at school (Foley, Blackmore, Girdler, O'Donnell, Glauert, Llewellyn & Leonard, 2012; Prince, 2010).

Salmon (2012) completed a study with teenagers with disabilities and their close friends about how they negotiated their friendship and their feelings about belongingness. The results revealed that while all of the young people were engaged in rich and fulfilling relationships, they had all been through a period where segregation was imposed on them by their nondisabled peers or by the organization of the education system, such as segregated lunch-rooms. Each of the teens described ways that they challenged the often stigmatizing expectations that the wider school community had on their friendships. This included the expectation that their non or less-disabled friends had caring responsibilities; resisting stereotypes (e.g., being sacrificing of their own needs by being friends with person with disabilities), and developing friendships with other young people with disabilities and choosing to self-exclude from more public spaces, which felt self-affirming.

Some researchers interviewed students without disabilities about friendship with students with disabilities. For instance, Anderson, Balandin and Clendon (2011) interviewed the non-disabled friends of children who communicate via augmentative and alternative communication (AAC) and had cerebral palsy, to find out about their experience of friendship. The children described mutually beneficial friendships, through language such as “he cares about me and I care about him.” (p. 82) Although, the friendships had arisen spontaneously between the children through common interests, altruism, recognition and positive feedback were motivators for the children without disabilities to maintain their relationship.

2.3.2 Music and dance

In order for learners with intellectual disabilities to interact socially, it is important for their communication skills to develop. For this to happen, they should be able to understand concepts and relationships before applying them. Given its non-threatening nature, music is able to facilitate both verbal and non-verbal communication (Surujlal, 2013). The author further stressed that music and dance also bring out creativity in learners with intellectual disabilities, which contributes to enhanced self-awareness, self-expression and self-esteem. Staum (2013) found that planned activities such as passing a ball back and forth, playing musical chairs or playing sticks encourage interaction, helps children develop eye contact with each other and focuses attention.

Hallam (2002) asserted that music has been used with success to facilitate interaction and communication amongst children with severe intellectual disabilities. According to Hallam, music promotes stimulation and arousal, and creates the basis for learning. Music enables children with intellectual disabilities to develop socially and emotionally, and promote cognitive development, which involves recognizing,

processing, organizing and using information appropriately (Allen & Marotz, 2003). The cognitive process encourages activities such as discovery, interpreting, sorting, classifying and remembering so that those with intellectual disabilities understand themselves as well as their environment

Sooful, Surujlal and Dhurup (2010) posited that dance and music encourage personal effort, provide the opportunity to overcome the limitations imposed by their disabilities and facilitate a greater sense of achievement. They further stressed that the motivation to reach one's potential, regardless of the level of ability, raises the human spirit of those with intellectual disabilities and increases the chances of them socializing with others. Sze and Yu (2004) posited that normal teaching strategies accompanied by music benefits the learner cognitively, socially and emotionally. The authors found that music assists in releasing tension, thereby enabling learners to engage on an individual level as well as in a group.

A study was conducted by Surujlal (2013) on music and dance as learning interventions for children with intellectual disabilities. Following a qualitative approach, three focus group interviews were conducted using purposive samples of educators. Interpretative phenomenological analysis procedures were used to analyze the data. The results of the study revealed that music and dance are indeed useful interventions, which contribute to improved learning amongst learners with intellectual disabilities. The many positive perceptions of educators regarding music and dance as interventions indicate that music and dance not only contribute to learning but also, more importantly, to the socialization of learners with intellectual disabilities. The results of this study confirmed that learners with intellectual disabilities have the ability to perform well academically as well as to interact with others, provided that they have appropriate stimulating interventions.

2. 3. 3 Sports and games

Participation of people with intellectual disabilities in sports seems a fruitful arena in which to promote social inclusion and this has received increasing attention in mainstream sports studies for other disadvantaged populations such as disaffected youth and immigrants (Coalter 2010). A limitation though is inequality of access to sport by people with disabilities (Liu 2009). For example, the European Commission's White Paper on Sport (European Commission, 2007) identified problems with access to sports premises as spectators as well as to sport facilities and activities as players. One response has been the development of specialized sports organizations of which Special Olympics is the foremost example internationally for persons with intellectual disabilities. Nevertheless, Special Olympics has been criticized by some for encouraging segregation from mainstream sports and perpetuating negative stereotypes of persons with intellectual disabilities (Storey 2008).

However, Unified Sports initiative may be conceived as an attempt to promote the social inclusion of young people with intellectual disabilities with their peers in local communities (Dowling, Menke, McConkey, & Hassan, 2012). This programme combines players with intellectual disabilities of higher sporting abilities (referred to as athletes) with non-disabled partners of average or lower ability level, in the same sports teams for training and competition. Thus, teams are formed by athletes and partners of similar level of sports skills, which generally means the more able athletes, are taking their place alongside nondisabled partners whose sports skills are weaker than those of their peers. The teams train regularly and compete with other Unified Teams in local as well as national and international competitions.

The programme's intention is to enable athletes to develop their sporting skills while offering a platform to socialize with peers and the opportunity to develop new friendships, to experience inclusion and to take part in the life of their community. Unified sports programmes are initiated through schools as well as through Special Olympics clubs and local mainstream sports clubs. In 2010, Unified Sports was the fastest growing segment of the overall Special Olympics athlete population with nearly 0.5 million participants worldwide (Special Olympics, 2011). Unified Sports mirrors similar sports initiatives with other marginalized groups underpinned by national and international policies that have lauded the contribution of sport to social cohesion and the generation of social capital (United Nations, 2005).

McConkey et al. (2012) conducted a study on how to promote social inclusion among youth with intellectual disabilities through unified sports. A qualitative method was employed for the study, which included about 40 participants from each of the following five countries; namely, Germany, Hungary, Poland, Serbia, and Ukraine. Individual and group interviews were held with athletes, partners, coaches, parents and community leaders. The study confirmed that unified sports had resulted in greater social interaction of the athletes, foremost, through their regular engagement with the coaches and partners for training and competitions, but also in terms of shared activities away from the sports field.

In another study, Chien (2006) investigated the relationship between the type and availability of recreational sports facilities and student lifestyle and social interaction in some universities in the United States. Chien gathered data using interview and analyzed responses from participants according to accepted qualitative methodology and thematic pattern searching. The results of this study suggest that

recreational sports facilities do foster high social interaction among students and contribute to an active, integrated, and positive campus lifestyle and culture.

2. 3. 4 Playing together

Play is a critical aspect of a child's development. Studies have shown that child's play has essential positive impact on physical development, social and emotional development, cognitive development, and student learning (Tekin Tekin, 2007). For students, play engagement incorporates fundamental skills needed to succeed in learning. "Through play children make sense of the world around them and work through new experiences, ideas, and feelings" (Carlsson-Paige, 2008, p. 44). Without free play, students may not develop these skills necessary for learning to occur in the classroom and in the world around them.

Within the inclusive classroom and outside the classroom, both peer interaction and play engagement are extremely important. Students will develop social and emotional skills from interacting with the world around them. Through free-play, a student is able to take on an infinite number of imaginary roles, as well as transform ordinary classroom objects into extraordinary props (Pellegrini & Blatchford, 2000).

Within free-play, students are also interacting with their peers to create a world all their own. Without this interaction, students will not develop the social and emotional skills necessary for development in school, as well as, in life. Previous study has shown that pupils with special needs participate in solitary play more than cooperative play with peers. If these students are participating in solitary play, they are not developing the skills necessary to grow and development (Owen-DeSchryver, Carr, Cale & Blakeley-Smith, 2008).

Play serves an important process for promoting children's learning and development (Kendrick, 2005; Lohfdahl, 2005). For instance, play enhances emotional, intellectual, physical, and social skills of the child in ways that cannot be taught through formal classroom instruction (Pehlivan, 2005; Sevinç, 2004). Children's play has many opportunities for learning but, there is no guarantee that children will learn all they need to know through play. Giving opportunities for children to choose among well-planned, varied learning activities enhances the probability that they will learn through play (Zigler, Singer & Bishop-Josef, 2004). Teacher involvement has been a controversial issue since there are both advantages and disadvantages of teacher involvement. Teacher participation enriches children's play and develops children's intellectual and social skills. On the other hand, if teachers give more structured cognitive activities through play, and take over the control of play at that time teacher intervention disrupts children's play (Johnson, Christie & Wardle, 2005).

A study by Tarman and Tarman (2011) on teachers' involvement in children's play and social interaction using qualitative inquiry sought to obtain a more in-depth understanding of when and how a preschool teachers were involved in students' play and demonstrated or showed personal practices involving effective participation. The findings of this study showed that teachers should be a model and a demonstrator instead of intervening in the play by direct instruction. Another study by Celeste (2007) focused on the play behaviors of students who were blind. According to Celeste, past research on the topic of social development had shown that students who are blind tended to have little peer interaction during play or otherwise. The majority of students have stronger relationships with adults they are working with or engage in play alone. In order for these students to find meaning in play, there must be some

structure of facilitation provided by the teacher or student. Celeste found effective intervention practices to encourage peer interaction and inclusive play for students with visual impairments. The research focused on one student in the preschool setting for a six-month period.

A study by Mantey (2010) on effects of social inclusion of children with Down syndrome on peers in a regular classroom at the Methodist Primary Cluster of Schools in Cape Coast used a pre-test post-test non-equivalent quasi-experimental design. Cape Coast Aboom Methodist cluster of schools was used for the study. All 56 Basic Stage 4 pupils and 4 students with Down syndrome participated in the study. The instruments for the experiment were questionnaire and observation. The Cronbach's Alpha coefficient of reliability for the two instruments were .88 and .80 respectively. The finding revealed that inclusive education has a positive effect on social interaction among regular pupils after watching the researcher and some school children, familiar with children with Down's syndrome interacting, were motivated to do likewise. It was effective in improving pupils' "perception" and "attitude" towards their Down's syndrome peers but not on "friendship". The recommendations included the need to enhance effective social interaction among children with and without Down's syndrome to lessen associated phobias children without Down's syndrome have for their peers with Down syndrome. Equally important is educational authorities organizing joint programmes such as sports, games and cultural activities for children with and without Down's syndrome. Even though the previous study was on children with Down syndrome but the focus of this current one was on pupils with intellectual disabilities which the findings of the previous would be of importance to this current one base on the similarities of characteristics of these pupils.

Javakshishvili (2012) conducted a study on the ways teachers help to promote social inclusion in Georgian schools. Javakshishvili conducted interviews with teachers using two semi-structured interviews instruments and two observations in the same classes. The interpretational approach that was based on hermeneutics was used for the analysis of gained results. The data revealed that teacher's knowledge in inclusive education was not very clear and based more on subjective impressions and judgments. The term social inclusion appeared to be a concept they were not familiar with, although the practice that was held by one teacher was corresponding to the ideas of social inclusion. Moreover, the practice teachers provided for helping interaction between students revealed an equal approach to all students and not specifically arranged activities for influencing the participation and interaction of students with special needs. Also, the data showed a link between teacher's knowledge and practice because the one who knew more did more. The enthusiasm and creativity of teachers was also a component that affected the observed practice a lot. In whole, the observed data was reflecting the spoken one. There was no gap between those two sources.

Based on the findings the research formulated further implications for teachers. Because the teachers' knowledge about inclusive education and social inclusion appeared to be low, and also there was a link between knowledge and practice, it was suggested to raise teachers' awareness regarding inclusion. In addition, it was also suggested that teachers' enthusiasm and creativity needed to be supported as a determinant of teacher's fruitful practice.

2.4 Areas and Activities in Which Teachers Could use those Approaches.

2.4.1 Use of music in physical education classes

Music is used and can be found in everyday life and throughout society. Some of its many purposes include forms of communication, a way to convey a special message, or perhaps even symbolism. (Lindsey,2014) he further stressed that music can be used in shopping centers, in the work place, and many young adults and children listen to music through personal audio devices during their daily activities. Music is also commonly played in the background of recreational centers.

A study conducted by Lindse (2014) on the effects of music on physical activity rates of junior high physical education student at Brigham Thus, the purpose of this study was to examine the effects of popular music on physical activity rates, via pedometry, and enjoyment levels of junior high physical education students. There were 305 junior high physical education students that participated in the study with 151 being male and 154 being female. This was a quasi-experimental study using a two conditions, with and without music, by two activities, basketball and volleyball, cross-over design. It is found that across all grades and gender, more steps were taken with music in both activities versus without music. No statistically significant differences are noted in time in activity between activities with music than without. When comparing the level of enjoyment of the activities with music versus without across genders and all grades, the level of enjoyment is higher with music than without, though the difference is not statistically significant. While statistically significant differences can be found and attributed to the very nature of the differences between volleyball and basketball, there are also several statistical significances found that can be described and attributed to the intervention of the use of music during that activity. Therefore, if teachers are looking for a way for their students to increase step counts

and increase the level of enjoyment their students feel throughout an activity, adding music to the background of the activity will help teachers to achieve those goals

Use of play outside the classroom to develop social skills

Play is the singular central activity of childhood, occurring at all times and at all places, including the school environment (Landreth, 2012). He explained further that play of children can be more fully appreciated when recognized as their natural mode of communication. Children express themselves more directly and fully through the use of self-initiated play. Play can be considered a medium of exchange and restricting children to only verbal expression can create a barrier to effective communication and resolution of childhood issues. Play therapy and interventions in the school setting are encouraged to meet a broad range of developmental needs of children including social and emotional needs

A study conducted by Avcioglu (2013) on effectiveness of video modeling in training students with intellectual disabilities to greet people when they meet. Four students, whose ages ranged from ten to eleven attending a special education class at a primary school in Ankara and who had intellectual disabilities were participated. The peers group consisted of 3 girls and 2 boys who studied at the same elementary school with the target students (all of them were 11 years old and continue their studied at 5th grade class). Research findings showed that using the video modeling in teaching students with intellectual disabilities help them to acquire the skill of greeting people and after gaining those skills they continued to use the skills and have shown that they continue to use in different situation and to different people. After the interviews done with the mothers and the teachers of the students about the results of teaching the skill of “greeting when meet people” through video modeling, it was realized that they

were satisfied with these skills to have been taught to the students. They also expressed that the students had more interaction with their friends around them

2.4.2 Use of games in the classroom

According to Franklin, Peat & Lewis (2003), when students work cooperatively on a gaming activity in the classroom, games foster group cooperation and typically create a high level of student involvement that makes them useful approach for effective teaching.

A study conducted by Jen, Cathrin and Sue (2010) on the impact of console games in the classroom: Evidence from schools in Scotland. The research was carried out in classrooms in Scotland to explore learning with games played on games consoles, such as play stations, Xboxes and Wiis. Interviews were carried out with school leaders, classroom teachers and students in 19 schools followed up by a series of lesson observations in four of these schools. Key findings of the project are; Game-based approaches present an excellent opportunity to engage students in activities which can enhance learning and produce a range of educational benefits; Game-based learning approaches need to be well planned and classrooms carefully organized to engage all students in learning and produce appropriate outcomes; Game-based learning approaches build on many children's existing interests, skills and knowledge and can narrow the gap among all categories of pupils ,Teachers often have to overcome a number of barriers and reservations about using game-based learning approaches in classrooms, however when they do so, they are convinced of the results; Game-based learning approaches have the capacity to increase teacher motivation;

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2.5 Factors Affecting Effective Social Inclusion of Pupils with Intellectual disabilities.

Baffoe (2013) stated that persons with intellectual disabilities in Ghana experience disrespect, societal exclusion, and a devalued self-worth. He further pointed out that stigma attached to persons with intellectual disabilities in Ghanaian societies has created barriers for their inclusion in community life. The extent to which adolescents interact with their peers may be influenced by (a) the social and related skills students possess, and (b) the environmental contexts within which students spend their school day (Brown & Klute, 2003). For students with intellectual disabilities, these two factors may be particularly salient, contributing to limited social interaction with their peers without disabilities. First, although considerable diversity exists among individuals sharing the label of intellectual disabilities, substantial limitations in social interaction skills are widely prevalent (Leffert & Siperstein, 2002).

2.5.1 Teacher factors

Fuchs' (2010) research has shown that about 75% of the teacher participants believed that inclusion would not succeed and were not in favor of inclusion of pupils with disabilities. This might be as a result of the quality of the instruction and the social interactions that occur in these settings are often contrary to best practice. That is, the child with a disability does not always receive specialized training or handling and/or is isolated or treated differently by both staff and pupils (Bricker, 2000). Singal (2006) stated that many teachers believe that pupils who need academic moderation would be unable to cope with the level of academic demand in the mainstream schooling system. Singal argued that such children should be taught in a separate system of segregated education. She also noted that inclusion programmes

are not fruitful for the average teacher or child. There is a negative correlation between learners' academic ability and their level of disability such as intellectual disabilities or autism (Slavin, 2011). However, from a comparative study in inclusive and separate settings, the Canadian Council on Learning (2009) found that there was a favorable academic outcome for learners with special education needs educated in inclusive settings.

Ross-Hill (2009) shared the same view after examining the different attitudes of elementary and secondary school teachers towards inclusion, and how best to develop an inclusive environment based on these attitudes. The results indicated that most teachers either supported inclusion practices in regular classrooms or did not have strong views on inclusive education. Agbenyega (2006) established that many regular teachers feel unprepared and fear to work with learners with disabilities in regular classes. The teachers further believe that learners with disabilities will affect academic performance of learners without disabilities. Dyson, Howes, and Roberts (2004) reviewed the literature on how mainstream schools respond to student's diversity, and facilitate participation by all students. They found that a strong theme running through all studies was important of the values and attitudes held by school staff. Important attitudes included an acceptance and celebration of difference and a commitment to providing for the social and educational needs for all students.

This commitment to all students is reiterated in other studies. For example, Carrington and Elkins (2005) found that students with disabilities may not have their needs met in regular schools if the school teachers do not believe they are responsible for these children. Similarly, the Queensland School Reform Longitudinal Study (2001) found that teachers who were engaged in productive methods of instruction held the belief that they were responsible for all students in their class including those

with disabilities. In contrast, teachers who were not engaged in productive methods of instruction were likely to hold this belief. Teacher misconceptions can also act as a factor that affects effective social inclusion of pupils with disabilities. These include the belief that inclusion is a theoretical contract, is not a practical one, is costly, requires capacities and special skills in teachers and these are difficult to develop, and will only come about when society changes to be more inclusive (UNESCO,2005).

According to Kenya Institute of Special Education (2009), if teachers have negative attitudes towards learners with special needs and inclusion, this may block any chances of learning in a regular class. Negative teachers' attitude towards inclusive education might be one of school factors hindering the implementation of social inclusion of pupils with intellectual disabilities.

Cassady (2011) did a study on teachers' attitudes towards the inclusion of students with autism and emotional behavioral disorders. The study employed snowball sampling method, in which 25 general education teachers were surveyed regarding their willingness to include a child with autism and a student with emotional and behavior disorders in their classroom to determine if there was a significant difference in their attitudes toward the two disabilities. An independent sample t-test was used to compare the mean scores of the data in addition to a descriptive statistics method to examine the ranges of the two groups. Results suggest that the presence of typical characteristics of the two disabilities influence teachers' willingness to have the populations in their classrooms. The significant difference in mean scores suggests that the participants were more accepting of having a student with autism in their general education classrooms than a student who has emotional and behavior disorder.

Another study by Dukmak (2013) investigated regular classroom teachers' attitudes towards including students with disabilities in the regular classroom in the United Arab Emirates. Different statistical analyses such as ANOVA and correlations were used to analyze the relationships between predictors and outcome measures. The findings revealed that, in general, teachers showed positive attitudes towards educational inclusion but male teachers showed more positive attitudes than females did. Teachers' years of experience were found to influence their attitudes towards educational inclusion as when the teachers' years of experience increase their attitudes towards inclusion become less positive. Furthermore, teachers' attitudes become the least positive when teachers view educational placement for students with intellectual disabilities and emotional and behavioral disorders to be outside the regular school, and their attitudes become less positive when they view educational placement for students with visual impairments to be outside the regular school.

Hofman (2014) investigated teachers' attitudes and self-efficacy towards inclusion of pupils with disabilities in Tanzanian schools. The study involved a sample of 100 teachers from 10 inclusive schools in Dares Salaam. The data collection instrument included questions/items regarding (a) background information of teachers, (b) school characteristics, (c) types of disabilities of the pupils that were included in the teacher's classroom, (d) teachers' attitudes and self-efficacy regarding pupils with disabilities in inclusive education, and (e) and statements to measure the problems that teachers faced in the implementation of inclusive education. First, the findings showed that demographics like gender, class size, type of disability and training in special needs education did not relate significantly to teachers' attitudes and self-efficacy towards inclusive education. Second, the results revealed that the teachers faced a lot of problems in the implementation of inclusive education,

specifically in managing pupils with different disabilities, shortage of teaching and learning materials, and lack of training and poor working environments. Multiple regression analysis showed that working experience in inclusive education was significantly and positively related to attitudes towards including pupils with disabilities in mainstream education, and teachers with low self-efficacy faced more problems with the implementation of inclusive education.

Edusei, Mprah, Owusu and Dahamani (2015) conducted a study on attitudes of teacher trainees from a teacher training institution located in the Northern region of Ghana towards children with disabilities in two districts in that part of Ghana. The purpose of the study was to assess the relevance of a newly-introduced special education course in the colleges of education on the attitude of teacher trainees. This survey study involved 150 final year teacher-trainees from the college selected for participation through a stratified random sampling technique. A Likert scale was used to assess the attitude of teacher trainees and independent sample t-test to determine gender disparity in attitudes. The findings from the study revealed that although attitude of teacher trainees towards children with disabilities seemed to be positive, the teacher trainees lacked deeper understanding of disability and issues of children with disabilities in general schools. The general positive attitude of the teacher trainees towards pupils with disabilities suggested that the new course had the potential of helping the teacher trainees to develop positive attitudes among teachers. However, the content of the current course seemed inadequate to sufficiently provide teachers with the knowledge and competence they needed to handle children with disabilities.

2.5.2 Ineffective Teacher training and qualification

Teacher training is generally considered as a major element in the improvement of quality education (UNESCO, 2004). Teachers are important resource in teaching/ learning process and their training and utilization therefore requires critical consideration. If inclusive education is to become a reality, there is the need for teacher education to involve every teacher in every school as well as those training as teachers in special needs education (UNESCO, 2008). There is need to incorporate special education curriculum in teacher training colleges and in-service those already in the field to equip the rest with knowledge and skills to enable them handle children with special needs (Kadima, 2006).

Mckenzie (2010) established in Victoria, Australia, that teachers may resist inclusive practices on account of inadequate training on special needs education. There is the need to incorporate special education curriculum in teacher training colleges if knowledge is to reach all primary school teachers. Kadima (2006) established that special needs children were not adequately catered for in regular schools due to lack of specialized skills and knowledge on inclusion. This has seen many special needs pupils unable to access schooling in normal learning settings both academically and socially. Yekple and Avoke (2006) stated that a number of teachers expressed concern and apprehensions as to whether they are practically confident in teaching pupils with special needs effectively. For this reason, teachers feel that any child identified to have some form of impairment should be sent to special school.

Agbenyega (2007) established that teachers' abilities and attitudes are major barrier for inclusive education. Agbenyega also found that training of teachers at all levels was often not adequate. Where there was training, it often tended to be fragmented, uncoordinated and inadequate. He argued further that where teachers did

not have positive attitudes towards learners with special needs, it was unlikely that those children would receive effective education. Research shows that adequately-trained professionals are required for pupils with special educational needs (Eleweke & Rodda, 2002). In addition, Eleweke & Rodda asserted that support personnel for training programmes such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very scarce in many developing countries. The study sought to establish the influence of teachers' professional training on inclusive education. They established that the majority (87.5%) of the teachers did not have training on special needs education. This implies that the teachers were not prepared to implement inclusive education in their schools.

2.5.3 Teacher aids or paraprofessionals

Staff can similarly obstruct social relationships in the school environment. Students with intellectual disabilities who were supported in regular school by a teacher aide, found that students saw their paraprofessionals as mother-like figures (Broer, Doyle & Giangreco, 2005). The authors affirmed that, students reported having a diminished status because they received continuous care from a person who was an atypical character in the high school environment. Students also felt that their peers would not want their interactions overheard or mediated by an older, motherly figure. Paraprofessionals interference in what would be normally occurring social interaction contributed to students perceptions of isolation and not belonging by students with intellectual disabilities. Johnson, Douglas, Bigby and Iacono (2012) stated that, in other non-school contexts, staff caretakers served as key figures in perceptions of social inclusion by people with intellectual disabilities. The use of teacher aides is a growing phenomenon in relation to the education of pupils with disabilities. However, as Giangreco, Edleman and Broer (2001) suggested, it was one

of the least studied areas. They further reported that there was little evidence attesting to the efficacy of paraprofessionals for improving outcomes for students with disabilities, yet the practice of assigning paraprofessional to work with students with disabilities continues and grows.

Ainscow, Farrell, and Tweddle (2005) found what they called surprising levels of importance placed on the work of unqualified paraprofessionals. This does raise questions of assigning the least powerful and qualified staff to the least powerful students, and perpetuates the devalued status of students with disabilities, both in the eyes of students with disabilities themselves and in the eyes of others (Giangreco et al.).

The literature also reports the potential of teacher aides to segregate students from their peers. This is most apparent when teacher aides work with students with disabilities in isolated areas, away from mainstream class (Ainscow et al., 2005). Paraprofessionals can act as protectors of students with disabilities in the playground, particularly in relation to bullying which believe denies these students the opportunity for decision making and reduces the visibility of issues of bullying (Broer et al., 2005).

A study by Broer et al. (2005) investigated perspectives of students with intellectual disabilities about their experiences with paraprofessional support. The researchers interviewed 16 young adults with intellectual disabilities about their experiences attending general education classes with paraprofessional support. The findings described the primacy and exclusivity that often existed between paraprofessionals and those students as characterized by four interrelated themes regarding consumer perspectives of paraprofessionals as: (1) mother, (2) friend, (3) protector, and (4) primary teacher. Although, the participants provided both positive

and negative perspectives on these four descriptors, each descriptor represents cause for concern. Implications for practice included schools to (a) consider the social validity of supports, (b) increase teacher involvement, (c) highlight the importance of listening to students with disabilities, and (d) include them in decisions about their own supports.

2.5.4 School factors

The government resources are inadequate to meet the basic needs in education (UNESCO, 2003). There are notable difficulties faced by children with special needs and teachers in inclusive education such as physical accessibility. Centers of learning are physically inaccessible to many pupils, especially those who have physical disabilities (UNESCO, 2011). UNESCO points out that in poorer communities, particularly in rural areas, the centers of learning are often inaccessible largely because buildings are run down or poorly maintained, and therefore unhealthy and unsafe for all learners. Children with special educational needs require special facilities in the schools to help cope with barriers in learning. Inadequate or ineffective physical access and learning environment affect the implementation of inclusive education. There is need for simple ramps and internal classroom arrangement to accommodate the physically challenged (UNESCO, 2003). The task force on implementation of Free Primary Education (FPE) 2003 gave a general report on environments required for learners with special needs in inclusive schools. These include barrier-free environments with compounds used by children, adopted toilets and bathroom with added bars to assist the children to hold on while toileting or showering ramps with the recommended gradients to entries and exits to classrooms, spacious classrooms which are well lit and ventilated, large classrooms to allow use of wheel chairs, in- built group hearing mechanisms and feedback mirrors, for pupils

with intellectual disabilities there should be a water point for training in activities of daily living like washing of hands and face (Ministry of Education, 2003). For instance, Kadima (2006) and Kithuka (2008) found that physical facilities were inadequate; classrooms were overcrowded while toilets were narrow and had no seats for comfortable use by special needs learners. According to the authors, schools need to be restructured to cater for all learners. The present study tried to find out how physical facilities at the schools covered in the study affected implementation of inclusive education.

A study carried out by Ministry of Education (2003) found out that barrier to inclusion related to inappropriate infrastructure, like buildings and schools capacity to procure the necessary physical facilities for children with special needs. All the headteachers further indicated that the physical facilities were not easily accessible by learners with special education needs. The Ministry of Education's study established that majority (93.8%) of teachers responded that their schools did not have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds.

2.5.5 Inadequate teaching and learning resource

In Kenya, it was reported that there was also insufficient assessment equipment, learning and teaching aids, specialized aids and specialized materials for special needs education (Republic of Kenya, 2005). However there is the need to recognize difficult experiences of pupils with special education needs and improve on pedagogy need to respond positively to their diversity. The inadequacy of resources could make it difficult for school authorities to perform their functions adequately. These include inadequate and badly constructed buildings; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs;

over-crowded classrooms. Shortage of these resources therefore, could compromise the quality of instruction. For instance, inadequate classrooms would mean overcrowding and making the classroom environment unfavorable for learning.

An appraisal exercise on special needs education (Kochung Report, 2003) noted that learners with special needs and disabilities required a barrier-free environment to maximize their functional potentials. The physical environment where learners with special needs and disabilities operate should be accessible and or be disability friendly. It is important that learners with special needs and disabilities operate in educational environments with minimum support. Learners with special needs require more conducive material resources for their education than their non-disabled peers. Resources to meet the needs of these children should not be expressed in general terms, but rather in what they need (Wanjiru, 2012).

The accommodation of a wide range of students in the same classroom gives rise to many challenges. Simple teaching resources that could normally be produced locally, such as maps, charts and other illustrative devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2000). The lack of facilities and teaching materials are major impediments to the implementation of inclusive education. A study carried out by Kalabula and Mandyata (2003) on inclusive practices in schools in Zambia established that the required educational materials lacked or were not enough in ordinary schools for children with special needs.

Otieno (2014) investigated institutional factors that influenced implementation of inclusive education in public primary schools in Ugenya District, Kenya. It was found out that inclusive education implementation in public primary schools in Ugenya District was faced by numerous challenges and the most prominent

challenges were lack of trained teachers in special needs education, lack of physical facilities suited for challenged learners and inappropriateness of teaching and learning materials.

Mutembei (2014) conducted a study on school factors influencing implementation of inclusive education in public primary schools in Magumoni division, TharakaNithi county, Kenya. The study adopted a descriptive survey design utilizing quantitative and qualitative approaches. The target population for this study was 2265 participants involving head teachers, teachers and pupils. A sample size of 335 participants, comprising of 12 head teachers, 48 teachers and 175 pupils was used for the study. The data for this study was collected using two types of instruments; questionnaires for head teachers, teachers and pupils, and an observation checklist. The researcher used the test retest method to estimate the degree to which the same results could be obtained within a repeated measure of the same concept. Correlations of 0.82 for pupils, 0.88 for teachers and 0.89 for head teachers' questionnaire were obtained. Quantitative data were coded and entered in the computer for analysis using Statistical Package for Social Sciences (SPSS) version 20. The qualitative data obtained from the checklist was analyzed and discussed thematically to qualify the data generated by the questionnaire. The results of the data analysis were presented using frequency distribution tables, bar graphs and charts according to the objectives and research questions. From the study, it was established that the majority of the schools did not have teaching and learning resources such as teaching aids and even if some of the teaching aids were available, none of the schools had enough. It was further established that majority of the schools did not have adapted desks and chairs. The majority of the respondents indicated that their schools did not have physical facilities such as ramps, adapted toilets, adapted chairs

and desks, wheel chairs, spacious classrooms and level playgrounds. It was established that the majority of the teachers did not have training on special needs education. The majority of the respondents felt that they were not adequately prepared to practice inclusive education in a mainstream school. This study was consistent with Otieno (2014) on institutional factors influencing implementation of inclusive education in public primary schools in Ugenya District, Kenya.

2.5.6 Peer factors

Antia, Stinson, and Gaustad (2002) stressed that the goal of inclusive programmes should be to assist all students to reach their maximum potential in educational and social development. This requires that students actively and regularly interact with one another with respect to meaningful membership in school and classroom setting. Differences in attitudes do exist between students in inclusive and non-inclusive educational settings, with students from inclusive settings demonstrating more positive attitudes toward peers with a disability (Nikolarazi, Poonam, Favazza, Sideridis, Koulousiou, & Riall, 2005). However, regardless of settings, children have generally negative attitudes toward their peers with a disability (Dyson, 2005; Hodkinson, 2007). Smith-D (2003) found that students' perceptions of peers with disabilities had more to do with previous exposure to family members with similar disabilities. Based on this knowledge, the researcher decided to study the effects of not only reading books with characters with disabilities, but also working through small group book discussions in an attempt to improve the attitudes of children toward their peers with mild intellectual disabilities.

Dyson (2005) conducted a comprehensive study in Canada investigated 77 kindergarten students' understanding and perceptions toward people with disabilities as members of the same class. The subjects were from four different classes, and each

class had a child with disability. The data collected from surveys and interviews revealed that young students in inclusive classrooms were able to demonstrate positive attitudes toward their peers with disabilities. About one-half of the students reported being able to accept peers with a disability. When asked if they were ever afraid of people with disabilities, 91% of the participants indicated that they had no fear of people with disabilities and were able to identify people with disabilities as ‘nice people’ and ‘they won’t hurt me’ (p.80). The majority of the participants liked their peers with a disability just as much as their regular peers because of their appreciation of their good character and competency.

They were able to express altruistic and empathetic reasons for being friendly with people with disabilities. The researcher concluded that the opportunities of regular contact with peers with a disability fostered development of positive perceptions. The researcher cautioned that to promote inclusion, it was necessary to intervene at an early age to promote awareness and understanding of disability. Peetsma, Vergeer, Roeleveld, and Karsten (2001), who worked with primary school students arrived at a similar conclusion, indicating that opportunities to interact in an inclusive school environment enabled individuals without disabilities to acquire social cognition and better understanding of their peers with disabilities

A research work by Georgiadi, Kalyva, Kourkoutas, and Tsakiris (2012) on Young children’s attitudes toward peers with intellectual disabilities: effect of the type of school at Greek. Qualitative method and questionnaire as an instrument were employed for the study. Two hundred and fifty-six Greek children aged 9–10 (in inclusive settings) completed a questionnaire and an adjective list. The findings revealed that, typically developing children expressed overall neutral attitudes towards peers with intellectual disabilities. Type of school differentiated their

attitudes, with children from inclusive settings being more positive towards peers with intellectual disabilities and choosing less negative adjectives to describe them than children from non-inclusive settings. Girls and students who expressed more positive social, emotional and overall attitudes towards students with intellectual disabilities chose more positive adjectives to describe a child with intellectual disabilities. It was also found that children from inclusive settings drew children with intellectual disabilities as more similar to a child with Down syndrome in comparison with children from non-inclusive settings. This was in agreement with Dyson's (2005) comprehensive study in Canada on investigated 77 kindergarten students' understanding and perceptions toward pupils with disabilities as members of the same class

Another was study conducted by Smith-D, 'Arezzo, Moore-Thomas (2010) on children's perceptions of peers with disabilities. Data were gathered using an attitude survey, audiotapes of group discussions and focus group interviews before and after the intervention and qualitative methods was employed for the study. Results showed there was not a clear increase in positive attitudes toward peers with learning disabilities.

Nowicki (2006) examined the relationships among attitudes toward children with a disability and age, gender, and type of disability. One hundred Canadian public school students from kindergarten through fifth grade were selected for participation in this study. This finding and the previous study's finding are similar: children have poorer perceptions of and are less willing to interact with individuals with a disability than they are with typically developing peers. The most significant finding of this study is that negative attitudes and lack of willingness to interact with individuals with a disability are significantly higher in young children.

2.5.7 Bullying

Bullying is a form of aggression in which there is an imbalance of power between the bully and the victim that occurs largely in the context of the peer group (Mishna, 2003). Bullying is identified as one of the most prominent problems faced by children in the education system, as well as one of the most significant health risks (Raskauskas & Modell, 2011). Professionals agree that children with disabilities are harassed by peers at higher rates than their peers without disabilities. Bullying can have an overwhelming impact on students' performance, emotional health and well-being, and ability to reach their true potential. Victimization can also hinder a student's ability to learn in the school environment and can impede on the ability of students with disabilities to obtain the education critical to their development.

So far as much has been published in the area of school bullying generally, little attention has been given to the area of school bullying and pupils with disabilities (Flynt & Morton, 2004). However, the UK office of the children's commissioner has found that pupils with disabilities can be twice as likely as their peers to be the victims of bullying and Mencap, that is (United Kingdom charity working with learning disabled people) report that nearly nine out of 10 people who experience difficulty with learning, also experience some form of bullying, with over two-thirds experiencing it on regular basis (National Children's Bureau, 2007). MacArthur, Sharp, Kelley, and Gaffney (2007), revealed that bullying was a common feature of school life for pupils with disabilities and the New Zealand Human Rights Commission Report (2004) provided evidence that pupils with disabilities experienced issues of bullying in regards to their impairment. Bullying has shown to lead to exclusion and also factor associated with exclusion of pupils with disabilities (MacArthur & Gaffney, 2001) Baffoe (2013) confirmed that persons with intellectual

disabilities in Ghana experience disrespect, societal exclusion, and a devalued self-worth. The study pointed out that stigma attached to persons with intellectual disabilities in Ghanaian societies has created barriers to their inclusion in community life. Also, participants in the study experienced disrespect in hospitals and faced both physical and cultural barriers in society.

Block (2014) investigated the impact of bullying on academic success for students with and without exceptionalities. Data for this research study were collected by conducting face-to-face interviews with two teachers; one mainstream, one special education. Findings suggested that students who were bullied feared going to school because they felt unsafe; thus, they were unable to concentrate and their academic success was hindered. Additionally, students with exceptionalities were bullied more often than students without, which placed them at a double disadvantage. According to the participants, these students did not have the social skills to stand up to bullies to protect themselves.

Opoku, Badu, Amponteng and Agyei-Okyerere (2015) interviewed 31 school personnel (Special Education at the national Head Office, District Special Education Coordinators, Resource Teachers, Headmasters and Classroom Teachers) about pilot inclusive education programmes in Ashanti and Brong Ahafo regions in Ghana. The researchers found that the pilot programme did not live up to expectations when faced with challenges such as inaccessible environments, lack of resources, lack of funds, lack of qualified teachers, poor teaching methods and negative attitudes of teachers towards children with disabilities. It is very unrealistic to commence inclusive education programmes unless problems such as adequate funding from the government and provision of sufficient resources for inclusive schools are not adequately addressed..

Mantey (2014) also did a study on accessibility to inclusive education for children with disabilities in a case of two selected areas in Ghana. A total of 218 respondents were involved and the study employed mixed methods; that is, a combination of both quantitative and qualitative methods was used, and a simple random purposive sampling technique was used in selecting participants. Analysis of data showed evidence of acceptance of children with disabilities into the mainstream schools, but there were factors that posed challenges for complete practice of inclusive education. These factors included stigmatization, discrimination and cultural beliefs, teacher's competence and attitudes, parental involvement, unavailability of resources and inadequate policies. These factors were found to be barriers that influence accessibility to education for children with disabilities. Discussions of the study attempted to demonstrate children with disabilities get access to inclusive education as a result of general education policy such as FCUBE policy, but nevertheless there are challenges. As a result of these challenges children with disabilities are not benefit from education. Understanding and following the discussions it was concluded that the factors identified in the study as barriers to accessibility to education for children with disabilities need to be addressed for successful inclusive education practice. Even though the previous study was on children with disabilities in general but this current one is focus on pupils with intellectual disabilities which the factors or barriers that affect one also affect the other .This research uses descriptive-exploratory design to investigate the level of accessibility of the educational facilities at the basic schools in Accra. Surveys were conducted with relevant institutions with the use of interview guides. In all thirty-three pupils in twenty-two schools were surveyed and ten disabled drop-out children were surveyed as well. Fifty facilities within ten schools, one from each sub-metro

were later audited using international standards, building codes, regulations and guidelines as benchmarks for assessments.

In a study by Addo (2014) on barriers to children with mobility impairment in basic education in Accra Metropolis, the researcher found that despite the progress made with the help of not-for-profit organizations and parent teacher associations (PTAs), most basic schools pupils with mobility impairment still encountered barriers such as discrimination, steps, narrow doorways and desk space, lack of seats for wheelchair users, lack of space for maneuvering, open gutters and slippery floors. The audit showed that ramps constructed in many schools did not meet the minimum international standards. These findings point to the need for an extensive civic education for the general public on disability issues and funding to retrofit public buildings. Also, it is recommended that at least one entrance per facility should be accessible to people with disabilities (PWDs) by school authorities in Accra. The Ministry of Education should revise the teacher training curriculum to reflect inclusive education methods and adequate information on children with disabilities. The government should increase expenditure and budget allocation on inclusive education in Accra. The results of the previous study in terms of lack of resources were in agreement with the current study though the focuses of the two studies were different.

In another study on social inclusion of children with intellectual disabilities in Ghana, Hervie (2013) interviewed six biological parents of children with intellectual disabilities and six teachers who taught children with intellectual disabilities to explore their experiences on contexts that enhanced or inhibited social inclusion for the children. The results highlighted the importance of contexts in promoting the social inclusion of students with intellectual disabilities. Cultural conceptions of

intellectual disabilities that result in otherness's and lack of opportunities for meaningful participation in community activities were cited among factors that inhibit the social inclusion of students with intellectual disabilities. Other issues identified were lack of extended family support and the effect of having a child with intellectual disability on other family members. The researcher argued that, in order to fully understand social inclusion, attention must be given to the cultural contexts within which participants experience their daily lives.

2.6 Summary of literature review

The literature reviewed covered the theoretical and conceptual frameworks, level of social inclusion of pupils with intellectual disabilities with the focus on peer acceptance and social rejection. Also, covered were the approaches to promote social interactions among pupils with intellectual disabilities and their non-disabled peers in an inclusive setting where the literature identified social skills training, sports and games, and music and dance. Others areas were the factors affecting effective social inclusion of pupils with intellectual disabilities and their peers without disabilities with emphasis on school factors, teacher factors, and peer factors. This study was intended to find the level of social inclusion of pupils with intellectual disabilities. Awini (2010) conducted the same study that was social inclusion of students with blindness at Ghana National Basic School at Cape Coast. The previous study was on students with blindness but this one was on pupils with intellectual disabilities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

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

3.1 Research setting

This study was conducted at Adukrom Methodist Basic Schools in the Eastern Region of Ghana. The school was chosen because it was one of the Basic Schools in the Eastern Region of Ghana that admits pupils with intellectual disabilities into an unit which is attached to the regular school.

3.2 Research design

This study adopted a case study research design. Case study research design is the investigation of the one or more specific ‘instances of’ something that comprises the cases in the study. The case study approach is widely used in the social sciences, and there is a growing confidence in its applicability as “a rigorous research strategy in its own right” (Hartley, 2004, p. 323). Yin (2003) explained that it as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. A case can be something relatively concrete such as an organization, a group or an individual, or something more abstract such as an event, a management decision or a change programme. Other common case study features, according Yin (2009) include: (a) In-depth study of a small number of cases, often longitudinally (prospectively or retrospectively); (b) Data that are collected and analyzed about a large number of features of each case; (c) Cases that are studied in their real-life context; (d) Understanding how the case influences and is influenced by its context is often of

central interest to case researchers; (e) Cases are naturally occurring in the sense that they are not manipulated as in an experiment; and (f) Case study research uses multiple sources of data including interviews, observation, archival documents and even physical artifacts to allow triangulation of findings.

The qualitative method approach, according to Denzin and Lincoln (2005), is multi-method approach that involves interpretive, naturalistic view to its subject. Qualitative researcher studies things in its natural setting, trying to make sense of or interpret phenomena in terms of meaning that people bring to them (as cited in Creswell, 2007, p.36). Thus the main characteristic of a qualitative research is, firstly, the collection of data directly in the field where participants experience the interested issue. Having face-to-face interaction and watching individuals in their context without artificial modifications of it is the usual way of conducting the study. Secondly, the role of researcher is very active. They rarely use other researchers work but rather develop their own protocols and interview, or observe problem under study themselves. When it goes to the choice of the sources of data qualitative researchers prefer multiple methods. This helps to develop a complex picture of the problem and identify complex interactions and larger pictures of the issue. This explains why qualitative data was chosen to help answer the research problem; namely, social inclusion of pupils with intellectual disabilities. The study therefore limited its scope to investigating the phenomena of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana.

3.3. Population

The population involved all pupils and teachers at Adukrom Methodist Basic School in the Eastern Region of Ghana. The accessible population however, consisted of the teachers and pupils with and without intellectual disabilities in the school. They were made up of 501 people from both Primary and the Junior High schools. The focus was on the primary school, specifically, primary three and four where pupils with intellectual disabilities normally had their Creative Arts lessons together with their peers. A breakdown of the accessible population is shown on Table 1 below.

Table 3.3.1. Distribution of the Accessible Population of respondents

Category	Number pupils
Pupils with ID	12
Pupils without ID in BS 3	29
Pupils without ID in BS 4	32
Teachers	10
Total	83

Source: Field data, 2016

3.4. Sample Size

The sample size for the study was 21. This consisted of 5 teachers (3 males and 2 females), 16 pupils (8 pupils with intellectual disabilities and 8 without intellectual disabilities). Of the pupils without intellectual disabilities, 4 were girls and 4 were boys; while of the students with intellectual, 2 were girls and 6 were boys. The 8 out of 12 pupils with intellectual disabilities were chosen because they attended school more regularly.

3.5. Sampling technique

Purposive sampling technique was used to select the participants for the study. According to Hayford (2013), in purposive sampling (sometimes referred to as purposeful judgment or judgmental sampling), the researcher selects particular elements from the population that will be representative or informative about the topic. Based on the researcher's knowledge of the population, a judgment is made about which cases should be selected to provide the best information to address the purpose of the research. Maree (2007) stressed that purposive sampling means selecting participants according to pre-selected criteria relevant to a particular research problem. The teachers were thus purposively chosen for the study based on the number of years spent in the school. The idea was that, having been in the schools for that period, they might have observed the level of social inclusion of pupils with intellectual disabilities. The teachers were chosen also because they had been teaching and working with all the pupils on daily basis and could share their experiences about how they are included in social activities in the school. The pupils were chosen purposively based on their ability to communicate verbally. They were also chosen because they were the focus of the study, so their shared experiences would help reveal their level of social inclusion in the school activities.

3.5 Instrumentation

To collect data for the study, the following instruments were used; semi structured interview guide and observation.

3.5.0. Semi structured Interview

According to O'Leary (2005), semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan, but peruse a more conversational style of

interview that may see questions answered in an order natural to the flow of the conversation. Babbie (2007) explained that, questions used in semi-structured interviews tend to be open-ended so that the respondents are at their own will to decide how they will answer questions in terms of the words they use and the length of response they give. Because of its flexible nature, semi-structured interview method gives opportunity to the interviewer to ask initial questions followed by probes meant to seek clarification of issues raised. The probes are either pre-stated or posed in the course of the interview process. The use of semi-structured interviews, according to Yin (2009), gives more in-depth understanding of their respondents' thoughts and feelings, and their focus phenomenon, than closed-ended questions. The semi-structured interview approach was chosen because it offers interviewee the opportunity to express their views, feelings and experiences freely and the interviewer the freedom to divert the questions in the schedule to seek clarifications.

The interview guides for teachers, pupils with and without intellectual disabilities were in sections A and B. Section A contained questions that sought information on respondents' background, and Section B dealt with the research questions.

3.5.1. Observation

The researcher employed observation technique to buttress the responses from the interview. An observation is a systematic process of recording the behavioral patterns of people, objects, and occurrences without questioning or communicating with them (Wiid & Diggins, 2010). The researcher conducted the observation in the schools selected for the study and recorded the relevant facts, actions, and behavior concerning the research problem. The researcher used structured and non-participant observation for this part of data collection. According to Bryman (2005), structured

observation entails the direct observation of individuals in field settings and the recording and encoding of observations according to a previously formulated schedule. As noted by Gerrish and Lacey (2010), using a structured observation schedule helps to minimize observer bias in that the data collected are pre-determined. In the submission of Robson (2002), data from direct observation contrasts with, and can often usefully complement, information obtained by virtually any other technique. Cohen et al.(2004, p. 305) citing Patton (1990) pointed out that,

... observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live situations. The researcher is giving the opportunity to look at what is taking place in situ rather than at second hand.

Cohen and colleagues added that, as with other data collection techniques, issues of validity and reliability beset observation. From these views, the researcher found it expedient in adopting it in support to the interview.

An observation checklist was used as a guide. In the views of Alberto and Troutman (1990), to gather a reliable data through observation technique, a researcher must engage the services of other observers. Two of the teachers were asked to serve as the second and third observers to the researcher since they handled the classes and were the best people to observe and assess the extent to which pupils with intellectual disabilities were being involved in school activities. The two observation scores were compared and a coefficient of inter- observer reliability computed.

3.5.2. Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003).

According to Macmillan and Schumacher (2001), validity refers to the degree to which the explanations of phenomena match the realities of the world. They further noted that, participant in-depth interviews for instance, are conducted in natural settings to reflect the reality of life experience more accurately than do contrived or laboratory settings. The school was used as a natural setting for the interview of the pupils at the same time the observation checklist for the teachers that was a combination of more than one data collection strategy the researcher recorded precisely, almost literal, and detailed descriptions of the pupils. This was done by using a tape recorder to record the interviews with the participating pupils. Above all, the supervisor of the study critically analysed the observation checklist and the interview guides before the researcher administered them. When validating the findings of a qualitative study, the trustworthiness criterion is the most recommended procedure. Its elements include credibility, transferability, and dependability and confirm ability. In ensuring the trustworthiness of the findings of this study, the credibility principle was achieved by cross-checking the typed transcript with respondents. Secondly, the researcher provided verbatim statements in the analysis to confirm the data; again, the researcher personally carried out the data collection, data transcription, thematic coding and analysis of the results. In terms of the transferability of the findings, although it is not possible to generalize the findings of the study beyond the sample, it is transferable to contexts that share similar characteristics with the study context (Kusi, 2012).

3.5.3. Reliability

Reliability is a measure of the degree to which research instruments for data collection yields consistent results (Mbweza, 2006). Orodho (2009) also defined reliability as the extent to which the instrument is stable and consistent across

repeated measures. To ensure consistency of the items in the questionnaire and the interview, the adopted items were reviewed with the help of colleagues. The comments and suggestions made were given for expert judgement that was the supervisor of the study. The corrections made were effected in the items. These were further given for pre-testing. The conclusions were in agreement with the data collected. This was achieved by keeping the original interview transcripts and tape records to regularly check and refer to its content.

3.5.4. Pre testing

The interview and observation checklist were pre-tested on 5 teachers and 5 pupils respectively who were at Asamankese Presby JHS and primary. The teachers were chosen because some of them had their first degree in special education and also have some pupils with special needs in their classes while the pupils were chosen because some of them had intellectual disabilities. The purpose of the pre-test was to detect ambiguities, deficiencies and weakness in the instrument for correction and modification so as to improve the internal consistency of the instrument (Alumode, 2011; Vanderstoep & Johnston, 2009).

The pre-testing showed that some of the items in the interview guide and the observation checklist had the same meaning and understanding; hence the affected items were merged or removed from it. The pre-test helped the researcher to modify the observation checklist for the study.

3.5.5 Procedure for Data Collection Access

Informed consent was obtained from the authorities of the selected schools prior to the commencement of the study. This was facilitated by an introductory letter obtained from the Department of Special Education, University of Education, Winneba. A familiarization visit was done to the school to book appointments with

school authorities, teachers and pupils. The appointments were made such that it was possible to meet pupils and teachers that were involved in the study. During the familiarization visit, the researcher took the letter to the head of the school indicating the purpose of the study. In addition to the letter, the researcher explained the purpose, and informed them that the finding of the study was purely an academic work. And further explain why their school was chosen and detailed how much time would be spent at the school. They were duly informed that their participation was voluntary and were free to abstain or even withdraw from the study, if they felt so.

Before the interview sessions, verbal consents were obtained from all the pupils in the school. The consent was obtained in a group in the local language that was Twi. The interview was conducted using a semi-structured interview guide within the school premises. The main procedure for conducting the interviews was through the use of tape recorders and each interview lasted between 15 to 20 minutes. With this, the teachers and the pupils were assured the necessary confidentiality throughout and permissions were sought to use a tape-recorder.

In the case of the observation component, the researcher and teachers of each class observed the pupils in and out of class, especially during break times and other social activities. Each class teacher observed and took notes on interactions among the pupils for the first week (baseline data). An observation checklist was used to collect the data. It contained items organized in a Likert scale with “Yes”, “No” and “Not certain”. The items included how regular pupils behaved towards their peers with intellectual disabilities. (e.g., looked frightened at them, bullied them, played with them, ate with them, borrowed items from them make friends with them, and so on).

3.5.6 Data Analysis

Analysis of the semi-structured interview data was guided by key themes that emerged from the data collected. The process started with transcribing all interviews and highlighting words, sentences, and thoughts that served as units for more detailed coding. The analysis primarily, an interactive process of reading, reflecting, and coding the transcripts, and then drawing out major themes and patterns of views from it.

With the observation component, the researcher met with other two observers who were teachers in the school to analyze the data. An inter-observer agreement was determined by calculating the percentage of agreement between the researcher and other observer. For instance, an option of a statement that received two (66.6%) or all three (100%) choices from the other observer was considered to have occurred as against a statement that had one (33.4%) choice of other option. The researcher asked the other observers to react to the observation data by indicating whether the observation instrument used generated an accurate picture of level of social inclusion of pupils with intellectual disabilities or not.

3.5.7. Ethical considerations

According to Kusi (2012), ethics in educational research are those issues that are related to how educational researchers conduct themselves or their practices and the consequences of these on the people who participate in their research. The rights of the respondents and other parties involved at every stage of this study were particularly treated with utmost care. The following considerations were made to protect the interests of the participants at different stages in the study. To ensure ethical considerations, all the respondents were assured anonymity. The purpose of the study was stressed to the participants that it was for academic work and nothing

else so they should feel at ease before and during all the sessions. Before that, after permission was sought from the school authorities, the teachers and the pupils who participated in the study gave their verbal consent concerning their voluntary participation.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the analysis and discussion of findings of the study. It is discussed in three main sections. The first section provides the demographic data of respondents, the second section provides the analysis of the data, and the third section presents the discussion of the findings. The purpose of the study was to find out the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana.

Demographic Data of Respondents (Teachers)

Table 4.0.1 Gender of the Respondents

Data presented in Table 1 illustrate the gender distribution of the respondents.

Gender	Number	%
Male	3	60
Female	2	40
Total	5	100

Source :Field data, 2016

The data indicate that majority of the respondents (60%) were males while (40%) were females. This means that male teachers outnumbered their female counterparts in the study.

Table 4.0.2. Age Distribution of Respondents

Age range	Number	%
25-30	3	60
31-35	1	20
36-40	1	20
Total	5	100

Source: field data, 2016.

Data in Table 2 illustrate the age distribution of the respondents. The results indicate that majority of the respondents were within the range of 25-35 that was (60%) while (20%) were within the ranges of 31-35 and 36-40 respectively.

Table 4.0. 3. Professional Qualifications of Respondents

Qualification	Number	%
Diploma	3	60
Degree	2	40
Total	5	100

Source: field data, 2016.

Data presented in Table 3 indicate that majority of the respondents (60%) were diploma holders while (40%) were degree holders.

Table 4.0.4. Teaching Experience of Respondents

Year	Number	%
0-5	1	10
6-10	4	90
Total	5	100

Source: Field data, 2016.

Data in Table 4 show that majority of the respondents (90%) had been teaching between 6-10 years. Whiles (10%) of the respondents had been teaching between 0-5 years.

Table 4.0.5. Age Distribution of Pupils

Age range	Pupils with ID	Pupils without ID	Total	Percentage
10-15	5	7	12	75
16-20	3	1	4	25
Total	8	8	16	100

Source: Field data, 2016.

Table 5 shows that majority of the pupils (75%) were within the ages of 10-15 while (25 %) of the pupils were within the ages of 16-20 .

4.1. Results

Research question 1: What is the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana?

To answer this research question, the interview data collected from the teachers were used. Teachers' responses were grouped according to the level of social inclusion of pupils with intellectual disabilities in the school.

Level of social inclusion

Playing together with their peers

Per the level of involvement of pupils with intellectual disabilities, the interaction with the teachers revealed that pupils with intellectual disabilities and their peers sometimes play together. A remark made by a teacher attested to this:

I will say their level of involvement is average because it is not every activity that they are being involved. When it comes to worship, they are involve by sometimes leading the songs and when it comes to sports festivals they don't take part in the active sports but during

break time and Fridays they play together in both indoor and outdoor games. (A verbatim response from teacher 'A')

Another teacher said this:

For the level of social inclusion is not the best of it but is ok. Looking at morning assembly, they are part, worship they are part, it is only sports that they don't involve them because, their kind of sports is different. When it comes to sweeping or cleaning of compound some of them are not involved due to their condition but for their classroom they sweep it and wash their bowls themselves. In terms of playing, they play with their peers during break time and run after each other.
(A verbatim response from teacher 'B')

Results on interactions among pupils with and without intellectual disabilities also suggested that, in most cases, they did play together. One pupil with intellectual disabilities stated that:

we normally play together in the morning, afternoon and during the break periods. (A verbatim response from pupil with intellectual disabilities '1')

Another pupil with intellectual disabilities remarked this way.

We play together, we play football, and we also go to assembly together. During worship too, the teachers do come to teach us songs, direct us to sit well and also guide us when we are playing. (A verbatim response from pupils with ID '2').

Another pupil with intellectual disabilities commented this way:

Yes, they involve us when playing outside the classroom. When they are singing we also sing with them. Yes I have friends in other classes we became friends in this school but not in the house. They came to me, we talk and play together and we became friends. We normally play in the morning and afternoon. (A verbatim response from pupil with ID 3).

Two pupils without intellectual disabilities also stated this way.

Yes we do involve them, when we are playing they come there to take part. Not always because, sometimes they go for break before us and it is not all the games that they can play.

..they are involve in games like “ampe” “ pilolo”, netball we also go to assembly and worship together during Wednesdays

(A verbatim response from pupils without ID).

From the point of views of the teachers and the pupils with and without intellectual disabilities, it was established that the pupils with intellectual disabilities were involved in some activities and play some games with their peers.

Peer acceptance

On peer acceptance, the teachers indicated that pupils without disabilities accept their peers with intellectual disabilities though they sometime find it difficult to cope with them. His comment went this way;

Their friends do accept them but sometimes they are more careful because some of the pupils with intellectual disabilities are hyperactive and their hyperactivity is so high that they sometimes throw stones at their peers or behave abnormally towards them. (A verbatim response from teacher ‘C’)

Another teacher remarked this way;

They do accept them during break time you will see them playing together, running, jumping and throwing of items. They don’t differentiate against them for having disabilities. (A verbatim response from teacher ‘A’)

The interview I conducted with the pupils also showed that pupils without intellectual disabilities accept their peers with intellectual

disabilities. Two pupils with intellectual disabilities acknowledged that:

Our peers without intellectual disabilities too accept us as their friends. The teachers also accept us, they teach us give us work and also guide us when we are playing and singing

Our peers without intellectual disabilities don't laugh at us and they don't beat or treat us bad when playing with them (A verbatim response from pupils with IDs).

From the perspective of all the teachers interviewed, pupils without disabilities do accept peers with intellectual disabilities and it was confirmed by some of the pupils.

Maintenance of friendship

On maintenance of friendship, the data analysis revealed that some of the pupils were able to maintain their friendship but others were not due to their behaviors. One of teachers stated this way.

maintaining the friendship, when they come to school and they meet their friends, they greet them, talk to them and the mainstream pupils don't avoid them although some of the pupils with intellectual disabilities have a lot of problems. The friends sometimes come to their class here to chat with them. (A verbatim response from teacher 'B').

Concerning the issue of maintenance of friendship, there were mixed reaction, while some of the teachers said the pupil maintained it through greetings and regular visit other were having different view that, they find it difficult to maintain friendship. But the pupils were silent about this because they find it difficult to understand.

Findings on research question 1 shows that pupils with intellectual disabilities in most cases play together, their friends accept them, some maintain their friendships and

others did not. It also shows that pupils with intellectual disabilities were averagely involved in social activities.

Research Question 2: What approaches do teachers use to promot social interactions among pupils with intellectual disabilities and their non- disabled peers?

Teachers approaches for promoting social interactions

Interaction with the teachers concerning approaches they used to promote social interaction among the pupils, the following were revealed sports and games, music and dance, worship, social skills training and counseling.

Sports and games

Concerning sports and games and how its promote interaction among the pupils. This was a comment by one of the teachers:

I also used physical education periods on Friday as another approach. Normally on every Fridays we allow them to play a lot of games like football, volley ball, netball and athletes together with their “normal” students. There is one boy who always comes for the ball from me by saying that sir ball then after given it to him he will go round calling his peers in other classes to come and play. During play they talk to each other.
(A verbatim response from Teacher ‘D’)

Another teacher stated that:

I could remember that one of the Fridays we organized special games for all the pupils. They took part in sack race, football and volleyball even though they didn’t compete with their peers but they participate alongside with them (A verbatim response from Teacher C).

Interaction with the pupils also confirmed that the teachers used sports and games as an approach to promote social interactions among pupils with and without intellectual disabilities. These were the comments of the pupils:

.....the teachers allow us to play ball together, go to assembly together, and worship together. They guide us when we are playing so that we will not injured ourselves. (A verbatim response from pupil with ID '1')

We play together, we play football and volley and we also go to assembly together. (A verbatim response from pupil with ID '4')

The teachers use games to bring us together. Games like football, volleyball and netball. During the games the teachers do come to the field to teach us how to play with our peers with intellectual disabilities. (A verbatim response from pupil without ID '2')

The teachers sometimes organized games for all of us to play together.

Games like football, athletes and netball. Morning assembly and worship too, the teachers allowed us to have it together. During the games, some of the teachers do come there but others don't when they came, they teach us how to play together. (A verbatim response from pupil without ID '1')

With this approach, almost all the teachers mentioned that they used it to promote social interaction among the pupils and was also confirmed by the pupils.

Music and dance

Another approach that was revealed during the interaction with the teachers was music and dance. According to the teachers, during worship, they teach them how to sing and how to dance. A teacher commented that:

With music they also take part. There is a boy who always holds the drum for them to play and do not allow anybody to take away that role from him and during that period they all

sing and dance together. (A verbatim response from teacher 'A').

Another teacher said this:

as I stated earlier, when we came, the mainstream pupils always take charge of everything during worship but we later introduced pupils with intellectual disabilities into the service by leading with songs and playing of drums (A verbatim response from Teacher 'C').

During the interview, one of the pupils without intellectual disabilities revealed that the teachers used music and dance as an approach to bring them together. The pupil remarked that:

.....we also go to assembly and worship together during Wednesdays to sing and dance with the guidance of our teachers. (A verbatim response from pupils without ID).

With the perspective of this approach, the teachers revealed that they normally used this approach on weekly basis during worship. According to the teachers, during that period they teach them songs and dances together and this gave them the opportunity to interact with each other during that time and it was confirmed by one of the pupils.

Social skills training

Social skills' training was another approach that was revealed by the teachers during the interaction. Two of the teacher interviewed stated that they used social skills training. A teacher commented this way.

We do teach them how to greet and respond to greetings from other peoples both in English and local language. Because of that when they see any teacher coming to school they will rush to greet him or her and assist the said teacher with his or her bag. We also teach them how to relate with their peers during play (A verbatim response from Teacher 'B')

Another teacher said this.

Yea , we teach them social skills, this is another approach because in the classroom we teach them self-help skills, how to greet or relate with people.(A verbatim response Teacher ‘C’)

Two of the teachers revealed that the social skills as an approach were normally used in the classroom by teaching them self-help skills such as how to talk, relate and eat with other people.

Counseling

On this subject matter, one of the teachers noted that:

Another approach is counseling. We counsel the regular pupils by telling them that they should assist them when they are in need because their condition will not affect them and the teachers in the mainstream are also helping by welcoming them when they go to their classes and talk to their peers without disabilities that they shouldn't shun them when they come around. (A verbatim response from Teacher ‘B’)

The perspective of counseling was widely used as an approach by most of the teachers as an advice but it was only one of the teachers who actually stated that he used counseling as approach to promote social interaction among pupils.

Findings on Research Question 2 indicated that teachers used sports and games, music and dance, social skills training and counseling as approaches to promote social interaction among pupils with and without intellectual disabilities.

Question 2 (b) Which areas and activities could these approaches be used promote social interaction of the pupils?

Interaction with the teachers on the areas in which the approaches could be used revealed the following: (1) in the classrooms (2) outside the classroom (3) on the field

In the classrooms

Interaction with revealed that areas in they was in the classroom one of the teachers acknowledge the stated this

There are a lot of areas in which the approaches are used but the common among them are the classrooms because these are areas where the pupils can be met. (Verbatim response from Teacher 'A')

Another teacher commented this way classrooms are the main areas in which these approaches are used (Verbatim response from Teacher 'B')

Outside the classroom

Outside the classroom was another area which was revealed by the teachers

A teacher commented this way

yes classroom was another area where the approaches are used and this help the pupils to interact with each other. (Verbatim response from Teacher 'C').

Another teacher acknowledged this

Outside the classroom is an area in which the approaches are used and this pave way for us to use any approach

(Verbatim response from Teacher 'D')

On the field

The teachers also indicated that they use the field for the approaches

A teacher affirmed this

The field is very good area in which a lot of approaches are used. For example, sports and games on the field, music and others are used on the field (Verbatim response from Teacher 'A')

With the perspective of the areas where the approaches are used, the teachers revealed the classroom, outside the classroom and the field as the main areas where they used approaches such as social skills training in the classroom and outside the classroom, music on the field and outside the classroom and activities such as football, netball “ludo”, “oware”, hand washing, greetings and dance.

Research Question3: What factors affect effective social inclusion of pupils with intellectual disabilities and their non-disabled peers?

Factors effecting effective social inclusion.

Interaction with the teachers on the factors that affect effective social inclusion of pupils with and without intellectual disabilities showed the following;: (1)

inadequate special needs teachers, (2) bullying and name calling, (3) inadequate sports facilities, (4) lack of suitable and adapted teaching resources, and (5) negative perceptions and attitudes of some teachers.

Inadequate special needs teachers

Inadequate special needs teachers and lack of trained teachers revealed during the interaction with the teachers. One of the teachers acknowledged this way.

The teachers too we have only four who had some training on pupils with disabilities but majority of the teachers are not and this is affecting the inclusive policy. For example, last week a boy with epilepsy fell on the ground and all the teachers there were just standing calling some of us to come and take control of the situation because they don't know what to do. (A verbatim response from teacher 'C').

From the analysis of the perspective of the teachers, it was revealed that the teachers who were trained to handle pupils with disabilities were not enough and it was affecting effective social inclusion of pupils with intellectual disabilities.

Bullying and name calling

Concerning bullying and name calling, two of the teachers revealed that it's one of the factors that the pupils exhibit towards their peers with intellectual disabilities that affects effective social inclusion. One of the teachers remarked this way.

Their peers are also another factor though they play with them but they sometimes look down upon them by saying that they are afraid of them and they also call them names like "agimifo" means stupid. (A verbatim response from teacher 'B')

Another teacher commented this way.

Even though they play together but their peers without disabilities sometimes bully them by calling them names and teasing them which they sometimes retaliate by throwing stones at them. (A verbatim response from teacher 'C')

On bullying and name calling, there were mixed reactions on this issue. While some of pupils revealed that they were bullied, others revealed otherwise. These were the comments of the pupils:

..... Sometimes when we are playing together with our peers they do laugh at us and call us kinds of names. (A verbatim response from pupils with ID '4')

When we are playing games they sometimes beat me but for me I don't beat them and they also laugh at me. (A verbatim response from pupil with ID '3')

Our peers without intellectual disabilities don't laugh at us and they don't beat or treat us bad when playing with them. (A verbatim response from pupil with ID '2')

I sometimes insult them when they are misbehaving but for beating I can't because they are stronger than me. Due to that, I sometimes avoid them. (A verbatim response from pupil without ID)

They sometimes exhibit some behaviors which make us to insult them and even call them some names and the moment we do that, they would chase us away. (A verbatim response from pupil without ID 'a')

Another problem is that when you are playing with them your own friends will be saying that why are you playing with "these sick people" but the respond that I always gave to them was

that, are they not human beings. This sometimes affects our friendship with them. A verbatim response from pupil without ID 'b')

For me I like them very much so I don't insult them nor calling them names. (A verbatim response from pupil without ID 'c').

From the views of the teachers and the pupils, it was revealed that pupils without disabilities do bullied and called their peers with intellectual disabilities all kinds of names but one of the pupils without disabilities gave different version of the issue by stating that for her she liked them and she doesn't call them names.

Inadequate sports facilities

In terms of inadequate and adapted sports facilities, majority of the teachers interviewed confirmed that, it's a factor that affects effective social inclusion of pupils with intellectual disabilities. One teacher acknowledged that:

What I can also say about the school is that in the classroom they have some of the material but they are not enough and outside the classroom to they lack some sporting facilities that can help improve their participation in games. The field too is not all that smooth which affect the pupils with intellectual disabilities especially those who have problem with movement. (A verbatim response from Teacher 'A')

Another teacher remarked this way.

The school too is another factor because there are some facilities that the school need in other to improve their inclusion in any activities that the school will undertake. Facilities like sports equipment are not enough, and well furnish play grounds.(A verbatim response from Teacher 'B')

In view of another teacher:

We have some of the sports equipment but they are not enough. So we need additional materials like footballs and jerseys. (A verbatim response from Teacher “C”).

Concerning inadequate sports facilities, two pupils with intellectual disabilities and one pupil without intellectual disabilities confirmed that during the interaction. These were their remarks:

Yes we have balls and other things, they are about two but they are not enough. (A verbatim response of from pupil with ID ‘2’)

The balls are only two but we want more. (A verbatim response from pupils with ID ‘3’)

We have some of the materials that they use to play but they are not enough. We have one football now, so when they are playing the rest of us will just be standing looking at them but if they are to be more than that we can also organize ourselves including our peers with intellectual disabilities and play small post. (A verbatim response from pupils without ID ‘b’).

Another key issues which also emerged as a factor of affecting effective social inclusion of pupils with intellectual disabilities was inadequate sports facilities. Most of the teachers and the pupils revealed that.

Lack of suitable teaching and learning resources.

On lack of suitable teaching and learning resources, one of the teachers revealed that the school lacked those resources which affected effective social inclusion of pupils with intellectual disabilities. One teacher noted that:

when take our school here, we have furniture which are not suitable to some of the pupils with intellectual disabilities. You know the school was not a unit school until sometime now. The

school lack suitable furniture, sports materials like footballs, jerseys and others. (A verbatim response from Teacher 'D').

The perspective of this issue which was revealed by the teacher indicated that even though some of the materials were there and those materials were not adapted to be more suitable for all the pupils.

Perception and attitude of some teachers

On the perception and attitude of some teachers, three of the teachers revealed that it's one of the factors that affects effective social inclusion of pupils with intellectual disabilities. One teacher noted that:

The perception of the teachers is also a problem. As at now some of the teachers in the school still doubt how pupils with intellectual disabilities can learn. (A verbatim response from Teacher 'A')

Another teacher acknowledged this way.

The perception that some teachers still have about pupils with intellectual disabilities is affecting their inclusion even though we are in the 21st century where there are programs on radio and television but some of the teachers and the people still have the old mentality about pupils with intellectual disabilities. (A verbatim response from teacher 'C')

Comment of one of the teachers:

... some of the teachers were having some negative attitudes towards the pupils with intellectual disabilities, thinking that they can't learn or do anything. (A verbatim response from Teacher 'D')

On the analysis of the perspective of the perception and attitudes of teachers a, it was revealed as a factor which was affecting the inclusion of pupils with intellectual

disabilities despite the education which was going on in both print and electronic media.

Findings from Research Question 3 shows that, inadequate special needs teachers, bullying and name calling, inadequate sports facilities, lack of suitable teaching and learning resources, perception and attitude of some teachers affects effective social inclusion of pupils with intellectual disabilities in the school .

4.2 Analysis of observation data

This data were collected to support the interview data on the research questions raised. Table 6 shows the results of the observation data collected.

Table. 4.2. 1 :Data collected on level of social inclusion

Statement on Level of social inclusion	Number of observations made: Times	Out come
1.Pupils with intellectual disabilities and their peers sometimes play together	10	Yes
2.Pupils with intellectual disabilities have friends who are not disabled	10	Yes
3.Pupils with intellectual disabilities are able to maintain their friendship	10	Uncertain
4. Pupils with intellectual disabilities and their peers have worship together	10	Yes
5. Pupils with intellectual disabilities and their peers sing and dance together during worship	10	Yes
6. Pupils with intellectual disabilities participate in sports festivals with their peers	10	No
7.Pupils have games together during break	10	Yes

Source: field data, 2016.

Data from table 6 shows that pupils with intellectual disabilities and their peers play together and also had friends who are not disabled. Regarding maintenance of friendship, the outcome was uncertain. Relating to worship, there was an indication that the pupils go to worship and dance together. The outcome by the observers disagreed with the statement that pupils with intellectual disabilities participate in sports festivals with their peers and finally the table showed that pupils with intellectual disabilities play together with their peers during break time.

Table. 4.2.2 Data Collected on the approaches teachers used

Statement on Teachers approaches	No. of obs. Made: Times	Outcomes
8. Teachers use games to bring the pupils together	10	Yes
9. Teachers allow pupils to worship together	10	Yes
10. Teachers. allow pupils to sing and dance together	10	Yes
11. Teachers teach pupils social skills in the classroom	10	Yes
12. Teachers counsel the pupils in the school	10	Yes

Source: field data, 2016.

Data from the table 7 shows that, teachers used games, worship time during which time they sang and danced together, taught pupils with intellectual disabilities social skills in the classroom, and counseling as approaches for promoting social interactions among pupils with intellectual disabilities and their peers.

Table. 4.2.3 data collected on factors affecting inclusion

Statement on factors affecting social inclusion	Number of obs. Made: Times	Outcomes
13. pupils label their peers with intellectual disabilities	10	uncertain
14. pupils don't accept their peers with intellectual disabilities	10	No
15. pupils without intellectual disabilities choose their own mates as friends	10	Uncertain
16. pupils bully their peers with intellectual disabilities	10	Uncertain
17. some teachers have poor attitudes towards pupils with intellectual disabilities	10	Uncertain
18. some teachers lack the needed skills to handle pupils with intellectual disabilities	10	Yes
19. some teachers do not accept pupils with intellectual disabilities during sports and games	10	Yes
20. the school do not have enough playing grounds for pupils	10	Yes
21. the school do not have appropriate sports facilities for inclusion	10	Yes
22. the school do not have enough and adapted teaching and learning materials.	10	Yes

Source: Field data, 2016.

Data from table 8 shows that the observers were uncertain about the statement that pupils labeled their peers with intellectual disabilities, and disagreed with the statement that, pupil don't accept their peers with intellectual disabilities. Regarding choosing own mates as friends, bullying and teachers poor attitudes towards the pupils, the data shows that the observers were uncertain. All the observers indicated that some of the teachers lacked the needed skills to handle pupils with intellectual disabilities. Relating to whether some of the teachers do not accept pupils with

intellectual disabilities during sports and games, all the teachers agreed to the statement ticking yes according to the data. Also, with Regards to enough playing grounds, appropriate sports facilities, and enough and adapted teaching and learning materials, all the observers agreed to the statement that they were not enough.

4.3 Discussion of Findings

Research Question 1: What is the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana?

The analysis of the qualitative data revealed certain elements that described the level of social inclusion that existed among the pupils in the schools. It was evident from the analysis of the comments of the teachers and the pupils that, the level of inclusion was centered on activities pupils with and without intellectual disabilities do together in the school.

The teachers revealed the level of involvement and how they were in the school. The pupils noted that they played together and made friends with their non-disabled peers. Some studies such as Guralnick et al. (2009) and Avramadis (2012) indicated that children with intellectual disabilities tend to exhibit relatively low levels of involvement with other children during play, even under facilitative play conditions such as having regular playmates at their own home.

On peer acceptance, the teachers indicated that pupils without disabilities accepted their peers with intellectual disabilities as friends, though they sometimes found it difficult to cope with them. Frostad and Pijl (2007) reported findings from a study in Norway similar to those of the present study. Specifically, the study in Norway also found that students with disabilities and those with behavior problems had considerably more difficult times finding and keeping friends. Similar

conclusions were found in three studies from the United States (Kuo et al., 2011; Matheson et al., 2007; Tipton et al., 2013) that teenagers with cognitive disabilities and autism had simpler notions of friendship than other teenagers.

On maintenance of friendship, the data analysis revealed that some of the pupils were able to maintain their friendship but others were not due to their behaviors. Robinson and Truscott (2013) corroborates this finding when they stated that making and maintaining friendships is a primary theme that emerges as critical to a sense of belonging in school for students with disabilities.

Anderson et al. (2011) interviewed the non-disabled friends of children who communicated via augmentative and alternative communication (AAC) and had cerebral palsy, to find out about their experiences of friendship. The children described mutually beneficial friendships, through language such as 'he cares about me and I care about him' (p.82). Although, the friendships had arisen spontaneously between the children through common interests, altruism, recognition and positive feedback were motivators for the children without disabilities to maintain their relationship.

It is evident from the discussions that, the pupils played together, make friends and some were able to maintain their friendship while others were not due to their behavior. And also with the analysis and the discussion, it has revealed that pupils with intellectual disabilities were averagely involved in social activities.

Research question 2: (a) What approaches do teachers use for promoting social interactions among pupils with and without intellectual disabilities at Adukrom Methodist Basic school in the Eastern Region of Ghana?

As noted in the previous chapter, it was evident from the data that the level of social inclusion of pupils with intellectual disabilities was about average, so far as interactions, playing together, making friends and maintaining of friendship were concerned.

The analysis of the data revealed themes that emerged from the interview with the teachers on approaches used to promote social interaction among pupils. From the analysis, some of the approaches that emerged are sports and games, music and dance, social skills training, and counseling. The teachers' approach to foster and promote interaction through sports and games is worth mentioning. This approach used by teachers in this study is consistent with McConkey et al. (2012) who confirmed that unified sports resulted in greater social interaction of athletes with intellectual disabilities. The findings of the present study are similar to Chien (2006) which concluded that recreational sports facilities do foster high social interaction among students and contribute to an active, integrated, and positive campus lifestyle and culture.

The findings also showed that, the teachers used music and dance as an approach to promote interactions among the pupils. Three of the teachers and all the pupils confirmed this when they were interviewed. This is in agreement with a study by Surujlal (2013) on music and dance as learning interventions for children with intellectual disabilities. Also, Sooful et al. (2010) posited that dance and music encourage personal effort, provide the opportunity to overcome the limitations imposed by their disabilities and facilitate a greater sense of achievement. Hallam

(2002) also mentioned that music has been used with success to facilitate interaction and communication amongst children with severe intellectual disabilities because music promotes stimulation and arousal, and creates the basis for learning. Furthermore, music enables children with intellectual disabilities to develop socially and emotionally, and promote cognitive development, which involves recognizing, processing, organizing and using information appropriately. This assertion has been embedded in the social constructivist theory that immersion of knowledge is viewed as the best results of contact and socialization made by learners with his or surrounding, physical environment experience

The teachers also stated that they used social skills training as an approach to promote interactions among the pupils. According to all the teachers, they teach the pupils social skills that is, how to talk, eat, greet and sweep, which help to facilitate interactions and friendship among pupils. There is the need to have opportunities to practice skills that are difficult to access, particularly when students cannot learn as easily from imitation of others. It is also important to recognize the need to develop the child's peers' understanding and for them to practice social skills and interaction positively with the child Roe (2008). Based on a social skills deficit perspective, researchers assume that providing social skills training will enhance peer interactions (Fenty, Miller and Lampi, 2008). A study by Avcioglu (2013) on effectiveness of video modeling in training students with intellectual disabilities to greet people when they meet concluded that using video modeling in teaching students with intellectual disabilities help them to acquire the skill of greeting people, and after gaining those skills, they continued to use the skills in different situations and to different people.

Again, teachers used counseling as a strategy for promoting interaction among pupils. One of the teachers revealed that he encouraged the non-disabled pupils to

make friends with their peers with intellectual disabilities with and vice versa. Even though it was one of the teachers that revealed that he used counseling as an approach but with observation, it showed that all teachers do counsel the pupils to make friends and interact with each other. As Jones et al. (2002) put it, one of the notions for inclusive education is social interactions for children with special needs.

Research question 2 (b) Which and activities areas could these approaches be used to promote social interaction of the pupils

The interview with the teachers on which areas could these approaches be used revealed from the analysis the following: in the classroom, outside the classroom and on the field. from the analysis of the perspective of the teachers, it showed that, the classrooms were used as area for the approaches. They use approach such as games in the classroom. Jen, Cathrin and Sue (2010) conducted a study on the impact of console games in the classroom: Evidence from schools in Scotland. The results showed that game-based learning approaches build on many children's existing interests, skills and knowledge and can narrow the gap among all categories of pupils.

Also, the teachers revealed that they used outside the classroom that is the school environment an area for the approaches. They use social skills development and games outside the classroom. A study by Avcioglu (2013) on effectiveness of video modeling in training students with intellectual disabilities to greet people when they meet. Research findings showed that using the video modeling in teaching students with intellectual disabilities help them to acquire the skill of greeting people and after gaining those skills they continued to use the skills and have shown that they continue to use in different situation and to different people.

Finally, the teachers indicated that they used the school field as area to teach the pupils. They used music and games as approach to promote interactions. Lindse

(2014) conducted study on the effects of music on physical activity rates of junior high physical education student at Brigham . The results showed that across all grades and gender, more steps were taken with music in both activities versus without music on the field.

Research Question 3: What factors affect effective social inclusion of pupils with intellectual disabilities and their non-disabled peers at Adukrom Methodist Basic School in the Eastern Region of Ghana?

The interview with the teachers and the pupils on factors affecting effective social inclusion revealed from the analysis the following: Inadequate special needs teachers, bullying and name calling, inadequate sports facilities, lack of suitable teaching and learning resources, perception and attitudes of some teachers in the school.

From the analysis of the perspective of the teachers, it was it shows that the teachers who were trained to handle pupils with disabilities were not enough. This was confirmed by the observation checklist which two of the observers agreed to the statement and it was affecting effective social inclusion of pupils with intellectual disabilities. Yekple and Avoke (2006) stated that a number of teachers expressed concern and apprehensions as to whether they are practically confident in teaching pupils with special needs effectively. For this reason, teachers feel that any child identified to have some form of impairment should be sent to special school. A study by Avramidis et al. (2000) on the influence of teachers' professional training on inclusive education established that majority of e teachers did not have training on special needs education. This implies that the teachers were not prepared to implement inclusive education in their schools.

Again, bullying and name calling of pupils with intellectual disabilities. From the views of the teachers and the pupils, it was suggested that pupils without disabilities bullied and called their peers with intellectual disabilities all kinds of names such as *“these sick people.”* One of the pupils without disabilities however stated that she liked them and she did not call them names. MacArthur et al. (2007), found that bullying was a common feature of school life for pupils with disabilities and the New Zealand Human Rights Commission Report (2004) cited evidence that pupils with disabilities experienced issues of bullying in regards to their impairment. Bullying has been mentioned as a major factor associated with exclusion of pupils with disabilities (MacArthur & Gaffney, 2001). Baffoe (2013) confirmed that persons with intellectual disabilities in Ghana experience disrespect, societal exclusion, and a devalued self-worth. This was embedded in the social constructivist theory that students with disabilities educated in regular classrooms are less accepted than their classmates without special educational needs, and are more socially isolated. Baffoe’s study pointed out that stigma attached to persons with intellectual disabilities in Ghanaian societies has created barriers for their inclusion in community life. Such exclusionary and disrespectful experiences, as well as physical and cultural barriers, occurred even in hospitals and other health delivery settings.

Block (2014) conducted a study on the impact of bullying on academic success for students with and without exceptionalities. Findings from Block’s study showed that students who were bullied developed a fear for coming to school because they felt unsafe; and as such, they were unable to concentrate and their academic success is suffered. Also, students with exceptionalities were bullied more often than students without, which placed them at a double disadvantage. According to the participants,

these students did not have the social skills to stand up to bullies to protect themselves.

Additionally, inadequate sports facility was another issue raised by teachers and the pupils through the analysis. All the teachers mentioned that sports facilities were not enough, and this was confirmed by the pupils, For instance, one of the pupils without intellectual disabilities stated that:

... we have one football now, so when they are playing the rest of us will just be standing looking at them but if they were to be more than that we can also organize ourselves including our peers with intellectual disabilities and play small post.

A limitation though is inequality of access to sport by people with disabilities (Liu 2009). For example, the European Commission's White Paper on Sport (Mutembei, (2014) identified problems with access to sports premises as spectators as well as to sport facilities and activities as players.

Lack of suitable teaching and learning resources, one of the teachers revealed that the school lacks those resources which affect effective social inclusion of pupils with intellectual disabilities. On this perspective, the teacher stated that some of the teaching resources were there but they were not enough and not suitable for all the pupils, this was confirmed by the observation checklist which all the observers agreed to the statement. This was in agreement with Mutembei (2014) on school factors influencing implementation of inclusive education in public primary schools in Magumoni division, Tharaka Nithi county, Kenya. From the study, it was established that; the majority of the schools did not have teaching and learning resources such as teaching aids and even if some of the teaching aids were available, none of the schools had enough. Another study by Otie Mutembei, (2014) no, (2014) on

Institutional factors influencing implementation of inclusive education in public primary schools in Ugenya District, Kenya. Study found out that inclusive education implementation in public primary schools in Ugenya District was faced by numerous challenges and the most prominent challenges were lack of trained teachers in special needs education, lack of physical facilities suited for challenged learners and inappropriateness of teaching and learning materials.

On the perception and attitudes of some teachers and the people in the community, three of the teachers revealed that it was one of the factors that affect effective social inclusion of pupils with intellectual disabilities. One of the teachers commented that:

The perception of some teachers is also a problem.

Another teacher also revealed from the analysis that

... Some of the teachers were having negative attitude towards the pupils with intellectual disabilities, thinking that they can't learn or do anything.

This was a response from one of the teachers in the analysis which was inconsistent with a study by Dukmak (2013) on regular classroom teachers' attitudes towards students with disabilities in the regular classroom in the United Arab Emirates. The findings revealed that, in general, teachers showed positive attitudes towards educational inclusion but male teachers showed more positive attitudes than females did. Teachers' years of experience were found to influence their attitudes towards educational inclusion as when the teachers' years of experience increase their attitudes towards inclusion become less positive. Furthermore, teachers' attitudes become the least positive when teachers view educational placement for students with

intellectual disabilities and emotional and behavioral disorders to be outside the regular school, and their attitudes become less positive when they view educational placement for students with visual impairment to be outside the regular school. This study agrees with Eduseiet al. (2015) conduct a study on attitude of teacher trainees towards children with disabilities in the Northern Region of Ghana. The findings from the study indicated that, although attitude of teacher trainees towards children with disabilities seemed to be positive, the service teachers lacked deeper understanding of disability and issues about children with disabilities in general schools.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The purpose of the study was to examine the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana. The study specifically sought to:

- Find out the level of social inclusion of pupils with intellectual disabilities at Adukrom Methodist Basic School in the Eastern Region of Ghana
- Find out what approaches teachers use in promoting social interaction among pupils with and without intellectual disabilities at Adukrom Methodist Basic School
- Find out areas where the approaches could be used
- Find out the factors that affect the development of effective social inclusion of pupils with intellectual disabilities and their non-disabled peers.

Three research questions were deduced from the objectives to guide the data collection process of the study. The social constructivist theory propounded by Vygotsky was used to guide the study. The qualitative approach, using case study as a design to examine the level of social inclusion of pupils with intellectual disabilities in the school was used. 21 participants were sampled for the study. Out of the 21 participants 5 were teachers, 8 pupils with intellectual disabilities and 8 pupils without intellectual disabilities. Instruments for data collection were semi structured interview and guided

observation. Data from the interviews and observation were analyzed using themes that emerged from the respondents' responses.

5.1. Summary of Major Findings

The major findings are summarized according to the sub-themes that emerged from the research questions:

Level of social inclusion

Per the level of involvement of pupils with intellectual disabilities, the interaction with the teachers and the pupils revealed that pupils with intellectual disabilities and their peers sometimes played together during break time. Again, the teachers and the pupils without intellectual disabilities indicated that pupils without disabilities accepted their peers with intellectual disabilities. though they sometimes found it difficult to cope with them and maintain their friendship due to their hyperactive behavior. Finally, the teachers stated that pupils with intellectual disabilities were averagely included in social activities in Adukrom Methodist Basic School.

Teachers approaches to promote social interactions

The study revealed sports and games as the approaches teachers used to promote social interactions among pupils with and without intellectual disabilities. The teachers revealed this during the interview as well as the pupils. Another approach that was revealed during the interaction with the teachers was music and dance. According to the teachers, during worship, they teach them how to sing and how to dance and it was confirmed by the pupils and it was also revealed in the observation. Again, Social skills' training was another approach that was revealed by the teachers during the interaction. Two of the teachers mentioned that they normally used social skills training in the classroom by teaching their students self-help skills

such as how to talk, relate and eat with other people. Counseling was another approach used by the teachers. Counseling was widely used as an approach by most of the teachers to guide students but it was only one of the teachers who actually stated that he used counseling as approach to promote social interaction among pupils.

Areas where the approaches could be used to promote social interaction of the pupils

The teachers revealed the classroom as an area where the approaches could be used. They revealed this during the interview encounter with them. Again, outside the classroom or the school environment as an area was also revealed by the teachers during the interaction and finally, the teachers revealed the field as another area where the approaches were used.

Factors Affecting Affective Social Inclusion of the Pupils

The study revealed that inadequate number of special needs teachers and lack of trained teachers was a factor that negatively affected the social inclusion of pupils with intellectual disabilities in the selected schools. In other words, the number of teachers who were trained to handle pupils with disabilities in the schools was not enough and this was affected effective social inclusion of pupils with intellectual disabilities. Also, bullying and name calling were mentioned as factors that militate against social inclusion of students with intellectual disabilities. Two of the teachers as well as the pupils revealed that bullying and name-calling were factors that the pupils exhibited towards their peers with intellectual disabilities which significantly affected effective social inclusion. Another key issue which emerged as a factor affecting effective social inclusion of pupils with intellectual disabilities was inadequate sports facilities, and this was attested to by most of the teachers and the pupils with and without intellectual disabilities. Furthermore, the lack of suitable

teaching and learning resources, according to some of the teachers, affected effective the social inclusion of pupils with intellectual disabilities. The study further revealed that perception and attitudes of teachers affected the inclusion of pupils with intellectual disabilities, in spite of the ongoing education in both print and electronic media.

5.2 Conclusion

The following conclusions were derived from the study: Firstly, pupils with intellectual disabilities sometimes played together with their non-disabled peers; they made friends and maintained the friendship but others did not maintain the friendship due to the behaviors of pupils with intellectual disabilities. It was also established that pupils with intellectual disabilities were averagely included in social activities in the school.

Secondly, it was established that teachers used sports and games, music and dance, social skills training and counseling to promote social interactions among pupils with and without intellectual disabilities.

Thirdly, the classroom, outside the classroom or the school environment and the field were the areas where the approaches could be used for all the activities

Finally, it was revealed that, inadequate special needs teachers and lack of trained teachers, bullying and name calling, inadequate sports facilities, lack of suitable teaching and learning resources, perception and attitudes of some teachers were among the factors affecting effective social inclusion of pupils with intellectual disabilities.

5.3. Recommendations

Based on the findings, the following recommendations are made:

- . Teachers should collaborate with other professionals to work on the behaviors of pupils with intellectual disabilities to enable them maintain their friendship with peers and also help them to play together always.
- More social activities both in the classroom and outside the classroom should be created in the school to aid promote interactions among the pupils.
- The school environment as well as the classroom should be well design and arrange by the teachers to accommodate all pupils despite their disability
- . School authorities should appeal to Ghana Education Services and non - governmental organizations for appropriate sports equipment and other teaching and learning resources for all the pupils to have access to sports facilities when is time for games and also teachers with special education background should organize sensitization programs for their colleague teachers to help them understands issues relating to disabilities.

5.4 Suggestions for Further Research

Results of this study might not be generalized for children with any other type of disability condition. Participants included only teachers and pupils with intellectual disabilities. Other researchers can find out if similar findings could occur for pupils with other types of disabilities who are in inclusive schools in Ghana. Also, further research can be conducted on effects of social inclusion of pupils with intellectual disabilities in Ghana.

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APPENDIX A

LETTER OF INTRODUCTION



DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
(UEW)
OFFICE OF THE HEAD OF DEPARTMENT

November 4, 2016

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, Mr. Philemon Amaniampong an M.Phil student of Department of Special Education of the University of Education, Winneba, with registration number 8150150003.

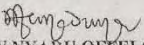
He is currently working on his thesis on the topic: "*Social inclusion of pupils with intellectual disabilities at Adukrom Methodist basic school in the Eastern Region of Ghana*".

I should be grateful if you could give him the needed assistance to enable him administer his questionnaire and collect data from your school. This form part of the requirements to complete his programme.

Counting on your cooperation.

Thank you.

Yours faithfully,


YAW NYADU OFFEI (PHD)
AG. HEAD OF DEPARTMENT

APPENDIX B

SEMI STRUCTURED INTERVIEW GUIDE FOR TEACHERS

Level of social inclusion

What is the level of involvement of pupils with intellectual disabilities in social activities in the school?

Prompts

- Describe how they are being involved?
- How do they accepted by their peers without intellectual disabilities?
- Do pupils with intellectual disabilities have friendship with their regular peers? If yes how do they maintain the friendship

Teachers approaches to promote social interaction

- What approaches do you use to promote social interaction among pupils with and without intellectual disabilities in Adukrom Methodist Basic School?

Prompts

- Explain them?
- Do you teach pupils with ID social skills in class (ie how to greet and talk to people)? How does it facilitate friendship among the pupils if yes?
- Describe other strategies that can be use to promote interaction among pupils?

Factors affecting effective social inclusion

What factors affect the involvement of pupils with intellectual disabilities in social activities in this school?

Prompts

- Explain the factors?
- What other factors apart from those mentioned affect the inclusion of the pupils with intellectual disabilities?



APPENDIX C
INTERVIEW GUIDE FOR PUPILS WITHOUT INTELLECTUAL
DISABILITIES

Level of social inclusion

- How would you describe the level of social relationship between you and your peers with intellectual disabilities?

Prompts

- Tell me about your friends in this school?
- Do you have friends who are intellectually disabled?
- How do you become friends if any and why if not?
- How do you relate with your peers with intellectual disabilities in play activities in school?

Teachers approaches for social interaction

- What social activities do your teachers used to bring all the pupils together in this school?

Prompts

- Describe these activities?
- How do the teachers monitor these activities?
- Do your teachers teach you how to greet or talk to people? If how does it help you to interact with your peers

Factors affecting effective social inclusion of pupils

- What factors prevent you and your peers with intellectual disabilities to play together?

Prompts

- Please explain these factors?
- How does it affect you for being together?
- Do you bully or labeled your peers with intellectual disabilities in this school, how does it affect their inclusion if yes?



APPENDIX D

INTERVIEW GUIDE FOR PUPILS WITH INTELLECTUAL DISABILITIES (SEMI STRUCTURED)

Level of social inclusion

- Describe the level of your inclusion of social activities in this school?

Prompt

- Do you have friends who are not intellectually disabled?
- If yes , how do you become friends and if not why?
- How often do you play with them?
- Do your peers without ID accept you as friends? If yes how do you know that
-

Teachers approaches for social interactions

- What social activities do your teachers allow you to do it together with your peers without intellectual disabilities?

Prompts

- Please explain.
- How do the teachers monitor these activities?
- How do you feel when interacting with your peers without intellectual disabilities?

Factors affecting effective social inclusion of pupils with intellectual disabilities

- What factors keeps you from being involved in activities with your peers without intellectual disabilities?

Prompts

- Please explain.
- Do your peers without intellectual disabilities bully or call you names?
- If yes how does it affects you in the school when playing together?



APPENDIX E**OBSERVATION CHECK LIST**

Please tick (√) the space you find appropriate to you on the relationship between the regular pupils and their peers with intellectual disabilities as far as their social inclusion is concerned.

Statement	Yes	No	Uncertain
Level of social inclusion			
1.Pupils with id and their peers sometimes play together			
2.Pupils with id have friends who are not disabled			
3.Pupils with id are able to maintain their friendship			
4. pupils with id and their peers have worship together			
5. pupils with id and their peers sing and dance together during worship			
6. pupils with id participate in sports festivals with their peers			
7.pupils have games together during break			
Teachers approaches			
8.Trs. Use games to bring the pupils together			
9.Trs. Allow pupils to worship together			
10.Trs. Allow pupils to sing and dance together			

11.Trs. Teach pupils social skills in the classroom			
12.Trs. Counsel the pupils in the school			
factors affecting social inclusion			
13. pupils label their peers with id			
14. pupils don't accept their peers with id			
15. pupils without id choose their own mates as friends			
16. pupils bully their peers with id			
17. some teachers have poor attitudes towards pupils with id			
18. some teachers lack the needed skills to handle pupils with id			
19. some teachers do not accept pupils with id during sports and games			
20. the school do not have enough playing grounds for pupils			
21. the school do not have appropriate sports facilities for inclusion			
22. the school do not have enough and adapted teaching and learning materials.			