

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS' VIEWS ON VOCATIONAL TRAINING PROGRAMMES FOR
STUDENTS WITH INTELLECTUAL DISABILITIES IN CATHOLIC SPECIAL
VOCATIONAL SCHOOL FIJAI -TAKORADI IN WESTERN REGION, GHANA.**



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**A THESIS IN THE DEPARTMENT OF SPECIAL EDUCATION, FACULTY OF
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FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE MASTER OF
PHILOSOPHY (SPECIAL EDUCATION) DEGREE.**

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DECLARATION

STUDENT'S DECLARATION

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

Signature:

Date:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: Dr. Yekple, Yao E.

SIGNATURE:

DATE:

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DEDICATION

To my dear family: Mr. and Mrs. Johanness Atta Acromond, and Siblings as well as all my loved ones.



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Abbreviation

ID	-	Intellectual disabilities
SE	-	Special education
IDEA	-	Individuals with Disabilities Education Act
AAIDD	-	American Association on Intellectual and Developmental Disabilities
DSM-IV TR	-	Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision
CSUCS	-	The Coalition to Stop the Use of Child Soldiers
WHO	-	World Health Organization
ICD	-	International Classification of Diseases
ASD	-	Autism Spectrum Disorder
FASD	-	Fetal Alcohol Spectrum Disorder
NICHY	-	National Dissemination Center for Children with Disabilities training needs analysis (TNA)
YP	-	Youth Polytechnic
GoK	-	Government of Kenya
T&D	-	Training and Development
TVET	-	Technical, Industrial, Vocational and Entrepreneurship Training
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNEVOC	-	International Centre for Technical and Vocational and Training
AU	-	African Union
VETA	-	Vocational Education Training Authority
STEP	-	Skills Training and Employment Placement

- VSP - Vocational Skills Project
- ICCES - Integrated Community Centre for Employable Skills
- ITTU - Intermediate Technology Transfer Units
- YAWID - Young Adults with Intellectual Disabilities
- P.T.A. - Parents and Teachers Association



ABSTRACT

The purpose of this study was to ascertain teachers' views on vocational training programmes for students with intellectual disabilities in Catholic Special Vocational School, Fijai-Takoradi in the Western Region of Ghana. The study employed a case study as its design and the approach was based on qualitative research methodology. Four research questions were raised to guide the study. The instruments were made up of observation; documentation and semi-structured interview to gather data for the study. The population made up of nine were used for the study was the entire school staff comprised of the headmistress, three special educators and five vocational instructors. Purposive sampling technique was used for the selection of the participants for the study. Data analysis was done using content analysis based on the various themes gleaned from the strands. The sample size involved the entire element of the population. The results of the study revealed that even though, there were different types of vocational programmes planned in the curriculum for the students with intellectual disability, they were very few and provided limited opportunities for the students to choose from. Also, there was ill preparation towards the teaching of the vocational programmes. Thus, there was no transition going on since most of the students had been in the school for years without acquiring the needed vocational skills for graduating. Analyses of study revealed a number of findings that have implications for the vocational training programmes for students on transition, in the light of which, some recommendations are made.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Persons with intellectual disabilities have existed throughout the world among all societies. These categories of persons with disabilities represent a significant number of those who experienced exclusion from many school systems across the world (Solarsh & Hofman, 2006). Access to education for these students historically had faced some challenges. In views of Hallahan, Kauffman and Pullen (2009), in the past, many people and even educators held little hope for the students with intellectual disabilities ability to function well in education. They believed students with intellectual disabilities were static and not dynamic therefore, nothing could be done to improve the condition of these children. Consequently, educating them was considered a waste of time and resources.

With the advancement in teaching and civilization today, many people have become aware that the functionality of all children can be improved and that very few, especially those with mild to moderate disabilities, can eventually improve to the point at which they can no longer be classified as non-educable (Hallahan, Kauffman, & Pullen, 2009). According to these authors, much of success being achieved by individuals with intellectual disabilities is attributed to a change of philosophy that includes respecting their rights as part and parcel of decision-making process.

Even though, many cultural practices across the world portray persons with disabilities as incapable, in the views of Hallahan and others (2009), special education has attracted the attention of persons with disabilities generally. The goal therefore, for

any special education programme for those with disabilities is to enable them to achieve their optimal potentials (Mukuria & Obiako, 2006).

The placement of individuals with intellectual disabilities is not an end in itself. Rather as noted by Mukuria and Obiako (2006), the placement of individuals with special needs should determine the kind of programming they are to receive to achieve their functional status. To these authors, placement should be geared toward the provision of programmes that maximized the potentials of such students. The curriculum and other programmes for individuals with mild to moderate intellectual disabilities need to be geared towards enhancing the achievement of their self-sufficiency (Hallahan et al, 2009). These authors noted that the overriding rationale regarding education for persons with disabilities generally is to equip them with skills that will enable them live independent life in their communities and for social integration and employment.

Although theoretically, the goals of education for persons with intellectual disabilities should be geared towards the achievement of outcomes that enhance self-sufficiency, in practice few attain those goals (Mutua, 1999). Thus, individuals with intellectual disabilities represent a heterogeneous group of people with a large array of abilities and needs that must be considered. In special education placement, programmes need to focus on their individual strengths and weaknesses and especially as they grow in the school system into adulthood. For those with intellectual disabilities, the experience of transition from school to community integration can be qualitatively different from the experience by other children. According to Barron, Coyle, Paliokosta and Hassiotis (2016), transition marks a time where an individual gains greater choice and autonomy as he or she becomes independent. Thus, the need for specifically designing programmes of

care for facilitating the smooth transition from school to community integration has been identified internationally as important (Barron, Violet & Hassiotis, 2007).

Transition programme is designed to help students with disabilities move smoothly from school to adult life. Transition planning therefore, is a key to ensuring success in adulthood for young people with disabilities. Though, the motive of every individual to go through education is geared towards graduation which may lead to employment and independent living in the future, students with intellectual disabilities historically experienced some challenges. In Ghana for instance, special schools for individuals with intellectual disabilities are established primarily to provide functional academics and vocational skills to make them live independent live, after graduation. However, majority of these students grow in the school system for a longer time yet, they are not unable to acquire practical skills for independent living. The concern is, since the special schools provide pre-vocational training for students with intellectual disabilities, they should be able to apply the knowledge acquired in any job setting for which they had been trained. Unfortunately, most of these programmes seem not to link to the jobs that most of these students require in the future (UNESCO-UNEVOC, 2008).

Eisenman (2003) broadened the discussion of factors contributing to post high school success with the following assertion: The special education transition field is pragmatically focused on solving culturally and socially determined problems (e.g. employment, graduation) that span multiple environments (educational, vocational, residential and community) and involve multiple factors, including both individuals (e.g. children, young adults, family members, teachers, employers, social service workers) and

corporations (e.g. school systems, community services, businesses, families) whose intrinsic and socially defined characteristics interact across time.

For individuals with intellectual disabilities to live independently, they must be taught the appropriate pre-vocational skills that will make them functional in their adult age after graduation from the vocational programmes. Based on the International Labour Organization (ILO) objectives and principles, various vocational training programmes are expected to be designed for individuals with disabilities to enable them live adult fulfilling life after schooling (Munkholm & Fisher, 2008). This is to ensure that their perceived incapability by society is minimized (Newman, Wagner, Knokey, Marder, Nagle, Shaver & Schwarting (2011). consequently, vocational programmes put in place for them should enable these individuals to learn functional vocational skills where possible under the same principles, measures, methods and conditions as their non-disabled individuals as far as their medical and educational conditions are concerned. Rather, post-school outcomes are commonly believed to be crucial for young adults' success and well-being (Newman et al., 2011), and are often seen as indicators of adulthood and social (Arnett, 2001).

Therefore, to facilitate the successful transition/graduation from special school to community-based work placements for students with intellectual disabilities, there should be the need for implementation of programmes that will lead to effective graduation and work experience for graduate children with intellectual disabilities. Catholic Special Vocational School Fijia-Takoradi in the Western Region, Ghana for the intellectually disabled offers pre-vocational training in door mats, hair dressing, arm rest, pillow making and leather works, for the students with intellectual disabilities who are

intellectually disabled. Based on this, the researcher wants to assess the effectiveness of these programmes offered with its effects on the students with intellectual disabilities. Furthermore, to know how the curriculum prepares them towards programme graduation secure job market, integrate into the community, and acquire independent living after completion of the programme. Also, to find out some of the challenges that confronts the school with the implementation of the vocational training programmes at the school of research.

1.1.2 Statement of the problem

Having taught for two years as a special educator in Twin City Special School for children with intellectually disabilities, the researcher was privileged to interact with some of the stakeholders in the schools. They revealed that, the transition and vocational training programmes at Catholic Special Vocational School seem not to equip learners with the needed skills that will enable them to be self-sufficient, integrate into their communities and gain meaningful employment after graduating from school. Also, the school appears not to have enough vocational trained teachers to teach the various vocational programmes, couple with inadequate of tools and materials for teaching vocational programmes.

The above reasons appeared to have attributed to lack of appropriate vocational programmes for transition in the school, inadequate needed resources to support the programmes, not forgetting the inherent challenges that confront the selection and implementation of the vocational training programmes offered to the children that does not link with the programmes of the local industries. These stated issues above have led

to reasons for many of the intellectual disabilities had been in the school for ages but lack the needed skills for graduation employment.

1.1.3 Purpose of the study

The purpose of this study was to ascertain teachers view on vocational training programmes available for students with intellectual disabilities in Catholic Special Vocational School at Fijai-Takoradi in Western Region Ghana.

1.1.4 Objectives of the study

The following objectives were developed for the study:

- To find out the vocational training programmes available for students with intellectual disabilities in Catholic Special Vocational School.
- Find out the resources available to support the training of the vocational training programmes in the school.
- Find out the challenges of vocational training programmes for these students in the school.
- Assess how the vocational training programmes provide adequate skills for the students.

1.1.5 Research Questions

The following research questions were raised to guide the study:

1. What vocational training programmes are available in the schools?
2. What resources are available to support the vocational programmes?

3. What challenges are there in developing and using vocational skills and for the students?
4. How does the vocational programme provide adequate skills for the children?

1.1.6 Significance of the Study

The results of this study would help in revealing the vocational training programmes available in the special school for students with intellectual disabilities. This would also enable the school authorities find means of planning and incorporating relevant vocational programmes in the school curriculum. In addition to this, the results of the study would help in unveiling the resources available for effective teaching of the vocational programmes to the students. This would enable the school authorities to find means of providing adequate resources to facilitate the effective teaching of the vocational contents.

Furthermore, the result of the study would help in finding out what inherent challenges influence the effective teaching of the vocational contents in the curriculum to the students. This would enable the school authorities and the Special Education Division of the Ghana Education Service find means of addressing any inherent challenges that affect the effective teaching of the vocational contents. Also, the results of the study would help in revealing how the vocational programmes really provided adequate skills for the students towards their graduation. This would also enable the school authorities find means of improving on the quality and the teaching of the vocational contents. Finally, the results of the study would add to the existing literature for those researchers who may be interested in similar studies.

1.1.7 Delimitation of the study

Even though, there were many special schools for students with intellectually disables in Ghana, the study focused only on Catholic Special Vocational School for the Intellectually Disabilities Fijai-Takoradi, in the Western Region of Ghana. The study focused on their vocational training programmes they offer students with intellectual disabilities in the vocational classes in the school. For the purposes of this study, emphasis was laid on only the vocational training programmes geared towards the student's graduation and not the entire learners with intellectual disabilities and programmes they learn in the school.

1.1.8 Limitation

The objectives of the study were achieved but however, there are few issues militating against the outcome of the findings which have been identified. The study was solely qualitative based making use of semi structured interview which was face-to-face, with on-participation observation which was documented. Much attention however, was not paid on how the programmes will enable students acquire jobs. Though all the special schools for the intellectual disabilities in Ghana offer vocational training programmes, this study was limited to only Catholic Special Vocational Fijai-Takoradi. Therefore, the findings from the study cannot be generalized. Also, aside the semi structured interview guide (face to face) which was used, observation(non- participate) and documentation as instruments were also employed but, much attention was not put in the used of these instruments which would have held different and better results

1.1.9 Operational definition of terms

Students with Intellectual disabilities– These are students with intellectual disability and are placed in the special school at Catholic Special Vocational Fijai-Takoradi. It is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour, which affects many everyday social and practical skills. This disability originates before the age of 18 (AAMR, 1992).

Vocational programme - They are the planned vocational contents in the special school curriculum to enable the children acquire relevant vocational skills towards their graduation.

Effectiveness- the ability to accomplish a purpose in order to produce the intended results and objectives.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature reviewed for the study. The literature reviewed first covered the theoretical framework, the conceptual framework, followed by the review on the key themes raised in the research questions as follows:

- Vocational training programmes for students with intellectual disabilities.
- Resources available to support the training of the vocational programmes.
- Challenges of the vocational training programmes.
- The influence of vocational training programmes in providing adequate skills.

2.1.2 Theoretical Framework

In this study, the theory adopted was the transdisciplinary (TVA) vocational assessment theory by Levinson (1993). Transdisciplinary school-based vocational assessment is a comprehensive assessment, conducted within a school setting where the purpose is to facilitate educational and vocational planning in order to allow a student to make a successful adjustment to work, postsecondary education, and/or community living. The assessment may include cognitive, social, affective, and other domains in which information is gathered to assist in effective career decision making children who are concerned.

Thus, the purpose of this theory is to find out how education as well as vocational training programmes allows a student make to successful adjustment to work and

community living after spending several years in school. The theory demands that in education, community agency and state agency personnel in consultation with student's parents and incorporated in the assessment of the student's both school and community-based professionals in the planning and development of programmes which are multi-disciplinary in nature in its programme implementation.

The theory specifies four phases in assessment of vocational programmes:

Phase 1: Phase 1- the planning, organization and implementation of assessment programme.

Both community agency and school personnel are involved in this planning.

Phase 2: Phase 2- an initial level 1 vocational assessment. These are gathered data used to tentatively identify viable vocational training options or occupational goals for students, residential living option for the student, curriculum modification that might be necessary for the student to achieve in the training, school services that the students may require, and also community services that the student may need to make a successful transition from school to community living.

Phase 3: Phase 3 - consists of specific vocational training and if necessary, a level 2 vocational assessment (should additional information be needed for planning). A revised educational-vocational plan can be developed for the student based on level 2 assessments, and modification in training can be initiated.

Phase 4: Phase 4 - placement in jobs, a postsecondary institution, or a residential living facility. Follow-up and ongoing support (if necessary) designed to increase the probability of successful placement is provided as part of this phase.

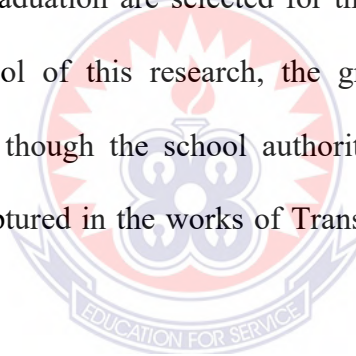
In summary, Anderson, Hohenshil, Buckland-Heer and Levinson (2000), established that, level I assessments begin during the elementary school years, focus upon an individual's needs, values, interests, abilities, interpersonal skills, and decision making skills, utilize vocational and career exploration activities, and have the goal of building self-awareness. Level 2 assessments generally occur during the middle school years, focus more specifically on an assessment of vocational interests, vocational aptitudes, work habits and career maturity and have the goal of continuing to encourage career exploration and assisting individuals in making tentative choices regarding educational and career goals. A level 3 assessment generally occurs during the high school years, often employs more experientially-based assessment devices like work samples and situational assessment, and focuses upon the specific training one needs to obtain post-school education or employment.

Further, transition and vocational programmes for persons with intellectual disabilities have been observed as the key task in educational programmes for them. In brief, the theory on vocational assessment indicates that individuals with intellectual disabilities in special schools need to be fully equipped with the necessary vocational skills that will enable them function effectively in their communities as well as the nation after successful school graduation. As a matter of fact, pure academic programmes alone are not enough to transit the intellectual disabilities from school to work. Thus, a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, would be necessary.

The transdisciplinary (TVA) theory helps to explain what is involved in the assessment of transition and vocational training programmes as preparation/planning,

organization and implementation of a chosen programme. Also, the theory dwells on the need for school and community collaboration in the selection of transition and vocational training programmes for the intellectual disabilities towards employment goals thus, the multi-disciplinary term which is needed in any special education services. Not forgetting the modification of the school curriculum in the form of curriculum adaptation in this model.

In actual fact, the theory demands that these students need to be taken through pre-vocational activities, based on their strengths and interests, in consultation with their parents and the schools' authorities. Afterwards, specific transition programmes to be studied towards school graduation are selected for these students, which the theory did not exclude. In the school of this research, the graduates are placed on jobs with followed-up programmes though the school authorities are not really doing much as expected but had been captured in the works of Transdisciplinary vocational assessment model as necessary.



2.1.3 Conceptual framework

In this study, a conceptual framework developed to facilitate the understanding of the variables identified to ensure successful transitional vocational programmes have diagrammatically presented.

Figure 1 shows how these concepts are interrelated.

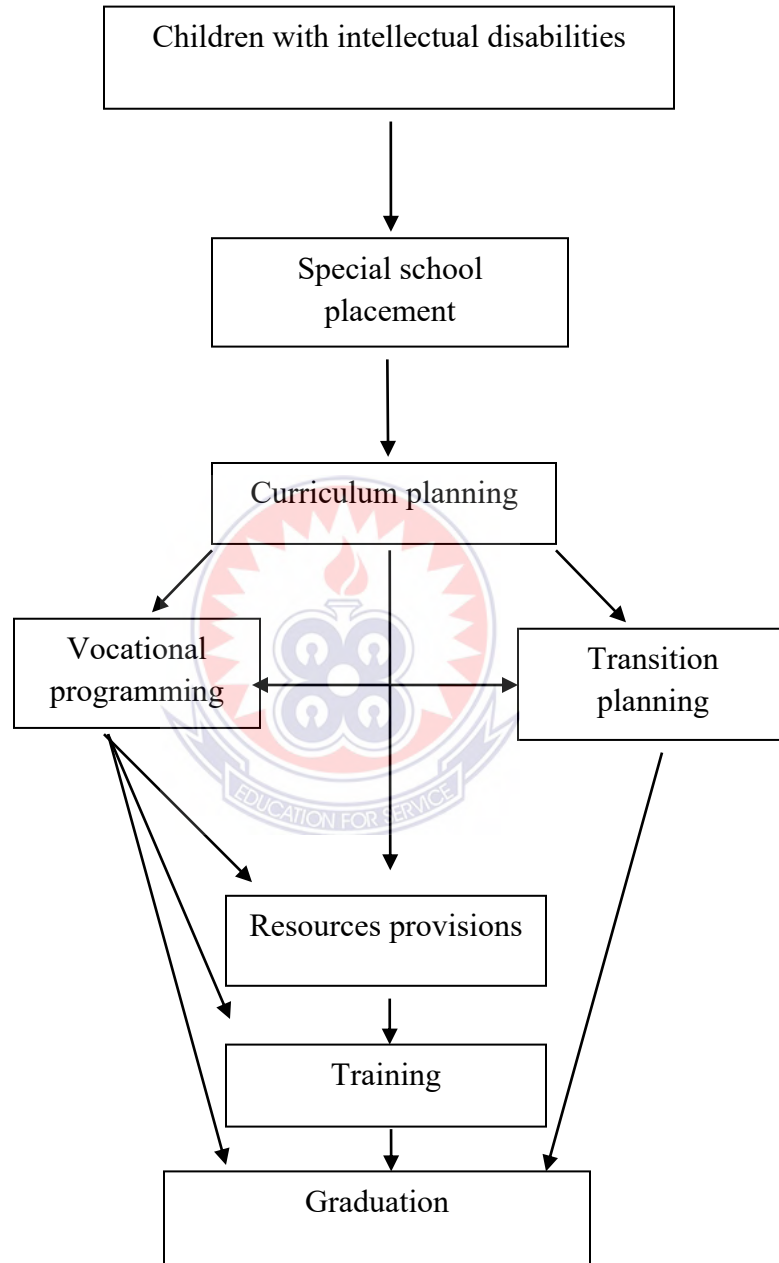


Figure 1

The diagrammatic representation of the conceptual framework.

Within the conceptual framework, students with intellectual disabilities are placed in the special schools, where the curriculum is geared towards to meet their needs. The content of the curriculum must include practical vocational and transitions. Both the vocational and transitional programmes require relevant resources to support their training in the vocational and transitions skills. The effective training would finally equip them with skills towards graduation from the school system.

2.2 Vocational Training Programmes for Children with Intellectual Disabilities.

In most of our special schools across the nation, students with intellectual disabilities are being trained in vocational programmes towards their graduation. To talk of vocational education/training is the organized set of activities, training, and coursework to prepare the individuals with disability toward greater success in career choices or postsecondary education options (Sitlington, Clark & Kolstoe, 2000). On the other hand, Hammill (1990) has noted that vocational training is defined as training for a specific vocation in industry, trade or agriculture (The Free Dictionary). In the opinion of Hammill, vocational training programme usually focuses on helping those with intellectual disabilities to acquire skills and techniques that are used in vocational training to assist such individuals to acquire relevant skills. Vocational education and training (VET) is further designed to prepare individuals for a vocation or a specialised occupation which is directly linked with a nation's productivity and competitiveness. Most literature generally considers that the concept of VET is restricted to non-university education (Cornford, 2005).

On the other hand, transitional programmes are designed programmes for individuals with intellectual disabilities. Thressiakutty and Rao (2001) suggested that transition planning currently ranks as one of the top priorities of special education and vocational rehabilitation programmes in the United States and the United Kingdom. Teachers are therefore the pillars to a successful educational transition programmes and thus, teachers need to be aware of the services that are available in order to adequately support the transition needs of students with disabilities (Lindstrom, Doren, Metheny, Johnson, & Zane, 2007). They must have sufficient knowledge and skills to support the successful transition of students with disabilities (Harden, 2012).

As a result, if students with intellectual disabilities are characterized by low intelligence, then there will be the need to train them in vocational programmes that will make them self-sufficient and functional in future. For this to be fruitful there would be the need for laws to protect such individuals in their training programme towards graduation and independent living as any other individual. Laws are therefore needed since all categories of persons with disabilities have experienced discrimination and stigmatization throughout the millennia.

An important instance of how this discrimination affects the lives of people with intellectual disabilities on a daily basis is found in the field of education. In the past, and to this day in some countries, students with intellectual disabilities lack access to basic education, which seriously limits their chances to obtain meaningful employment as adults (UNESCO, 2010). Additionally, there are still poor outcomes for individuals with intellectual disabilities persist despite multiple legislative acts addressing their transition from school to adult life (Wittenburg, Golden & Fishman, 2002). For this purpose, there

is the need to equip individuals with intellectual disabilities with vocational training programmes that would enable them to graduation and live independent lives with the needed curricular to support their training. For instance, some special schools in Ghana such as Catholic Vocational School Fijai-Takoradi in the Western Region are into vocational training programmes which the researcher assessed to know how it helps the children in their graduation.

In order to acquire the transition and vocational training skills in the programmes being taught in the special schools, Kniel (2002) contended that the selection of the vocational programmes should be relevant to the individuals with intellectual disabilities, and the activities should be simple and repetitive. Additionally, Koistinen (2008) in her study of the Special Education Project in Zambia, emphasized the central importance of vocational training in appropriate marketable skills and recommended that a market analysis should be undertaken to identify the precise skills a potential job-seeker needs when vocational training programmes are being designed. Independent living and social skills were also found to be important to successful employment outcomes after graduation.

Hayford (2000) evaluation of vocational programmes in four special schools for the individuals with intellectual disability in Ghana revealed that, the schools concentrated on the provision of vocational activities such as batik/tie and dye, weaving bead making and poultry keeping. These vocations according to the author appeared too limited in exposing individuals with intellectual disability to other vocational options and the job market. Szymanski and Parker (2003) also noted that vocational programmes are subsumed under seven different areas which are agriculture, business and office,

distributive, health and home economics, trade and industry, and technical occupations. McCrea and Miller (2004) indicated that vocational programmes are further simplified to include mushroom farming, batik/tie and dye, basketry, weaving, carpentry, poultry, bead making, and calabash work which constitute an important component of individuals with intellectual disability to enter the world of work.

In the same vein, Munyua, Awori, Rukangu from Kenyatta University (2014), conducted a study on the factors influencing choice of vocational courses by learners with hearing impairments. The mixed method design and purposive sampling technique were adopted. The findings of the study revealed that most of the vocational courses offered in vocational training centers (VTCs) were tailoring, masonry, carpentry and joinery and beauty therapy which were found to be relevant to job market. Also, the results of the study established that choice of vocational training was influenced by; peer influence, lack of proper guidance by the parents/guardians and the instructors on the programme. Again, from the study it was revealed that, factors within the school environment influence the type of vocational courses of learners. It is thus, recommended that on the effect of peer influence on the choice of vocational courses, the VTCs should employ or hire career experts whose responsibilities should be to guide learners on the suitability of various courses.

Wehman (2006) also stated that “transition is the changes that occur in the lives of people as they move from school environments to independent living and work environment”. As deduced from Wehman’s definition, individuals need to acquire life changing skills to enable them lead independent lives after schooling. Again, transition as a philosophy that student with disability have the ability to become productive and

independent members of society. Thus, students' involvement in transition gets them prepared for adult life to help them to achieve the independence they need to succeed after graduation from school. This suggests that the role of transition for students with disability cannot be underrated. Most experts working in the field of disability believe that students with disability had the ability to become productive and independent citizens. However, academic programmes that they were involved in alone were basically ineffective in preparing many of them for life after school without effective transition programming (Kraemer & Blacher, 2001). This is when the need for better transition programmes becomes apparent.

Gyamfi, Mprah and Eduasei (2015) had also researched on "Relevance of vocational training programme for persons with disabilities in the Ashanti Region of Ghana" published in journal of Disability Studies. A mixed methods design was used. A total of 118 participants participated in the study. They consisted of 108 past trainees who took part in the survey, and three directors and seven instructors who participated in in-depth interviews. The findings indicated that the vocational training programmes were not all that relevant to the employment needs of many of the graduates although some of the graduates had benefited immensely from the training. The findings are thus, an indication of the need to restructure vocational training programmes in Ghana to make them more relevant to the employment needs of all trainees.

Melchiori and Church (1997) also contended that, vocational tasks suitable for the intellectually disabled have been categorised in a variety of categories as follows: manufacturing or product assembly, janitorial services, recycling, food service, retail customer service, office work, research support and child care. Notable among these

issues, in the field of technical and vocational education and training (TVET) there have been a lot of changes throughout history. Some of these new courses that were introduced in line with the indigenous ones included advanced manufacturing skills, computer design, machine shop technology, machine shop math tracking, book keeping, accounting and auditing, veterinary technology, food services, computer support, hair styling and cosmetology among others (Bunning, 2006).

Wang (2006) further asserted that, there are programmes that may focus on transitional independence especially for and teenagers who have been experiencing puberty and adolescence. In such programmes, the individuals are taught to do household chores, responsibility management and interpersonal development in addition to academic training so that they can accomplish certain tasks at home even on their own.

Looking at the outcome of vocational education in Ghana, Akyeampong (2002), stated that the “universally accepted purpose of vocational education in general has been the provision of occupational skills for employment”. He again emphasizes that vocational education can be offered to learner’s educational options by corresponding to their needs including employment training and preparation for higher education also. Baiden (1996) continues to explain, vocational studies in Ghana’s mainstream education comprise Visual Arts and Home Economics. The Visual Arts consist of the handicrafts, (specifically sculpture, leatherwork, graphic design and basketry). Under the 1987 and 2007 Education Reforms, the government of Ghana emphasized on vocationalization of education in Ghana. That is, the introduction of vocational skills into the curriculum of schools which the special schools are not exempted.

According to research in the United States also, it had identified a number of programme practices which are associated with the successful vocational training and transition planning of intellectually disabled learners (McDonnell & Hardman, 2010). These practices include an outcomes-based approach, person-centered transition planning and transition assessment, community referenced curriculum and instruction, an Individualized Vocational Programme (IVP), job placement prior to leaving school and the importance of family involvement. Form research in the field of transition for students with disabilities scholars have identified practices that will enhance the effectiveness of transition planning and in turn, how to enhance the quality of life for students who have disabilities (McDonnell & Hardman, 2010). Therefore, critics argue that absent or inadequate Training and Development Needs Assessment (T&DNA) that can result in incorrect and ineffectual training programs, which could either have a deleterious impact or no impact at all (Stone, 2010). As well, children who undertake vocational training programmes in the special school should be helped with the rightful skills for graduation and independent living as well.

Furthermore, transition and vocational training programmes in the schools for the intellectually disabled in Ghana and in Catholic Vocational School Fijai-Takoradi in particular, remains the same without the use of technology. VET is not only a method of skills training, but also a means of efficiently transmitting capabilities in a framework of employability, productivity, and sustainable growth (Wallenborn, 2010). While in certain parts of the world, such as United States and United Kingdom, some individuals with intellectual disabilities have been successfully trained and placed in competitive employment (Cherono, 2003).

Also, in African countries such as Kenya, Zimbabwe and South Africa, skilled individuals with intellectual disabilities engaged in doing jobs such as porters, kitchen helpers, house chores, labourers and so on (Cherono, 2003). While further studies into vocational programmes for intellectually disabled students in the United State have identified a number of programme practices which are associated with the successful vocational training of intellectually disabled students (McDonnell, Hardman, McDonnell, Kiefer- O'Donnell, 1995). Whereas McCrea and Miller (2004) opined that vocational programmes are further simplified to include mushroom farming, batik/ tie dying, basketry, weaving, carpentry, poultry, bead making and calabash work which constitute an important component for preparing individuals with intellectual disabilities to enter the world of work.

Additionally, Avoke and Avoke (2004) argued that schools should incorporate vocational education programmes and experiences early in the lives of individuals with intellectual disabilities. The authors thus, affirmed that the paramount importance of daily living skills, work experiences and vocational education is deeply infused within a robust vocational system. More so, Kortering and Braziel (2000) stated that individualized vocational programmes should be developed according to students' needs. This programme is specially designed with inputs of team members (i.e. the disabled child, parents and class teacher) to meet an individual's needs.

Catholic Special Vocational School for the past ten years has been engaged in vocational training programmes. This programme starts from primary school (Twin City Special School for the Intellectually Disabled) through to the vocational school. The students are engaged in leather works, door mat making, dress making, batik tie and dye

as well as in hairdressing which are captured on the school's times table which also pertains in almost all the special schools for the intellectually disabled in Ghana.

Regrettably, the level of training given in Ghana does not match with the job market requirements. With technological development in the market it is difficult for the training centres to provide facilities that can make individuals with intellectual disabilities marketable. While in other parts of the world, especially the United States and United Kingdom, some individuals with intellectual disabilities have been successfully trained and placed in competitive employment (Cherono, 2003).

2.3 Resources Available to Support the Training of the Vocational Programmes.

In teaching children with intellectual disabilities to acquire the needed skills in vocational programmes, also requires the use of adequate resources. That is according to Sitlington, Clark and Kolstoe (2000). These same authors pointed out that for a successful vocational training for the intellectual disables, there should be enough resources and vocational instructors to teach the programmes.

Additionally, Sarbah and Gidiglo, (2003) also stated that appropriate resources, training facilities and vocational instructors should be made available in the training and development of students with intellectual disability.

Curriculum is an important resource in special education. This word (curriculum) which rooted from a Latin word "currere", meaning the running track heading towards the end (1996). There are many different definitions of "curriculum" even under the context of education (1996) induced "curriculum" into four directions, namely:

1. The syllabus and all its contents, including knowledge, contents, teaching materials, subjects, etc.;
2. The learning objectives/goals: focus on the outcomes not the processes;
3. The learning plan: a series of structured educational actions or tasks;
4. The learning experience of the students: all learning experience guided by the schools.

In view of the above four directions, curriculum should consist of educational objectives, plans, activities, materials, learning experience of the students and outcomes. Basically, the directions of special education curriculum are the same as those of the mainstream curriculum, and should focus on the developments and maximization of the children's potentials (CDI, 1997). In general, the curriculum essentially sets out what is to be taught, how it is to be taught and how learning is to be assessed (NCSE, 2009).

Clearly, the ongoing development of an appropriate education linked to the curriculum for students with special educational needs requires continued attention, particularly at post-primary level when education becomes less child-centered and more subject-focused, which also aims to explore how to redesign students' curriculum experience through combinations of conventional subjects, short courses and transition units to link appropriate assessment, NCCA's (2004) and appropriate curricula that provides for the special needs. For effectiveness of curriculum adaptation, curricula for special needs and vocational training transition should take into account activities that would prepare the children with intellectual disabilities for effective transition from school to working life.

For instance, at the school of this research, the school authorities have adapted a curriculum that is favorable to the school environment. This was done on the bases of availability of vocational teachers to teach the programme alongside training materials at the disposal of the school and would be needed for teaching and learning. As a result, successful transition programmes requires a change in mindset of the special educators, parents and student themselves. There is the need to shift from an academic model of service and think in terms of real-life expectations. Academic programming may continue to be important for some category of students, but for others like the individuals with intellectual disabilities, functional skills may be more beneficial Meegan and MacPhail (2006).

According to results from research studies show that in the Ghanaian educational reform efforts, there are much debates on how the curriculum for students with special educational needs (SEN) should be structured along with the required instructional content. In the past, the focus was on the number of skills that the student performed in the classroom, although this has not allowed them to achieve a quality of life that is comparable to their non-disabled peers and therefore require that the programme outcomes should reflect on the demands of living successfully in the community (McDonnell, Hardman, McDonnell, 1995; Zhang & Stecker 2001; Kozma & Stock, 2005).

Similar studies revealed that the combination of the curriculum content and instruction with job placement that can be on or off the school campus will ease the transition from school to work. This concept gives students the opportunity to get curriculum content input and learn specific job skills (Kohler, 2000).

Avoke (2005) stated that the lack of resource material is a major problem facing vocational training. The lack of resources is not limited to books only, but involves equipment for the vocational training, which have to be purchased by the government since the schools are unable to provide them.

Avoke (2005) again noted that, there were no rooms allocated for vocational training programmes in most schools, making it difficult to teach vocational courses effectively. Even though the results indicated that 90% of the teachers were trained, this was not a guarantee that vocational training in special schools in Ghana was going to succeed with lack of other resources.

Thus, in preparing students for school and work transitions, group counseling can be an effective way to help students with disabilities transition into post-secondary education (McEachern & Kenny, 2007). The same “norms” that apply to constructing transition groups geared for vocational employment also apply to post-secondary education groups. Self-awareness, self-determination and self-advocacy are session topics that remain the same for both groups as all students will need to become practitioners of these traits. Some differences exist in groups focusing on vocational transition versus academic transition. Post-secondary education groups may spotlight: vocation awareness and choices; disability legislation; student rights; support services; understanding the admissions process; choosing a major in vocation; and, role play; and a wrap up session which a counselor would be needed (McEachern & Kenny, 2007).

According to Szymaski and Parker (2003) it is said that, teachers have all the knowledge, ability, tolerance and patience to cope with individuals with intellectual

disabilities and are highly trained to do a very critical undertaking of handling a different job. They play a very important role to lead the path of a student in a straighter direction.

Intellectual disabilities with additional physical disabilities require adapted seats, therapy equipment, sports and recreational facilities, wheelchairs, crutches, adapted functional aids like pens cutlery and computers. Learners with mental handicaps require functional aids and real objects as learning resources. These include recreational and vocational training equipment, sports and recreational therapy equipment, physiotherapy and occupational therapy equipment, music and art therapy equipment, visual auditory tactile and functional training materials (Kirk and Anstasiow 2003).

The inadequate resources the school has needed to be managed in order to avoid wastage but to protect them to last longer for use. Managing resources is essentially budgeting. A budget describes the system in financial terms and provides the yardsticks with which organisational performance can be measured (Vlachos 2000).

A great deal of effort is required to make sure that skills development systems deliver both the quantity and the quality of training needed. This entails in the first instance an adequate supply of qualified teachers, trainers, directors of training institutions, and master crafts persons to take on apprentices; the provision of opportunities for them to periodically upgrade their own skills; and conditions of work comparable with those in industry so as to attract the most talented staff. Well-staffed and adequately funded training institutions are essential to skills development strategies and policies. Periodic reviews may be necessary to assess their effectiveness in meeting their goals and their efficiency in using scarce resources.

Further studies conducted by Kozma and Stock (2005) identify that most schools do not have trained staff for vocational guidance, vocational assessment and job counselling. The Vocational trainers available were not technical persons in some of the schools although they were teaching some kind of technical skills. Therefore, the level of expertise for the individuals with intellectual disabilities is not of the right level, which could effectively help in seeking the job or retaining a job if got through networking or efforts of the school.

Existing training infrastructure needs constant innovation to keep up with new technologies and learning methods. Flexibility and agility are also vital to ensure that institutions remain able to respond to the evolving challenges posed by dynamic labour markets. Training institutions must have the capacity to periodically adapt curricula and update teachers' and trainers' skills to the changing needs of the world of work (ILO, 2010).

Good-quality training outcomes further depend on maintaining a high quality of training contents, methods, facilities and materials. Apprenticeships, and more generally the combination of classroom-based and work-based training, produce the best results. Skills standards should be set and tested by involving stakeholders in the process. Lifelong learning critically depends on a strong integration between education, training and work. A skills-based qualification system therefore can accommodate multiple pathways through education, and between education and work (EC, 2010).

Flexible workplace training and learning arrangements are conducive to development of a broad range of skills. Workplace training allows students not only to learn the technical skills related to a particular job, but also to develop soft skills, such as

communication, teamwork, problem-solving and the ability to learn, that are ever more critical in changing market environments (EC, 2010).

Another research study conducted by Joubish and Khurram in 2012 was designed to investigate the status of pre-vocational and vocational training programs for the persons with disabilities in Karachi. Data were collected with the help of structured questionnaire from 23 special schools and selected through purposive sampling. Hypotheses were tested through percentage and Chi-square method. Results from the study indicated that most of the special schools were offering only pre-vocational training programs and few schools were offering vocational courses. The reason for providing vocational courses was that fewer resources were needed to conduct the courses and not because of the market demands. There was no standard curriculum for the vocational courses offered to special students. The special schools did not have any record as to where as the students would be absorbed after leaving the schools.

The government is a key investor; enterprise involvement is also needed both to provide a stable and sustained means of financing training and to ensure its relevance. Financing schemes are thus, best established through social dialogue, according to good principles set out in the human resources Mechanisms for doing this will vary according to countries' economic and political circumstances and the degree and level of social dialogue established. Financing skills development is dealt with in different ways across countries, combining a variety of means (ILO, 2010).

2.4 Challenges of Vocational Training Programme.

Education in transition and vocational training programmes today faces huge demands, challenges and opportunities which hinders its implementation in the special schools. In 1998, the Ghana Education Service Council Retreat reported that, technical and vocational institutions have been neglected and poorly resourced Aboagye (1999). According to Aboagye, (1999) vocational education programmes have been poorly equipped, and are without qualified and experienced teachers, or inadequately resourced. Aboagye further recommended that, a team be set up to relocate and redistribute tools and equipment and other necessary resources to various vocational centers to help solve the problem.

In addition, factors such as financing VET programs, trainer shortages and poor perceptions of the training program call for innovative ways to make the training more attractive to the wider society (King, 2007). Not all, many students are still receiving minimal and inadequate transitional planning resulting in not only poor career decision making, but also overall poor life outcomes (Stroebe, Krieg, & Christian, 2008).

Additionally, Kyere, a doctorate student from Nkrumah University of Science and Technology, researched on the “Educating the Deaf in Vocational Skills”. Kyere made use of qualitative research methodology in the data collection, analysis and discussion. Three schools for the deaf in three regions of Ghana were selected for the case study. The researcher employed observation, questionnaire and interview as data collection instruments. Data gathered were described with illustration. Photographic camera was also used to take pictures of selected artifacts made by students during the study.

The main findings were that, vocational education faces multiple problems in the form of financing, unavailable up-to-date tools and materials and unsuitable syllabi and teaching/learning materials. Again, parental neglect, superstition and communication barriers were identified as the main problems that limit the employment chances of the deaf who have graduated with vocational skills.

Conversely, it appears there is lack of commitment on the part of government in addressing the concerns of persons with disabilities, especially investing in training and education. Several studies have identified inadequate funding, lack of qualified teachers, and teaching and learning materials as major barriers impeding the running of special schools in Ghana (Dankwa, 2013).

Avoke (1998) indicated that, sometimes vocational education is associated with the less privileged, dropout, and classified as a 'shame' and of no importance, and rather prefer students toiling aimlessly and becoming dependent on parents and society before and after the Basic Certificate Examinations. These notions are on the increasing rate, because vocational training importantly has not been giving students the opportunity to develop strong aptitude and interest, to develop their skills too. However, in order for the children with intellectual disabilities to enjoy full transition programmes, the government funding has to go hand in hand with other strategies such as building trainers capacity as there is a challenge of ensuring that once resources are availed in training institutions, they are used effectively to promote skills acquisition (Tikly, 2010).

Society according to Kamere (2004) argues that the special needs individuals are viewed as less able and incapable, they are lesser or non-productive citizens, and cannot contribute much to the development of a country. They are, therefore, stereotyped as

those incapable of performing. As a result, the education given to them is one which is inexpensive, employing little skilled manpower and one which is attained in the shortest time possible. In this case, it is geared towards manual training and acquisition of basic skills for survival. Training towards industry and business fields is rarely availed to these persons (Kamere, 2004).

Physical access to school buildings is an essential prerequisite for educating children with disabilities. The intellectual disabilities who have additional physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities which may be a hindrance (Reaching the Marginalized EFA, 2010).

Conversely, in Zimbabwe (Africa) emphasis is laid on training for the traditional artisan courses that are mostly technical in nature (and which favor men), translating to courses designed for technically-based careers being largely male-dominated (Bennell, 2000). However, in Kenya females lack role models in technical and engineering courses, and in certain courses trainers show open bias against women, meanwhile, men who take on traditional female courses, such as tailoring, cookery and secretarial studies, are likewise ridiculed by both the trainers and trainees (UNDP, 2010).

Many students with intellectual disabilities (ID) aspire to graduate from high school and move on to valued adult roles that traditionally include the pursuit of further education and/or employment. However, instead of emphasizing the knowledge and skills necessary for these roles, secondary teaching methods and materials used for students

with significant disabilities have traditionally focused on teaching “typical school - like skills such as language, pre - academic and academic skills” (Certo & Luecking, 2011, p. 157). Unfortunately, by the time many students with ID reach age 18 they have exhausted the available coursework in their special education (SE) programs but have yet to master the competencies necessary for quality employment and independent living (Hartman, 2009).

In Ghana, it is a policy that every working institution should be allocated 10% of their employment recruitment for person with disabilities. Though this policy has been established, it is not being enforced. This challenge makes it difficult for children with intellectual disabilities who are able to complete their vocational training to be unemployed or self -employed. As in the case of Korea in the past, Vocational Education Training (VET) has contributed substantially to economic and social developments, the country is facing profound changes with the arrival of the knowledge based economy and global competition (Chung, 2010). As a result of mismatch between demand and supply, low participation rates of adult workers in education, linkage between school and industry, rigidity and linkages of VET system are some major issues in the current VET system.

In the sub-Saharan countries, including Kenya, VET graduates face obstacles obtaining jobs because the skills development and training available are unable to respond to the demands of the industry United Nations Development Programme (UNDP, 2010). Likewise, a survey reported in Canada during 2006 found that people with disabilities continue to experience some of the lowest rates of employment in the country, a situation common across the world (Canadian Association for Community Living,

2006). Whereas, students who have severe disabilities like their counterparts with intellectual disabilities however, and their families, high school graduation may signal a time marked by uncertainty in employment opportunities, limited residential options and heightened social isolation. The transition from school to adult life may be a time of stress, upheaval within the family structure, and uncertainty about future residential and vocational options (McDonnell & Hardman, 2010).

Further studies have revealed that, In Kenya, for instance, under-investment in skill training for institutions such as the special schools results in understaffing, a lack of or obsolete physical infrastructure (workshops) and poor quality tools, leading to low-quality education that is not synchronised with the requirements of the labour market or local livelihoods (Nyerere, 2009). Thus, transition and vocational training programmes for graduates' persons with disabilities face numerous challenges in the workplace because they lack the skills needed by industry notable among these issues is the discrepancy of skills acquisition between the training institutions and the industry is a challenge that our governments need to address and realize to be able to improve productivity from Technical, Industrial, Vocational and Entrepreneurship Training (TVET) graduates if economic progress is to be achieved (United Nations Development Programme [UNDP], 2010).

Also, studies by Dasmani, (2011) on challenges face by technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. The purpose of the study was to explore and describe the challenges confronting technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. A descriptive survey was adopted. Simple random and purposive sampling techniques were also

employed. The sample size involved 434 municipalities where the technical and data were collected through the use of a questionnaire with the aid of 4-point Likert scales. Pre-testing was conducted with 24 respondents and its internal consistency reliability coefficient produced a value of 0.7018. The data gathered was through descriptive statistical analysis. The arithmetic mean was used with the decision point put at 2.50. The findings of the study showed that inadequate supply of instructional materials, large class sizes, inadequate training facilities, and weak linkages with local industries for hands-on experience for both instructors and trainees lead to ineffective and inefficient training of students while emphasis was placed on passing final examination.

Specifically, young persons with disabilities lack positive work attitudes that are important for successful transition from school to work or post-secondary education (Fore & Riser, 2005). Through the approach to the needs of persons with disabilities which has generally been fostered by human rights initiatives, their participation in the open labour market falls considerably lower than that of the general population. In industrialized countries for instance, the unemployment rate among people with disabilities of working age is 50 to 70 per cent, which is at least twice the rate of those without a disability (International Disability Rights Monitor, 2004). Therefore, lack of opportunities in the labor market may also be one of the reasons adults with disabilities are more than twice as likely as persons without disabilities to live below the poverty line and be financially dependent on government programs or their families for financial support (Stapleton, O'Day, Livermore, & Imparato, 2006).

Also, in developing countries, the situation is somewhat worse: it is estimated that 80 to 90 per cent of people with disabilities of working age are unemployed (Zarocostas,

2005). Evidence indicates that, irrespective of the culture or the economic circumstances of a country, the employment circumstances for persons with intellectual disabilities are equally alarming, if not worse (Dempsey & Ford, 2009). Just as they have been denied education, they have been denied access to jobs. This dismal state of affairs has come about largely through ignorance and superstition (Parmenter, 2004). Due to this, Nyerere (2009) observed that in most developing countries VET is a sub-sector of the education system that generates little attention or budget provision, resulting in poor infrastructure and insufficient facilities. Conversely, VET is an expensive venture that calls for innovative resource deployment mechanisms, which are critical to the achievement of policy objectives (Ziderman, 2003).

Not all, Johnson, Stodden, Emanuel, Lueking, and Mack (2002) reminded the field of special education, “Progress in creating comprehensive and responsive secondary education and transition services has however been slow and inconsistent across states and school districts nationwide” (pg. 520). The authors added that educators have not yet fully incorporated research on effective secondary transition models and services into their practice. As a result, much less attention has been paid to how such children can make successful transitions to civilian life, even though this latter phase is the most challenging and important dimension of programmatic interventions (Chrobok, 2005).

It is also a well-known fact that a sizeable number of children with disabilities especially those with intellectual disabilities drop out of their training programmes before their time of graduation. Students with disabilities drop out of school at significantly higher rates, and have poor academic skills and low employment rates (Wagner, Newman, Cameto, R., Levine, & Marder, 2007), there is evidence suggesting that many

students with disabilities who enroll in post-secondary institutions have difficulty completing their post-secondary programs (Mull, Sitlington & Alper, 2001). It is important to know what factors influence this decision and to find a solution to lower dropout rate. It is a very complex problem and if the problem is solved for one student it can be a disadvantage for another one (Jørgensen, 2011). In Liberia, for example, some graduates of transit centers pointed to their dissatisfaction with the schools in their community as the main reason for drop-out (Peters & Laws, 2003).

Ironically, dropping out of school is one of the most serious and pervasive problems facing special education programs nationally. The National Longitudinal Transition Study (NLTS) found that approximately 36% exited school by dropping out. The NLTS data also revealed that risk factors such as ethnicity and family income are related to dropout rates, and that some groups of special education students are more apt to drop out than others. Of youth with disabilities who do not complete school, the highest proportions are students with learning disabilities (32%), and students with emotional/behavioral disabilities (50%) (Wagner, Newman, D'Amico, Jay, Butler-Nalin, Marder, et al., 1991).

National data indicate that there has been some improvement in the overall graduation rate of students with disabilities in the United States. Between the 1995-96 and 1999-2000 school years, the percentage of youth with disabilities graduating with regular diplomas, as reported by states, grew from 52.6% to 56.2%. During the same period, the percentage of students with disabilities reported as having dropped out of school declined from 34.1% to 29.4% (U.S. Department of Education, 2002). While these data are encouraging, the dropout rate for students with disabilities still remains twice

that of students without disabilities. Thus, the concern about the dropout problem is increasing because of state and local special education agencies' experiences with high-stakes accountability in the context of standards-based reform (Thurlow, Sinclair, & Johnson, 2002). Special schools in Ghana are not quite different from facing such issue. Sometime some of these children dropout of school as a result of family neglect or lack of motivation from their parent and if proper care is not taken the children ends up on the street without going back to school.

Moreover, many studies have reported that special education teachers experience burnout due to classroom factors, such as student misbehavior (Titus-Schmahl, 2010). Burnout has been defined is a syndrome of emotional exhaustion, depersonalization, and decreased individual achievement (Maslach, Jackson, & Leiter, 1996), and it has been suggested that such burnout can predict teachers' attrition rates and intentions of leaving their jobs (Titus-Schmahl, 2010). However, this situation can negatively impact student outcomes (Titus-Schmahl, 2010). Emotional exhaustion and depersonalization are negatively correlated with work ability (Hakanen, Bakker, & Schaufeli, 2006). Burnout can also negatively impact on teachers' self- efficacy (Skaalvik & Skaalvik, 2007).

Another major challenge affecting vocational education in Ghana is the misconception that those who choose vocational training are unable to undertake rigorous academic programmes. This perception appears to have influenced the greater emphasis on vocational training for person with disabilities (Laing, 2014). Also, there has been a growing feeling that, teacher education training courses are not effective in turning out efficient teachers, especially in teaching students with diverse needs (Mutua & Dimitrov, 2001). Besides, teachers are to identify the modern educational curriculum as needed to

meet the individual needs. Teachers handle and teach with various techniques in learning including basic effective communication and social interaction. The teachers are able to show activeness and demonstrate intensive training to set personalised goals and in the case of older individuals with intellectual disabilities a more skilled teaching strategy and plan of action is needed.

Therefore, teachers on the other hand must be prepared with the knowledge and skills to identify methods to provide meaningful community experiences (Landmark, Ju, & Zhang, 2010). This includes preparing teachers with information about how to allocate resources at the school and community levels, work with community partners, and conduct community mapping to determine opportunities and available resources to facilitate community experiences for students with disabilities. Not all, enough teaching and learning materials of all kinds should be available in the special schools offering transitional and vocational training programmes since, inadequate teaching and training resources has been a major hindrance in pursuit of institutional objectives (Ibuathu, 2005).

In addition, Khasawneh, Olimat, Qablan, and Abu-Tineh (2008) recommended that vocational teachers should adhere to established standards of teaching quality, develop competency records for their students during their program of study, and use technology tools to improve their instruction and, ultimately, the learning of the students.

According to Bhuwanee (2006) in recent years, concerns have been raised by most African countries about the move towards making TVET complementary to post-basic education. Further, African Union (2007) report also stressed the current vision of African countries in developing a new strategy to revitalize TVET in Africa. To achieve

this goal of practical skills acquisition, Roeske (2003) explained, the Ghana Industrial Skills Development Centre was established in 2002. This center, is also working in close collaboration with the Association of Ghana Industries (AGI) and the Ghana Employers Association (GEA), was tasked to harness the financial and material resources required for achieving excellence in skills training. A number of other institutions like Integrated Community Centre for Employable Skills (ICCES), the Opportunities Industrialization Centre (OIC) and the Department of Social Welfare's Vocational Centers are part of government's effort to produce skillful technical personnel. Other innovative programmes like the Skills Training and Employment Placement (STEP) and the Vocational Skills Project (VSP) were also put in place to turn out skillful technical personnel for the job market (Roeske, 2003). The case of the schools for persons with intellectual disabilities are not quite different since they have an option than to learn various vocational training programmes that can enable them to be skillful, independent and to graduate from the special schools for better community integration according to their abilities and interest in the chosen vocation.

On the other hand, there is the need for most African governments to expand VET to increase productive graduation towards labour, the lack of physical facilities, materials and equipment needed means that the envisaged productivity will not be achieved (United Nations Educational, Scientific and Cultural Organization -International Centre for Technical and Vocational and Training) (UNESCO-UNEVOC, 2008).

Conclusively, the graduates are confronted with challenges at the workplace because their training is not aligned to the technological know-how present at the workplace (Wachira, Root, Bowen, & Olima, 2006). For instance, other technical training

institutions below the tertiary levels such as the Integrated Community Centre for Employable Skills (ICCES) and the Intermediate Technology Transfer Units (ITTU) in the country have also been ineffective in inculcating practical technical skills in graduates due to inadequate infrastructure, logistics, and weak linkages with local industries for hands-on-experience for both instructors and trainees and so on (Dasmani, 2011).

2.5 Vocational Training Programmes provide adequate skills for students

According to Bakken and Obiakor (2008), assisting students with disabilities to achieve their career and life goals and to become active members in their communities is the goal of transition services. It is due to this that, Hendricks and Wehman, (2009) noted that to increase full community integration and social fulfillment, school psychologists may need to explicitly teach vocational skills. While Hallahan and Kauffman (2000) also noted that with appropriate training, persons with special needs can secure jobs successfully.

As proposed by Tikly (2010) translating skills development into skills utilisation, economic growth and poverty reduction, is dependent on various factors like quality of education, supportive environment, facilitative infrastructure and conducive work environment. Therefore, to develop the nation's social and economic advancement, vocational (Training and Development) T&D is expected to play two critical functions: firstly, to offer training prospects and occupation growth for school graduates and secondly, to provide experienced labour for all levels of the country's economy (Government of Kenya [GoK], 2008).

The perceived aim of VET institutions has moved from not only socialising learners into knowledge appreciated by the community, but also to enabling learners ‘participation in their own cultural transformation and adjusting to imminent changes that their societies will experience (Munro, 2007). Pre-graduation transition programs seem to have an effect on the success of vocational training programmes in achieving employment outcomes with its learners. Ryndak, Ward, Alper, Montgomery, and Storch (2010) found that those receiving special education services in special education settings achieved better adult outcomes reflected in community integration, work contexts and interactions with others.

Moon, Simonsen, and Neubert (2011) also perceived that special education students and their families indicated that teaching transitioning youth with disabilities about self-management skills (e.g., toileting, hygiene, and dressing), functional community based skills (e.g., using the public bus system), and self-advocacy skills (e.g., reporting sexual abuse) are important factors in the transitioning process.

Ironically, Moon, Simonsen, and Neubert (2011) indicated the importance of age-appropriate, integrated community-based transition-related experiences rather than solely academic instruction in a classroom in the final years of public education for students with disabilities in order to maximize transition success. As a result, talking of community integration on the part of the intellectual disables, chosen vocational training programmes should enable the graduating students of special schools to fit into their various communities (Moon et al, 2011). This is so because the school would be able to give back the services need of the community through the transition and vocational works of the special needs. For instance, by providing the communities with hairdresser, tailors

and seamstresses, shoes makers including others which are the service needs of every community. These services in the long run become beneficial to the entire community where the graduate(s) intellectually disables find themselves.

They added that, integration of students with vocational training programmes into a community dependence largely on the relevance of the programme being acquired. Obi (2004) opines that parents more than anyone else, provide the needed support to the special needs student. Therefore, individuals with disabilities require careful planning by family and community agencies to ensure that financial matters are handled safely and in the best interest of the individual with disabilities (Wehman, 2009). As well, Kirk, Gallagher and Anastasiow (2004) argue that, due to vocational problems experienced by learners with intellectual disabilities, educational interventions should target the demands of adulthood adaptation to adult roles and especially work. This includes; community-based instructions that involve teaching students transition-related skills in the actual community settings in which they are used (Turnbull, Turnbull & Wehmeyer, 2007).

Comparatively, a study by Kamere (2004) also suggested that development transition programmes for students with intellectual disabilities in Kenyan vocational institutions should aim at integrating these students into the society, taking into account the individual student needs, reference and interest. Such programmes should include functional curriculum, vocational education, acquisition of daily living skills transitional services and community adjustment skills.

Wallenborn (2010) thus, caution that training in Africa should not mirror the industrialised nations, but should be tailored to the African context. For example, poverty mitigation interventions can only be successful when based on an understanding of a

specific community's social change processes, to form a foundation for generating and using knowledge to respond to poverty issues at both local and national levels. Moreover, designing a training system that facilitates superior vocational skills would require community partnerships, participation and recognition of training benefits (Wallenborn, 2010). According to Kitainge (2003) TVET is largely trainer-centered with low stakeholder participation, and this could be the reason behind the variance between the skills taught and the requirements of the industry. Therefore, when a country ignores technological advances, global trends and the aspirations of its people, a mismatch between the skills produced and the market demand will always persist (Stone, 2010; UNDP, 2010).

Further, study conducted by Makanya, Runo, & Wawire (2014), on the topic "Effectiveness of Transitional and Follow-Up Programmes to Community Integration of Young Adults with Intellectual Disabilities". The study employed both quantitative and qualitative approaches. Case study was the selected design. The targeted population comprised all young adults with intellectual disabilities in Kiambu County. Sample of the study included 10 young adults with intellectual disabilities, a head teacher/employer, 2 vocational teachers and 9 parents. Data collection was through interview guides, note taking, audio recording and an observation checklist. Qualitative data analysis was by the use of Atlas software computer programme. Quantitative data analyses were completed manually through tallying the frequency of segmented responses.

The findings from the study revealed that, in as much as young adults with intellectual disabilities were offered vocational skills in the special school, what they were engaged in was not relevant to the skills they trained in. This led to some of them

disliking the kind of jobs they had as avenues of community integration. The evident was that a well-specified vocational transitional service for persons with intellectual disabilities was lacking.

Environments in which the students with intellectual disabilities found themselves should be friendly to cater for the diverse physical needs on the vocational training programmes. This is confirmed by United Nations Economic and Socio Commission for Asia and the Pacific (2002) for this to happen, adaptations are needed. Physical environments especially in the training institutes should be accessible. There should be strong regional advocacy and the spread of barrier free designs among policy makers and technical personnel responsible for construction of public facilities. The technical personnel should aim towards reducing barriers in the built environments especially in the developing countries to make transition programmes friendly (Wallenborn, 2010).

Ghana has created linkages among VET, youth education and the development of technical and entrepreneurial skills; Lesotho and Rwanda have emphasised linking VET to businesses; while Malawi has highlighted the need to encourage self-employment through the acquisition and development of requisite skills and technology (African Union [AU], 2007).

Transitional and vocational training programmes for these students should encompass on-the-job training, apprenticeships, vocational secondary schools, sector-specific VET institutions, and vocational pathways within comprehensive schools (Rodgers & Boyer, 2006), aspects which can serve as a practical and effective ways of skills upgrading. Moreover, it has been established that VET graduates with job-specific

skills have a higher potential of being more productive and more equipped to execute tasks for which they have been trained for (Rodgers & Boyer, 2006).

Vocational training for persons with disabilities must be seen as urgent and should be made to complement general education (Ntibebe, 2011). It is therefore important to give children with disabilities, especially those who could not enroll in schools or further their education, vocational training so that they can become productive and independent in future. As in many countries, the main purpose of vocational training in Ghana is to provide young people with skills in order to reduce unemployment (Education International, 2009). Due to this the government of Ghana has therefore placed emphasis on vocational education and technical training. To increase access to vocational training for persons with disabilities, the policy on special education enjoins all special schools to have vocational training departments in addition to their academic programmes to help children with disabilities acquire vocational skills (Gadagbui, 1998).

From literature so far, there seem to be little information on how children with intellectual disabilities graduate with selected transition and vocational training programmes unlike studies on transition and to work. The researcher through interactions with some heads and staff of some special schools for the intellectually disabled in Ghana such Twin City Vocational School-Sekondi, Garden City Special School-Kumasi and Dzorwulu Special School-Accra discovered how some of these schools have managed to graduate some of their students who acquired the vocational training. Though, most of these schools are still making the attempt to graduate some of their students who have acquired the vocational training skills, so far, it is only Garden City Special School-Kumasi which has been able to graduate some of their children few years ago.

To start with, around July 2008, Garden City Special School-Kumasi, organized a speech and prize given day at the school. During the celebration, the school authorities managed to graduate five (5) of their adult's students who were good in the vocations learnt. The children were all boys according to source and were into leather works and electrical. The graduates at the time of passing out were given some tools according to their area of specialization with some amount of money in addition.

In order to ensure the continuity of the graduates in the vocations learnt the school partnership with some workshop to assist the graduates. For instance, a boy who learnt leather works was given to his own brother who is a cobbler to work with. The remaining students were also given to other electricians to work with due to their area of specialization. The school used to have follow-up services for the graduates at their workplaces but unfortunately, this have stopped for a whiles.

In Catholic Vocational School, where the research was conducted, the school authorities have tried several times to graduate their adult students but it has not been successful. Rather, the graduation preparations always turn out to be a mini exhibition show during PTA meetings or at other programmes in the school where visitors are invited. For this reason, most of the graduates who are able to pass out of the school do not go through any official graduation process. This has also led to lack of follow up programmes for such students.

The only monitoring and followed up services they have been conducting is on the graduate students whom the school authorities have been able to employ in the school. It is due to this realization that, planning multifaceted transition objectives help negate poor employment outcomes by helping students with intellectual disabilities learn valuable

work skills, create strong work ethics, and develop relationships prior to graduation (Targett, 2006). For example, school psychologists might collaborate with post-school professionals, or the family, to develop a transition checklist to help monitor and follow up on the student's transition goals (Lillenstein, Levinson, Sylvester, Brady, 2006). Additionally, school psychologists could offer a workshop to train family members or relevant personnel to help them collect data to determine the effectiveness of transition services (Lillenstein et al., 2006).

In view of above issues, the relevance of transition and vocational training programmes will be known after learners' graduation has been completed. Longer-term tracking and follow-up on programmes of participants are crucial for continued program success and to prevent re-recruitment. These steps may include tracking program graduates to see how they fare in the longer term, providing follow-up support activities, and ensuring local community and government structures have the capacity to maintain support (Coalition to Stop the Use of Child Soldiers [CSUCS], 2006).

Although there are clearly stated aims for vocational education in Ghana under various educational reforms, the education review report released in 2002 by the lead by Professor Anamuah provides the stringboard on which current aims of vocational education could be examined. The aims as stated in professor Anamuah and his team's report (2002) are not much different from that stated by Fafunwa (1971). Accordingly, the main goal of the programme is to produce graduates who are able to stand on their own feet after completing their vocational programmes, be it through existing jobs or by starting up their own small scale business that can sustain them (Ndala, 2006).

As a result, transition services need to be evaluated on a regular basis to determine if they effectively meet the needs of the individuals and families with disabilities, along with follow-up studies which should be conducted with graduates to determine if the transition services provided for them help achieve their desired post-school outcomes (Hall, Klienert & Kerns, 2000).

In Ghana transition and vocational training programmes are available at almost all the special schools as well as private established ones; few opportunities are available for individuals with intellectual disabilities in terms of their graduations. Hammill and Bartel (1990) reported that vocational training programme be focused on helping those with intellectual disabilities to acquire skills and techniques that are used in vocational training to assist such individuals to acquire relevant skills. When these are well learnt it will enable the learners to graduate since training is essential to become a master craftsman and set up or take over a business in these fields after some years of activity (Aggarwal, Hofmann & Phiri 2010). A reason being that, the impact of training is assessed based on the general environment, natural and economic resources, the business environment, and use of appropriate equipment, demand and access to markets (Kingombe, 2008). Functioning curriculum designs make use of time and other resources effectively and efficiently to realise maximum benefits. This is because vocational training is expensive, requiring large amounts of consumable materials, expensive equipment and highly trained instructors (Onsomu, Wambugu & Wamalwa, 2009).

It is due to this fact that the researcher is interested in investigating into the kind of transition and vocational training programmes for which these children with intellectual disabilities towards their programme graduation. For instance, The National

Council on Disability (2000) reported that many graduates with disabilities did not possess the necessary skills to be successful on the job. Unemployment rates remained intolerably high for youth with disabilities. Whereas the National Longitudinal Transition Study-2(Newman, Wagner, Knokey, Marder, Nagle, Shaver, Schwarting, 2011) also collected information of over 10 years from a large nationally representative sample of students who were receiving special education, from their families and schools to provide a “national picture of the experiences” and achievements of young people as they transitioned into early adulthood.

In view of the above suggestions, transitional programmes are designed for individuals with intellectual disabilities towards their graduation to know how beneficial the programmes have been for them. Such individuals may be ushered into programmes that may include functional skills and structural skills for the teen-ager, technical training for the youth and neighbourhood centred and special training for the elderly, or a combination of any of the above (Ten, 2007).Therefore, the scope of transitional and vocational training programme is very diverse and varies widely from country to country. It may be strongly influenced by historical factors and philosophies of education and training, as well as the organization of work. Vocational training programme is as result, a form of education for individuals who pursue courses under it.

At the school of this research, some of the children though have acquired the vocational training skills and are attached to artisans for skill masterly, unfortunately, due to inadequate follow ups form the school, almost all the students have redrawn from the programme. Again, as a result of improper education given to the selected artisans on the behaviours of the intellectual disabilities, they could not have managed them but, rather

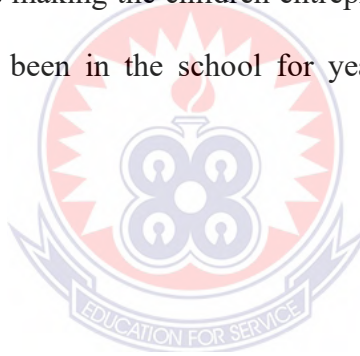
sacking them from their workshops mostly without the knowledge of the school authorities who sent the children for the training.

Therefore, developing a career is important at all stages of one's working life as well as for persons who pursue vocational training programmes. For this purpose, vocational activities must be adapted to meet the needs of individuals with intellectual disabilities because the interaction of the developmental nature of such individuals can lead to a variety of impediments in career instruction for such individuals (Shearman & Shearan, 2011). As a result, transition services need to be evaluated on a regular basis to determine if they effectively meet the needs of the individuals and families with disabilities, along with follow-up studies which should be conducted with graduates to determine if the transition services provided to them help achieve their desired post-school outcomes (Hall, Klienert & Kerns, 2000).

As regards assessing outcomes on students' progress through the Australian Curriculum, the Australian Curriculum Assessment and Reporting Authority (ACARA, 2013) suggests teachers should assess students against achievement standards or against individual goals. This Mapepa (1995, 2006, and 2007) argues that unless and until planned vocational and independent living skills are emphasized early and taught to students, both employability and independence remains a pipe dream and not reality. Mapepa, Bhebhe and Manyowa (2008) also postulated that Zimbabwe has no coordinated programmes to ensure employability and independence for people with disabilities, which is a problem wide world.

2.6 Summary of Literature Review

The related literature reviewed indicated that, transition and vocational programmes are important for children with intellectual disabilities placed in the special schools. The literature reviewed also revealed that resources form a pivoting effective teaching of vocational contents. Therefore, in the special school of this research just like any institution are being confronted with various challenges that hinder the smooth running of the vocational programmes. From the literature review again, it came out that, the transition programmes offered in the school does not linked much with the expectations of the local industries. The programmes selected by the school authorities though it's geared towards making the children entrepreneurs, this has not been real since most of the children had been in the school for years without graduating to lead an independent life.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

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

3.2 Research approach

The study employed a qualitative research methodology to seek knowledge into transition and vocational training programmes for students with intellectual disabilities towards graduation at Catholic Special Vocational School Fijai -Takoradi. Considering the nature of the target phenomenon (as transition and vocational training programmes for children with intellectual disabilities towards their graduation), the researcher followed the explanations; of Lincoln (2009) who viewed qualitative inquiry as a positioned action that locates the observer in a world, and which comprises a group of interpretive activities that make the world visible. Data collected this way are used to comprehend people's motivations and actions, and the larger framework within which they work and live (Merriam, 2009).

In qualitative researcher, the findings are always based on human experiences and explanations which cannot be measured, counted or controlled (Cohen, Manion, & Morrison. 2007). Qualitative research therefore, uses methods and techniques to gather

data and seeks to conduct a reasonable analysis of the data, grounded on assumptions that realism is socially constructed (Johnston, 2010).

A qualitative research, conducting a face-to-face interview can rapidly adjust the interview schedule if the interviewee's responses suggest the need for additional probes or lines of inquiry in other interviews. Again, by developing and using questions on the spot, a qualitative researcher can gain a more in-depth understanding of the respondent's beliefs, attitudes, or situation. In the course of an interview or observation, a researcher is able to note down changes in interviewee's gestures, attitudes, tone of voice, as well as environmental factors that could affect the interviewee's responses. Such observational data can be of an important value when a respondent's body language runs counter to the verbal response given to an interview question. This opinion of the researcher is in agreement to how Creswell (2012) views qualitative research approach with approaches. First, identify participants and sites on purposeful sampling. Based on places and people that can best help understand the central phenomenon, greater access to the site to interview people or observe them. The approach thus, relies on general interviews or observations so not to restrict the views of participants. Record information on self-designed protocols that helped organize information reported by participants on each question and administer procedures of qualitative data collection with sensitivity to the challenges and ethical issues of gathering information face-to-face and often in people's homes or workplaces

The base for adopting qualitative research approach is to sample views from respondents in order to explain the phenomena at ground. The phenomenon under investigation is the vocational transition of students with intellectual disabilities.

The essence of qualitative research is more descriptive than predictive. The motive is to understand, have knowledge and explain in depth, the viewpoints of participants. Qualitative data provides a rich, detailed picture to be built up about why people act in certain manner, not forgetting their feelings about their actions put up. Besides, qualitative research uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study thus, chosen instrument for the research (Creswell, 2012).

3.3 Research design

The research design adopted for the study was case study. A case study according to Ghauri and Gronhaug (2010) is qualitative research in nature that involves sampling of a sample size population to understand phenomena. Qualitative research focuses on what the participants' say, their behavior and what they mean. Also, Qualitative research uses methods and techniques to gather data and seek to conduct a reasonable analysis of the data, grounded on assumptions that realism is socially constructed (Johnston, 2010). Denzin and Lincoln (2011) viewed qualitative inquiry as a positioned action that locates the observer in a world, and which comprises a group of interpretive activities that make the world visible.

It was therefore, necessary adopting a case study in this study, to solicit views and responses from various respondents on transition and vocational training for children with intellectual disabilities. This condition is recognized as educating and integrating the special needs into the community and the nation as a whole for independent living after graduating with the learnt vocation.

3.4 Population

The population for the study involved the headmistress, the only three (3) special educators and the only five (5) vocational instructors available in the school.

3.5 Sample size

The sample size involved the entire elements in the population.

3.6 Sampling techniques

The study involved a purposive sampling technique to select sample size for the study. The purposive sampling technique was employed for the study because the respondents were the target for the study. The teachers were trained for these students and the vocational instructors were purposely employed for teaching in the school.

3.7 Instrumentation

The researcher used observation and semi structured interview guides and documentation to collect data for the study. The reasons for using these methods were to probe deeply and analyze intensively into the selected case. The selected tools made it possible for the researcher to enter into the headmistress, special educators and the vocational instructor's personal world in order to gain a deeper and clearer understanding of their experiences, feelings and perspective through observation and interview.

3.7.1 Observation

Observation was one of the first tools used by the researcher to get the necessary data for the study and it was non-participant based. When educators think about qualitative research, they often have in mind the process of collecting observational data in a specific school setting. Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process (Creswell 2012 cited Spradley, 1980). In the process of making observation, it can either be in the form of participant based, where by the researcher becomes part and parcel of the community he or she wants to study, or non-participant observation, where by the observer can be in the community targeted by only observing what is happening.

Apparently, the researcher used non-participant observation to gather information during practical vocational classes. Special educators and vocational instructors selected for the study were observed during practical works and records of what went on during classes were noted down in the form of note taking and tape recordings.

3.7.2 Interviews

Face-to-face interviews were conducted in the school premises which lasted for 10 to 15 minutes. The sampled group which involved the headmistress of the school, entire special educators and vocational instructors of the school were interviewed to elicit their response for this study. Each person was given opportunity to respond to the questions raised for the study. English language was used for the headmistress and the special educators. In the case of the vocational instructors, English language and Fanti were combined. The researcher employed notes taking, tape recordings during the

interview sections. The interview took place during the children's practical classes, break time and leisure times of the participants and were provided with prompts where necessary to help them understand the questions posed and to be able to come out with the right answers. The interview questions, which focused on conversation between participants, are provided in the Appendix.

3.7.3 Document Review

, Cohen, Manion, and Morrison (2000) explained that, documents broadly include any papers, especially official ones, which provide more or less direct evidence of decisions, transactions, status, thoughts, debates or actions, which are directly or indirectly related to the purpose of a research inquiry. Documents may be contemporary or historical in nature and include both text and visual data. Documents which are considered primary sources of data included note taking and tape recording of the various interviews in this study.

Documents are a useful source of evidence but they have their limitations. One problem with them is that we may not know how they came into being in the first place or who wrote them. Another problem is pointed out by Andrew (1985) who makes an important point with regard to 'complete' records:

In order to narrate the exact words of the respondents, and not to forget any vital information that was given in the course of the observation and interview sections, note was taken alongside tape recording with the permissions of the participants in the persons of the headmistress, special educators and vocational instructors.

3.8 Validity

In order to ensure content and construct validity of the instrument, the semi-structured interview guide was presented to colleagues in the field of special education and later the researcher's supervisor for vetting. The necessary corrections and modifications were effected and the items were pre-tested on some teachers at Donbosco Catholic School that did not form part of the study. This helped to check if the instruments to be used for the actual study would be valid. After the pre-test study, the interviews were conducted on the headmistress, the three special educators and five vocational instructors who were targets for the study.

3.9 Reliability

Pre-testing of the qualitative face-to face interviewing using semi-structured interview guide was carried out. This was done to ascertain the difficulty level of the items and the language used at the special school where the research was done. It also helped to determine consistency of the semi-structured interview guide and to address distortions and ambiguities before administering them to the participants.

The instrument was piloted with four (4) respondents from Reverend Father John School-Winneba and Donbosco Primary School-Winneba respectively. The schools were chosen for the pilot exercise because; the students there are also intellectually disabled and in a special school for that matter. Some of these intellectually disabled are into vocational training programmes in the form of beads making and carpentry works. The pilot instrument was given to the selected schools to gather their views and responses on the data concerning vocational training programmes. The responses from the participants

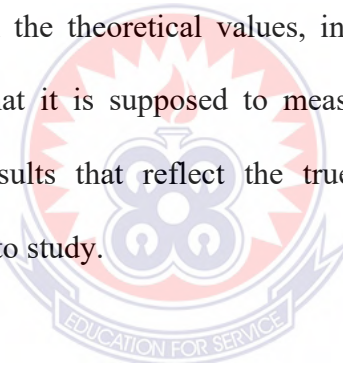
were considered as a check to the actual interview. The pilot test was to ensure that the researcher gathers the relevant data for the research work that was at hand.

Thus, the instruments employed for the data collection would be appropriate and would provide a concrete result for the study.

Gay, Mills, and Airasian (2016) explained that pre-testing the instrument before administration provides information on deficiencies and suggestions for improvement.

The authors reiterate that having three or four individuals to complete the questionnaire help to identify problems to rectify and likewise that of an interview guide.

Validity is one of the basic principles of research and is the ability to produce findings that are in agreement with the theoretical values, in other words to produce accurate results and to measure what it is supposed to measure (Sarantakos, 1998). A valid measure produces true results that reflect the true situation and condition of the environment it is supposed to study.



3.10 Procedure for data collection

3.10.1 Access Issues

The researcher informed the headmistress of the school where the study was conducted to seek her permission to conduct the research in the setting. Participants were briefed before the interview was granted. The data gathered were kept confidential and the anonymity of the participants was also protected as expected.

The researcher prior to the interview established positive rapport with the participants in order to obtain the right information from them. Wellington (2000) suggested that, one of the first tasks of an interviewer is to establish a rapport with the

interviewee. The vocational teachers, instructors were interviewed with permission from the headmistress of the school.

A semi-structured interview was conducted to elicit responses from the participants. Interview guide was developed based on the themes gleaned from the research questions set for the study. Each interview session lasted for about ten to fifteen (10-15) minutes depending on the participant's level of communication.

3.10.2 Ethical consideration

Ethics involves the use of 'moral ideologies in designing, conducting, and writing the research outcomes, with the essential moral standards focusing on the right and the wrong' (McNabb, 2002, p. 36). In qualitative research, ethics involves protection and respect for participants taking part in the study (Payne & Payne, 2004). Comparatively, questionable practices, such as intrusion into people's privacy, or exerting influence by offering inducements, are matters of concern that need to be addressed by professional bodies (Baker & Foy, 2008). This means that the participants of this study must be fully informed about the research in which the interview is going to be based. They must also be assured that their privacy and sensitivity will be protected and what is going to happen to their information after recording. Ethical norms promote the aims of research, such as knowledge, truth, and avoidance of error.

Based the on the above explanation on ethical consideration, the researcher assured the headmistress of the school of research, the special educators and vocational instructors who were engaged in this study of their privacy in the responses they gave during and after the study.

3.10.3 Interview

The sampled group was interviewed to elicit response for the study. Individual interviewees who were the headmistress of the school, three (3) special educators and five (5) vocational instructors were given the opportunity to respond to the interview questions posed in either English or and Fanti language. The interview took off during practical vocational classes; break time and leisure hours of the participants and each lasted between ten (10) to fifteen (15) minutes depending on how the participants responded to the interview questions. In the course of the interviews, proceedings were recorded with the use of tape and video recordings as well as note taken. Each participant was given the opportunity to respond to the same questions but the timing depended on their level of communication.

3.10.4 Observation

An observation was carried out to enable the researcher gather more and adequate information on the issue of vocational training programmes for the intellectual disabilities which lasted between ten (10) to fifteen (15) on each day for the entire two weeks of the data collection process. Also, observation was conducted to enable the researcher acquire deep knowledge about the vocational programmes being offered in the school, and the impact of the programmes on the students and their communities in which the intellectual disabilities find themselves. In order to obtain valid result, students were not informed about the intention of the researcher as far as the observational process was concerned. Rather their headmistress, special educators and vocational instructors who were the respondents for this study were briefed. The researcher included findings and interpretations in the recordings from the observation to help in data analyses.

3.10.5 Actual Observation

Classroom observations were conducted by the researcher during normal practical vocational hours at the school. The researcher observed each student at different times on the same phenomenon and the findings were recorded. A naturalistic observation was undertaken during each practical lesson where the researcher was present in class.

In order to obtain a fair result from the observation, the researcher made it a practice to be in the vocational classrooms during vocational practical periods. The observations enabled the researcher to have a fair judgment of the climate of the school and to capture student's spontaneous expressive behaviour during practical activities. This allowed the researcher to observe students and their attitudes towards the vocational programmes being learnt. This also enabled the researcher to observe and understand how the students on transition react towards their vocational practical lessons. Based on the responses given by the participants, the findings were compared with that of the interviews granted by the participants before a conclusion was drawn on the participants views on vocational training programmes offered at Catholic Special Vocational School. Furthermore, the observation paved way for the researcher to learn more on the interactions between the special students, the special educators and their instructors practical during lessons.

3.10.6 Post Observation Conference

The post observation conference enabled the researcher to sit and reflect on the activities that went on during the various interviews with the interviewees. This also allowed the participants to listen and watch tape as well as video recorded on the interviews granted the researcher for the data collection. These approaches helped to

establish the authenticity, validity and worthiness of the data. The feedback on the kind of vocational training programmes offered in Catholic Special School and its effectiveness was thus, focused on the strengths and potential areas for the improvement on the statements raised in the observational guide discussed during the pre-observation conference.

3.10.7 Data Analyses

Creswell (2005) contented that, data analysis consists of “taking the data apart” to determine individual’s response and “putting them together” and to summarize it (pp. 231-237). Creswell further confirmed his statement by adding that, analyzing and investigating data refers to taking up the response from respondents and drawing final conclusions about it, where conclusions could be clearly seen and explained to any reader, how the conclusions were arrived in words, to provide answers that benefit each research questions raised. Awanta and Asiedu-Addo (2008) proposed that, data analysis is a systematic approach of finding evidence to support an idea raised in the study with relationship between two or more variables. To conclude brief summary and analysis is made, stressing on major themes when decisions had to be drawn (Goldentkoff, 2004).

A qualitative data analysis requires understanding of how to make sense out of text and images. Analyses of the data collected were based on thematic approach. Data was analyzed based on the various themes drawn from the research questions raised to guide the study. The researcher formulated coding categories into manageable units of sentences or phrases, according to the research questions. All the information collected from the participants through the interview, observation and documentation methods

were coded to identify themes and patterns. Verbatim expressions of the students were also of importance. The transcription and translation of the data was carried out immediately after the data collection.



CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and results from the study conducted at Catholic Special Vocational Schools Fijai-Takoradi for the study

. The analysis and discussions are done concurrently under the four research questions raised in the study where observation, documentation and semi structured interview as research tools were employed to gather the necessary data on the study.

4.1.2 Analysis of data

Data were presented and analysed according to the research questions raised such as:

- What vocational training programmes are available in the schools?
- What resources are available to support vocational training programmes for the students?
- What challenges are there in developing and using vocational programme for the students?
- How does the vocational programme provide adequate skills for the children?

Results

4.1.3 Research Question 1:

What vocational training programmes are available in the schools?

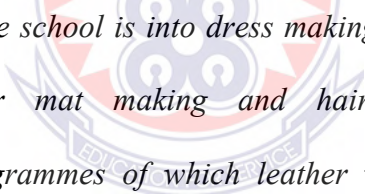
To answer this research question, the interview data collected from the special educators and vocational instructors were used.

Discussions

Research Question 1:

Transition programmes available in the school for the students.

On the issue of transition programmes available in the school for the students, the views expressed by the special educators and vocational instructors were presented as follows:



“The school is into dress making, batik tie and dye, leather work, door mat making and hair dressing vocational training programmes of which leather works is included and has been captured on the school timetable.” (Special educators 1)

Another special educator’s view is as follows:

“The school is into various vocational training programmes such as; leather works, hair dressing, batik tye and dye, and door mats for almost all the special needs which had been allocated on our timetable.” (Special educators 2)

One special educator the following:

“Students of this school are taught batik tie and dye, door mats, leather works, and now hair dressing which is a new programme has been added to the general programmes of the school before selection of transitional programme the children for graduation.” (Special educators 3)

View of a vocational instructor on whether the school offers basketry and leather works is as follows:

“Basketry is not part of our programme but, leather works oh yes! Pointed to the leather works department, that’s their center.” (Vocational instructor 1)

Another special educator response:

“Vocational training forms part of the school curriculum which have been allocated on the school timetable also. For this reason, our school is into five vocations in the form of; batik tie and dye and leather works, dress making, hair making and door mat making.” (Special educator 1 & 2)

Comment from a special educator is as follows:

“The available vocational skills training are five and taught in the school. Considering the background of persons with disabilities, they are trained to be equipped with psychomotor, affective and cognitive skills based on the school curriculum to make them productive.” (Special educator 3)

Another comment is as follows:

“Students are receiving training in; batik tie and dye, leather works, dress making, door mat making and hair making as vocational training schools in the school and on the school timetable.” (Vocational instructor 4)

Responses gathered from the participants confirmed that, students with intellectual disabilities are offered vocational training programmes in Catholic Special Vocational School. It was also noted during observation, documentations as well and interview processes with special educators and vocational instructors in the school that, really the school offers vocational training programmes in the form of hair dressing, leather works, dress making, batik tie and dye as well as door making. It came out that; programmes were selected based on the availability of instructors the school had to teach the programmes. Also availability of tools, equipment and materials for the teaching and learning of the vocational programmes were considered before the selection of the programmes for the school. As a result, the selected programmes formed part of the curriculum and were all captured on the school’s time table. Further visits to the individual vocational departments confirmed the views of the interviewees. This finding is in line with that of Hayford (2000) who after the evaluation of vocational programmes in four special schools for individuals with intellectual disability in Ghana revealed that, the schools concentrated on the provision of vocational activities such as batik/tie and dye, weaving bead making and poultry keeping. These vocations according to the author appeared too limited in exposing individuals with intellectual disability to other vocational options and the job market.

Melchiori and Church (1997) also contended that, vocational tasks suitable for the intellectually disabled have been categorised in a variety of categories as follows: manufacturing or product assembly, janitorial services, recycling, food service, retail customer service, office work, research support and child care. Notable among these issues, in the field of technical and vocational education and training (TVET) there have been a lot of changes throughout history. Some of these new courses that may be introduced in line with the indigenous ones including advanced manufacturing skills, computer design, machine shop technology, machine shop math tracking, book keeping, accounting and auditing, veterinary technology, food services, computer support, hair styling and cosmetology among others (Bunning, 2006).

Plan and Selection Vocational Training Programmes for the Students.

To answer this research question, the interview data collected from the special educators and vocational instructors were used. On the issue of how programmes are planned and selected for the students, the views expressed by the special educators and vocational instructors, are presented as follows:

Other views by two special educators are as follows:

Another sub theme that emerged from two special educators was on how vocational programmes are being selected for students.

Comments from two special educators are as follows:

“Fresh students in the school were made to learn all the pre-vocational skills indicated on the school’s timetable. After completion of that programme, they are made to select the actual skills they want to pursue

as their future career depending on the ability and interest level. These selections are made through the assistances of their parents, school authorities and by the students themselves for transition.” (Special educators 2 & 3)

Comments of some two vocational instructors are as follows:

“We offer the students skills in hair dressing, dress making, door mat, batik tie and dye and leather works because these are the programmes the school have instructors for as well as the needed resources for its teaching. Each child is made to select just a programme for transition. If more than necessary programmes are selected the students, some may find it different to acquire the skills involved in the training.” (Special educators 1&5)

Another special educator affirms is as follows:

“Sometime, parents of the students recommend the programmes for their wards when have role models to assist them at home. Moreover, vocational programmes are chosen for the students based on their interest, ability as well as the available teaching and learning materials at the disposal of the school. Not forgotten the specialists who will teach the programmes.” (Special educator 2)

Evident from the responses of the special educators and vocational instructors was that the intellectual disabilities were given pre-vocational training programmes in general, before the selection of transition programme towards school graduation. Only a

programme was selected for graduation in the school based on the availability of teachers and instructors in the school, as well availability of teaching and materials the school had.

On the other hand, a study conducted by Munyua, Awori and Rukangu (2014), the result established that choice of vocational training was influenced by; peer, lack of proper guidance by the parents/guardians and the instructors on the programme. Again from the study it was revealed that, factors within the school environment influenced the type of vocational courses of learners.

In line with the planning and selection of transition and vocational training programmes for a school and its students, the theory adopted for this study, transdisciplinary (TVA) by Levinson (1993) helps to explain what is involved in the assessment of transition and vocational training programmes as preparation/planning, organization and implementation of a chosen programme. Also the theory dwells on the need for school and community collaboration in the selection of vocational training programmes for the intellectual disability towards employment goals thus, the multi-disciplinary term which is needed in any special education services. Not forgetting the modification of the school curriculum in the form of curriculum adaptation in this model is of the same purpose when compared with this study.

Factors for the teaching of Vocational Skills

To answer this research question on ‘What transition and vocational training programmes are available in the school?’ The researcher saw the need to find out from the participants the brain behind the teaching of vocational skills to the students with

intellectual disabilities, the views expressed by the special educators and vocational instructors including the headmistress are presented as follows:

Comment from a special educator is as follows:

“Students with intellectual disabilities need repetitive work which they can depend on for living for their future. That was why the children were being trained in vocational programmes in the special school.” (Special educator 1)

Another vocational instructor comment is as follows:

“The school was training the individuals with intellectual disability in vocational skills programmes because it forms part of the school curriculum programme as well as being part of the school’s daily time table.” (Vocational instructor 2)

Different comment is as follows:

“In order to help the intellectual disabled to be beneficial to themselves, their families and integrate into their individual communities without being a burden on anybody they were being trained to acquire the vocational skills.” (Vocational instructor 3)

Different view from a special educator is as follows:

“Society respect people who are independent in life likewise individuals with intellectual disability. Therefore, the school sought the need to offer those children with vocational skills to enable them live independent in life and be self-sufficient.”
(Special educator 2)

Another comment is as follows:

“In other to avoid cases where by the intellectual disabilities would be roaming aimlessly on the street, as well as being used as labour by the society, there was the need to give them vocational train skills to make them useful to themselves and their societies.”

(Special educator 1)

A remark by a special educator is as follows:

“A special school for that matter Catholic Special School was there to help the children develop entrepreneurship skills. The skills would help in adding value to the lives of the children who pass through the vocational programmes as compared to their counterparts who had not been to school before.” (Special educator 3)

Another vocational instructor stated is as follows:

“We have helped built vocational skills in the children with intellectual disability to make them productive to themselves and their societies.”

(Vocational instructor 4)

A noted comment from a vocational instructor is as follows:

“Although vocational skills had helped prepare the intellectual disabilities for employment, it had also created self-confident and competence in them also. These abilities would help them work as expected with fear or panic.” (Vocational instructor 3)

Another statement is as follows:

“The vocational skills training we have been given the students would help develop the student’s talents which would also enable them acquire vocational skill for themselves without being a burden on others.” (Vocational instructor 5)

Discussions

Findings on the factor for teaching vocational skills

In line with responses gathered on the question, “factor for teaching vocational skills” to students with intellectual disabilities in Catholic Special Vocational School, the participants were of the view that, the programmes taught in the school were simple and repetitive to enable the student acquire skills for independent living in the future. Kortering and Braziel (2000) stated that individualized vocational programmes should be developed according to students’ needs. The programmes should be specially designed with inputs of team members (i.e. the disabled student, parents and class teacher) to meet an individual’s needs.

Kniel (2002) who contended that the selection of vocational programmes should be relevant to the individuals with intellectual disabilities, and the activities should be simple and repetitive. Similarly, Hammill (1990) also proposed that, vocational training programme usually focuses on helping those with intellectual disabilities to acquire skills and techniques that are used in vocational training to assist such individuals to acquire relevant skills. Vocational education and training (VET) is further designed to prepare individuals for a vocation or a specialised occupation which is directly linked with a nation’s productivity and competitiveness.

Interest Level of Students

On the issue of the interest level of students on the vocational training programmes they were learning which was a follow up question, under what vocational training programmes available in the school, the views expressed by the headmistress, special educators and vocational instructors are presented as follows:

A comment from a vocational instructor is as follows:

“Students interest on the vocational programme was viewed through their commitments during the pre-vocational skills classes. These were observed through the seriousness some of the children put up during pre-vocational classes as well how they were given peer assistance to their friends during those vocational lessons.” (Vocational instructor 3)

One vocational instructor shared the following view:

“The interest level of the intellectual disabilities would be seen from the way they worked in vocational skills lessons. Such students mostly asked for more materials to be taken to their dormitories to continue with their uncompleted works or even to start a new one.” (Vocational instructor 5)

Different view a special educator:

“Most often, I noted my students’ level of interest in specific skills they loved and put in more efforts in them when working on them with pressure. Students who were not serious would relax when they were supposed to be working. Again these interests in the students could also be seen from the way they give peer assistance to themselves.” (Special educator 1)

Discussion

What vocational training programmes are available in the schools?

The findings are in line with the Transdisciplinary theory by Levinson (1993) which summarised by Anderson, Hohenshil, Buckland-Heer and Levinson (1990). They stated that, level I assessments begin during the elementary school years, focus upon an individual's needs, values, interests, abilities, interpersonal skills, and decision making skills, utilize vocational and career exploration activities, and have the goal of building self-awareness in the individuals who were offered the vocational training programmes.

Based on the findings made after the observations, interviews and documentation of the finding, there was a confirmation that, in the school of research that was Catholic Special Vocational School, the students on transition study skills such as batik tie and dye, door mat making, leather works, dress making and hair dressing. The programmes are selected based on the availability of instructors and material to teach.

In contrast, Gyamfi, Mprah and Eduasei (2015) indicated that, the vocational training programmes were not all that relevant to the employment needs of many of the graduates although some of the graduates had benefited immensely from the training. The findings are thus, an indication of the need to restructure vocational training programmes in Ghana to make them more relevant to the employment needs of all trainees.

Discussion

Plan and Selection Vocational Training Programmes for the Students.

The data presented and analyzed in this section indicates that the intellectually disabled in Catholic Special Vocational School are into both pre and post vocational programmes. The study sought to assess the vocational training programmes for the children with intellectual disability in the said school. This was helping establish whether the selected programmes were aligned to the employment needs of the students. Also to find out how the pre vocational skills offered in the school helped the students to acquire some level of fundamentals in the vocational skills which would enable the school authorities and parents to plan vocational training programmes for the students towards their post-vocational programmes for school and programme graduation. The vocational programmes offered in the school are; batik tie and dye, dress making, hair dressing, leather works and door mat making. Also the transition and vocational programmes in the school aims at helping the intellectual disabilities who passed through the school to acquire independent living as well community integration.

The identified vocational programmes in the school were; batik tie and dye, dress making, hair dressing, leather works and door mat making. Szymanski and Parker (2003) vocational programmes are subsumed under seven different areas which are agriculture, business and office, distributive, health and home economics, trade and industry, and technical occupations. According to McCrea and Miller (2004) indicated that vocational programmes are further simplified to include mushroom farming, batik/tie and dye, basketry, weaving, carpentry, poultry, bead making, and calabash work which constitute an important component of individuals with intellectual disability to enter the world of

work. Thus, in preparing students with intellectual disability towards school graduation, the selected programmes for the students should be based in their interest and ability. Also the programmes should be linked to those of the local industries and as well as ensure community integration of the students. These will enable the students on transition to be productive, acquire independent living and fit into their communities after programme graduation.

Results

4.1.4 Research Question 2:

What resources are available to support vocational training programmes in the school?

Resources are the basic teaching and learning materials every school needs in order to function. The resources may be human or material. The resources available in the school for teaching the vocational training programme were a sub-theme derived out of the main theme.

What resources are available to support vocational training programmes in the school?

On the resources available in the school for teaching the vocational programmes, these were the views expressed by the special educators and vocational instructors.

Special educator:

“The school has few workshops for the training of the intellectual disabilities in vocational training programmes.” (Special educator 1)

Vocational instructor:

“The school has vocational instructors and teachers who teach; batik tie and dye, dress making, hair dressing, leather works and door mat making in the school.”

(Vocational instructor 2).

Vocational instructor:

“There few work tables, bowls, dyes, leathers, and pieces of materials including other materials which we use for the teaching of the various vocational programmes to the children in the school.” (Vocational instructor 3)

What resources are available to support vocational training programmes in the school?

At Catholic Special Vocational School where the research took place had few special educators, vocational instructors, workshops, leathers, bowls, adopted curriculum and including other materials for its vocational training programmes.

Kirk and Anstasiow (2003) stated that intellectual disabilities with additional physical disabilities require adapted seats, therapy equipment, sports and recreational facilities, wheelchairs, crutches, adapted functional aids like pens cutlery and computers. Learners with mental handicaps require functional aids and real objects as learning resources. These include recreational and vocational training equipment, sports and recreational therapy equipment, physiotherapy and occupational therapy equipment, music and art therapy equipment, visual auditory tactile and functional training materials (Kirk and Anstasiow 2003).

Avoke (2005) argued that lack of resource material is a major problem facing vocational training. The lack of resources is not limited to books only, but involves

equipment for the vocational training, which have to be purchased by the government since the schools are unable to provide them.

Avoke (2005) again noted that, there were no rooms allocated for vocational training programmes in most schools, making it difficult to teach vocational courses effectively. Even though the results indicated that 90% of the teachers were trained, this was not a guarantee that vocational training in special schools in Ghana was going to succeed with lack of other resources.

Uses of Resources for Vocational Training

On the issue of uses of resources in the school for the teaching of vocational programmes, the views expressed by the special educators and vocational instructors are presented as follows:

A similar comment from a vocational instructor is as follows:

“We use the resources such as calico, dye, designs including other raw materials the making of batik tie and dye for sale in the school.” (Vocational instructor 4)

The view of a vocational instructor is stated as follows:

“Leathers, shoe maker nails and glue and other necessary materials which are sent to the leather works department are used in the making of different kinds of sandals for schools and individuals.” (Vocational instructor 4)

However, one of the vocational instructors shared this view as follows:

“The school has hair dresser machine, hair shampoos, pomade, towels for the washing and keeping the hairs of the students and some staff members in the school.” (Vocational instructor 5)

One vocational instructor embarked is as follows:

“Waste product from the manufacturing of batik tie and dye, calico fabric, sewing machines, sewing needle, threads, scissor are used by the children who learn dress making for their practical works.” (Vocational instructor 2)

Discussions

Findings on What resources are available to support vocational training programmes in the school?

Responds from the special educators and vocational instructors analyzed indicated that, really the school had same resources for the teaching of vocational training programmes at school. These resources include; available classrooms, workshops, school curriculum, daily timetable as well as teachers who are the implementers of the selected transition and vocational training programmes in the school.”

The resources available support the training of the vocational programmes. This implies that, vocational courses offered in the school are taught in the available classrooms and workshops in the schools. From the results, lack of materials and other resources such as working tools is a major issue facing the teaching of vocational skills in these schools. Majority of the respondents commented on the lack/inadequacy of tools and materials for teaching and learning of vocational programmes. This situation is

problematic, since it would hinder the teaching and learning of vocational courses in the schools.

Avoke (2005) stated that the lack of resource material is a major problem facing vocational training. The lack of resources is not limited to books only, but involves equipment for the vocational training, which have to be purchased by the government since the schools are unable to provide them.

Avoke (2005) again noted that, there were no rooms allocated for vocational training programmes in most schools, making it difficult to teach vocational courses effectively. Even with the few had few teachers and instructors for the teaching of the programmes.

Another argument was that, existing training infrastructure needs constant innovation to keep up with new technologies and learning methods. Flexibility and agility are vital to ensure that institutions remain able to respond to the evolving challenges posed by dynamic labour markets. Training institutions must have the capacity to periodically adapt curricula and update teachers' and trainers' skills to the changing needs of the world of work (ILO, 2010).

Discussion

Findings on What resources are available to support vocational training programmes in the school?

The school has some resources for the teaching and learning activities though not adequate as expected. These resources include pieces of fabrics for door mat making, whole fabrics and dye for making batik tie and dye, leathers for the leather works department, sewing machines, scissor, tape measure and fabrics

for dress making, as well as hair drier, hair shampoo, hair pomade, combs for hair dressing.

Further, as stated in the study, inadequate vocational programme resources affects the training of its students with intellectual disability in the school since resources forms a core component in vocational skills training programmes.

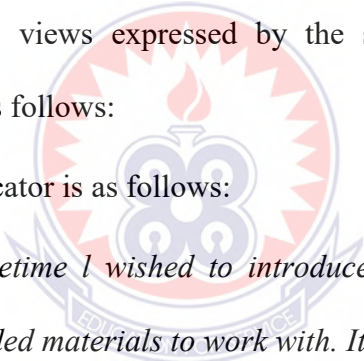
Results

4.1.5 Research Question 3:

What challenges are there in developing and using Vocational and for the students?

On this issue, the views expressed by the special educators and vocational instructors are presented as follows:

A remark by a special educator is as follows:



Sometime I wished to introduce new concepts but don't get the needed materials to work with. It's not all the time that I can afford them with my own money too? Due to this problem, I have been teaching the same vocational skills for years which to me shouldn't have been the case.” (Special educator 1)

Another special educator shared the following view:

“I wished for the best for these children. We all know they cannot go far in education but cannot be denied vocational programmes too. As a result of inadequate tools and materials for practical works the school, I have been teaching the same programme which

could have been changed or new even new ones added to them if the means were there.” (Special educator 2)

A remark by a special educator is stated as follows:

“Special schools have problems. It is the government who takes responsibility of everything concerned with the running of these schools but, it is not forth coming as it should. Here, in this school, we sell the little products we get from our practical works before we are able to buy new tools and materials for our next practical works. Let assumed for months there were less/ no sales, which means practical works would be discontinued. In fact, it had been a big challenge for us. Moreover, we cannot rely on the parents of these children; most of them just come and dump their wards here without coming to visit, attend P.T.A. meetings or even talk of picking them home for vacation holidays. And now imagining going to asking them to pay something to be used to buy materials for the teaching practical lessons in the school.” (Special educator 3)

Another vocational instructor remark is as follows:

The school is not having enough resources for teaching and learning which creates a lot of difficulties for me in particular because, I am not able to handle the department as I want in terms of teaching new and current marketable programmes”. (Vocational instructor 1)

A special educator's view is as follows:

“Some persons with intellectual disabilities as well as staff members leave the school due to various reasons best known to them. To the best of my knowledge, the teachers leave as a result of the work not being attractive and demanding in nature. That is, we lack motivation in the special s not here alone. Some of the students also discontinue school in the view that, they've been attending school for long without completion so they stop themselves.” (Special educator 2)

Different view of a vocational instructor is as follows:

“Drop out of these students is normal just as it happens in the mainstream schools. Some parents themselves do not have interest in their student's education thus, results to their wards drop outs. On the parts of the teachers, I will say the work is very challenging and our salaries are just like any other teacher in the regular schools so, why not stop and join the regular schools then to stay and waste time here.” (Vocational instructor 2)

Another comment is stated as follows:

“We have been having cases with students dropping out of school though it's not too much here. Sometimes some of the students return to the school after years of stopping and are at times readmitted when they return. I would also say, due to financial problems some parents let their special needs student drop out of school to pervade way for their other siblings without disabilities when it comes to education. On the part of the teachers, there are no proper incentives in this school to me, thus, teachers don't want to work here. On the other hand, newly

posted teachers who were ill informed about the teaching work in the special school may not be able to stay for long.” (Special educator 3)

Special educator’s view well noted is as follows:

“The special educator shakes the head and began, if you don’t have love for these students you can’t work with them at all. It will surprise you to know that some of them like money and that would prefer stopping school for work to earn some cedi. Some families also engage them in all sort of work which is above their strength. In fact, due to some of these cases, the school with its authorities has offer employment to some of these students who are hardworking but were being over used by their families and communities.” (Special educator 2)

A response from a special educator is as follows:

” Teachers leave the school at times because they are naive about the commitments involved in teaching in the specials schools. Why am I saying this? They take special school teaching to be just like any other school but, after accepting posting to teach in the school, they come and are not able to coup then to leave. On the part of the students, it’s either the family who are not supportive in the children education or the students themselves due to one or two reasons best known to them.” (Special educator 1)

Discussions

What resources are available to support vocational training programmes in the school?

Based on the assertion made by the special educators and vocational instructors on the challenges that affect vocational programmes, the findings and observations documented indicated that the programme was faced with some challenges. For instance, the school had problem with inadequate teaching materials needed to teach the vocational training programme in the school of this study.

Dropout rate among the intellectual disabilities and the teachers were also mentioned. Wagner, Newman, D'Amico, Jay, Butler-Nalin, Marder, et al., (1991) added, dropping out of school is one of the most serious and pervasive problems facing special education programs nationally. Moreover, many studies have reported that special education teachers experience burnout also due to classroom factors, such as student misbehavior (Titus-Schmahl, 2010).

Further analyses which were also documented revealed that there was lack of commitment on the part of government in addressing the concerns of persons with disabilities, especially investing in training and education. Dankwa (2013) have identified inadequate funding, lack of qualified teachers, and teaching and learning materials as major barriers impeding the running of special schools in Ghana.

Discussion

Challenges of the Vocational Training Programmes.

A special educator intimated the following:

“I wished I could teach different skills aside what I have been teaching my class but, due to the use of old syllabus and inadequate teaching and learning materials the school it becomes difficult. When it happens like that, I have no option than to abandon the idea and stick to the old vocational skills I have been teaching. Also some the classes have more children which should not have been the case in special school and it thus, create problems to my teaching.” (Special educator 1)

One special educator also commented on the following:

“Financial issues had been disturbing us when it comes to buying teaching and learning materials for teaching. Most of our vocational tools are old which we have to replace since working with them sometime becomes difficult and delays our teaching and learning.” (Special educator 2)

A view of a special educator is as follows:

“In our special schools, it is the government who provides the schools with teaching and learning materials and sometimes non-government organisations (NGO’s). For that matter when the supports are not forthcoming as it should, it delays teaching and learning activities in the school.” (Special educator 3)

However, one of the interviews' shared the following view:

“Most of the students with intellectual disabilities have additional physical disabilities are not able to learn the making of each door mats, hair dressing, leather works, batik tie and dye and dress making as expected. This may be due the individual having cognitive, affective or psychomotor problem which affects some of the vocational educational programmes in the school.” (Vocational instructor 1)

Discussions

Findings on Challenges of the Vocational Training Programmes.

According to Aboagye (1999) Education in transition and vocational training programmes today faces huge demands, challenges and opportunities which hinder its implementation in the special schools. In 1998, the Ghana Education Service Council Retreat reported that, technical and vocational institutions have been neglected and poorly resourced.

Based on the findings on the effects of the challenges on the implementation of transition and vocational training programme, the researcher is the view that, stakeholders of the school are not motivating teachers and vocational instructors of Catholic Special Vocational School to encourage them stay and teach in the school.

Financially, the government is also not playing its part well to support the school authorities to make the teaching of the vocational programmes effective. Thus, the problem of with teacher attrition and student's dropout rate as some of the problems the special school faces.

The findings of Dasmani (2011) from his study showed that inadequate supply of instructional materials, large class sizes, inadequate training facilities, and weak linkages with local industries for hands-on-experience for both instructors and trainees lead to ineffective and inefficient training of students while emphasis was placed on passing final examination.

Comparison with the study conducted by Kyere, he indicated in his findings that, vocational education faces multiple problems in the form of financing, unavailable up-to-date tools and materials and unsuitable syllabi and teaching/learning materials. Again, parental neglect, superstition and communication barriers were identified as the main problems that limit the employment chances of the deaf who have graduated with vocational skills.

Also in line with the theory adopted for this study, 'transdisciplinary theory', it is stated that to be able to implement vocational training programmes effectively in a special school, there is the need to conduct an assessment on the intellectual disabilities which should include their cognitive, social, affective, and other domains in which information is gathered for assistance before effective vocational training programme can be selected for a student. Additionally, any vocational training programme can only be effective when the challenges the programme faces are controlled.

How the Challenges are being managed?

On this issue, the views expressed by the special educators and vocational instructors, are presented as follows:

A comment of participant worth noting is as follows:

“In other to make the vocational programme attractive, I make good use of available teaching and learning materials at my disposal and also established better standards for my students in my class. This had been motivating them to learn the vocational skills willingly.” (Vocational instructor 2)

A view of a special educator is as follows:

“Sometimes I had to improvise for the teaching and material for the learning of the vocational skills. When it happens like that, I go to the community in search of the needed materials to teach. For instance, in the teaching of door mat making, I see the local industries who manufacture all kind of jerseys for their waste which had been of great help in my teaching.” (Special educator 1)

From another special educator’s point of view:

“I normally encourage parents to try and send their students to school regularly and also to develop interest in the vocational skills their students are learning. In this way, it checks the dropout rates on the part of the students so that they can be around always to learn the vocational skills the school offers”. (Special educator 2)

Another comment is as follows:

“The schools with its authorities try to employ the adult students who are hardworking but are most of the time used as labours by their communities and family. These help such children to be at school to and earn some amount for their up keep.” (Vocational instructor 4)

One vocational instructor also remarked on the following:

“We always try our possible best to make life in the school very friend, and even a second home for our students. In the way, we are discouraging them for being dropouts from the vocational programmes and from school at the same time.” (Vocational instructor 5)

From another special educator is the following:

“In order to maintain and reduce the attrition rate among teachers in this school, some have been offered accommodations. Again, the school provides free transport for the teachers to and from as much as possible. The school also provides them with free lunch in a way of motivation since most regular school does not do so.” (Special educator 1)

Discussions

What resources are available to support vocational training programmes in the school?

Findings on Research Question 3:

Discussions on the challenges that confronted the vocational training programmes are in the form of finance, teacher attrition, dropout rate among students as well as inadequate follow up services for students on attachment. Although, the school authority is trying it best to manage the situation, yet there is more to be done before the issue could be not to solve. For example, the teachers tried to make use of the available resources, they sometimes improvised, and both the intellectual disabilities and their parents were encouraged to be serious with vocational programmes

In line with the above view point of the special educators and vocational instructors concerning how resources are managed, Vlachos (2000) indicated that, managing resources is essentially budgeting.

Discussion

Findings on Research Question 3:

What challenges are there in developing and using vocational for the students?

Analysis drawn from the study revealed that, there were challenges that confront the transitional and vocational training programmes the school offered intellectual disabilities. For instance, although the curriculum did not pose much difficulty to the teachers and instructors in the school, the acquisition of the right materials to teach some of the programmes was difficult. That had resulted in the selection of resources teaching.

Contrarily to the findings analysis of the study, Ghana just like sub-Saharan countries, including Kenya, Vocational Educational Training (VET) for graduates are faced with obstacles in obtaining jobs because the skills development and training available are unable to respond to the demands of the industry (United Nations Development Programme, 2010). Likewise, a survey reported in Canada during 2006 found that people with disabilities continue to experience some of the lowest rates of employment in the country, a situation common across the world (Canadian Association for Community Living, 2006).

Results

4.1.6 Research Question 4:

How the Vocational Programmes provide adequate Skills for the students?

In answering the research question on ‘how the Vocational and Transitional Programmes provide adequate Skills for the students towards graduation’, the interview findings from the special educators and vocational instructors were used. On the issue of how the vocational and transition programmes provide adequate skills for the students towards graduation, their views expressed are presented as follows:

Discussions:

How the Vocational Training Programmes provide adequate Skills for the students.

On the issue of how the vocational and transition programmes provide adequate skills for the students towards graduation, the views expressed by the special educators and vocational instructors, are presented as follows

In the view of one vocational instructor as follows:

“Teaching the intellectual disabilities skills in vocational training programmes help these individuals to be prepared for vocational employments a head of them.” (Vocational instructor 1)

One special educator also remarked on the following:

“Vocational training programmes make the intellectual disabilities that learn it to be productive in life just like their non-disabled colleagues in their communities.” (Special educator 3)

A view of another instructor is as follows:

“To the best of my knowledge, transition and vocational training programmes offers the students with intellectual disability with employment opportunities when they are able to learn and complete the programme as expected.” (Vocational instructor 2)

One vocational instructor’s comment is as follows:

“As a result of behavior problems these intellectual disabilities have, most employers do not wish to employ them at their work places. Due to this reason vocational programmes are the best options such individuals. Thus, they are being helped to acquire entrepreneurial skills for self-employment.” (Vocational instructor 3)

View of one vocational instructor is noteworthy:

“Many individuals are of the view that persons with intellectual disabilities are useless to themselves and their families. On the contrarily, it is not like that. When the intellectual disabilities are equipped with the needed skills through vocational training programmes, they gain some level of confidence and competence to work on their own for survival.”
(Vocational instructor 4)

Discussions

How the Vocational Training Programmes provide adequate Skills for the students.

Ryndak, Ward, Alper, Montgomery, and Storch (2010) explained that pre-graduation transition programs seem to have an effect on the success of vocational

training programmes in achieving employment outcomes with its learners. These same authors found out that, those receiving special education services in special education settings achieved better adult outcomes reflected in community integration, work contexts and interactions with others. Therefore, community integration on the part of the intellectual disabilities, the chosen of vocational training programmes for them should enable their students on transition at special schools to fit into their various communities after their programme graduation, Moon, Simenson, and Neubert, (2011).

Transdisciplinary theory by Levinson (1993), adopted for the study states that assessment may include cognitive, social, affective, and other domains in which information is gathered to assist in effective career decision making on students who are concerned. Thus, the purpose of this theory in this study is helping to find out how educations as well as vocational training programmes allow students make to be successful adjustment to work and community living after spending several years in school by learning vocational skills.

Another study conducted by Kamere (2004) also suggested that development of transition programmes for children with intellectual disabilities in Kenyan vocational institutions should aim at integrating these students into the society, taking into account the individual student needs, reference and interest. Such programmes should include functional curriculum, vocational education, acquisition of daily living skills transitional services and community adjustment skills.

Results

Findings on Research Question 4:

The Link between the Vocational Training Programmes offered in the school and the Local Industries.

To answer this research question, the interview data collected from the special educators and vocational instructors were used. On the issue of the linked between transition programmes and the local industries, the views expressed by them, are presented as follows:

Comment from a special educator is as follows:

“Individuals with intellectual disabilities do not perform much in academics but rather in vocational training programmes. The kind of programmes this school is running for the children will help them to be marketable in future to themselves, their families and the entire community since they are the very things the community needs. Almost all the vocational programmes the school is teaching are being done by some of the local industries in the community. For instance, the leather works in the form of sandals making, door mats and batik tie and dye.” (Special educator 1)

A view expressed by a vocational instructor is as follows:

“Training persons with intellectual disability to acquire vocational skills is very necessary because it helps them to be productive. The vocational training the school is offering children is geared towards helping the children gain employment in the local industries in their communities since the vocational

training programmes being learnt at school are also being done in some of the local industries within the community setting.” (Vocational instructor 1)

Another commented is as follows:

“I will say vocational skills offer students with intellectual disability employment opportunity whether self-employment or to be employed by others. To me, the school is doing it best in this area and the students would be able to sell back what they have learnt in school back to their communities.” (Vocational instructor 3)

Interesting view from a special educator is as follows:

“The school has taken the responsibility to equip the individuals with intellectual disability with entrepreneurial skills for self-employment and as well link them with the society, in that matter the local industries. This is going to help them not to be a burden on their families and the communities at large in future. I can say for a fact that, these skills we giving these individual will definitely link them to the job market. At the moment, the school is able to sell the products from our various vocational departments to the community which they buy since they also need them. Therefore, they will definitely be productive after school completion.” (Special educator 3)

View of a vocational instructor is as follows:

“Let not go far, the individuals who are into leather works manufacturing, deals in foot wears which their department sells to the society. The society also buy the products and even been come to place orders. The instructor in that department doesn't go for outsides to seek assistance form people to come and

help when they have orders, but rather uses these very students under the department to work. In the same way, in future after they have completed the vocational training programme they can join any shoemaking manufacture to work with or even work on their own.” (Vocational instructor 5)

The view of interviewee noteworthy is as follows:

“Through these vocational training programmes, we have been able to give these people vocation skills that will make them employable by the local industries. This as well is going to help them to acquire some level of confidence, competence and independency in their future employment.” (Special educator 2)

Similar comments by two members are as follows:

“In the school before programmes are being selected for each individual, the school considers the student’s interest and ability levels first. Further, their parents are counseled on the transition skills that would be offered for them which are tailored towards their job acquisition. In this case, all the skills training on the schools programme are those that the societies we live in need. This shows how the school is concern with the welfare of these students by helping them fit into their communities with the needed skills needed for employment.” (Special educator 1 & 3)

Another interesting comment is as follows:

“Whether society will accept it or not is not the case. We all know most people would not accept to employ a special need in their work place due to their disability. But, if through their schooling they can be engaged with the appropriate skills that will make them gain self-employment, why not? Therefore,

the school is equipping them with productive skills that will enable them to be productive to themselves and their societies at large”. (Vocational instructor 4)

The school is training the intellectual disabilities in various vocational skills that will enable them to be entrepreneurs or master craftsmen towards independent living. The programmes have link with some of the works the local industries are doing. Also, the skills they are acquiring will integrate them into the community because even at the school, they are able to sell their products to the community which they also accept and purchase.

Results

How the Vocational Programmes help the Students to be integrated into their Communities.

Results on the research question” How the Vocational Programmes helps the Students to be integrated into their Communities “the interview data collected from the participants were used. On the issue of how the vocational programmes help the students to be integrated into their communities, the views expressed by the respondents, are presented as follows:

Comment from a vocational instructor is as follows:

“Students who are engaged with vocational training are able to work within their communities. This may be in the form of being employed by others or through self-employment.” (Vocational instructor 5)

In the view of a special educator is as follows:

“I provide the intellectual disabilities I have been teaching with the needed and marketable vocational programmes the community need and patronized such as the learning of batik tie and dye. This product has become Friday wear these days and most of the foreigners who visit the country also buy them. Thus, it is good some of the students are learning it.” (Special educator 1)

A statement from a special educator is as follows:

“Based on the interest level of the intellectual disabilities, programmes that they can learn and African in nature are been taught in the school to help them give back to the society what they have learnt at school after completion of school.” (Special educator 2)

Findings gathered from participates by the researcher through observations, interviews, which were documented in the form of note taken and recordings revealed that, when the students with intellectual disabilities are able to learn vocational skills well, they would be able to gain independent living, employment and integrated into their communities after learning the vocational skills. This statement confirms part of what Levinson stated in his Transdisciplinary theory (1993) which states that, the teaching and learning of pure academic programmes alone by the students with intellectual disabilities on transition will not benefit them for the future. Therefore, it would be advisable for a coordinated set of activities to be organized for students, which are designed within an outcome-oriented process and promotes movement from school to post-school activities. This set of activities confirms that vocational training programmes in the form of batik tie

and dye, door mat making, dress making, hair dressing and leather works are the skills that the students with intellectual disabilities are learning at Catholic Special Vocational School. Thus, for the set of activities being learnt to be effective, the activities should be based on the individual needs of students, their preferences, and interests, community experiences, the development of employment and other post-school adult living objectives.

Results

How the Vocational Training Programmes Equip the Students with Employment Opportunities.

Participants responded to this research question, the interview data collected from them were used for the findings. On the issue of how the vocational and transition programmes equip the students with employment opportunities, the views expressed by the respondents, are presented as follows:

In view of this vocational instructor is the following:

“The intellectual disabilities are given the opportunity to learn the vocation which they can perform better in the school. After the completion of the programme, the students can establish them by trading in what they have learnt from school.” (Vocational instructor 2)

Another comment is as follows:

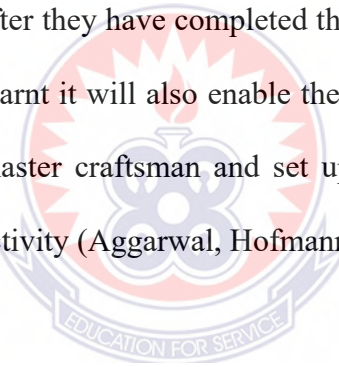
“Some family members of these students are into some sort vocational activities. Thus, they encourage the school to train their wards in the same vocational skills if the school is also having it on its programme. This

would enable masters in such vocational programmes to offer their family intellectual disabilities with employment or further apprenticeship training when they are able to complete school.” (Vocational instructor 3)

Different comment is as follows:

“The local industries who are into the same vocational programmes the intellectual disabilities have learnt can offer the children employment after completion of the programme at school.” (Special educator 1)

According to Hammill and Bartel (1990), vocational training programme should focus on helping students with intellectual disabilities to develop relevant vocational skills they can work with after they have completed the vocational programme. When the vocational skills are well learnt it will also enable the students to graduate since training is essential to become a master craftsman and set up or take over a business in these fields after some years of activity (Aggarwal, Hofmann & Phiri, 2010).



Discussion

Findings on:

How the Vocational Programmes provide adequate Skills for the students

The education review report released in 2002 lead by professor Anamuah which was also known as Anamuah Committee provides the stringboard on which current aims of vocational education could be examined. These aims as stated in Anamuah Committee’s Report (2002), are not much different from that stated by Fafunwa (1971, p. 51). Accordingly, Ndala (2006), the main goal of vocational programme is to produce

graduates who are able to stand on their own feet after completing their vocational programmes, be it through existing jobs or by starting up their own small scale business that can sustain them (Ndala, 2006).

Contrarily, the level of training given in Ghana does not match with the job market requirements. With technological development in the market it is difficult for the training centers to provide facilities that can make individuals with intellectual disabilities marketable. While in other parts of the world, especially the United States and United Kingdom, some individuals with intellectual disabilities have been successfully trained and placed in competitive employment (Cherono, 2003).



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter deals with the summary of findings, conclusion and recommendations for the study. It also includes suggestions for further research.

5.1.2 Summary of the findings

The study assessed teacher's views on vocational training programmes offered in Catholic Special Vocational School Fijai-Takoradi in the Western Region of Ghana. Based on this, the study specifically sought to find out; (a) what transition and vocational training programmes are available in the school, (b) what resources were available to support vocational training in the school, (c) what challenges influence the vocational training and transition programmes for the student and (d) how the transitional and vocational training programmes provide adequate skills for the children towards their graduation? Four research questions were formulated which guided the study. The research design was a case study where qualitative research methodology was used. The purposive sampling technique was employed for the selection of respondents for the study. Observation, semi-structured interview guides and documentation were also used to gather data for the study and were analyzed through descriptively based on the themes raised for the strands.

The findings of the study are presented based on the main research questions raised as follows:

5.1.3 Research Question 1

What vocational training programmes are available in the schools?

Research question 1 focused on examining the transition and vocational training programmes planned in the curriculum for students with intellectual disabilities in Catholic Special Vocational School for these students. The responses gathered from the respondents revealed that, available vocational training programmes offered in the school were five. The programmes include batik tie and dye making, door mat making, leather works, dress making and hair dressing. The said programmes were planned and selected for the students on transition based on the availability of special educators and vocational instructors in the special school. Also, availability of needed materials for the vocational programmes and the strength, interest as well as the ability levels of the students are also considered before vocational programmes are selected. The school authority and parents of the students on the transition programmes were also involved in the planning and selection of programmes for the students.

Furthermore, the reasons that account for the vocational skills for intellectually disabled students were to help them live independent life, gain employment and be integrated to their community. Mostly, the interest level of the students on the vocational programmes are determined based on how the students approached the programmes they were taught.

5.1.4 Research Question 2

What resources are available to support the vocational programmes?

Response data on research question 2 was on resources available to support the training of the vocational programmes in the special school which revealed that, the Catholic Special Vocational School had resources for the teaching and learning of the vocational programmes though inadequate. The resources were classrooms, workshops, and curriculum as well as daily timetables with teachers to facilitate the implementation of the programmes in the school.

Stakeholders of Catholic Special Vocational School stated the resources used for the vocational training programmes for students on transition are received through donations from NGO's and individuals who have the welfare of the school at heart. Products manufactured in the school are also sold to the community to generate funds for school. Also the government is the main sponsor to the special school in terms of financing. In conclusion, used in making batik tie and dye making, door mat making, leather works, dressing making and hair dressing

5.1.5 Research Question 3

What challenges are there in developing and using vocational and for the students?

Research question 3 sought to find out the inherent challenges that affect the vocational training programmes in the school. The response data indicated that, the school is faced with financial problems, in adequate teaching and learning materials, dropout rate among the students as well as teacher attrition. Therefore, the challenges affect the teaching and learning activities in the school. The school authority encouraged

the students and their parents to have interest in the programmes to help reduce the dropout rate among the students in the school. The teachers are also motivated in devise ways to ensure their stay in the school.

5.1.6 Research Question 4

How does the vocational training programme provide adequate skills for the children?

Response on research question 4 was on influence of the vocational training programmes towards the development of these students for graduation. The respondents have the believed that the skills taught in the school prepared the students to be productive and marketable for the future by living independent lives. Through the vocational programmes the school offers them they would enable the students to integrate into their communities as well as some of local industries in their communities. Respondent also have the believed that, through the various vocational programmes the school offers the students; they would acquire confidence and competence with entrepreneurial skills for self-employment after graduation.

5.3 Conclusions

Based on the findings of this study, it was possible to draw the conclusion that, vocational programmes offered in Catholic Special Vocational School Fijai-Takoradi included batik tie and dye, door mat making, leather works, hair dressing and dress making. However, there appears that the programmes are limited for students to make selection from based on their individual ability and interest. Also, in Catholic

Special Vocational School Fijai-Takoradi there was the need for some resources for the teaching and learning of the vocational training programme which the government through the Ghana education was to provide for the school. The school itself from the sale of their products provides some of the resources with the assistance of donations from individuals and non-governmental organisations. The resources needed by the school included;

- pieces of fabrics for door mat making,
- whole fabrics and dye for making batik tie and dye,
- leathers for the leather works department,
- sewing machines, scissor, tape measure and fabrics for dress making
- as well as hair drier, hair shampoo, hair pomade, combs for hair dressing

Moreover, there seem to be ill preparation for the vocational training programmes for students on transition since most of them had remained in the pre vocational school to the vocational school from childhood to adult age without being able to exhibit the skills acquire for independent living as it was supposed. Again, transitional arrangements as limited to individuals with intellectual disability lack follow-up services for students on attachment programme. Also, there was dropout problem of both staff and the students in the special school due to many factors. Teaching and learning resources for the vocational skills programme were inadequate. Moreover, the government financially was not assisting the school as it should.

Furthermore, based on the findings on the challenges influencing the vocational training and transition programmes for these students in the school, it came out that, the skills taught in Catholic Special Vocational School Fijai-Takoradi, does not

prepared the students on transition to be productive and marketable for their future independent living. Thus, the students' integration into their various communities had been a problem since they lack the skills, confidence and competence to work with after their programme completion. Although vocational programmes are being studied in the school, they were seen to have not been meeting students' future needs to some extent, as they may not be accepted in many competitive employments.

5.4 Recommendations

In the light of the findings of the study, the following recommendations are made. There is the need to introduce more vocational training programmes in the school for students to able them make their own selections based on their abilities and interests. Also, resources for training (tools, materials and logistic) should be supplied on regular bases to the school by government through the Ghana Education Service to the school. Again, stakeholder of the school should motivate the special educators and vocational instructors to encourage them stay and teach in the school. Financially, the government should support the school authorities to make the teaching of the vocational programmes effective. Further, vocational training programmes introduced in Catholic Special Vocational School must be carefully designed to appropriately place the students in employment after graduating from school with effective follow-up services.

5.5 Suggestion for Future Study

Further study could be carried out to explore the community coping strategies for persons with intellectual disabilities who graduated from the special schools in Ghana for

those with intellectual disabilities with meaningful transition and vocational programmes for graduation with the needed follow-up services.



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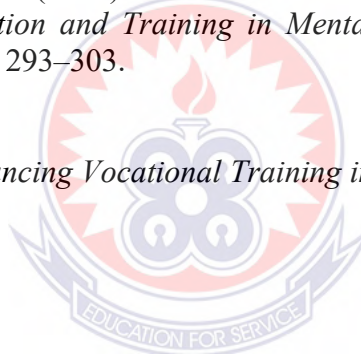
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APPENDIX A
INTERVIEW QUESTIONS FOR HEAD, TEACHERS AND VOCATIONAL
INSTRUCTORS (SEMI-STRUCTURED SCHEDULES)

1. Vocational training programmes planned in the curriculum.
 - i. Tell me about the available vocational training programmes in the school.
 - ii. How does the school plan and select vocational training programmes for the students?
 - iii. What factors account for the vocational skills students need for to complete the programme?
 - iv. How do you view the interest level of students towards in the learning of the vocational training programmes?
2. Resources available to support the training of the vocational programmes.
 - i. What resources does the school have for teaching the vocational programmes?
 - ii. Tell how the school gets the needed resources in teaching the programmes?
 - iii. How are the resources put to into use?
3. Challenges of vocational training programmes.
 - i. What are some of the challenges of vocational training programmes in the school?
 - ii. How does the challenge affect the implementation of vocational training programmes?
 - iii. To what extent are the challenges being managed in the school?

4. How the vocational training programmes provide adequate skills for the children with intellectual disabilities?
 - i. How does the programme influence the children's competency in the skills they learn?
 - ii. How well is the programme planned?
 - iii. To what extent are the vocational programmes helping the children to integrate into their programmes linked to the local industries in the community?
 - iv. To what extent is the vocational programme equipping the students with employment opportunities?

