

UNIVERSITY OF GHANA-LEGON

“INCLUSIVE EDUCATION IN GHANA: AN INVESTIGATION INTO THE FACTORS THAT PROMOTE THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN AT THE PRIMARY SCHOOL LEVEL”.

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER), COLLEGE OF HUMANITIES, UNIVERSITY OF GHANA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN DEVELOPMENT STUDIES

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DECLARATION

I hereby declare that, apart from the references to other people's work which has been duly acknowledged, this dissertation **“INCLUSIVE EDUCATION IN GHANA: AN INVESTIGATION INTO THE FACTORS THAT PROMOTE THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN AT THE PRIMARY SCHOOL LEVEL”** is the result of my field work activities carried out in the Institute of Statistical Social and Economic Research (ISSER) under the supervision of **DR. NANA AKUA ANYIDOH**, and that this dissertation has not been presented anywhere, either in whole or in part, for the award of a degree. Any errors are attributed to my personal limitations.

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(Supervisor)

DATE

DEDICATION

I humbly dedicate this research work to my late parents for their love, care and guidance in making sure that I have the best of education. Daddy and Mummy, you are the best. It is our prayer that God forgives you wherever you are.



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The successful completion of this dissertation is due to the renewing support I enjoyed from God and certain personalities.

Therefore my humble thanks goes first to the Almighty God for guiding and protecting me through this research work and my MA in Development Studies.

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ABSTRACT

The study entailed an investigation into the factors that promote the academic success of special needs children at the primary school level. The study was carried out in Awutu Senya East Municipal Assembly in two of the 10 inclusive schools three years after the municipality started piloting inclusive education. The study examined the link between the academic success of Special Educational Needs (SEN) children and the following variables: the behaviours and attitudes of SEN children; school environment and support services; teaching and learning methodologies; and parental and family involvement.

The study adopted a mixed method approach employing both qualitative and quantitative data collection methods and sampling techniques. The data were collected using a questionnaire, a quantitative data collection template and an interview schedule. The sample size was 37, which included SEN children, parents, classroom teachers, SEN Resource Teachers and the Municipal Special Education Division Officer from 2 schools. The data was collected and analysed quantitatively and qualitatively. The quantitative data collected were the examination scores of three subjects for the 20 SEN children interviewed, which were analysed using the analysis of variance (ANOVA) test to test how both children's behaviour and attitudes and parental involvement influenced the academic success of SEN children in inclusive schools. Correlation analysis was used to test the association between school environment and support services and the academic success of SEN children. The qualitative data was classified to identify themes.

The findings of the study showed that SEN children interacted well with their non-SEN classmates and were motivated and encouraged to be in school and learn. The study also found a positive and significant relationship between average score and positive attitude. The study

showed no relationship between access and usage of school facilities and the average score of the SEN children. However, almost all the respondents interviewed reported the non-availability of these educational support services as having a negative impact on the learning outcomes and academic success of the SEN children. The study further reported that, as a result of the use of teaching and learning methodologies, the academic performance of children had improved. Teaching and learning methodologies adopted by the teachers in teaching SEN children were seen to be effective because of how they motivated and encouraged SEN children to participate in the learning process. There was a positive correlation between the impact of parental and family involvement in the education and academic success of SEN children. Among the recommendations made was that the physical environment or school compound of inclusive schools be safe and comfortable for both teachers and pupils regarding accessibility to the school buildings and easy movement around the teaching and learning areas. The study also recommended that all the inclusive schools should be provided with the required educational support services in the form of teaching and learning aids.

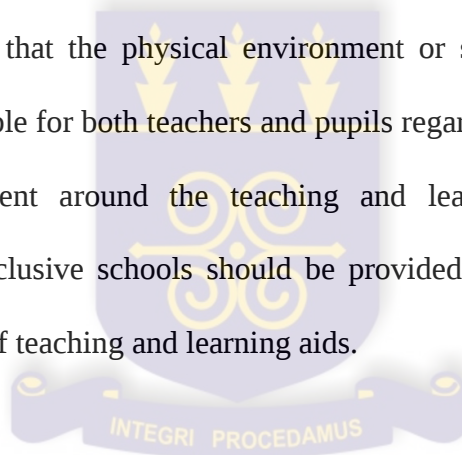


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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ANOVA	Analysis of Variance
ASEMA	Awutu Senya East Municipal Assembly
BEd.	Bachelor of Education
CEC	Council for Exceptional Children
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GOG	Government of Ghana
HIV	Human Immune Virus
ICFDH	International Classification of Functioning, Disability and Health
IE	Inclusive Education
KU-IRLD	University of Kansas Institute for Research in Learning Disability
L.I	Legislative Instrument

M/A	Municipal Assembly
MDGs	Millennium Development Goals
MOE	Ministry of Education
PTA	Parent Teacher Association
SEN	Special Educational Needs
SIM	Strategies Intervention Model
SpED	Special Education Division
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WHO	World Health Organisation

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE RESEARCH

1.0 Introduction to the Study

It is imperative to note that one of the benefits of education is often to enhance the academic progression of children and in this case special educational needs (SEN) children. Where the academic performance of these children consistently trails behind their peers, he or she stands a higher chance of dropping out of school. This has compelled policy makers, educationist, teachers and parents in general to struggle with the question of which factors propel the academic success of special needs children. Identifying the most effective strategies for ensuring inclusive education has therefore become an important challenge for governments and development partners working towards the attainment of universal basic education, particularly in deprived rural areas of Africa. For instance, Lewis (2000) questions the reasons for the call for the inclusion of all special needs children in regular classrooms. He further states that, apart from educating special needs children in inclusive schools, they are assessed by a common examination system which does not favour their progress academically. Lewis' (2000) concern is the fact that, when these special needs children are enrolled in inclusive schools, their needs are not provided and are sometimes hostile towards their care and upbringing. The Council for Exceptional Children (CEC) (1996) in Virginia USA also notes how difficult it becomes when the needed policies and procedures as well as resources are not allocated to inclusive schools to facilitate the academic progress of these children. In another instance, the 2002 Audit Report of the UK Audit Commission brought to light the likelihood of children with special educational

needs being faced with limitations because their schools are not resourced enough to promote inclusive education (Audit Commission, 2002). This, therefore, bring us to the conclusion that to ensure the inclusion of special educational needs children in schooling and the achievement of their academic goals, there is the need to make provision for appropriate educational support services with curriculum and assessment tools adapted for the needs of these special educational needs children (UNESCO, 1994).

This study therefore aimed at investigating the factors that promote the academic success of special needs children in selected inclusive primary schools in Ghana using Awutu-Senya East Municipal Assembly as a case study. In order to enhance the academic success of children with SEN, there is the need to investigate and come out with possible reasons that tend to promote the academic success of these children. The study brought to light some of the determinants or factors that enhance the academic success of children with special needs by looking at the issue from the perspective of the family, the community, the teacher and the school. Some of the key informants of the study included the municipal education authorities, teachers, pupils and parents.

The study adopted the Ghana Education Service (GES) Special Education Division (SpED) classification of persons with varied special educational needs in the country. This is clearly stated in the Draft Inclusive Education Policy, which came into effect in 2015. There are twenty (20) different categorizations of special needs children per the Inclusive Education Policy (MOE, 2013). These 20 categories are outlined in Table 1.1 below.

Table 1.1: 20 Categories of SEN Adopted by the GES

Persons with hearing impairment	Persons with autism
Persons with visual impairment	Persons with emotional and behaviour disorder
Persons with intellectual disability	Children displaced by natural catastrophes and social conflicts
Persons with physical disability	Nomadic children (shepherd boys, fisher-folks' children and domestic child workers)
Persons with deaf-blindness	Children living in extreme social and economic deprivation
Persons with multiple disabilities	Children exploited for financial purpose
Persons with speech and communication disorders	Orphans and children who are not living with their biological parents
Persons with attention deficit hyperactivity disorder	Children living with HIV/AIDS
Gifted and talented persons	Street children
Persons with specific learning disability	Persons with other health impairment (asthma, etc)

Source: (MOE, 2013)

The study focused on only five (5) out of the twenty (20) categories. The five (5) categories are outlined in Table 1.2 below:

Table 1.2: SEN Categories Adopted by the Researcher

Persons with hearing impairment
Persons with visual impairment
Persons with physical disability
Persons with intellectual disability
Persons with speech and communication disorders

Source: (MOE, 2013)

The researcher's decision to concentrate on the five (5) categories was based on the fact that the study focus is on physical and psychological related special needs, and not as a result of children being orphans and living with HIV/AIDS. From preliminary investigations in the Awutu Senya East Municipal Assembly, through consultation with two of the special needs resource teachers and the Municipal Special Educational Needs officer, it came to light that these 5 categories met the focus of this study as they tend to be the non-severe forms of special needs in children. These

categories of special needs were reported by these special needs resource teachers to be the most common SEN categories in these inclusive schools.

1.1 Background to the Study

Every child in the world has the right to a primary education. Access to universal primary education is one of the key goals enshrined in the Millennium Development Goals (MDGs) agreed to by countries in 2000. Although disability was not originally included in the MDGs, it was added in September 2010 when the MDGs were reviewed. This was due to the call for the acknowledgement of disability as part of the MDGs (UN, 2010). The MDG 2, which talks about the realisation of universal primary education, is reinforced by the world's most recent human rights treaty, the United Nations Convention on the Rights of Persons with Disabilities (CRPD), which came into force in 2008. The CRPD recognises that children with disabilities have the right to all forms of educational opportunities. Article 24 of the CRPD states that "State Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, State Parties shall ensure an inclusive education system at all levels" (UN 2006, p16).

In most countries, as a result of the call for the inclusion of special needs children in mainstream schools, it is important to note that attending the local mainstream school will likely be the best option for disabled children, if not the only option. Often there are no appropriate or affordable special schools or classes for children with disabilities. This makes inclusive schools the best option to reach and teach all girls and boys, disabled or not (UNESCO, 1994). Yet children with disabilities are still disproportionately excluded from schools. Estimates of the UN suggest that,

of the 61 million children out of school, one-third are children with disabilities. Most out-of-school children live in Sub-Saharan Africa (43%) and South and West Asia (27%) (UNESCO, 2007 and 2011).

A large number of out-of-children have disabilities. For instance, in India, it is estimated that children with disabilities are five times more likely to be out of school than the national average for school dropouts, leading to an illiteracy rate among disabled people of up to 75% (World Bank, 2007). The same World Bank study found that disability has a stronger correlation to non-enrolment than gender or class in India (World Bank, 2007); while in Nepal, almost 6% of school-age children are out of school with an estimated 85% of these children having some form of disability (MOE, 2012). In Malawi and Tanzania, having disabilities increases the probability of children never attending school (UNESCO, 2010). This leads to children with special educational needs mostly not being able to enjoy the rewards of education, which include earning a decent living through being employed and contributing to the growth of the larger society in which they live in. According to UNESCO, there is the likelihood that there can be a rise in an individual's income by 10% due to an increase in the number of years spent in school (UNESCO, 2010).

1.2 Problem Statement

Many countries around the world are still challenged when it comes to achieving universal access to education, despite the call for making education accessible to everybody at various international conferences. There are an estimated 115 million children around the world, with as many as 40 million having disabilities and do not have access to education (World Bank, 2003).

Access to education can, therefore, be said to be one of the surest ways of overcoming the exclusion of persons with disabilities from attending regular and mainstream schools. Many people still do not recognise the need to include persons with disabilities into mainstream education. This affects the full adoption of such an approach to the education of children with special needs. Inclusive education goes beyond the placement of students into mainstream classes, but rather putting in place conducive learning environments to provide opportunities for all learners to be academically successful.

In developing countries, and Sub Saharan Africa in particular, the call for the adoption of inclusive education to serve the needs of children with disabilities is often hindered by the fact that countries are yet to achieve basic education for all children. The EFA Global Monitoring Report (2010) indicates that educational accessibility is still low in developing countries with as low as 30% or more of adolescents being in school for less than four years, with as high as 50% adolescents being in school in eleven of sub-Saharan Africa. The report further indicates that 44% of out-of-school children in developing countries are likely not to ever enrol in school (UNESCO, 2010).

A greater number of countries are not capacitated enough - be it inadequate funding, trained experts and the culture of solely dependent on donor funding which is dwindling - to effectively implement education for all (UNESCO, 2010). This has led to the adopting of inclusive education by developing countries in different ways. The different approaches adopted by developing countries to the implementation of inclusive education include the development of policies and legislation, which outline the roadmap to implementation of inclusive education in

various countries (Forlin, 2011; Kibria, 2005). In many parts of the world, there are currently different approaches to the placement of children with special educational needs. While some are adopting full inclusion, others are partially integrated into mainstream schools, with other countries still offering education for SEN children in segregated special schools (Forlin, 2010). Therefore, while the philosophy of inclusion tends to be adopted by governments, implementation globally is far from what is being espoused.

Although Ghana participated in the World Conference on Special Needs Education: Access and Quality in Salamanca, Spain and became a signatory to the Salamanca Declaration in 1994, there is still the inability to mainstream all special needs children into inclusive schools. Further to this is the drafting of the Inclusive Education Policy by the Ministry of Education to serve as a framework upon which inclusive education implementation will be guided in Ghana. The policy intends to transform the current special schools for learners with disabilities by creating inclusive schools based on the principle of quality education for all (GOG, 2013).

Although these policies and declarations are being put in place to ensure the provision of quality and equitable education for all children, especially special needs children, there are still certain factors and approaches that are to be adopted by countries which in one way or the other are promoting the academic success of special needs children. It is the believe that if these factors as in conducive school environment, provision of disability friendly teaching and learning are adopted it will improve the scale up of the implementation of inclusive education in Ghana. It will also promote social justice and equality as inclusion will be the hallmark of education especially at the basic level in Ghana. Therefore, this calls for an investigation into the factors

that promote the academic success of these special needs children in order to document best practices of inclusive education.

1.3 Research Questions

- What behaviours and attitudes of SEN children are likely to promote their academic success in mainstream schools?
- How does the school environment and support services promote the academic success of special needs children in mainstream schools?
- To what extent are teaching and learning methodologies influencing the academic success of special needs children in mainstream school?
- How does parents and family involvement in the education of children with special educational needs promote their academic success in mainstream schools?

1.4 Objectives of the Study

1.4.1 General Objective

The research is aimed at assessing the factors that promote the academic success of the special needs children in mainstream schools in Awutu Senya East Municipality.

1.4.2 Specific Objectives

- To determine the extent to which SEN children's behaviour and attitudes promote their academic success in mainstream schools.
- To investigate the extent to which school environment and support services promote the academic success of special needs children in mainstream schools.

- To determine the extent to which teaching and learning methodologies promote the academic success of special needs children in mainstream schools.
- To examine the extent to which parents and family involvement promote the academic success of special needs children in mainstream schools.

1.5 Significance of the Study

Achieving universal education and primary education in particular, for all is a global issue that governments and stakeholders are doing their best to achieve. Issues pertaining to the education of students with disabilities continue to gain recognition and are gradually becoming an important part of Ghanaian educational practices and discourse. The sector is faced with a number of challenges including the inadequate supply of specialised, trained teachers to handle special need children; a lack of conducive school environments; and inadequate awareness of special needs education by parents and the community at large (Gyimah and Vanderpuye, 2009). Furthermore, ensuring the provision of quality inclusive education through the placement of special needs children in mainstream schools is the priority of every nation with Ghana and Awutu-Senya East Municipal Assembly not an exception. Inclusive education, and for that matter the education of special needs children, is very important for the development of every community and the country at large. The research is aimed at assessing the factors that promote the academic success of children with special needs in mainstream schools in Awutu Senya East Municipality. This study contributes to further extend inclusive education on a national scale as well as the enrichment of knowledge of teachers, school administrators and empirical researches in inclusive education. The study benefits parents who wish their special needs children to be

included into mainstream schools, enlightening them about academic aspects of inclusive education.

1.6 Limitations of the Study

Due to the fact that the research was undertaken by an individual, financial constraints limited the study, and the restrict time frame for the completion of the work limited the scope of study.

1.7 Organization of the Study

The study is divided into five chapters. Chapter One captured the background of the study; the problem statement; objectives of the study; significance of the study; and limitations of the study. The literature review, the profile of Awutu-Senya East Municipal Assembly, and the conceptual framework are captured under Chapter Two.

Chapter Three captured the methodology of the study by making reference to the sampling techniques that were used in the study; the sources of information; data collection methods; as well as how the collected data was analyzed. The chapter also gave an overview of the Awutu-Senya Municipal Assembly by highlighting key areas such as education; health care facilities and delivery; economic activities; water and sanitation; and agriculture.

Chapter Four contains an analysis and discussion of the major findings of the study. This entailed analyzing the data that was collected from the field and presenting the findings using statistical tools and tables.

Chapter Five dwells on the findings of the study from the analysis to make recommendations for policy review and formulation of future research themes.

CHAPTER TWO

LITERATURE AND THEORETICAL FRAMEWORK

2.0 Introduction

This talks about the main conceptual and empirical aspects of the dissertation. The purpose of the literature review is to gain a better understanding of what inclusion is, as well as inclusive education. It also aims to review research studies on the approaches adopted to promote the academic success of children with special needs. The review outlines certain pertinent terminologies, which are key to the understanding of special educational needs and examines the importance of inclusive education. These concepts are explored by looking at it from the perspective of the child, family, the teacher and the school.

In the recent past, special education in schools has gain significant attention in the world and Sub Saharan Africa as it is aims to provide the needed support, services, adaptation and accommodation to students with disabilities. This assistance is offered to special educational needs children to enhance their educational participation in a less restrictive environment. In the past, the traditional model to the implementation of special educational needs programmes required bringing children to the special education services. The inclusive model of special education requires bringing the special education services to the child. More so, inclusive education (IE) is a theme at the forefront of current educational debates and a goal embedded in the attainment of universal primary education and gender equity in the Millennium Development Goals (MDGs). It is perceived as a form of education geared towards the education of children with special needs in developed and developing countries (Mittler, 2002; Sebba and Ainscow,

1996). More so, as purported by Slee and Allan (2005), it is described as a social movement, which talks against the exclusion of special educational needs (SEN) children in the educational system. The Salamanca Statement enjoins 92 countries' governments to adopt inclusive education as part of their educational systems and policies by "enrolling all children in regular schools, unless there are compelling reasons for doing otherwise" (UNESCO, 1994: p3). To achieve this global goal of inclusive education, agencies as well as institutions called for support to come out with better and more efficient approaches to promoting inclusive education (UNESCO, 1994).

2.1 Definition of Terms

In order to have a full understanding of the study there is the need to understand the key concepts, which are the focus of the study. These concepts include disability; integration; inclusion; mainstreaming; inclusive education; and special educational needs. A number of different terms have been used to describe the placement of pupils with special educational needs into regular education classrooms. Some of these terms include inclusion; integration; inclusive education; and mainstreaming.

2.1.1 Disability

According to the International Classification of Functioning, Disability and Health (ICF), disability is defined as "an umbrella term for impairments, activity limitations, and participation restrictions. Disability refers to the negative aspects of the interaction between individuals with a health condition (such as cerebral palsy, Down syndrome, depression), and personal and environmental factors (such as negative attitudes, inaccessible transportation and public buildings, and limited social supports)" (ICF 2001 cited in WHO 2011, p.7). This indicates that

disability goes beyond just a medical disorder, but can be perceived from the social and environmental points of view.

2.1.2 Integration

The term “integration” can mean anything if used in different scenarios. Therefore, for the benefit of this study it will be used as an educational terminology. It is referred to as “the commitment to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend if not placed in special education” (Rogers 1993, p. 1). Rogers (1993) further argues that “inclusion brings the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class rather than having to keep up with the other students” (p.1). Different scholars such as Idol define Integration to mean the process where children with special educational needs (SEN) are physically placed in general education classrooms without any provisions made for their training and learning process (Idol, 1997).

2.1.3 Inclusion

According to UNESCO, inclusion “is seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO 2003, p 10).

2.1.4 Mainstreaming

Mainstreaming, as used in education literature, can mean the provision of educational support services for special educational needs children to remain in mainstream schools which will reduce the proportion of children who drop out as a result of the lack of appropriate educational facilities (Smith, 1998). Friend and Bursuck (1999) further argue that mainstreaming involves the placement of children with special educational need in inclusive classrooms if only their academic success can be met with little assistance, or even when they can cope without meeting these expectations.

2.1.5 Inclusive Education

Inclusive education (IE), as an educational approach, is a process of addressing and responding to the diverse needs of all children through increasing involvement in learning, cultures and communities; and reducing exclusion within and from education (UNESCO, 2003). This means educating children with special educational needs in regular education settings. It is worth noting that IE goes beyond mere placement of special educational needs children in inclusive schools; it entails the acceleration of teaching and learning needs of special educational needs children. It further entails the provision of modified curriculum and teaching methodologies to meet the educational needs of these children (Farid, 2014). Inclusive education further looks at the strengthening and capacitation of the education system to meet the educational needs of all learners, which can serve as a pathway to the achievement of education for all (EFA). Inclusive education therefore takes into consideration a replacement and adaption of the content of curriculum, practices, approaches, structures and strategies, which aims to meet the educational and social needs of all children regardless of their age, gender or disability in a mainstream educational system (UNESCO, 2009).

2.1.6 *Special Needs Education*

Special needs education is seen as any form of “education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme” (UNESCO 2011, p. 81). A number of reasons are given for the provision of such an educational approach including the fact that some children are physically disadvantaged; others have behavioural disorders; intellectual disabilities; and emotional imbalances. Educational programmes in inclusive schools sometimes have similar curriculum to those offered in non-inclusive educational systems. The only difference is that the inclusive school’s curriculum takes into consideration the individual needs of the children as well as the provision of specific resources (e.g. specially trained personnel, equipment, or space); and if possible, modified educational curriculum. This educational approach can either be delivered for individual learners within an existing educational programme or be offered in a detached classroom different from the other classes (UNESCO, 2011).

2.2 International Policies and Conventions

A number of international policies have been put in place to support the rights of the disabled and, for that matter, special needs children who, as individuals, deserve respect and an opportunity to participate in all activities in the society in which they live. However, this study focuses on only three main international policies and conventions which tend to highlight and devote sections on the rights of children with special needs to education: The Convention on the Rights of the Child; the Salamanca Statement; and the recent Convention on the Rights of Persons with Disabilities. These were selected because they are endorsed by the majority of

countries worldwide. Unlike the other conventions, which are on specific special needs categories like the 1971 Declaration on the Rights of Mentally Retarded Persons and the Policy on the Rights of Deaf Children to Education, the three policies talk about all forms of disabilities. The majority of the other conventions are regionally focused whereas these three policies were adopted at world conferences on the rights of children and persons with disabilities. Examples include the 2004–2013 Arab Decade of Disabled Persons; 2001–2009 African Decade of Disabled Persons; and 1993–2002 Asian and Pacific Decade of Disabled Persons. These three conventions emphasize the necessity to educate every child with special needs to unearth their full potential. They also enjoin the state to uphold these rights to the optimum level.

2.2.1 Conventions on the Rights of the Child

In 1989, world leaders decided that children under the age of eighteen or who were still under their parents' care needed a special convention. By November 2009, 194 countries had ratified and accepted the Convention on the Rights of the Child (CRC). The CRC is seen to be one of the early conventions that focused on the total inclusion of all forms of child rights be it social, economic, political, civil or cultural rights (Ainscow, 2005). The convention was written because it had become clear that children were abused and mistreated and needed to be protected, and to show that children had their rights as human beings. The convention is founded on respect for the dignity and worth of each individual regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status, or ability. In the 1990s, as a result of the staging of two major international conferences (in Jomtien, 1990, and in Dakar, 2000) on the promotion of education for every child, the Education for All (EFA) strategy was adopted (UNESCO, 2001 as cited in Ainscow, 2005). The EFA, which is one of UNESCO flagship policy on education, aimed at promoting access, participation and retention of all children in school to unearth their

full potential (Ainscow, 2005). The Jomtien conference is credited with laying the grounds for the adoption and integration of persons prone to be excluded from fully participating in the acquisition of knowledge in an educational institution. Although inclusive education as an educational approach was not explicitly discussed during the Jomtien conference, it served as a framework for the development and promotion of inclusive education (UNESCO, 2001 as cited in Ainscow, 2005).

2.2.2 *Salamanca Statement and Framework for Action*

The Salamanca Statement and Framework for Action came into existence in 1994 during the World Congress on Special Needs Education in Salamanca, Spain: 92 governments and 25 organisations adopted it. The Salamanca Statement is seen as the first reference point on international policies whose focus is centred on children with special needs and disability in particular. The policy outlined the procedure and processes for the adoption, promotion and implementation of inclusive education in schools around the world. The statement highlighted the fact that inclusive education could lead to the achievement of the Education for All (EFA) goals. It had the vision of putting education at the doorstep of special needs children in an inclusive educational environment. The Salamanca Statement also re-echoed the idea of access and participation of all children in a safe and secured educational atmosphere as being a right of every child in the world. It also espoused that, if these goals are adhered to as well as the provision of child centred pedagogy and learning aides, it will go a long way to enhance the learning abilities and academic achievement of children with special needs in schools (UNESCO, 1994).

2.2. 3 *Convention on the Rights of Persons with Disabilities*

The most recent international convention geared towards the protection of the rights of persons with disability is the Convention on the Rights of Persons with Disabilities. It is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. It came into force on 3 May 2008 after it was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007.

Although the convention on the Rights of Persons with Disabilities talks of all forms of rights of persons with disability, the focus of Article 24 of the Convention is on the education of persons with disabilities. Excerpts from the Article 24 enjoin countries to recognize the right of persons with disabilities to education by enabling them to realise this right without discrimination and on the basis of equal opportunity. It also implores countries to promote the inclusion of children with special educational needs to be included in the educational system at all levels. It further went on to state that, for countries to realise this right, appropriate measures must be taken. These include the employment of teachers, including teachers with disabilities, who are qualified in sign language and/or Braille; as well as training professionals and staff who work at all levels of education. These teachers employed should be equipped with the needed educational skills and knowledge as the provision of adequate resources and materials to support persons with disabilities (UN 2006, p 16 and 17).

2.3 Implementation of the Three Conventions and Frameworks in Africa and Ghana

Several African countries are signatories to these three conventions and policies and, as such, are seeing to the implementation of the recommendations. What can be observed from the literature so far is the fact that most of these African countries can only boast of having inclusive education policies. These policies outline the processes, procedure and approaches these African countries will adopt to implement these international policies and conventions which they are signatories to. The other step taken by most of these African countries is the establishment of special education units or divisions to cater for the education of special needs children. For instance, in the case of South Africa, Section 12 of the White Paper on Education and Training (1995) mandates the provision of education for learners with special education needs at ordinary public schools, providing crucial educational support services for learners and ensuring access to physical facilities at public schools to the disabled. Also in Lesotho, the country was influenced by international conventions and declarations such as the Education for All. Through the efforts of its Ministry of Education, the country established a special education unit to provide education and care for children with special needs (Mariga and Phachaka, 1993).

The government of Ghana has, through the promulgation of the Education Act 2006, Act (715), made provision for the education of the child with special education needs. For instance, Article 20 (1) states that: “A person responsible for admission into a school or other institution of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with disability has been assessed by the Ministry responsible for Education in

collaboration with the Ministries responsible for Health and Social Welfare to be a person who clearly requires to be in a special school for children or persons with disability”. This mandates all schools to accept children with disabilities unless there are substantive reasons to the contrary. Ghana’s endorsement of the Salamanca Declaration on Inclusive Education prompted the Ministry of Education (MOE) to put in place a policy that called for the inclusion of all children with special needs into mainstream schools; and to recommend the placement of children with severe forms of special needs into educational institutions as stated in the Education Strategic Plan (2010-2020) (Casely-Hayford et al., 2011).

Ghana’s drive towards the recognition of inclusive education can be seen in the piloting of the inclusive education programme. Since 2003, the country has embarked upon piloting inclusive education (IE) programmes under the direction of the Special Education Division (SpED) of the Ministry of Education (MOE). This was because there were no local models of an inclusive school in Ghana that could be emulated; therefore, there was the need to first pilot the programme before scaling it nationwide (Danso, 2009).

The first phase of the project started with 35 primary schools selected from three regions, namely, Central, Greater Accra and Eastern Regions of Ghana. This pilot phase had 45 primary schools officially embracing inclusive education in Ghana. However, almost every regular school in the country has children with special educational needs in attendance (Gyimah and Vanderpuye, 2011). More so, by the end of 2011, there was an expansion in the IE programme in Ghana through the scaling up from 29 districts in seven regions to 46 districts in all ten regions. Through the IE programme, district staff, head teachers and teachers have been trained on the teaching methods and appropriate pedagogies to apply when working with children with special

educational needs. To further facilitate the smooth implementation of the IE programme five districts, out of the 46, have been provided with basic screening tools for assessment of impairments (MOE, 2013). Further to this, the Persons with Disability Act (Republic of Ghana, 2006), Act 715, mandates that “no school in the country should reject any child, with the only exception being where assessment results show that regular education placement is inappropriate”. That is, when assessment results reveal that the child’s disability is severe and would require special school placement. Therefore, it is the legal right of all children with special needs to be enrolled in school and be provided quality education. Schools must ensure that children with special educational needs are accepted in class and that their needs are met to ensure their educational success.

2.4 Special Education in Ghana: A Historical Overview

The development of special schools in Ghana followed the same pattern as in many other countries. According to Anson-Yevu (1988), before the introduction of Western education, special needs children or students did not participate in formal educational programmes. The care of the disabled, the sick, the aged and orphans had always been the responsibility of the family in Ghana (both nuclear and extended) as well as the care of those who were able-bodied (Anson, 1988). Special schools were established during the mid-1940s when the Basel missionaries established a school for students with visual impairment in Begoro and Akropong- Akwapim. These schools were later followed by the emergence of special schools for other disability categories (Avoke and Avoke, 2004). According to Abosi (2007) (as cited in Schedule of Events for the Twelfth Biennial Conference in Windhoek, Namibia, 2011), the early missionaries concentrated on disabilities that were noticeable such as visual impairment, mental retardation

and hearing impairment. Invisible disability categories that affected learning and/or behaviour were either not recognized by the missionaries or not given any special consideration. It was after independence (1959) when education was at the top of the government's agenda, that the then Government of Ghana took over the education of children with special educational needs. This led to the inclusion of special education in the educational system in the first Act of Parliament of the country. This act gave the government the sole responsibility of putting in place measures to train and rehabilitate children with disabilities in the country (Anson, 1988).

This Act was used to initiate the free education for all children with all forms of disability and special needs. The Act also called for the establishment of a special education division that would be mandated to see to the wellbeing and education of children with disabilities. The division was mandated to provide professional advice with regard to the identification of children with disabilities; and was tasked to develop programmes to cater for the educational needs of these children. The division, through its resource persons, was also mandated to take parents and guardians of special needs children through a series of education and counselling to make them come to terms with the fact that their children could still be educated even though they have certain disabilities. Other roles of the division included the acquisition of teaching and learning aides as well as equipment for the training of persons with disabilities; and to support universities to train special educational needs teachers to be placed in almost every basic school to see to the welfare of special needs children (GES, 1995).

In 1994, Ghana participated in the UNESCO conference in Salamanca, Spain. It was at this conference that participants from various countries drafted the Salamanca Statement. The

Salamanca Statement called for the inclusion of children with special needs in schools that cater for both special needs children and the non-special needs children. It also called for the adoption of a child focus pedagogy, which it believed would effectively cater for the educational needs of children with disabilities. Delegates at this conference saw the adoption of inclusive schools where special needs children are mainstreamed as the most effective way of breaking the chain of discrimination special needs children are confronted with in their quest to be educated. The statement called for the creation of a conducive school environment for the realisation of the full potential and academic success of children with special needs, which in the long run lead to the achievement of education for all (UNESCO, 1994). As a result of Ghana's participation in the Salamanca conference, there was intensification of efforts on the part of the Ghanaian government to address the needs of children with SEN. These efforts took the form of collaboration with non-governmental organizations (NGOs) to develop programmes such as the community-based rehabilitation to reform the service delivery and improve educational opportunities for children with disabilities who were still unreached (Torto, 2000).

Furthermore, efforts to achieve UNESCO's mandate of free universal education for all by 2015 led to the launching of the Free Compulsory Universal Basic Education (FCUBE) programme in 1996. FCUBE focused on improving the quality of teaching and learning, increasing educational access, and participation of all school-aged children including free educational resources and establishment of local educational agencies to provide efficient management of education (Agbenyega, 2007). Equally important, the Ghanaian Education Strategy for 2003-2015 adopted inclusion as a policy with the goal of providing equitable educational opportunities to all children, ensuring that students with less severe special educational needs are incorporated into

mainstream schools by 2015 (Torto, 2000). All these policies led to increased enrolment of students, including students with disabilities, leading to overcrowded classrooms (Avoke, 2001), further compounding the challenge of providing quality education for students with disabilities.

2.5 Importance of Inclusive Education

For every individual to harness his/her full potential and contribute substantially to the growth of the society in which they live, they need to be educated (Colleen, 2013). Therefore, inclusive education is seen as a vital tool for the creation of equal opportunities for people to harness their skills and to use the knowledge gained to improve their wellbeing. Therefore, in societies where there is unequal access to education, there is bound to be educational inequalities, which will hinder people's ability to harness their potential (Colleen, 2013). Indeed, inclusive education should be a priority for all, especially children because it is very important for their future (Terzi, 2008 as cited in Colleen, 2013). By simply including children with special educational needs in inclusive schools, it goes a long way to better their wellbeing as they will be able to socialize among their peers and take part in learning activities that broaden their knowledge (Kingston et al., 2003 as cited in Colleen, 2013).

Inclusive education ensures that all children have an equal right to be educated in regular schools and participate equally in activities, irrespective of their differences (Moran, 2007 as cited in Colleen, 2013). Inclusive education follows the fundamental belief in the UN Human Rights Charter, which enjoins every human being to be treated equally. This, therefore, calls for inclusive schools to put into practice the idea of all children being treated equally in class. Inclusion of SEN in regular classes not only gives disabled children the opportunity to attend

school, it also gives them the opportunity to be part of the society and participate in it meaningfully (Colleen, 2013). Most importantly, it equips them with skills and knowledge necessary to seek formal employment and contribute to their society (UNESCO, 2009).

Inclusive education promotes education as the central part of both individual well-being and the well-being of the nation as a whole (Singal, 2008). It has been said that “education benefits not just children, but families and communities, and whole countries. It improves job chances and prosperity; promotes health and prevents disease” (Miles and Singal, 2010, p. 3 as cited in Colleen, 2013). Education plays a very important role in the lives of people. UNESCO (1990) states that education is required by “human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions...” (Article 1). Through IE, every child will obtain life skills that are effective tools for empowerment and social transformation in their lives (Singh, 2010 as cited in Colleen, 2013).

Disability in children is inevitable; and there is an increasing need for quality education that prepares SEN children to go out and live independently in society. Education provides the platform from where people discover their innate talents, which are then used for the development of the community and nation as a whole: it is a key factor in the development of people and communities. Therefore, to deny a child education because of any form of disability will be detrimental to the person as well as the society’s development (Meredith, 2009 as cited in Colleen, 2013). However, disabled children cannot thrive in life if teachers have negative attitudes towards them, and are not willing to include and teach them. There is the need for a

more rigorous and comprehensive learner sensitive pedagogical approach to the needs of SEN children in mainstreamed educational institutions.

2.6 Conceptual Framework

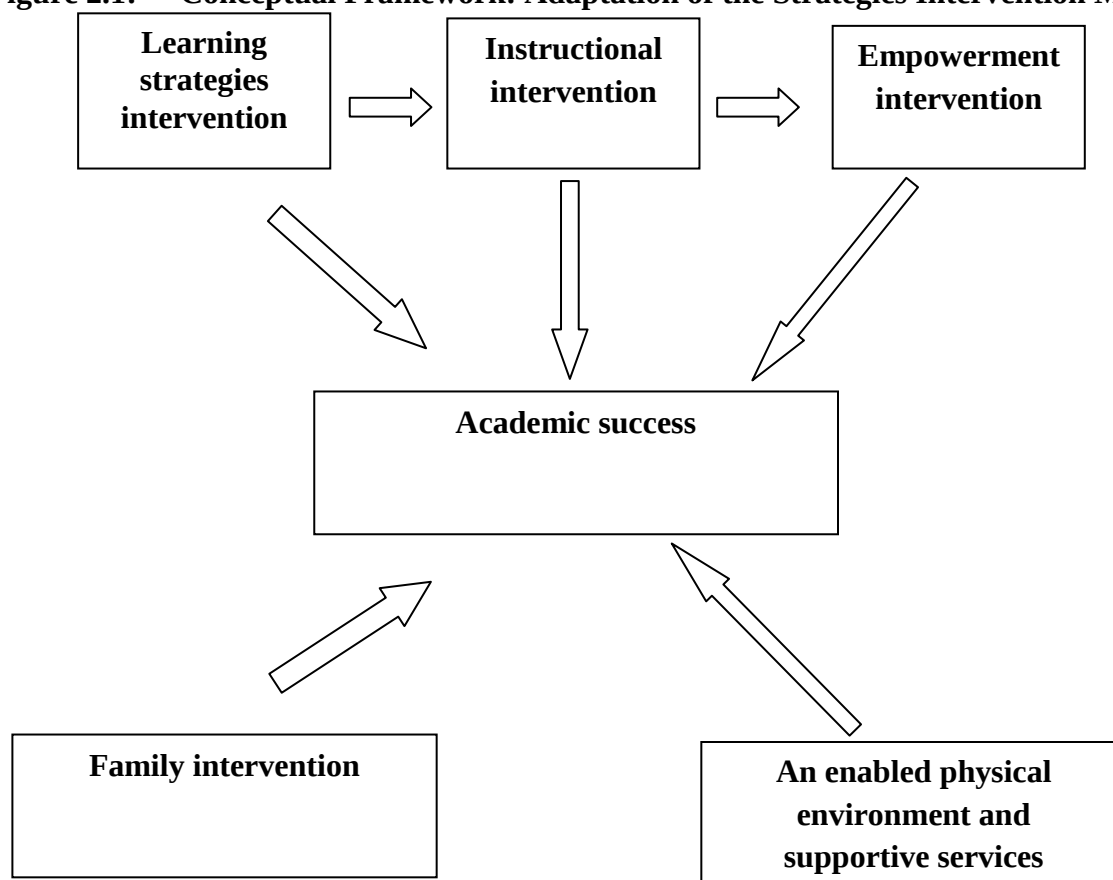
Before a review of the theoretical and empirical arguments, a working definition of academic success is put forward, together with a further explanation as to how it is operationalized. For Fisher et al. (1995), academic success refers to successful performance in schooling including academic skills such as writing, reading and problem solving, which are integral parts of academic content. Armstrong (2006) provides a more detailed definition of academic success to mean the sum total of speech and written communications that is geared towards the education of children by providing an enabling environment in schools, which propels students to achieve high grades through standardized test assessments especially related to the core academic subjects. In the case of Armstrong (2006) who saw academic success to mean the skills and knowledge one acquires as a result of studying subjects such as English literature, Science and Math in order to enable individuals to read, write, understand basic numeracy and think logically. The dissertation therefore examines how the factors that promote the academic success of children by using, as proxy, the average scores of children that are obtained by averaging the Maths, English and Science second term exams scores to gauge children's ability to solve literacy and numeracy problems.

There are a number of theoretical and empirical arguments that can be used to explain how different factors promote the academic success of children with special educational needs.

Among these are the strategies intervention model (SIM) and the instructional strategy model. Others are the observational learning theory and guided learning theory.

This study adopts the strategies intervention model (SIM) as the closest model that provides the theoretical justification for the study of the factors promoting academic success of children with special needs. SIM was developed by three researchers from the University of Kansas Institute for Research in Learning Disability (KU-IRLD). The goal of the model is to promote learning among children without it necessarily being done by teachers (Schumaker and Deshler, 1986). At its very core, the model adopts three (3) approaches of intervention that includes learning strategies interventions (teaching students various learning strategies); instructional interventions (teachers using teaching and learning aids to promote understanding); and empowerment interventions (encouraging students to give up their best and promoting good relationships with their peers in class).

As a novel contribution to literature, the strategies intervention model is extended to include family intervention as well as an enabled physical environment and availability of supportive resources. While the latter takes into account the environment within which teaching and learning take place, the former is taken to include interventions emanating from support given by family members to a special child. This framework was adapted in this work to show how the different factors proposed helps to further understand the academic success of special needs children in Ghana. Figure 2.1 is the diagram of the theoretical framework.

Figure 2.1: Conceptual Framework: Adaptation of the Strategies Intervention Model

Source: Adopted and modified from the University of Kansas Institute for Research in Learning Disability (KU-IRLD); Schumaker, Deshler, and Ellis (1986).

2.7 Empirical Evidence on Some of the Determinants or Factors that Enhance the Academic Success of Children with Special Needs

In order to enhance the academic success of children with SEN, there is the need to investigate and come out with possible alternatives to promote the academic success of this category of learners. The literature review brings to light some of the determinants or factors that enhance the academic success of children with special needs by looking at the issue from the perspective of children, the school, teachers and parents/family. A number of empirical arguments have been

put forward to further explain some of the factors promoting the academic success of special needs children in the world.

Some of the factors explored include how the behaviours and attitudes of special educational needs children impact upon their academic success. Factors related to the school settings include the availability of support services, school environment and the class size. Another factor is teaching and learning methodologies used. At the parents and family level, the factor that the researcher explored included how parental involvement influences the academic success of special educational needs children. This was done in relation to how the educational level of parents and their economic status influence their involvement in the education of their SEN children.

2.7.1 SEN Children's Behaviour and Attitudes and Academic Success

One aspect of the children's empowerment component of the strategies intervention model talks about how non-SEN children in the same class with SEN children can promote the academic success of SEN children. This implies that children with special needs can not only learn desired behaviours from their peers but can also learn academically within the inclusive classrooms. It is often the view that able children can be the best teachers for their colleague special needs children. It adopts the cooperative learning approach, which involves social interaction amongst the children (Slavin, 2009). By using social interaction and active experiences in learning, children will be able to pass on knowledge to one another. These methods also promote social communication skills that children need in their adult life. When children work together, they can be paired with slower learners from time to time. When children learn together and are able to engage in discussions on different ideas there is no limit to what types of knowledge the

students can learn from each another. Peer tutoring and learning is seen as one of the best approaches to inculcating effective listening and communication skills in children with special educational needs (Harding, 2009).

More so, Gutman and Vorhaus (2012) examined the impact of pupil behaviour and wellbeing on educational outcomes of children. Results from their study show that children with relatively higher levels of emotional, behavioural, social and school wellbeing, on average, perform better in schools and are more engaged in school activities.

2.7.2 School Factors and Academic Success

The school where SEN children attend plays an important role in their academic success. The more inclusive and SEN friendly a school can be makes it conducive to teaching and learning. The SEN children in such schools will be encouraged to learn and participate in school activities. This will promote their social and academic achievement. The reverse is true where SEN children are integrated into schools that are not disability and SEN friendly. School environments and facilities that are not easily accessible, and schools without the requisite support services and resources such as braille and visual materials, are seen not to be disability friendly and therefore not appropriate for the educational development of SEN children. The review of literature on school factors examined how classroom arrangement could influence the academic success of SEN children. It also examined how the availability of support services and resources impacted upon the academic success of SEN children; and finally, the school accessibility and physical environment influence on SEN children's academic achievement in schools.

a. *Suitable Classroom Arrangement*

Effective educators consider the classroom environment and make necessary adaptations in order to make sure that it facilitates academic and social needs of students (Friend and Bursuck, 2006). Since one of the primary preconditions for inclusive education is a suitable classroom arrangement that contributes to learning and development of all students (including those with special educational needs), it is important to form a universal design so that all students have physical access to all materials and activities (Farid, 2014). As reported by Gaurdino and Fullerton, 2010, one of the basic components of a classroom that can be changed is the arrangement of the students' desks and chairs. This issue has been quite well researched and debated by educationalists. The arrangement of desk in a circular manner in a classroom is seen as a good classroom sitting arrangement that is likely going to promote the learning of children in the classroom. This will more likely lead to an improvement in the academic success of SEN children. This approach to the classroom sitting arrangement works better with smaller class sizes (Gaurdino and Fullerton, 2010). More so, numerous studies have shown that a student sitting in the front row of the class will invariably have a higher chance of outperforming their colleagues seated in other areas of the class (Totusek and Staton-Spicer, 1982). There is also the belief that the front row of a classroom offers fewer distractions, which allows the student to be more focused on the teacher.

The Centre for Universal Design (1998) defines universal design “as the design of products and environments to be usable by all people without the need for adaptation or specialized design” (p.6). Universal design has seven principles that are used as reference points when describing how buildings, and in this case classrooms, are to be design in order for it to be considered a

disability friendly infrastructure. The first principle talks about equitable use of a building such that every individual, no matter the person's abilities, is able to use it. The second principle talks about the building being flexible to use by adapting to individual preferences and abilities. The third principle talks about the design being simple and intuitive to use, such that any user can easily understand its usage, no matter the person's experience and knowledge. The fourth principle involves building designs that enables the user to understand its usage no matter the user's physical abilities. The fifth principle entails the design being tolerant to error by minimizing hazards and the adverse effects of accidental or unintended actions. The sixth principle of universal design talks about the fact that the design should be such that people would not have to exert too much energy to use it in an efficient and comfortable manner. The size and space for approach and use is the seventh principle. It involves the provision of appropriate size and space for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility (Center for Universal Design, 1998). Therefore, if a classroom is able to meet these principles as proposed by the Centre for Universal Design, then that classroom and building qualifies to be a disability friendly classroom.

In a related study, Dilnesaw (2009) stated that the physical environment in a classroom can promote active-learning. The physical environment (classroom layout and appearance which entails how posters and picture materials are displayed; the sitting positioning of children in class; and children's access to learning materials) contribute a lot to promote the active-learning method. According to Dilnesaw, there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore, the place where the child is positioned in the class; the way the classroom materials are arranged; the effects of the sound

environment; and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

b. Availability of Support Services and Resources

The availability of educational support services and resources in mainstream schools is seen as one of the school factors that tend to promote the academic success of special educational needs children. In this instance, a resource is a source of aid or support that may be drawn upon when the need arise in order to execute a task. Therefore, resources in education are those facilities or equipment that aid effective teaching and learning. Teaching resources can be anything a teacher prepares or uses to make learning easier than it would have been without it (Tamakloe, Amedahe and Atta, 2005). Similarly, a learning resource is that which the student or learner himself/herself prepares and/or uses to make learning easier than it would have been if he had not prepared and used it. They are also referred to as instructional aids or devices (Nacino-Brown, Oke and Brown, 1985). According to Nacino-Brown, Oke and Brown (1985), these aids and devices make learning more clear and interesting and include: visual materials such as three-dimensional materials like objects; printed materials like textbooks; and graphics in the form of posters, maps and diagrams. All these, in diverse ways, help make teaching and learning more efficient and beneficial for children with special educational needs.

The importance of resources in teaching and learning can therefore not be overemphasized. These resources, together with support, play a crucial role in effective teaching and learning. When applied to inclusion, the need for these resources and support become even more determinative. Teachers in inclusive settings need to augment their teaching with the use of such resources. It is only then that their teaching can be meaningful and beneficial to children with

special education needs. The lack of, or inadequate, provision of these therefore spells disaster for children with disabilities and the practice of inclusion.

Research has shown that the continuous absence of disabled children in mainstream schools is as a result of the bad perceptions and attitudes of teachers; and the lack of teaching and learning aids and support services for the proper inclusion of children with special educational need (Agbenyega et al., 2005). This predicament clearly points to the perceptions certain stakeholders of education have towards full inclusion in Ghanaian basic schools. Negative or positive vibes towards inclusive education may be dependent on what educators see to be lacking in the regular school system (Agbenyega et al., 2005). This underscores the importance of teacher support, and provision and availability of resources for inclusion to be successful.

c. School Accessibility and Physical Environment

Effective inclusive schools are schools that are easily accessible and have a conducive school environment to cater for the needs of special educational needs children. Therefore, the accessibility and environment of inclusive schools plays a significant role in the promotion of the academic success of these children. It is for this reason that school buildings and classroom layout should be structured to accommodate students with disabilities. Research has also shown that an accessible physical school environment, coupled with a favourable infrastructure, is likely to advance educational access to SEN children and consequently increase their academic success (Polat, 2011).

This can be also be seen in a study conducted by Schoger where he put together the general and able students as well as the special educational needs children in a special education learning environment. The results of the study were positive in the sense that it led to the enhancement of

the academic success of the special educational needs children. This was due to the fact that they were able to work in an environment in which they were comfortable. These also led to them developing friendships with their peers, and having a sense of respect, which increased their self-esteem, and their cognitive learning significantly (Schoger, 2006).

2.7.3 Classroom Teacher, Teaching Pedagogy Factors and Academic Success

The literature suggests that pedagogy is a critical factor in the academic success of children with special educational needs (Porter et al., 2011; Schoeman, 2012; Lundeen and Lundeen 1993); and that teachers who receive training in innovative teaching techniques are more accommodating and tolerant towards special educational needs children in inclusive classrooms (Porter et al., 2011). More so, the recognition of inequalities among certain group of learners and putting in place varying teaching techniques to create an enabling environment for all learners in lesson delivery are some of the key qualities and roles of tutors in special schools (Schoeman, 2012).

Further to this, Lundeen and Lundeen (1993) found collaborative teaching, which infuses special education into the regular syllabus, enhanced the academic performance of special educational needs children. Under this approach, both the special and regular teachers choose the teaching materials, learning strategies, study skills, curriculum formats and evaluation methods. By comparing the academic performance before the introduction of the collaborative teaching delivery to those after the implementation, Lundeen and Lundeen (1993) observed that all students in the programme performed equivalently although there were substantial variables in reading comprehension grades of students with special needs.

The level of achievements of special educational needs children in inclusive schools, to a large extent, hinges on several factors - one of which is teaching and learning methods adopted by the teacher (Farid, 2014). Teaching strategy has appeared to improve academic success across the levels of education for students both with and without special educational needs (Fisher et al., 1995). Other techniques that have boosted educational attainments of SEN children are the usage of adapted teaching and learning materials to complement the usage of textbooks in teaching and learning processes in classrooms (Gersten et al., 2007); and the use of an intuitive approach to the study of science (Pulincsar, Magnusson, Collins and Cutter, 2001).

Empirically, Meijer (2003) examines the factors affecting effective classroom practices in inclusive settings for 7 European countries. Results from the study indicate that participatory teaching and learning, shared problem-solving and the grouping of both SEN and non-SEN children were seen to enhance the learning outcomes of special educational needs children and inclusive education as a whole. For instance, in the case The Netherlands, Meijer (2003) found peer-tutoring to be one of the effective methods of teaching which is seen to develop both the cognitive and emotional beings of learners. However, further results identify behaviour, social and/or emotional problems as most important limitations in the inclusive setting hence retarding the academic progress of children with special needs. McDonnell et al. (2001) assess a programme which uses class-wide peer tutoring while relying on the collaboration of both special and general teachers. They used children with disability as their main sample during their baseline study by putting them in a class where learning was taking place, with tutors asking questions to pupils while the general teachers provided social reinforcement. They further adopted appropriate teaching methods which included class-wide peer tutoring and multi-

component curriculum. Results of the study indicated an improvement in the academic performance of special educational needs students.

The Education for All initiative influenced classroom teachers to adopt a more inclusive education pedagogic suitable for both SEN and non-SEN children. The attitude of the class teacher towards students has a major impact on the success of all students, particularly those with special needs (Farid, 2014). Classroom teachers must be able to exhibit different pedagogic skills such as acting, demonstrating, experimenting, and other innovative methods in providing equal education opportunities for all students, including those with SEN.

Sanders and Horn (1998) and Bailleul et al. (2008) as cited in European Agency for Development in Special Needs Education (2010) argue that the quality of the teacher contributes more to learner achievement than any other factor such as class size, class composition, or background. Reynolds (2009) as cited in European Agency for Development in Special Needs Education (2010) attests that “it is the knowledge, beliefs and values of the teacher that create an effective learning environment for all students, making the teacher a critical influence in education for inclusion and the development of the inclusive school” (p. 7). Research has also shown that there is a call for teachers to be equipped with the needed subject knowledge, attitudes and teaching methods skills to facilitate the learning process of young people to achieve educational development through the application of different teaching methods. It further argues that, in order to promote the learning outcomes of children, it will be prudent to incorporate best classroom practices in teacher education training (European Commission Communication Improving the Quality of Teacher Education, 2007, as cited in Farid, 2014).

The literature also suggests that the level at which primary school teachers are trained, and the incorporation of inclusive education courses for all teacher education trainings, tends to equip teachers with the necessary technical knowledge and skills which make such teachers competent enough to handle inclusive classes (Franzkowiak, 2009; Avramidis et al., 2000; and Opdal et al., 2000). Following a survey of primary school teacher training Franzkowiak (2009), as cited in European Agency for Development in Special Needs Education (2010, p.27) recommended that “introductory courses on inclusive education should be mandatory for all teacher education students, and bachelor and masters courses should include inclusive education and combined degree programmes”. Also studies conducted on how teacher participation in special education trainings indicate that teachers who participated in trainings of high quality are seen to be more competent in teaching inclusive classes (Avramidis et al., 2000).

2.7.4 Parents and Family Involvement and Academic Success

Parental involvement is one of the key areas of importance when it comes to the promotion of the academic success of SEN children. It has long been seen as a positive strategy toward the implementation and promotion of inclusive education worldwide. This section of the literature review looks at how parental involvements in the education of SEN children influence their academic success in school. This review is done in relation to how the level of education of parents influence the educational success of their SEN children; how parents attitudes towards SEN children impact on the academic success; and how the socio-economic status of families, especially parents, influence the academic success of SEN children.

While recognizing the importance of laws and policy documents, the role of the parents in ensuring the success of inclusive education cannot be over emphasized. Acknowledging the crucial role of parents is a key factor in the early identification of the impediments to inclusive education. Parents are usually seen as advocates since their observation and first-hand information provide the nature of the barriers a learner with special educational needs experiences (Porter et al., 2011; Schoeman, 2012). Thus, parents not being in the position to provide vital information about their children's state of being could potentially affects the efforts towards a successful inclusive education.

According to Ginsburg (2008) as cited in Zedan (2011), "Parental involvement implies the dedication of resources by parents for the benefit of the child, and the total number of activities in which the parents can participate, so as to contribute either directly or indirectly towards the education of their children" (p.15). Research has also suggested that meaningful parental involvement is highly recognized as one of the most important approaches for successful inclusive practice. Furthermore, research has indicated that parental/family involvement in the educational development of their SEN children has contributed to improving their educational outcomes in relation to learning and school success (Drake, 2000).

Research studies conducted in recent times has revealed that parental involvement of children with special educational needs in both in school and at home tend to increase the learning outcomes of such children. Studies have highlighted the fact that children, especially special needs children, are likely to achieve much better academic results and increase the time spent in learning when there is a good working relationship between school authorities and parents (Henderson and Mapp, 2002; Jeynes, 2005; Pomerantz, Moorman and Litwack, 2007). Other

empirical studies done in the United States indicates the extent of impact on the academic success of SEN children resulting from parental involvement on learning success was 0.51 for every school and 0.70 to 0.74 for elementary schools located in urban areas (Hattie, 2009; Jaynes, 2005). Further to this, Hattie (2009) indicated that the size of interventions in education was recorded at 0.4. This gives the impression that data on parents' involvement above the 0.4 percentage would definitely influence the increase in children's academic performance.

a. *Level of Education of Parents*

Studies have shown that parents who are not highly educated are unlikely to see the need to take a keen interest in the learning activities of their children because of their low self-esteem and confidence in the management of the schools where their SEN children are attending. Leyser and Kirk (2004) indicated that parents with higher education show a more constructive attitude to inclusive practice than those with lower levels of education. Epstein (2001) also reported that educated parents who take a keen interest in the school activities of their SEN children are bound to impact positively on their children's interest in schooling and learning, which will then be translated into an improvement in their academic performance.

b. *Parents Attitudes towards SEN Children and Inclusive Education*

Parents' attitude towards SEN children and inclusive education in general has influenced the academic success of SEN children in mainstream schools. The literature reviewed revealed that parents who have a positive attitude towards the inclusion of SEN children in mainstream schools tend to promote the academic success of SEN children. A great number of reports reviewed showed how parents seem to have a positive feeling towards inclusion. For example, some research studies revealed that parents of SEN children reported positively and affirmed that

the idea of inclusion aids their offspring to understand who they are, and at the same time, encourages them to accept differences in others (Gallagher et al., 2000). It is also reported by some research studies (Heyam Lutfi El Zein, 2009) that in most cases it is the parents and families of these SEN children who call on schools and governments to include children with special educational needs and not isolate them in special schools. This is reported by Heyam Lutfi El Zein (2009, p166) - “It was the parents of the children with special needs who first knocked at the doors of schools and demanded a proper education for their children”.

c. Socio-Economic Status of Families

There is evidence through several research studies (Bornstein, Hahn, Suwalsky, and Haynes, 2003) which show the relationship between socio economic status of parents and their levels of involvement in the education of their SEN children in mainstream schools. Socioeconomic status generally “refers to a measure of an individual or family’s relative economic and social ranking and can be constructed based on father’s education level, mother’s education level, father’s occupation, mother’s occupation, and family income” (Bornstein et al., 2003 as cited in Green et al., 2007, p.8). There have been mixed reactions and results concerning how the socioeconomic status of a family or parents of SEN children influence the academic success of their wards. While some researchers are of the view that socioeconomic status and parents’ involvement is positively related and therefore promotes the academic success of SEN children in schools (Brody and Flor, 1998; Fan and Chen, 2001; Lareau, 1989); other researchers do not see how the socioeconomic status of parents influence positively their involvement in the school activities of their SEN children or can impact on their academic success, (Bornstein, Hahn, Suwalsky, and Haynes, 2003; Delgado-Gaitan, 1992). More so, according to Afolabi, et al, (2013), there is this common assertion, which creates a link between the socioeconomic status and parental

involvement as mutually connected concepts such that the more stable socioeconomic status of a family, the more likely they are bound to be involved in the education of their SEN children. The reverse is also true (Davis-Kean and Eccles, 2005; Diamond and Gomez, 2004; Fan and Chen, 2001).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section of the study discusses the methods that were used to gather and interpret data on the proposed topic. It also specifies the study area; target population; the sampling size; sampling design and sampling technique; and the mode of data collection and analysis. This process is important because the validity and reliability of the research depends on the source and methods of collecting data.

3.1 Profile of Study Area

The Awutu Senya East Municipal Assembly (ASEMA) is one of the newly created Municipalities in the Central Region. The Municipality was carved out of the former Awutu Senya District in 2012 and established as a Municipality by Legislative Instrument (L.I) 2025 with Kasoa as its capital. The Awutu Senya East Municipal is located in the Eastern part of the Central Region. It shares common boundaries with Ga South Municipal Assembly (in the Greater Accra Region) at the East, Awutu Senya District at the North and Gomoa East District at the West and South respectively. The Municipality covers a total land area of about 108.004 sq. km, about 1.1 percent of the total land area of the Central Region. Kasoa, the Municipal capital, is located at the South-Eastern part, about 31km from Accra, the national capital. The major settlements of the municipal are Opeikuma, Adam Nana, Kpormertey, Ofaakor, Akweley,

Walantu and Zongo. The topography of the municipality is characterized by isolated undulating highlands located around the Ofaakor and Akweley areas. The nature of the topography is directly related to the soil type. The highland and lowland areas have loamy and clay soils respectively. The drainage in the high areas is not intensive as compared to the lowland areas. Okrudu, the major river in the municipality drains into the sea and causes flooding during the rainy season. Part of the area lies in the semi-deciduous forest zone with mostly loamy soil suitable for arable farming crops such as pineapple, cassava, plantain, yam, maize, citrus and pawpaw (ASEMA, 2014).

The people of the municipality are mainly Guans with other settler tribes of different ethnic backgrounds. These include the Gas, Akans, Ewes, Walas/Dagartis, Moshies, Basares and other numerous smaller tribes. Due to the cosmopolitan nature of the municipality, the main languages spoken are Akan and English. The municipality has one polyclinic, two community based health and planning system (CHPS) zone and fifteen (15) private clinics. With regard to education, there are sixteen (16) kindergartens, twenty one (21) primary schools and seventeen (17) junior high schools; all of these are public schools. The private sector contribution to the education sector in municipality is enormous. The private sector contributions are as follows; fifty three (53) kindergartens; one hundred and forty seven (147) primary schools; one hundred (100) junior high schools; ten (10) senior high schools; two (2) technical/vocational schools; and four (4) tertiary institutions (ASEMA, 2014).

Out of the total of 2,697 households, (10.7%) of household populations who are engage in agriculture, 60.3 percent are into crop farming; 2.6 percent are into planting trees; 36.9 percent

are into livestock; and 0.2 percent engaged in fish farming. Out of the total number who are engaged in agriculture, 79.3 percent are in the urban area and 20.7 percent are in the rural areas. In terms of rural urban distribution, those who engage in crop farming, 71.3 percent are in the urban areas while 28.7 percent are in the rural areas. For those who engage in livestock, 91.9 percent are in urban areas while 8.1 percent are in the rural areas. Those who engage in livestock forms about 1.4 percent of the total population in the municipality of which chicken rearing is the highest with 34 per keeper compared to the municipal livestock average of 30 per keeper (ASEMA, 2014).

3.2 Research Design

The study adopted a mixed method approach employing both qualitative and quantitative data collection methods and sampling techniques. Mixed methods research approach entails a researcher collating both quantitative and qualitative data from the field and making sense of the collected data to come out with empirical evidence and recommendations to a research problem (Creswell, 2012). The mixed method research design is one of the appropriate methods adopted in the field of education research and evaluations.

In terms of the quantitative method, the researcher employed a structured template attached to the teachers' questionnaire administered for collecting quantitative data of SEN children interviewed cumulative assessment scores for three subjects (Mathematics, Science and English Language) for the second term period. These cumulative assessment scores for the three subjects were analysed quantitatively through employing statistical tools such as analysis of variance (ANOVA) and correlation analysis to ascertain how the various factors and variables influence the academic success of SEN children.

For the qualitative method, the researcher adopted the use of semi-structured questionnaires at the school and community level to solicit responses from the teachers, parents and children.

The mixed method research design was adopted for this research study for a number of reasons. According to Greene, Caracelli, and Graham (1989), the mixed method research design enables a researcher to triangulate the results from the analysis of both the quantitative and qualitative data to arrive at a result that reflect the different methods. The mixed method research design enables researchers to extend the breadth and range of inquiry by using different methods for different inquiry components.

3.3 Target Population

“A population is a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the results of the research” (McMillan and Schumacher 2001, p. 169). It is the assumption of the researcher that, in order to achieve the objectives of the study, there was the need to interview a number of identifiable people in the municipality; accordingly, the target population for the study was the Municipal Special Education Needs Officer; the Special Education Needs Resource teachers as well as other teachers in two selected inclusive schools; parents of special educational needs children from the two selected inclusive schools; and selected special educational needs children from the two selected inclusive schools.

3.4 Sampling Technique and Sample Size

The sample is the section of the wider population that was engaged in the survey, while sampling is the process of identifying who you will aim to contact from that wide population. There are 10 public basic inclusive schools in the Awutu Senya Municipal Assembly, in each of these there is one (1) SEN Resource Teacher supporting the other teachers in the identification and management of special educational needs children in the schools. The purposive sampling technique was used to select the inclusive schools as the focus of the study was on the academic success of special needs children in the inclusive schools in the municipality. Purposive sampling involves the selection of the study target population as well as the units of analysis, which enables the researcher to collect data on the defined people who fall within the study focus area (Bryman, 2008).

At the Municipal Education Directorate level the researcher collected school performance data of the 10 inclusive schools that showed the school performance of all the 10 inclusive school. In using these school performance data as the bases, the researcher purposively sampled two schools from the 10 inclusive schools in the municipality by selecting one high performing school and one low performing school. This was done to observe trends in performance of children in the two schools. The two selected schools are Ofankor M/A Primary School, which is the high performing school; and Odupongkpehe M/A Primary School, being the low performing school. Apart from being an inclusive school, Odupongkpehe M/A Primary School is also a centre for the inclusion and education of deaf and dumb children in the municipality. The school had specialised sign language teachers who were teaching children with such challenges.

The sample size of the study was 37 respondents selected from different categories of the targeted population. The sample size included one (1) Municipal Education Directorate staff in this case was the Special Education Needs Officer (1) who was purposively selected. At the schools level, the purposive sampling technique was used to select two SEN resource teachers as respondents from the selected schools. The two SEN resource teachers selected were from the 2 schools sampled for the study out of the total of 10 SEN resource schools. A total of four (4) other teachers were sampled. This was made up of two (2) teachers from the same two sampled schools where these SEN resource teachers have been placed; and two other teachers from classrooms where the SEN children respondents were sampled. The four (4) classroom teachers (two from each school) were teachers from the class 5 and 6 as those were the classrooms where the pupils sample was selected.

The study also involved the selection of 20 SEN pupils purposively from class 5 and 6 of the two sampled schools. In the case where there were more than five (5) SEN children in each classroom, a simple random sampling technique was used to select the pupil respondents from the two purposively sampled classrooms. A simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected (Creswell, 2003). The selection of the class 5 and 6 SEN children in the two schools was done purposively to enable the researcher to talk to the same classroom level in the two schools. This made the comparison relatively accurate and reliable. A total of 10 SEN pupils were selected from each of the two sampled schools. The pupils' samples were arrived at based on the fact that each of the two selected inclusive schools had approximately 100 children who have

varying types of special needs. Therefore 10% of the total population of 100 was selected from each of the two inclusive schools for the study.

The sample of parents was purposively done to include parents who had SEN children in class 5 and 6 in the two schools. A simple random sampling was used to select 10 parents (five parents from each school) who had SEN children in the two selected inclusive classrooms in each of the two schools to serve as the parent respondents for the study. The breakdown of the 37 respondents can be seen in Table 3.1 below.

Table 3.1: Sample Size and Respondents

Target Population	Number from Each School	Total Number of Respondents
Municipal Education Directorate Staff	Special Education Needs Officer (1)	1 respondent
Special Education Needs (SEN) Resource Teacher	1 (SEN) Resource Teacher	2 (SEN) Trained Teachers
Other Teachers	2 other teachers per school.	4 other teachers
SEN School Pupils	10 per school from 2 classes.	20 pupils
Parents	5 parents with SEN pupils per school.	10 parents with SEN pupils
Total		37 respondents

Source: Author's own construct

3.5 Methods of Data Collection

The researcher used primary and secondary sources of data collection. The primary sources, which gave first-hand information, were centred on the use of questionnaires, semi-structured interview guides and observations. The semi-structured interview guides were used for the parents and guardians and SEN pupil respondents. The semi-structured interview guide was used because it enabled the researcher to have an in-depth discussion on the extent to which SEN

children behaviour and aspirations is enabling them to succeed academically in inclusive schools. It also enabled the researcher to come out with findings to explain the extent to which parents' involvement in the education of their SEN children affected the academic success of these children in inclusive schools.

At the school level, the researcher used a structured template which was part of the teachers' questionnaire to collect quantitative data on individual continuous assessment of the selected SEN children in the two schools. Specifically, the researcher collected SEN pupil's second term examination scores on Mathematics, English and Integrated Science and calculated the average scores of these three subjects. This enabled the researcher to make an assessment of the SEN children's academic performance in class by statistically testing the average scores by using ANOVA and correlation tests in relation to the factors promoting the academic success of SEN children.

A questionnaire was also used for the District SpED officer and the two SpED teachers in the two selected schools. The questionnaire was used for this group of respondents because it enabled the researcher to collect data on the extent to which the school environment and support services promoted the academic success of special needs children in inclusive schools. It also brought to light the ways, and the extent to which, teaching and learning methodologies promoted the academic success of special needs children in inclusive schools. The questionnaire enabled the researcher to collect the school performance data of the selected SEN children in the two selected inclusive schools.

The researcher observed the school environment to ascertain if the mainstream schools have well lit and ventilated classrooms, availability teaching and learning aides, and the adoption of child friendly approaches by teachers. This gives an indication of the usage and accessibility of schools' physical facilities. To glean the data on this variable, a dummy was used assuming the value 1 if SEN children access school facilities with ease and 2 otherwise. The researcher also observed how these teaching and learning aids are used by teachers in classes with SEN children. These are inherent and intrinsically crucial in teaching methodologies of the teacher. The researcher therefore proxy this by whether or not a SEN child likes the way the teacher teaches. This variable is also a dummy taking the value 1 if the response is in the affirmative and 2 if the SEN child does not like teacher's delivery.

The primary source of data collection helped the researcher to have accurate and vivid information from the community and school level. The secondary source of data collection focused on the extraction of information or data from books, the internet, newspapers, articles and journals. Secondary data was used because it gives the researcher more information on other people's work and documented articles on the topic, thus preventing duplication.

3.6 Data Analysis and Presentation

From the above theoretical and empirical discussions, the data analysis examined variables such as children's behaviour and attitudes, and the ways in which it helps them to succeed academically in inclusive schools. More so, responses in relation to how teaching and learning methodologies promote the academic success of special needs children in inclusive schools was analyzed to ascertain the varying teaching and learning approaches teachers adopt in the teaching

of children with special educational need. Furthermore, parents and family involvement towards the education of special educational needs children was assessed to ascertain how it promoted the academic success of their wards in inclusive schools. This variable is taken as a dummy and takes the value 1 if a SEN child feels supported by parents and family in his/her academic pursuit and 2 otherwise.

To analyse these variables, hence gauging the interrelationship among the variables as outlined above, the study employed the analysis of variance (ANOVA) test for testing variations between academic success and the various factors influencing it. This effectively answered the first three research questions invariably achieving the corresponding objectives. The data collected was also analyzed by using correlation analysis to ascertain the extent to which the school environment and support resources and services promoted the academic success of special needs children in inclusive schools. The data analysis process further involved the organization or classification of the qualitative data to come out with themes to facilitate the analysis of the data thematically. This entailed assigning themes that are based on the research objectives. The data was then tabulated and presented in frequencies, percentiles, tables, graphs and charts. The data analysis further involved a discussion of how the various factors influence the academic success of children with special needs.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents an in-depth analysis of the data obtained from the field. It also presents the findings and discussions of the results from the study. The analysis of data was based on the collection of data using five different sets of instruments, namely, the interview guide for the Municipal SpED Officer; the interview guide for resource teachers; the questionnaire for classroom teachers the interview guide for pupils; and the interview guide for children's parents and guardians.

The quantitative data for all the statistical tests analysis used to run the correlation and analysis of variance (ANOVA) tests were obtained by collecting the second term continuous assessment scores for all the 20 children interviewed who were sampled from class 5 and 6 in the two schools. This was achieved through the completion of a quantitative data template that was attached to the questionnaire for the classroom teachers. The researcher collected subject scores on Mathematics, English Language and Integrated Science, which were subsequently averaged for each child and used as a proxy for academic success. There is the likelihood of variation in the exam scores collected in the first school to same data collected in the second school. This, in a way, puts a limitation on this approach to using pupils' exams results to test for their academic performance. The researcher used 5% or 0.05 significance level for all the statistical test analysis.

The chapter is structured into two parts: part one being the analysis of findings; and part two being a discussion of the findings. Part one begins with an examination of the socio-demographic backgrounds of the different respondents of the study. It entails an analysis of the sex, age, school, educational level, class of SEN pupils, SEN category and occupational status of the respondents. The analysis of research findings then delves into the main focus of the study, which is to undertake an investigation into the factors that promote the academic success of special needs children at the primary school level. First and foremost, the data analysis and discussions examine the extent to which children's behaviour and attitudes influence their academic success in inclusive schools. This involves coming out with the types of behaviours and attitudes exhibited by children and critically examining how these behaviours and attitudes impact on children's academic success. The researcher gleans from the data findings that bothered on the extent to which school environment and available educational support services and facilities influence the academic success of special needs children in inclusive schools. The third objective of the study that the data analysis and discussions examined is the extent to which the classroom teacher, and the teaching and learning methodologies impacted on the academic success of children in inclusive schools. And finally, the discussion looks at how parents and family involvement impact on the academic success of children in inclusive schools. This is followed by a conclusion to the chapter.

Part One: Analysis of Research Findings

4.1 Demographic Characteristics of Respondents

4.1.1 SEN Resource Teachers, Other Teachers, SEN Children and SEN Children's Parents

This section looks at the demographic characteristics of the 37 respondents who took part in the research. Variables such as sex, age, school and level of education were analyzed. Class of SEN pupils, SEN category and occupational status were also analyzed. This gives a general knowledge and background of the respondents.

Table 4.1: Sex of Respondents

	Male	Female	Total
Municipal SEN Officer		1	1
SEN Resource Teachers		2	2
Classroom Teachers	3	1	4
SEN Children	9	11	20
SEN Children Parents	4	6	10

SOURCE: Authors' field work, June, 2015

Table 4.1 above depicts the sex data of all the respondents for the study. The two resource teachers interviewed were both females. Another observation made by the researcher in the two schools visited was the fact that there were more female teachers than their male counterparts. Three out of the four teachers sampled were male. Eleven of the children were females and the remaining nine children were males. From the parents' sex data, the females, who in most cases were mothers of the children from the two schools selected, slightly outnumbered their male (fathers) counterparts. Out of a total of 10 sampled parents' five each from the two sampled schools, six (6) were females (mothers), with the males numbering four (4) of the total children's parents. Further to this is the fact that the researcher at Odupongkpehe M/A Primary Schools

interviewed 5 female respondents who were children's parents. The remaining five (5) children's parents, who were drawn from Ofaakor M/A Primary School, were made up of four (4) males and one (1) female.

Table 4.2: Age of Respondents

Age Range	Frequency
Pupils	
12—15	18
16—20	2
Total	20
Parents	Frequency
21—30	3
31—40	4
41—50	3
Total	10
Teachers	Frequency
21—30	1
31—40	2
51 and above	1
Total	4
Resource Teachers	Frequency
41—50	1
51 and above	1
Total	2
District SpED Officer	Frequency
51 and above	1

SOURCE: Authors' field work, June, 2015

Table 4.2 above depicts the age range frequencies for the total respondent used for the study. The distribution of 18 children was within the 12-15 years age range. The remaining 2 children had ages in the range of 16-20 years. Next to the children's age data is the parents' age data. Data collected on the age groups of parents had the majority of the parents falling within the age group of 31-40 years while the age groups of 21-30 and 41-50 both had a similar number of 3

each. One can therefore say that the parents of the children are largely made up of economically productive ages. The classroom teachers had ages that cut across all the age ranges that were given in the questionnaire. One of the teachers had his age in the 21-30 age range; two of the teachers' ages fell within the 31-40 age range; with the last teacher's age being within the 51 and above age range. This gives the impression that the teachers that were interviewed had a vast experience in the teaching field as they have taught for quite a number of years. The two selected resource teachers had their ages ranging between 41-50 years and 50 years and above respectively, while the Municipal SpED officer had her age in the 51 and above age range.

Table 4.3: SEN Category of Children Respondents

SEN Category	Frequency
Visually impaired	5
Hearing impaired	7
Intellectual disabled	3
Learning disabled	1
Physically disabled	1
Behavioural disorders	1
Speech and language disorders	2
Total	20

SOURCE: Authors' field work, June, 2015

Table 4.3 above contains data for the SEN categories of children. A total of twenty children were interviewed with various forms of disabilities. Hearing impairment had the majority of children among the SEN categories examined. Seven out of the twenty children were hearing impaired children; 5 were visually impaired; 3 were intellectually disabled; while 2 had speech and language problems. Of the 3 remaining children 1 was learning disabled, 1 physically disabled, and 1 had behavioural problems.

Table 4.4: Schools of Respondents

Schools of Respondents	Frequency
Pupils	
Ofaakor M/A Primary School	10
Odupongkpehe M/A Primary School	10
Total	20
Parents	Frequency
Ofaakor M/A Primary School	5
Odupongkpehe M/A Primary School	5
Total	10
Teachers	Frequency
Ofaakor M/A Primary School	2
Odupongkpehe M/A Primary School	2
Total	4
Resource Teachers	Frequency
Ofaakor M/A Primary School	1
Odupongkpehe M/A Primary School	1
Total	2

SOURCE: Authors' field work, June, 2015

Table 4.4 above contains data for the schools where children, their parents as well as the resource teachers and classroom teachers were sampled. The total sample for the study was drawn from two inclusive schools out of the total of 10 inclusive schools in the municipality. Two schools were sampled for the study, namely, Ofaakor MA primary school and Odupongkpehe MA primary school. Out of the total of 20 children sample, 10 children each were drawn from Ofaakor MA primary school and Odupongkpehe MA primary school of the respondents each. A total of ten parents were interviewed for the study. Out of this number, 5 of the parents interviewed had their children attending Ofaakor MA primary school and the other 5 had their children attending Odupongkpehe MA primary school. The classroom teachers interviewed for the study was made up of 4 teachers, 2 teachers each from Ofaakor MA primary school and

Odupongkpehe MA primary school respectively. The resource teachers interviewed were also selected from the two sample schools with the researcher interviewing 1 from each school.

Table 4.5: Level of Education of Teacher Respondents

	Frequency
Teachers	
Bachelor of Education	3
Others Specify	1
Resource Teachers	Frequency
Bachelor of Education	2
Others Specify	
Municipal SEN Officer	Frequency
Bachelor of Education	1
Others Specify	

SOURCE: Authors' field work, June, 2015

In Table 4.5 above, information given by the resource teachers interviewed on their level of education depicts that they both hold a Bachelor of Education. Other teachers, aside from the resource teachers, were also interviewed. The data gathered on their level of education shows that three out of the four respondents representing hold a Bachelor of Education while the remainder holds other qualifications.

Table 4.6: Class of Teachers and SEN Children Respondents

	Frequency
Teacher	
Class 5	2
Class 6	2
Total	4
SEN Children	
Class 5	10
Class 6	10
Total	20

SOURCE: Authors' field work, June, 2015

Table 4.6 above contains data on the class sample teachers were teaching and the class of children respondents. The teachers who were interviewed at the sampled schools were teachers of class 5 and 6. A total of 4 teachers were interviewed, two each from class 5 and 6. The children who were interviewed were selected from two classes from the upper primary level. Ten children each from class 5 and class 6 were interviewed to make up the total sample of 20 respondents.

Table 4.7: Level of Education of SEN Children Parents

Level of Education	Frequency
Primary	6
Secondary	4
Total	10

SOURCE: Authors' field work, June, 2015

On the level of education of parents of children who were interviewed, the majority of the parents constituting 6 parents had only primary education. The remaining 4 parents were able to go beyond primary level up to the secondary school level. This is depicted in Table 4.7 above.

Table 4.8: SEN Category of Parents' Children

	Frequency
Visually impaired	2
Hearing impaired	2
Intellectual disabled	3
Speech and language problems	1
Others specify	2
Total	10

SOURCE: Authors' field work, June, 2015

Table 4.8 depicts the SEN categories of the children of the parents interviewed. A total of 10 parents of children were interviewed from the sampled schools. The parents of intellectual

disabled children made up the majority with 3 of the total respondents. Parents of children with speech and communication disorders made up 1 of the respondents whilst parents of 3 categories of SEN children (visual impairment, hearing impairment and other forms of special education needs) each recorded 2 of the total respondents.

Table 4.9: Occupation of SEN Children’s Parents

Occupation Type	Frequency
Trader	6
Unemployed	1
Others Specify	3
Total	10

SOURCE: Authors’ field work, June, 2015

Trading was the dominant occupation of the parents of SEN children. From Table 4.9 above, 6 of the parents indicated that trading was their occupation. Three of the parents engaged in other activities such as driving and mechanics as their occupation whilst 1 was unemployed.

4.2 Influence of SEN Children’s Behaviour and Attitudes on Their Academic Success in Inclusive Schools

From the review of literature it was revealed that the behaviours and attitude of children have far reaching effects on their academic performance. Hence the main thrust of the analysis is to examine SEN children’s behaviours and attitudes within the context of teaching and learning and how it influences academic performance or success among SEN children in inclusive schools. Data to examine how children’s behaviours and attitudes influence their academic success were drawn from the interviews the researcher had with the children’s classroom teachers and with the children themselves. This brought to light a number of revelations, which the teachers as well as the children saw were as a result of the children’s behaviour and attitudes.

4.2.1 Conditions of SEN Children as a Limitation on Academic Success

Relevant data was gathered through interviews to solicit the views of the 4 teachers and 20 sampled children on the question of whether the children's conditions as special educational needs children inhibit their ability to achieving their academic goals. Table 4.10 below shows the views of the 4 teachers and 20 children respondents on whether children's conditions hinder their ability to attain higher academic goals.

Table 4.10: SEN Child Limited in Achievement of Academic Goals (Responses of Children and Teachers)

SEN Child Limited in Achievement of Academic Goals	Frequencies
Teachers Respondents	
Yes	3
No	1
Total	4
SEN Children Respondents	
Yes	16
No	4
Total	20

SOURCE: Authors' field work, June, 2015

From Table 4.10 above it can be seen that three (3) of the teacher respondents were of the opinion that SEN pupils are faced with some challenges or are limited in their quest to achieve their academic goals. The remaining teacher said children were not limited in the achievement of their academic success. Furthermore, Table 4.10 indicates that 16 out of the 20 student respondents said they feel limited in the achievement of their academic performance as a result of being SEN children, while only 4 said No, meaning they did not feel constrained in any way to achieving better academic performance as a result of being SEN children. This goes to

confirm the responses of the classroom teachers who felt children were limited in the achievement of their academic success because of the limitations they were confronted with as SEN children. This also shows that the majority of them see their disability as a major limitation to their academic performance. When quizzed as to why they think their conditions limit them from attaining their academic goals, the ensuing reasons were reported. Visually impaired children complained they didn't have reading glasses to enable them see well; and the hearing impaired children said they needed hearing aids to enable them to hear well when classes were in session. The intellectual and learning disabled children, who in most cases were slow learners, complained sometimes they are not able to keep pace with the lesson delivery in class. These were but a few of the reasons given by children that make them feel they were limited in the achievement of their academic goals.

4.2.2 Level of Interaction between SEN and Non-SEN Children and its Impact on Academic Success

The SEN children's interaction with the non-SEN children was also seen as one of the determining factor when examining the influence of SEN children's behaviour and attitudes on their academic success. This therefore called for an enquiry into the level of interaction between SEN children and non-SEN children and a measure of how this interaction impacts upon SEN children's academic success.

Responses of SEN Children

The level at which children, and specifically SEN children, interact with their colleagues in class one way or other influences their behaviours and attitudes toward schooling and learning in particular. Therefore to ascertain the influence SEN children's interaction with their peers in

class had on their academic success, SEN children were asked how well they interact with their non-SEN classmates in class and in school and how these interactions impacted on their academic success. As many as 19 SEN children respondents reported they interacted well with their colleague non-SEN children and they see their level of interaction to be very high. To buttress their responses, some of the SEN children said most of their classmates were their friends whom they play and eat with every school day. Most of the SEN children also said they are treated well and the same way as the non-SEN children are treated by everybody in class.

With regard to how the interaction of the SEN children with the non-SEN children impacted on their academic success, as many as 16 of the SEN children respondents indicated they were motivated and encouraged to always come to school and learn. Some of the SEN children further said the love shown to them by their non-SEN classmates have made them have a sense of belongingness in class and the school as a whole. Although the remaining 4 SEN children respondents said their level of interaction with the non-SEN children had little positive impact on their academic success, they gave varying reasons to why they said so. One of the SEN children said he was not sure if his non-SEN classmates knew he had sight problems. Below are few SEN children responses to how their interaction with the non-SEN children had a positive impact on their academic success.

“Because my friends make me feel good by telling me what the teacher said if am not able to hear him well. It makes me understand what is being taught which impact on my performance positively”. Hearing Impaired Child - Samsam M/A Primary School.

“As a result of the good relationship I have with my non-SEN classmates, I am motivated to learn hard which is helping me perform well in class”. Speech and Communication Disorder child - Samsam M/A Primary School.

“It makes me feel important and wanted. I am motivated to learn hard knowing that I can be like my non-SEN classmates”. Behavioural Disordered Child - Kpobikope M/A Primary School. SEN Child Respondent

“It encourages me to learn hard as I know I can be just like my non-SEN classmates. I feel good about myself, which makes me learn hard”. Hearing Impaired Child - Kpobikope M/A Primary School.

Table 4.11: Level of Interaction between SEN and Non-SEN Children (Responses of Teachers)

Level of Interaction between SEN and Non-SEN Children	Frequencies
Average	1
High	3
Totals	4

SOURCE: Authors’ field work, June, 2015

The four teachers interviewed confirmed what the SEN children said with regard to the level of interaction between SEN and non-SEN children. From Table 4.11 it can be seen that, out of this figure, a teacher rated the level of interaction of SEN and non-SEN pupils to be average. The three remaining teachers gave a rating of “high” interaction level of SEN and non-SEN pupils in their classrooms. With the exception of the one teacher who rated the level of interaction

between the SEN and non-SEN children as average, the other three teachers in their bid to explain why they think the level of interaction between the SEN and non-SEN children as being high, said the children communicate well with their peers, they are always seen with their non-SEN classmates playing together. Below are a few teachers' responses to how SEN children interaction with the non-SEN children in promoting the academic success of SEN children in the inclusive schools.

“Non-SEN children are supportive and encouraging the SEN children. They overlook their disability and interact freely with their peers”. Response of Class Teacher - Samsam M/A Primary School.

“SEN children communicate well with the non-SEN children in my class. They eat together, play and study together sometimes in groups during group work sessions”. Response of Class Teacher - Kpobikope M/A Primary School.

“They play together, eat together and sometimes share notes together. It is hard to see SEN children in the class isolated from the non-SEN children during both indoor and outdoor activities”. Response of Class Teacher - Samsam M/A Primary School.

“The SEN children sometimes isolate themselves from the non-SEN children during play time and working together in groups”. Response of Class Teacher - Kpobikope M/A Primary School.

With regard to how the interaction between SEN and non-SEN children impacted upon the academic success of SEN children, three out of the four teachers saw the interaction between the

SEN and non-SEN children to have a positive effect on the academic success of SEN children. One of the teachers said SEN children are encouraged and motivated to learn as they see themselves equal to their non-SEN colleagues in class. Therefore, there is a positive improvement in their academic success. Another teacher reported that it is promoting learning among the SEN children as on few occasions SEN children are made to get clarifications on certain topics from non-SEN children, especially those with intellectual disorders. The third teacher said there is an improvement as they do project works together in groups. This promotes the learning and understanding of the SEN children. However, the last teacher indicated SEN children's academic performance to be average since they feel reluctant to learn and work with the non-SEN children.

The analysis of data above tells us that the level at which SEN and non-SEN children interact, as well as the kinds of interactions between them in one way or other influences the academic success of SEN children. As can be seen from the data analysis above, if the interactions between these two categories of children is high and in varying forms as shown from the data, there is bound to be an improvement in the learning abilities of SEN children. This will then be translated into an improvement in the academic success of SEN children in inclusive schools. These findings were confirmed by both the classroom teachers and children respondents.

4.2.3 Behavioural Patterns of SEN Children and their Impact on SEN Children's Academic Success in Inclusive Schools

The behavioural patterns exhibited by children is seen to play an important role in determining their learning and understanding level in class which culminate into their academic success. With this in mind, children were asked to outline the behavioural differences they have observed

between them and other children in their schools. This was done to help determine how differences in behaviours could also influence their level of academic success in inclusive school environment. Table 4.13 depicts their responses.

Table 4.12: SEN Children’s Behaviour Differences from Non-SEN Children (Responses of SEN Children)

Are SEN Child Behaviour Different from Non-SEN Children	Frequencies
Yes	13
No	7
Total	20

SOURCE: Authors’ field work, June, 2015

There were mixed responses as to whether SEN children behave differently from other children in inclusive schools as shown in Table 4.12 above. As many as 13 respondents alluded to the fact that there exist some differences in behaviour between them (SEN children) and non-SEN children in the school. The remaining 7 respondents however, said they were no such differences in behaviour between them and the non-SEN children in the school: within the school environment they relate with the other children as equal partners and have not noticed any differences in their behaviours.

The 13 SEN children respondents who indicated they behave differently from the other children were then asked to explain why they said their behaviour was different from the non-SEN children. They gave varying reasons for the kind of behaviour they exhibit which sets them apart from the non-SEN children in their classrooms. Although this question was open-ended the researcher coded the responses to come out with the results in Table 4.13 below.

Table 4.13: Behavioural Patterns and its Impact on SEN Children’s Academic Success
(Responses of Children)

Behavioural Patterns of SEN Children	Frequencies
Do not make noise in class	6
Do not like fighting in school	2
Do not talk or answer questions in class	2
Do not engage in aggressive play	3
Not Applicable	7
Total	20

SOURCE: Authors’ field work, June, 2015

From Table 4.13 above, it can be seen that as many as 6 out of the total of 13 SEN children who said they behave differently from the non-SEN children said the behaviour that set them apart from the non-SEN children in their class is the fact that they do not make noise in class. Three (3) of the remaining 7 said they don’t engage themselves in aggressive play. Two (2) of the SEN children respondents and the remaining 2 SEN children respondents said they do not like fighting in school and also do not talk or answer questions in class respectively. With these good behavioural traits exhibited by the SEN children with the exception of the children who said they do not talk or answer questions in class one can say that SEN children’s behaviours plays a significant role in determining their academic success. These behavioural traits enumerated by the SEN children one way or other tend to motivate and encourage them to learn, which is then translated into the achievement of good grades and an improvement in their academic success.

Responses of Teachers

The views of teachers on the behavioural patterns of SEN children and how it impacts upon their academic success elicited responses from the teachers. This was done to make a triangulation of the responses given by the SEN children respondents. The four teachers interviewed all gave divergent views on the behavioural patterns they have observed exhibited by the SEN children in their class. Two of the teachers reported children were largely active, participated in almost all the school's activities and not isolated from their peers. They were also motivated to learn in school. While the other two teachers said SEN children were sometimes unfriendly towards their peers and withdraw themselves from participating in certain school activities.

The views of the four sampled teachers on how the observed behaviours of the SEN children impacted upon their academic success elicited the following responses. Three of the four teachers interviewed said the behaviour patterns of the SEN children in their class had not promoted the academic success of the SEN children much. They indicated that, because some of the SEN children were slow learners and sometimes isolate themselves from the other children; it made it difficult for them to catch up with their colleagues in class. The remaining teacher affirmed what the SEN children said. Below are teachers' responses on how SEN children's exhibited behavioural traits are influencing their academic success in the inclusive schools.

“As a result of SEN children being motivated to learn, this is translated into an improvement of their academic performance”. Response of Class Teacher - Kpobikope M/A Primary School.

“As a result of some of the SEN children being slow learners, they are not able to catch up with their colleagues in the classroom”. Response of Class Teacher - Samsam M/A Primary School.

“Since they withdraw themselves from the other children in class, their academic standard is average”. Response of Class Teacher - Samsam M/A Primary School.

“I don't know much, but I think it has done very little to impact on the academic success of SEN children”. Response of Class Teacher - Kpobikope M/A Primary School.

4.2.4 SEN Children's Attitudes and its Impact on Learning Outcomes

The attitude of children towards teaching and learning based on literature reviewed is seen to have an influence on the academic success of SEN children. Based on this, data was collated from the respondents to establish their attitudes towards learning and whether these attitudes have a positive impact on the learning outcomes of SEN children in the inclusive schools.

Table 4.14: Positive Impact of SEN Children's Attitude on Learning Outcomes

Positive Impact of SEN Children's Attitude on Learning Outcomes	Frequencies
Yes	11
No	9
Total	20

SOURCE: Authors' field work, June, 2015

Inferring from Table 4.14 above, the research revealed that 11 SEN children affirmed their attitude had a positive impact on their learning outcomes in the school; whereas 9 SEN children alluded that their attitude had no positive impact on their learning outcomes.

Table 4.15: Attitudes Exhibited by SEN Children (Responses of SEN Children)

Attitudes Exhibited by SEN Children	Frequencies
I do not make noise in class	2
I listen attentively during lesson delivery	7
Sit in the front row in class	1
Answer questions in class	1
Not Applicable	9
Total	20

SOURCE: Authors' field work, June, 2015

The 11 children interviewed who said some of their attitudes have positively impacted on their learning outcomes, and for that matter their academic success, included 2 children of the respondents who reported they were calm and do not make noise while in class. As many as 7 respondents said they listen attentively during lessons, with one respondent each indicating they answer question during lessons and insist they sit in the front row in class respectively. Although this question was open-ended, the researcher coded the responses to come out with the results in Table 4.15 above.

The data collected on how positive attitudes exhibited by children impacts on their education and academic success proxied by the average scores were statistically tested to triangulate with the results of the qualitative analysis. The analysis was done using one-way ANOVA to come out with the results.

Table 4.16: Positive Attitude and Average Score**One-way ANOVA**

Average Score					
	Sum of squares	Degrees of freedom	Mean sum of squares	F-statistic	Prob > F
Between Groups	499.410	1	499.410	3.239	.089
Within Groups	2775.322	18	154.185		
Total	3274.732	19			

SOURCE: Authors' field work, June, 2015

The relationship between positive attitudes of children and academic success was statistically tested using the one-way ANOVA test. The results from the one-way ANOVA test indicate that there exists an insignificant relationship between average score and positive attitude. The high *F*-statistic (3.239) and the low value of the *p*-value (0.089) reveal that the effect of attitude on academic success is statistically not significant at 5% or 0.05 significance level. This finding therefore suggests that the positive attitude of children towards learning has an insignificant effect on their learning outcomes and academic success, which is inconsistent with the Strategies Intervention Model (SIM) used for the study.

The above findings on how positive attitudes of children impact on their learning outcomes and academic success creates the picture that, although the majority of the children are reported to have said they exhibit certain positive attitudes, the ANOVA test result on the impact of children's positive attitudes on their academic success shows a statistically insignificant relationship.

4.3 Influence of School Environment and Educational Support Services/Facilities on the Academic Success of Special Needs Children in Inclusive Schools

School environments and existing facilities are key determinants of the academic performance or success of pupils, especially children in inclusive schools. As such, the study sought to collate relevant data from the Municipal Special Education Division (SpED) director, resource teachers, teachers, children and parents of children to establish how the school environment and educational support services/facilities influence the academic success of children. This assessment was made in relation to the physical nature of the school infrastructure and the child's ability to use them; availability and adequacy of educational support services in the school; and examples of such educational support services in the school as well as its impact on academic success.

4.3.1 Accessibility of School Buildings for SEN Children

The school building and axillary facilities' accessibility is seen to have an influence on the educational development of SEN children, especially physically challenged children. Therefore, there was the need to ascertain how accessible these inclusive schools were to SEN children. Observations done at the two inclusive schools by the researcher revealed that the physical school building and other facilities such as urinals and toilets were not disability friendly. The schools did not have access ramps for the wheelchairs of physically challenged children. One of the schools was even a one-storey building. Nevertheless, this observation was contradicted by almost all the respondents who were asked about the inclusive schools accessibility to SEN children. These responses are captured in Table 4.17 below.

Table 4.17: Accessibility of School Buildings to SEN Children (Responses of Municipal SpED Officer, SEN Resource Teachers, Teachers, SEN Children and Parents)

Accessibility of School Buildings to SEN Children	Frequencies
SEN Resource Teachers Respondents	
Yes	1
No	1
Total	2
Teachers Respondents	
Yes	4
No	0
Total	4
SEN Children Respondents	
Yes	19
No	1
Total	20
Parents Respondents	
Yes	10
No	0
Total	10

SOURCE: Authors' field work, June, 2015

Interviews with the two sampled resource teachers as well as the Municipal SpED Officer on the accessibility of the two sampled inclusive schools' buildings reported that children in Odupongkpehe M/A Primary School were able to access the school building and other axillary facilities such as the urinary. On the contrary, the resource teacher at Ofaakor M/A Primary School reported that children, especially physically challenged children, find it difficult accessing the school building. In addition, the teachers interviewed reported that the pupils do not have difficulty accessing the school buildings. All four respondents stated that pupils are able to access the school buildings and other axillary facilities. Further to this were responses from the children themselves who also indicated they could use the school building and the other

facilities. As many as 19 out of the 20 children interviewed said they were able to use the school building and other facilities; while only 1 said she had difficulties using the school building and other facilities. More so, all the 10 parents interviewed asserted that their children were able to access and use the school building and its facilities without any hindrance. Table 4.17 above gives us the breakdown of the responses of all the different categories of respondents on the accessibility of the inclusive schools to SEN children.

The existence of enabling physical structures has proven crucial in the promotion of academic success of SEN children (Dilnesaw, 2009). To ascertain the validity and reliability of these results, it was imperative to statistically test these variables. This was done by comparing the individual student's access/usage proxied by whether or not the child is able to freely access any physical facility at the respective school. The response for this is dichotomous (either yes or no) and fitted in a dummy variable taking the value 1 if yes and 2 otherwise. This practically permits the direct examination of the relationship between the usage of the school building and its facilities and academic success.

Table 4.18: Correlation of Usage of School Building / Facilities and Academic Success

Variables	Average score	Usage of school facilities
Average score	1.0000	0.1456
Usage of school facilities	0.1456	1.0000

SOURCE: Authors' field work, June, 2015

As indicated from the results of the correlation analysis in Table 4.18 above, the value of the correlation coefficient (0.1456) shows a positive, albeit weak, relationship between access to and usage of the school's physical facilities such as the classrooms and urinary by individual children

and the average score for three of the children subject scores. The implication is that the creating and institutionalizing of an enabling environment where children freely have access to school facilities positively correlates with their average score, suggesting that academic success of children increases in response to increases in access and usage of facilities. While this holds, results from the ANOVA analysis shown in Table 4.19 below reveal that the impact of usage of school facilities on the average score is not significant given the rather low F-statistic (0.390) and high p -value (0.540).

Table 4.19: One – Way ANOVA

Average Score					
Variables	Sum of squares	Degrees of freedom	Mean sum of squares	F-statistic	Prob > F
Between Groups	69.405	1	69.405	0.390	0.540
Within Groups	3205.327	18	178.074		
Total	3274.732	19			

SOURCE: Authors' field work, June, 2015

Inferentially, it tells us that, although there is a statistically insignificant relationship between usage of school facilities and the academic success of children, the insignificance of the nexus could by far be attributed to rather high access to the physical structures of the schools. As noted earlier in the study, only one child was physically challenged implying that the majority of the other children have some other form of special needs. Our finding on access/usage of physical facilities and its influence on academic success is intuitive on account of the huge variations in the number of physically challenged relative to the other forms of special needs. In terms of policy relevance, this finding particularly shows that one way of promoting children's academic

success is the provision of an enabling environment where children freely have access to school facilities.

4.3.2 Availability, Types and Adequacy of Educational Support Services/Facilities in the Classrooms

The study therefore sought to establish the availability of educational support services for children including, but not limited to, braille machines, hearing aids, large print books, and simplified learning resources. It also established the types of these educational support services available and its adequacy in the two schools for teachers' and children's usage.

Table 4.20: Availability of Educational Support Services/Facilities in the School (Responses of Municipal SPED Officer, SEN Resource Teachers, Teachers and SEN Children)

Availability of Educational Support Services/Facilities in the School.	Frequencies
SEN Resource Teachers Respondents	
Yes	
No	2
Total	2
Teachers Respondents	
Yes	1
No	3
Total	4
SEN Children Respondents	
Yes	2
No	18
Total	20

SOURCE: Authors' field work, June, 2015

Table 4.20 relates to issues pertaining to the availability of educational support services. It was reported by the two resource teachers that there haven't been any such support from the Municipal Education Office. They complained they have not received any teaching aids and

support services, which if available, facilitated the teaching and learning of children in the school. The two resource teachers answered no when asked if there were support services, and teaching and learning aids for teaching children in their schools. The Municipal SpED officer also confirmed the responses of the resource teachers when asked if the 10 inclusive schools had teaching and learning aids for use by teachers and children by saying there were no teaching and learning aids for use by teachers and children in the inclusive schools.. Out of the four teacher respondents, only one teacher mentioned that there are educational support services in the school. The remaining 3 responded that there were no educational support services in their classrooms to aid children in their learning process. More so, as many as 18 of the children respondents alluded that there was no such educational support services in the school. The remaining 2 children respondents claimed they had some educational support services for children in their schools. All these data are illustrated in Table 4.20 above.

Table 4.21: Types of Educational Support Services/Facilities Available in Classrooms
(Responses of Municipal SpED Officer, SEN Resource Teachers, Teachers and SEN Children)

Types of Educational Support Services/Facilities Available in Classrooms	Frequencies
SEN Resource Teachers Respondents	
Ramps for wheelchairs	
Braille machines	
Hearing aids	
Large print books	
Differentiated/adapted learning resources	
Not available	2
Total	2
Teachers Respondents	
Ramps for wheelchairs	
Braille machines	
Hearing aids	
Large print books	1
Differentiated/adapted learning resources	
Not available	3
Total	4
SEN Children Respondents	
Ramps for wheelchairs	1
Braille machines	
Hearing aids	
Large print books	
Differentiated/adapted learning resources	1
Not available	18
Total	20

SOURCE: Authors' field work, June, 2015

The researcher, through the teachers' questionnaires administered and interviews conducted with the resource teachers, classroom teachers and children respondents, outlined examples of educational support services that aid children's teaching and learning. These educational support

services/facilities included ramps for wheelchairs, braille machines, hearing aids, large print books, and simplify learning resources etc. With regard to the types of educational support services/facilities and teaching aids supplied by the Municipal Education Office for teaching children, it was reported by the resource teachers that these educational support services/facilities and teaching aids were not available to teachers and children in the schools as they didn't have them in different forms and types. The only physical structure and educational support service that the Municipal SpED officer could point out in some of the inclusive schools were ramps for wheelchairs. Furthermore, data on types of educational support services/facilities supplied by the Municipal Education Office gleaned from the responses of the four teachers interviewed showed that the schools do not have educational support services in the classrooms to promote teaching and learning. One respondent mentioned that it is only large print books that are available for pupils to use in his classroom, and these he procured with his own money. Of the children respondents, 18 were not aware of the existence/availability of such educational support services for use in their school. They, therefore, could not give any example of such educational support services. The remaining 2 respondents each mentioned ramps for wheelchairs and simplified learning resources as examples of such support and physical services they knew of. This can be seen in table 4.21 above.

Table 4.22: Adequacy of Educational Support Services in Classrooms (Responses of Municipal SpED Officer, SEN Resource Teachers, Teachers, SEN Children and Parents)

Adequacy of Educational Support Services in Classroom	Frequencies
SEN Resource Teachers Respondents	
Yes	
No	2
Total	2
Teachers Respondents	
Yes	
No	4
Total	4
SEN Children Respondents	
Yes	
No	20
Total	20

SOURCE: Authors' field work, June, 2015

Table 4.22 relates to the adequacy of these educational support services/facilities supplied by the Municipal Education Office for teaching children. It was indicated by the two resource teachers interviewed that the educational support services and facilities were inadequate. This was collaborated by the Municipal SpED officer who also said that the support services and facilities were inadequate. Responses on the part of the four teacher respondents in relation to the adequacy of educational support services in the classroom yielded a 'no' response. All four respondents said they did not have adequate support services for children in their classrooms. Consequentially, when the children were asked about the adequacy of the educational support services, the response was the same as all the 20 respondents answered 'no' meaning the educational support services were not adequate for the children.

4.3.3 Impact of the Availability or Non-Availability and Usage of Educational Support Services on the Academic Success of SEN Children

Educational support services, teaching and learning aids aim to enhance the teaching and learning of children in inclusive schools. Therefore, the Municipal SpED officer, resource teachers, classroom teachers and children respondents were asked how either the availability or non-availability and usage of these educational support services impacted upon the academic success of children.

Responses of Municipal SpED Officer and SEN Resource Teachers

The two SEN resource teachers, as well as the Municipal SpED officer, all lamented about how the lack of the educational support services and teaching and learning aids was affecting negatively the academic performance of children in the classrooms and schools. Below are the responses of the two resource teachers and the Municipal SpED officer on how the non-availability of educational support services has impacted on the academic success of children.

“These facilities are non-existent in the school; therefore it affects the academic performance of SEN children negatively”. Response of Resource Teacher - Samsam M/A Primary School.

“Not available in the schools for use. Some of the schools only have ramps access to the classrooms. This has affected the SEN children’s academic performance negatively”. Interview with GES Officer.

Responses of Teachers

More so, from the analysis of the data above, it can be said that, though the two sampled schools are seen to be inclusive schools in the municipality, they do not have the requisite and required educational support services, teaching and learning aids for usage by teachers and children in order to promote effective and efficient teaching and learning. This has affected negatively teaching and learning processes in the inclusive classrooms as children with hearing and sight impairments are not provided with hearing aids or reading glasses to facilitate their learning. It has also compelled some teachers to avoid the teaching of topics that involves the usage of teaching and learning materials (TLMs). This has led to low academic performance of the children as reported by the teachers interviewed. From the responses of the teachers, the non-availability and inadequacy of the educational support services and learning aids came top as the main challenge that was hindering the children from achieving their academic goals through the scoring of higher marks and an improvement in their literacy and numeracy skills. Below are some of the responses made by the teachers in this regard.

“Teaching and learning aids are not available for children use. It is just my efforts that I use to help SEN children to learn in class. Their performance is average”. Response of Class Teacher - Kpobikope M/A Primary School.

“The performance of SEN children is average mark”. Response of Class Teacher - Samsam M/A Primary School.

“These teaching aids are not available for use by the SEN children in my classroom. Therefore their performance is not linked to educational support services and aids”. Response of Class Teacher - Samsam M/A Primary School.

Responses of SEN Children

This was confirmed by the children respondents when they were asked how these educational support services and aids promoted their academic success. As many as 16 out of the 20 sampled children respondents saw the lack of the educational support services to affect their academic success negatively as teaching and learning in the schools is not as effective as expected. The remaining 4 children indicated that their academic performance largely depended on their own efforts and not the lack of educational support services.

“Because of the non-availability of such teaching and learning aids, I am not able to listen well which affects my academic performance”. Hearing Impaired Child - Kpobikope M/A Primary School.

“The educational support services are not available. I sometimes struggle to see well in class because I don't have reading glasses”. Visually Impaired Child-Samsam M/A Primary School.

“The lack of it is rather affecting my performance as I cannot hear well when the teacher is teaching”. Hearing Impaired Child - Samsam M/A Primary School.

“These facilities and support services are not available. Therefore we are unable to perform academically as expected”. Learning Disabled Child-Kpobikope M/A Primary School.

Four of the respondents, namely, the SpED officer, resource teachers, classroom teachers and children all said the non-availability of the educational support services and aids had a negative impact on the academic success of children as the lack of these educational support services was hindering effective teaching and learning in the schools.

4.4 Influence of Teaching and Learning Methodologies on the Academic Success of Special Needs Children in Inclusive Schools

Literature on the type of teachers and how teaching and learning methodologies adopted by schools influence the academic success of special educational needs children has brought to light a number of teaching and learning methodologies which if applied appropriately and effectively inclusive classrooms will go a long way to motivate and encourage children to learn which will broaden their knowledge and understanding. This will be translated into an improvement in their academic performance and success. One of the objectives of the study is to examine the extent to which teachers as well as the teaching and learning methodologies they adopt in their classrooms influence the academic success of children. The study therefore examined how teachers, as well as teaching and learning methodologies and practices, influence the academic success of children in inclusive schools.

4.4.1 Teachers Trained Appropriately for SEN Children Needs

To achieve this objective of how teachers, as well as teaching and learning methodologies and practices, influence the academic success of children in inclusive schools, there was the need to

first try to find out if resource teachers and other classroom teachers had the requisite training and skills to cater for the needs of children.

Table 4.23: Appropriate Training for Teachers (Responses of SEN Resource Teachers and Classroom Teachers)

Appropriate Training for Teachers	Frequencies
SEN Resource Teachers Respondents	
Yes	2
No	
Total	2
Teachers Respondents	
Yes	3
No	1
Total	4

SOURCE: Authors' field work, June, 2015

The responses of the resource teachers and teachers, as depicted in Table 4.23 above, indicates that the two resource teachers and the Municipal SpED officer are all professionally trained Special Needs teachers who went through a four-year bachelor's degree at a university. They also indicated that all teachers who go through diploma and degree courses in education had basic training in how to manage and teach children. Therefore, the issue of appropriately trained teachers who will impact knowledge to children in these inclusive schools cannot be seen as a challenge. In addition, the four teachers interviewed were asked if they were trained appropriately to handle the educational and social needs of children. Three of the teachers reported that they had appropriate training. Two of the teachers said they had degrees in Basic Education where they were taught how to teach and manage children. The last teacher among the three appropriately trained teachers said she has a degree in Special Need Education. The

remaining teacher of the respondents has not received the appropriate training needed to handle pupils in the classroom. He indicated he has a degree in Business Administration. Therefore, teachers' understanding of the educational needs of SEN children was not a challenge as the teachers interviewed background shows they could manage and teach SEN children in their classrooms.

4.4.2 Use of Differentiated Learning Activities for Individual SEN Children

To achieve this objective, SEN resource teachers as well as the classroom teachers' views were sought on whether teachers in the school use differentiated learning activities for all SEN children in their classrooms.

Table 4.24: Use of Differentiated Learning Activities for Individual SEN Children (Responses of SEN Resource Teachers and Classroom Teachers)

Use of Differentiated Learning Activities for Individual SEN Children	Frequencies
SEN Resource Teachers Respondents	
Yes	2
No	
Total	2
Teachers Respondents	
Yes	2
No	2
Total	4

SOURCE: Authors' field work, June, 2015

Table 2.24 above captures the responses of resource teachers and teachers on whether they used differentiated learning activities for individual children. The two resource teachers all answered 'yes' indicating teachers adopt differentiated learning activities for teaching children. Mix responses were given by the four teachers as they each gave varying reasons to further explain

how the teachers do the differentiated learning activities when they were asked if they differentiated the learning activities in their class for children. One of the resource teachers said some teachers differentiate SEN children's learning activities by giving them extra and different tasks according to their ability levels. The remaining resource teacher said she made sure teachers place hearing and visually impaired children at vantage positions in the classroom to enable them to either see or hear well when the teacher is teaching in the classroom. On the issue of the assigning of differentiated learning activities to children, two (2) of the teachers said that they do not differentiate learning activities for children in the classroom; while the other 2 said they do differentiate learning activities for children. The teachers who differentiate learning activities do it for either visually impaired or hearing impaired pupils. This is seen in the responses below:

“I speak louder for the hearing impaired children to hear and understand what I’m saying. I also write boldly and clearly on the blackboard for visually impaired children to see what I have been teaching in class”. Response of Class Teacher - Kpobikope M/A Primary School.

“I sometimes differentiate the learning activities for the SEN children in my class. Some of them don't participate in learning when using demonstration methods”. Response of Class Teacher - Samsam M/A Primary School.

4.4.3 Knowledge and Usage of Teaching and Learning Methodologies by Teachers

To further examine the extent to which teachers, as well as teaching and learning methodologies and practices, influence the academic success of children in inclusive schools, the issue of

knowledge and usage of teaching strategies by teachers to address the individual learning needs of children in class was analyzed.

Responses of the Municipal SpED Officer and SEN Resource Teachers

The two SEN resource teachers and the Municipal SpED officer were asked to outline, from their observation of teachers, the teaching and learning methodologies that were currently used in inclusive schools (particularly their schools), which were geared towards the academic success of SEN children. Among the teaching methodologies mentioned were activity based methods, demonstration methods and child centred methods. Others include participatory group methods and co-teaching when using sign language.

“Activity based methods, demonstration methods and grouping methods”. Response of Resource Teacher - Samsam M/A Primary School.

“As a result of the large classes’ nature of the school, she sometimes encourages teachers to teach SEN pupils using the demonstration and activity based methods of teaching”. Response of Resource Teacher - Kpobikope M/A Primary School.

Responses of Classroom Teachers

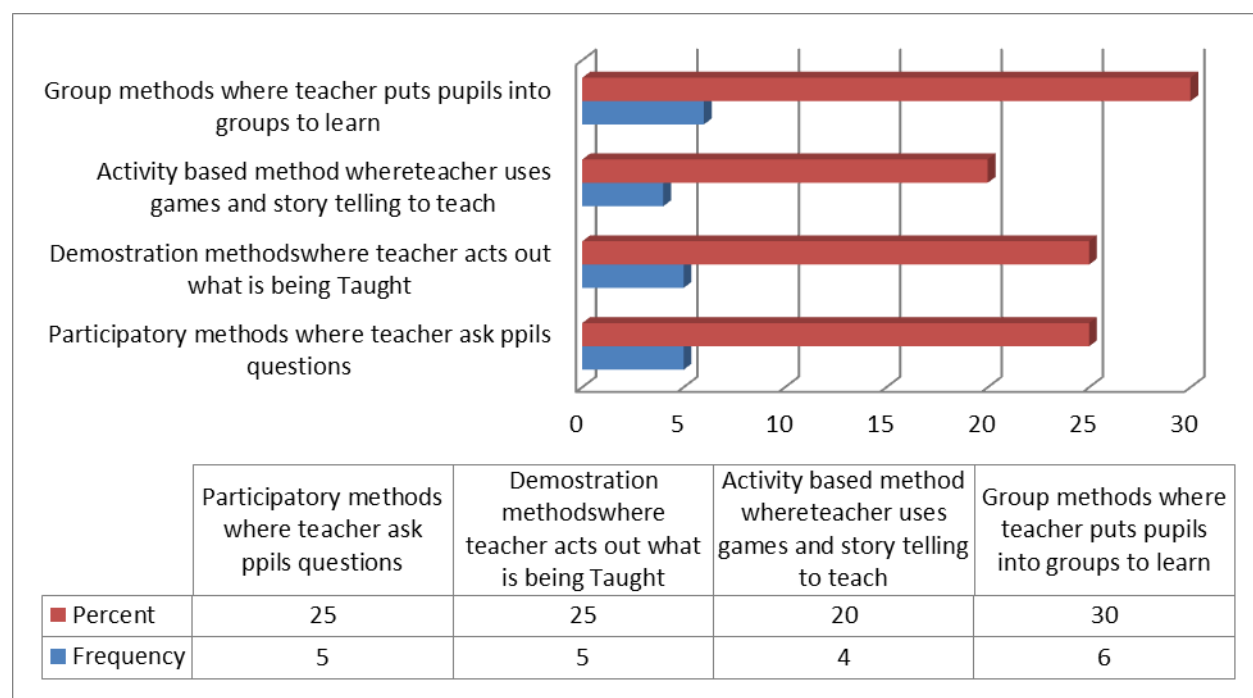
The teacher respondents were quizzed to outline their knowledge of the teaching and learning methodologies they were using in their various classrooms to teach. Three of the four teacher respondents said they use appropriate teaching and learning methods such as activity based

methods, demonstration methods, remedial teaching and team teaching where a regular teacher teaches while a SEN teacher sign for speech and hearing impaired children to understand. The fourth teacher said he adopts child centred methods where the children and especially SEN children are his focus when teaching in class. He gave instances such as making children with low vision or are hearing impaired to sit in the front row of the classroom, while the behavioural disorder child is made to sit close to the teacher so that he can manage his movement.

Responses of SEN Children

The SEN children were also asked to outline the approaches to teaching and learning they enjoyed most in their classrooms. A number of responses were given by the 20 sampled children, and their responses are captured in Figure 4.1 below.

Figure 4.1: Teaching and Learning Methods Enjoyed by SEN Children (SEN Children's Responses)



SOURCE: Authors' field work, June, 2015

From Figure 4.1 above, it can be seen that 6 out of the total of 20 children respondents indicated they enjoyed group methods of teaching. They explained further that this, in most cases, involved the teacher putting them in groups to either read a passage or share ideas during a lesson. Other responses given by the children to explain the teaching and learning methods they enjoyed were participatory methods, which entail the teacher involving pupils in class discussions through asking them questions. This was said by 5 children respondents. It was also reported by 5 of the remaining 9 SEN children that they enjoyed demonstration methods of teaching, which involves the teaching acting out what is being taught in class to the understanding of the children. The last set of 4 said they enjoyed activity based methods of

teaching, which involves the teacher using games and storytelling to teach to the understanding of the children.

From the above analysis, one can say that the specific and appropriate kinds of teaching and learning methodologies were well known among the resource teachers, teachers and respondents. This can be observed from the fact that the various respondents, especially the children respondents, were able to outline and describe the kinds of teaching and learning methodologies adopted and used by teachers for teaching in the classrooms. This creates the impression that teachers adopt and use appropriate teaching and learning methodologies in teaching children, and SEN children in particular.

Furthermore, a comparison between the teaching methods teachers used in teaching and the teaching methods enjoyed most by children in class were similar as most of the teaching methods reported by teachers were same as what children enjoyed most. This creates the impression that teachers are really using the appropriate methods of teaching children. These methods include activity based methods, demonstration methods and group methods of teaching.

4.4.4 Effectiveness of Teaching and Learning Methodologies

In examining the effectiveness of these teaching and learning methodologies mentioned by the respondents and how the usage of these teaching methods improved academic success or performance of SEN children in the inclusive school, the researcher relied on a purely qualitative analysis on account of the rather small sample size of the respondents - two resource teachers were used to glean this particular data. The overly low sample size robs the statistical touch of this section as testing the statistical impact of the effectiveness of teaching and learning methodologies on academic success using ANOVA leaves few or no degrees of freedom. On this

score, it came to light that the effectiveness of these teaching and learning methods can be seen in how it motivates and encourage SEN children to participate and be involved in the learning process, which is likely to lead to the achievement of appreciable academic performance. More so, SEN children are encouraged to ask their teachers questions to further explain lessons to their understanding.

“The use of the above methods of teaching SEN children gets them involve and participate in the learning process. Examples during Creative Arts period, pupils are seen using their hands in moulding, sewing and drawing”. Response of Resources Teacher - Kpobikope M/A Primary School.

“The effectiveness of the teaching and learning methodologies used by teachers is seen in children, especially SEN children, actively participating in the teaching and learning process. Also the visually impaired and hearing impaired children are now encouraged to ask their teachers to explain lessons to their understanding”. Response of Resource Teacher - Samsam M/A Primary School.

4.4.5 Impact of the Usage of Teaching and Learning Methodologies on the Academic Success of SEN Children (Responses of Resource Teachers and Municipal SpED Office)

The two SEN resource teachers and Municipal SpED officer respondents all saw the use of these teaching and learning methodologies to have a positive impact on the academic success of SEN children. One of the resource teachers indicated that children were now able to do activities that they were not able to do previously. These children are also encouraged to learn, which in effect improves their academic success.

Responses of Teachers

On the subject of the usage of teaching and learning methodologies by teachers which are geared towards the promotion of the academic success of children, it was realized that teachers used a variety of methodologies which to them are seen to be promoting the learning and participation of children in class. Two out of the four teachers interviewed, indicated that they group methods and activity based methods of teaching. The other two teachers said they use child centred and demonstration methods of teaching. Three out of the four teachers interviewed reported that, as a result of the adoption of the appropriate teaching and learning methodologies, the learning abilities of the children has improved. This is manifested in children performing better academically. The fourth teacher reported that, although he uses appropriate teaching and learning methods, he honestly doesn't see that much improvement has been made on children's school performance and academic success. Below are some of the responses of the teachers to buttress their views on how usage of teaching and learning methodologies impacted upon children's academic performance.

“As a result of my adoption of the child centred methodology SEN children are now able to learn something at their own pace”. Response of Class Teacher - Kpobikope M/A Primary School.

“It has improved SEN children's learning and understanding as it is manifested in their examination and class exercises marks”. Response of Class Teacher - Samsam M/A Primary School.

“Because SEN children sometimes learn from their peers and understand better, I use the group method of teaching which has helped SEN children to perform better academically”. Response of Class Teacher - Kpobikope M/A Primary School.

Therefore, in comparing the responses of the resource teachers and the classroom teachers on how the usage of teaching and learning methodologies promoted academic success of children in inclusive schools, it became clear that these two respondents all seems to report that, as a result of their adopting of these appropriate teaching methods, children’s academic performance was increasing at an appreciable level.

4.4.6 Recommendations to Promote SEN Children’s Learning and Academic Success in School

The various respondents were asked to give recommendations to promote children’s learning abilities and academic success in school. Responses of classroom teachers and children were collated and are presented below.

Responses of Teachers

To promote the academic performance of children in the classroom, there is the need to make accessible school curriculum for both literacy and numeracy. This will equip pupils with the requisite knowledge and skills to learn and improve on their performance. The four teachers interviewed gave a variety of measures they adopt to enable children to have access to the curriculum. While two out of the four teachers interviewed stated children are able to access textbooks; with one teacher indicating that the best they do is to pair two children to one book, and the other teacher indicating that the school library is close to his class so all the children

including the SEN children are able to use it. The third teacher indicated that he allocates extra time for children to do their class exercises. He also sometimes tasks the brilliant non-SEN children in the class to help the SEN children do their class work. The last teacher, who happens to be a special educational needs teacher, said the curriculum has to be constructed in a way to suit these SEN children since they are slow learners.

Responses of SEN Children

On the issue of what more could be done to promote children learning and academic success in their classrooms, a number of recommendations were raised by the children interviewed. The three key recommendations made by the 20 children respondents included the provision of more teaching and learning materials in the form of textbooks, provision of hearing aids (which was mostly said by hearing impaired children) and the provision of reading glasses for visually impaired children. This goes to buttress the issue of the lack of educational support services and teaching and learning aids in these inclusive schools. The children therefore see the provision of these educational support services and aids as key to their academic progression and performance. Below are some of the responses of the children to buttress the recommendations made by SEN children.

“I should be given a hearing aid which will make me hear what is taught in class clearly”.

Hearing Impaired Child - Samsam M/A Primary School.

“Visually impaired children should be provided with reading glasses to help us see well”.

Visually Impaired Child - Kpobikope M/A Primary School.

“There should be more textbooks for us in class. Our teacher should continue to ask us questions while he teaches us”. Intellectually Disabled Child - Kpobikope M/A Primary School.

“They should provide us with more textbooks especially English and Science books”. Intellectually Disabled Child - Samsam M/A Primary School.

4.5 Influence of Parents and Family Involvement on the Academic Success of Special Needs Children in Inclusive Schools

Parental and family guidance is of essence in achieving academic success, especially among SEN children who often need the best of care and attention from both their parents and other family members. This care and attention alone motivates them to remain in school and aspire to attain higher academic success; hence, the involvement of parents and family is of utmost importance to the academic success of SEN children in inclusive schools. Therefore the study sought to examine the extent to which parents and family involvement in the education of their SEN children impacted upon their academic success in schools.

4.5.1 Parental and Family Involvement in the Education of their SEN Children

Interviews carried out with the different respondents for the study to ascertain the level at which parents and families were involved in the education of their children yielded the following findings.

Responses of SEN Resource Teachers and the Municipal SpED Officer

With regard to the extent to which parents were involved in the education and school activities of their children, it was reported by the two resource teachers and the Municipal SpED officer that

only a few of the parents were concerned about the welfare and education of their children. The SpED officer attributed the situation to the fact that either some parents were still ignorant about the importance of educating their children or they were just not interested in the school activities of their children. However, one of the resource teachers was quick to add that there were few committed parents who bring their children to school every day and make sure they have the needed school materials to enable them to learn effectively.

Responses of Teachers and SEN Children

The views of the 4 teachers, 20 sampled children and the 10 parents on whether parents were involved in the school activities and education of their children yielded the following results.

Table 4.25: Parental Involvement in SEN Children's Education (Responses of Teachers and SEN Children)

Parental Involvement in SEN Children's Education	Frequencies
Teachers Respondents	
Yes	4
No	0
Total	4
SEN Children Respondents	
Yes	13
No	7
Total	20
Parent Respondents	
Yes	10
No	0
Total	10

SOURCE: Authors' field work, June, 2015

Table 4.25 above shows that all the teachers who were interviewed responded “yes” when they were asked if the parents of the pupils were involved in their school activities. Also 13 out of the 20 children respondents confirmed that their parents are actively involved in their school activities, whilst the remaining 7 respondents responded “no” meaning their parents are not involve in the school activities. The same Table 4.25 shows all 10 sampled parents affirming that they were involved in their wards schools activities in one way or the other. All 10 sampled parents answered “yes” when asked if they were involved in their children schools activities.

Further to this, the 13 children who indicated their parents and family were involved in their school activities outlined a number of their school activities their parents and family were involved or participated in. Apart from some of the parents bringing their wards to school every school day, the most common school activity these children said their parents were involved in was attendance at PTA meetings, which happened at least once or twice a term; and also the fact that some parents visit their children while they are in school to check on them. The parents each gave varying reasons as to why they said they were involved in the school activities of their wards. The reasons given by the majority of the parents that makes them feel they are involved in their children school activities was the fact that they attend PTA meetings in the school, provide their children with basic educational needs and materials like textbooks and feeding money. Some parents also said they bring their children to school every school day. These three reasons were the common responses given by parents as some of the activities they do in order to be involved in their SEN children educational development. Below are a few excerpts regarding the school activities some parents said they were involved in.

“I bring my daughter every day to school, interact with the SEN teacher about her welfare and performance. Pay her fees”. Parent Response - Kpobikope M/A Primary School

“I attend PTA meetings. I also respond to any call by the teachers to come to the school. You can even see as was just called by the school to meet you for the interview which concerns my child's education”. Parent Response - Kpobikope M/A Primary School.

“As a father, I provide my child with the necessary things he needs for school like books, bags and chop money”. Parent Response - Samsam M/A Primary School.

It can be said that both parents and children respondents reported similar activities parents engaged in which makes them to be involved in the education and school activities of their children. Some of the common and similar reasons given were the fact that parents attend PTA meetings in the school and provide their children with basic educational needs and materials like textbooks and feeding money, and bringing their SEN children to school every school day.

4.5.2 Impact of Parental and Family Involvement in the Education and Academic Success of SEN Children

Enquiries into how the involvement of parents in the school activities and education of their children affected their academic performance elicited mix responses from resource teachers and the SpED officer, the teacher respondents and the children respondents.

Responses of SEN Resource Teachers and the Municipal SpED Officer

On the part of the resource teachers and the SpED officer respondents' views on how parental and family involvement impacted on the academic success of SEN children the SpED officer indicated that it has affected children's academic performance negatively. She attributed this to the fact that majority of the parents were not interested in the education of their children and for that matter were not involved in their school activities and education. She also attributed this poor academic performance to the fact that some of the children were not regular in school. The two resource teachers had a slightly different view. Although they also admitted that it was just a hand full of the parents who were keen on getting involved in their children's school activities and academic performance, parental involvement and participation in the school activities and education of their children has affected the children academic performance positively. They attributed this development to the fact that the children are always happy to be in school as a result of their parents bringing them to school every day. Also, the fact that some of the parents attend PTA meetings, helped their children to do their homework and provide their children with the needed school learning materials has given the children a sound mind to learn. Through the SEN children learning, they are able to progress academically. Below are few excerpts to buttress the point made by the resource teachers and the Municipal SpED officer respondents:

“It affects them positively in the sense that they are always happy to be in school. This helps them to have a sound mind to learn”. Response of Resource Teacher - Samsam M/A Primary School.

“Parents involvement in the education of their SEN children through attending PTA meetings, helping the children to do their homework has enabled SEN children to cope in class during lessons”. Response of Resource Teacher - Kpobikope M/A Primary School.

“This has made some of the SEN children not to be regular in school and by skipping school their academic performance is hindered negatively”. GES Officer Respondent.

Responses of Teachers

In order to understand how children’s parents’ involvement in their education influences their academic success, teachers were further asked to explain how parents’ involvement in their children education impacted on their academic success. The four teachers interviewed all think parents’ involvement in their children’s education goes a long way to influence the academic success of children in a positive way as they are encouraged and motivated to learn. They further said children were motivated and encouraged when their parents provide their basic school needs and help them to do their homework. Parental involvement in the education of their children makes the children feel accepted both at school and at home, hence encourages the child to learn which will translate into an improvement in their academic performance. Below are some teachers’ responses to buttress the analysis being made.

As a result of some SEN children’s parents helping them to do their homework, these SEN children are able to cope in class which is impacting positively on their academic success.
Response of Class Teacher - Samsam M/A Primary School.

There is an improvement in the academic performance of SEN children. This can be seen when one compares their first and second terms exams reports. Response of Class Teacher - Samsam M/A Primary School.

This will encourage the SEN children to learn hard as they will be happy that their parents have provided for them their basic school needs. Response of Class Teacher - Kpobikope M/A Primary School.

It makes the child feel accepted both at school and at home, hence encourages the child to perform better. Response of Class Teacher - Kpobikope M/A Primary School.

Responses of SEN Children

To examine the extent to which parental support and involvement in the education of their SEN children influences their academic success, the researcher engaged the children respondents to describe what their parents have done at home to make them learn after school hours.

Table 4.26: Efforts made by Parents to make Children Learn at Home

Efforts made by Parents to make Children Learn at Home	Frequencies
Encourage me to learn at home	8
Parents help me do my homework	1
Parents do nothing	6
Parents make brothers and sisters help me do my homework	3
Attend extra classes at home	2
Total	20

SOURCE: Authors' field work, June, 2015

Table 4.26 above depicts the responses of the children on what has been done by their parents to make them learn at home. The results look encouraging as, out of the total of 20 children respondents, 6 said their parents have done nothing to encourage them to learn at home. The remaining 14 children respondents gave varying reasons to explain efforts made by their parents to make them learn at home. As many as 8 children said their parents encourage them to learn at home, especially at night. They are always told to read their books. Three SEN children said their parents sometimes make their brothers and sisters help them do their homework whenever they needed guidance; and 1 child said it is rather the parents who help him do his homework whenever he needed guidance. The remaining 2 children respondents said their parents have paid for them to attend extra classes at home. Although this question was open-ended the researcher coded the responses to come out with the results above.

In triangulating the children's responses with the teachers and resource teachers responses on the impact of parental and family involvement in the education of their children had on their academic success, it can be said that the children's responses on efforts made by parents to make them learn at home corresponds to resource teachers and classroom teachers responses on the approaches or activities parents adopt in order to be involved in the education of their children. The effects of these activities parents engaged in are translated into an improvement of the academic success of children.

The data collected on the impact of parental and family involvement in the education and academic success of children was further analyzed quantitatively to triangulate the results of the qualitative data. The analysis was done using correlation and the one-way ANOVA test; the result of the former is presented in Table 4.27 below.

Table 4.27: Correlation Analysis on Academic Success and Parental Involvement

Variables	Average score	Parents involvement
Average score	1.0000	0.1496
Parents involvement	0.1496	1.0000

SOURCE: Authors' field work, June, 2015

The Strategies Intervention Model (SIM), among others, highlights the crucial role of parents in promoting the academic success of children. By proxying academic success by the average scores obtained from collecting sampled children's second term examination scores data in Mathematics, English and Integrated Science, the results from the correlation coefficient show a positive relationship between academic success and parental involvement. In particular, the value of the coefficient is 0.1496 revealing a rather weak correlation between the average score of children and parental involvement in their wards' school activities. This implies that academic success of pupil increases in response to the increase in the attention children receive from their parents.

Table 4.28: One – Way ANOVA

Source	Sum of squares	Degrees of freedom	Mean sum of squares	F-statistic	Prob > F
Between groups	73.28079	1	73.28079	0.41	0.529
Within groups	3201.451	18	177.8584		
Total	3274.732	19	172.3543		

SOURCE: Authors' field work, June, 2015

From the one-way ANOVA output depicted in Table 4.28 above, the significance level of parental involvement on academic success was tested. The results from the ANOVA test show that, although there exist a positive relationship, the low value of the *F*-statistic (0.41) and the

high value of the p -value (0.529) reveal that the effect of parental involvement on academic success is insignificant at a significance level of 5%. This finding therefore suggests that involvement and attention given to children by their parents is insignificant when tested against the academic success of their wards. The insignificance of the impact of parental effort on academic success may perhaps show a gap between the level of support children think they receive from their parents and the support parents actually give.

4.5.3 Expectations and Encouragement of Parents to be Involved in the Education of their SEN Children (Responses of Resource Teachers and the Municipal SpED Officer)

The SpED officer and resource teachers enumerated a number of issues they expect parents who had children in the school to do in order to show their involvement in the education and academic success of their children. Key among the issues raised by the resource teachers was the fact that parents should ensure they provide their children with the basic school needs such as books and pencils and pens. One of the resource teachers said parents should at least show commitment as there were instances where they, the resource teachers, take the welfare of these SEN children up and only need the commitment and presence of the parents to advocate for the educational needs of the children.

Responses of Teachers

On specific ways the teachers want parents to be involved in the education of their children, the four teachers reiterated, was the fact that parents should be interested and committed to the educational and wellbeing of their children. They said this could be achieved if parents take it upon themselves to provide the educational needs of their children. They should also make time to help their children do their homework and, above all, encourage and praise their SEN children

when they excel academically. All these actions will go a long way to build the confidence and motivate the SEN children to learn while in school and at home. The long run effects will be an improvement in the academic performance of these children.

Parents of SEN children should ensure that they don't neglect them. They should provide their basic educational needs and materials. Parents should help their SEN children to do their homework. Response of Class Teacher - Kpobikope M/A Primary School.

Parents should provide their SEN children with all the necessary school materials and all their home needs. Response of Class Teacher - Samsam M/A Primary School.

Parents should be interested in the general wellbeing of their SEN children. Provision of basic health care as well as educational materials for use by their children. Parents should also encourage and praise their SEN children when they do well. Response of Class Teacher - Samsam M/A Primary School.

Furthermore, to encourage parents to be involved in their children education, which will promote their academic success, the resource teachers indicated that they always try as much as possible to keep talking to parents who were not keen on bringing their children to school or visiting them while they were in school. They also sometimes visit parents at home to know why their wards were not coming to school. One of the resource teachers said that, in extreme cases, she reports uncooperative parents to the social welfare office to insist that they cater for the educational needs of their children.

4.5.4 Challenges SEN Children's Parents Face and the Approaches they Adopt to Overcome these Challenges when Getting Involved in their Children's Education

(Responses of SEN Children's Parents)

The researcher, in a bid to know the challenges children's parents face and the approaches they adopt to overcome these challenges while being involved in their children education asked parents about some of the challenges they face and what they did to overcome them. The parents' responses indicated that as many as 7 out of the 10 parent respondents complained of financial constraints as the major challenge hampering their involvement in their children's education. Most of the parents' financial problems were as results of the fact that they were either not working or their businesses were not doing well. The remaining 3 respondents said they were not faced with any challenges. Below are a few excerpts of some parents' responses in relation to challenges they encounter in the process of getting involved in the education of their children.

“The major challenge is financial. I am a trader and my business is not doing well so am unable to provide all the needs of my child”. Parent Response – Samsam M/A Primary School.

“Financial problems - sometimes I don't have money to buy all the needed textbooks for my ward”. Parent Response - Kpobikope M/A Primary School..

“She is very hyper and loud. I want her to be a bit calmer. Financial constraints, money to transport her to school every day”. Parent Response - Samsam M/A Primary School.

On measures to overcome these challenges, some of the 7 parents who said they were faced with financial challenges said they have resorted to engaging in any form of trading they can lay their hands on just to make money to augment their income to cater for the educational needs and welfare of their children. Some parents reported they haven't been able to do much as their businesses haven't been doing well. Below are a few excerpts of some parents' responses in relation to measures they adopted to overcome some of the challenges they are confronted with.

"I personally trade in provisions to cater for the needs of my children". Parent Response - Kpobikope M/A Primary School.

"I haven't been able to do much as my business is not good now". Parent Response - Samsam M/A Primary School.

"The father provides for her needs with the little he also has. That is what we are living on now". Parent Response - Samsam M/A Primary School.

4.5.5 Recommendations to Improve Parental Involvement in the Education of SEN Children

Responses of Teachers

The views of the 4 teachers interviewed were sought on two important aspects of parental involvement in their children education which will subsequently lead to the promotion of their academic success. First, teachers were asked to outline the specific things they have done as teachers to ensure parents are involved in the education of their children in their classroom and school as a whole. Secondly, on specific ways the teachers wants parents to be involved in the education of their children.

With regard to the specific ways teachers adopt to ensure parents are involved in the education of their children, two out of the four teachers interviewed said they always insist that parents provide their children their basic educational needs such as buying them textbooks and exercise books, providing the children with transport and feeding money when they were in school. The other two teachers said they sometimes invite children's parents to advise them on how to manage their children's challenges at home; and in some instances, they ask parents to seek medical attention for their children.

I invite them to tell them about their SEN children's situations and recommends to parents to take him to hospital for further diagnosis. Response of Class Teacher - Samsam M/A Primary School.

I make sure parents buy school books for their SEN children. I also make sure they buy school uniforms for their SEN children. Response of Class Teacher - Kpobikope M/A Primary School.

I have made some suggestions to parents as to what they can also do to improve the education and performance of their wards in school. Response of Class Teacher - Samsam M/A Primary School.

Part Two: Discussion of Research Findings

4.6 Influence of SEN Children's Behaviour and Attitudes on their Academic Success in Inclusive Schools

From the review of literature it was revealed that the behaviour and attitude of children have far reaching effects on their academic performance. From the above findings, one can infer that even though these two schools are both seen to be inclusive schools where the needs of children are supposed to be taken care of in order to make learning fun and easy for them, children were still limited in one way or other when it came to the achievement of their academic goals.

4.6.1 Conditions of SEN Children as a Limitation on Academic Success

From Table 4.10 above, it can be said that SEN children were still faced with challenges although they were attending inclusive schools. More so, interviews with the teachers on what children did in classrooms to either cope with, or overcome, their limitations revealed that, some of the children, especially the visually and hearing impaired children, one way or other were adopting ways to overcome these challenges. They insisted that they are positioned at the front of the class to enable them to see and hear well when their teachers are teaching. However, the other children did nothing to either cope with or overcome their limitations.

4.6.2 Level of Interaction between SEN and Non-SEN Children and its Impact on Academic Success

The analysis of data from Table 4.11 above tells us that the level at which SEN and non-SEN children interacts as well as the kinds of interactions they have influence the academic success of SEN children. As can be seen from the data analysis above, if the interactions between these two categories of children is high and in varying forms as shown from the data, there is bound to be

an improvement in the learning abilities of SEN children. This will then be translated into an improvement in the academic success of SEN children in inclusive schools. These findings were confirmed by both the classroom teachers and children respondents.

4.6.3 Behavioural Patterns of SEN Children and their Impact on SEN Children's Academic Success in Inclusive Schools

The above data analysis as shown in Table 4.12 and Table 4.13 creates the impression that, although both the SEN children and somehow the teacher respondents outlined similar behavioural traits exhibited by SEN children, teachers' responses clearly shows that children's behavioural traits hasn't contributed much to the promotion of the academic success of SEN children based on what they have observed in their classrooms. They felt the academic performance of SEN children was still average. This contradicts children's responses who felt their academic performance has been improved as a result of the behaviours they exhibit, which positively motivates them to achieve their academic goals.

4.6.4 SEN Children's Attitudes and its Impact on Learning Outcomes

The above findings (as depicted in Table 4.14, Table 4.15 and Table 4.16) on how positive attitudes of children impact on their learning outcomes and academic success creates the picture that, although the majority of the children are reported to have said they exhibit certain positive attitudes, the ANOVA test results on the impact of children's positive attitudes on their academic success shows a statistically insignificant relationship. This finding, therefore, suggests that the positive attitude of children towards learning has an insignificant effect on their learning outcomes and academic success, which is inconsistent with the Strategies Intervention Model (SIM) used for the study.

In summary, in terms of objective one, the study revealed that there was a perceived positive association between the level of interaction between SEN and non-SEN children and their academic success. The teacher's and children's responses all reported that SEN children and non-SEN children's level of interaction was high with its corresponding impact being the motivation and encouragement of SEN children to learn. This is then translated into the achievement of their academic goals and an appreciation in their academic performance. This conforms to the literature reviewed on how children with special needs can learn not only desired behaviours from their peers but can learn academically within the inclusive classrooms. It is often the view that able children can be the best teachers to their colleague special needs children. It adopts the cooperative learning approach, which involves social interaction amongst the children (Slavin, 2009).

With regard to the behavioural and attitudinal patterns exhibited by children and how it impacts upon their learning and academic performance, the responses of children indicated that they exhibit different behavioural and attitudinal traits, which are seen to be positively impacting on their academic performance. The ANOVA test results said otherwise as it showed a statistically insignificant relationship between the positive attitudes of children and their academic success. This also contradicts Gutman and Vorhaus (2012) whose study found that children with relatively higher levels of emotional, behavioural, social and school wellbeing on the average perform better in schools and are more engaged in the school's activities. But the classroom teachers responses on how the behavioural traits exhibited by SEN children impacted on their academic success contradicts what the children reported as well as literature on behavioural influence on children's academic success. It was rather confirmed by the one-way ANOVA test, which showed an insignificant relationship between children's attitudes and academic success.

The teachers reported that children's behavioural traits have not contributed much to the promotion of their academic success based on what they have observed in their classrooms. They felt the academic performance of SEN children was still average.

4.7 Influence of School Environment and Educational Support Services/Facilities on the Academic Success of Special Needs Children in Inclusive Schools

The assessment was made in relation to the physical nature of the school infrastructure and a child's ability to use them; the availability and adequacy of educational support services in the school; and examples of such educational support services in the school as well as its impact on academic success.

4.7.1 Accessibility of School Buildings for SEN Children

The results as can be seen in Table 4.17 could be due to the fact that at the two inclusive schools visited only one physically challenged child was recorded. Therefore parents and, to a lesser extent children, might not see how inaccessible and disability unfriendly their school buildings and facilities are. However, the SEN resource teachers and other teachers who are trained professionals should be able to tell how disability unfriendly their school buildings were. This does not take away the fact that the nature and accessibility of the school environment plays a critical role in determining the academic success of SEN children in inclusive schools. The existence of an enabling physical structure has proven crucial in the promotion of academic success of SEN children (Dilnesaw, 2009).

Further to this was the adoption of a correlation and ANOVA test to determine how the accessibility and usage of school buildings affected the academic success of SEN children. Inferring from Table 4.18 and Table 4.19, it tells us that, although there is a statistically insignificant relationship between usage of school facilities and the academic success of children, the insignificance of the statistical analysis could by far be attributed to rather easy access to the physical structures of the schools by SEN children. As noted earlier in the study, only one child was physically challenged implying that the majority of the other children have some form of other special needs. Our finding on access/usage of physical facilities- and its influence on the academic success of SEN children is intuitive on account of huge variations in the number of physically challenged children relative to the other forms of special needs. In terms of policy relevance, this finding particularly shows that, one way of promoting children's academic success is the provision of an enabling environment where children freely have access to school facilities.

4.7.2 Availability, Types and Adequacy of Educational Support Services/Facilities in the Classrooms

From the literature reviewed, the availability, types and adequacy of educational support services in inclusive classrooms plays a key role in determining the extent to which teaching and learning will be efficient and effective (Nacino-Brown, Oke and Brown, 1985). It is also seen as one of the determinants of the learning abilities and sometimes the academic performance of children (Tamakloe, Amedahe and Atta, 2005). However, this wasn't the case in the schools visited. Almost all the target population interviewed indicated these support services and facilities were not readily available in the schools.

4.7.3 Impact of the Availability or Non-Availability and Usage of Educational Support Services on the Academic Success of SEN Children

The availability or non-availability and usage of educational support services by teachers and SEN children was deemed to have an impact on the academic success of children (Nacino-Brown, Oke and Brown, 1985). Educational support services, teaching and learning aids are aimed at enhancing the teaching and learning of children in inclusive schools. Therefore the responses of the Municipal SpED Officer, SEN resource teachers, teachers and the pupils goes to buttress the point made by Nacino-Brown, Oke and Brown (1985) that the availability, types and adequacy of educational support services in inclusive classrooms plays a key role in determining the extent to which teaching and learning will be efficient and effective. All the sampled respondents saw the non-availability of these support services and facilities as significantly undermining the academic performance of SEN children.

To sum up, objective two of the study, which was to investigate the extent to which the school environment and support services promotes the academic success of special needs children in inclusive schools, was critically examined. With regard to the accessibility of the school building and its axillary facilities like urinary and libraries, one can say that, although from the researcher's observation it can be said that the two inclusive schools were all not special educational needs friendly, responses from almost all the different respondents indicated otherwise. They reported that all children could have access to the school building. However, this was not the case from the researcher's observations of the two schools.

Responses on the impact of the availability or non-availability and usage of educational support services on the academic success of children elicited a negative response from the resource teachers, classroom teachers and children respondents. They reported that the non-availability of these educational support services for usage by teachers and pupils was inhibiting their academic progress. The SpED officer and resource teachers as well as the classroom teachers lamented about how the lack of the educational support services and teaching and learning aids were negatively affecting the academic performance of children in the classrooms and schools: the children indicated that the lack of the educational support services affects their academic success negatively as teaching and learning in the schools is not as effective as expected. This was confirmed by Nacino-Brown, Oke and Brown (1985) who reported that teachers in inclusive settings need to augment their teaching with the use of such resources. It is only then that their teaching can be meaningful and beneficial to children with special educational needs. The lack or inadequate provision of these therefore spells disaster for children with disabilities and the practice of inclusion.

4.8 Influence of Teaching and Learning Methodologies on the Academic Success of Special Needs Children in Inclusive Schools

The study examined how teachers, as well as teaching and learning methodologies and practices, influence the academic success of children in inclusive schools.

4.8.1 Teachers Trained Appropriately for SEN Children's Needs

With regard to whether resource teachers and other teachers were appropriately trained to cater for the needs of SEN children it can be seen from section 4.2.3 that the specific and appropriate kinds of teaching and learning methodologies were well known among the resource teachers,

teachers and respondents. This can be observed from the fact that the various respondents, especially the children respondents, were able to outline and describe the kinds of teaching and learning methodologies adopted and used by teachers for teaching in the classrooms. This creates the impression that teachers adopt and use appropriate teaching and learning methodologies in teaching children, and SEN children in particular.

4.8.2 Knowledge and Usage of Teaching and Learning Methodologies by Teachers

From the above analysis, one can say that the specific and appropriate kinds of teaching and learning methodologies were well known among the resource teachers, teachers and respondents. This can be observed from the fact that the various respondents, especially the children respondents were able to outline and describe the kinds of teaching and learning methodologies adopted and used by teachers for teaching in the classrooms. Furthermore, a comparison between the teaching methods teachers used in teaching and the teaching methods enjoyed most by children in class shows a similarity between teaching methods reported by teachers as to what they use in teaching and teaching methods reported by children as the methods they enjoyed most. One can conclude that, teacher are using the appropriate methods of teaching and learning to teach the children. These methods include activity based methods, demonstration methods and group methods of teaching.

4.8.3 Effectiveness of Teaching and Learning Methodologies

On this score, it came to light that the effectiveness of these teaching and learning methods can be seen in how it motivates and encourage SEN children to participate and be involved in the learning process, which is likely going to lead to the achievement of appreciable academic

performance. More so, SEN children are encouraged to ask their teachers questions to further explain lessons to their understanding.

4.8.4 Impact of the Usage of Teaching and Learning Methodologies on the Academic Success of SEN Children

In comparing the responses of the resource teachers and the classroom teachers on how the usage of teaching and learning methodologies promoted academic success of children in inclusive schools, it became clear that these two respondents both seem to report that, as a result of their adoption of these appropriate teaching methods, children's academic performance was increasing at an appreciable level.

4.8.5 Recommendations to Promote SEN Children's Learning and Academic Success in School

In reference to the above qualitative data analysis on how to promote children's learning abilities and academic success in inclusive schools in section 4.4.6 in the analysis of research findings, it became clear that the two respondents (classroom teachers and children) put forward different recommendations which they felt could promote children's learning and academic success. While the teachers recommended making available or accessible curriculum literacy and numeracy for teachers and children usage, the children came out with three key recommendations, namely: the provision of more teaching and learning materials in the form of textbooks; provision of hearing aids which was mostly said by hearing impaired children; and the provision of reading glasses for visually impaired children.

Conclusively, section 4.4 of the analysis was aimed at determining the extent to which teaching and learning methodologies promoted the academic success of special needs children in inclusive schools. This was done by first examining whether the resource and classroom teachers of these two schools were appropriately trained to teach and manage the educational needs of children. Three out of the four sampled teachers and the two resource teachers were appropriately trained. This that teachers' understanding of the educational needs of children was not a challenge as the teachers could manage and teach children in their classrooms. This is confirmed by research that advocated for the training of teachers to be equipped with the needed subject knowledge, attitudes and teaching skills to promote learning among children. Through the use of a variety of teaching methods, children are able to develop academically and socially (European Commission Communication Improving the Quality of Teacher Education, 2007, as cited in Farid, 2014). In another study, Sanders and Horn, 1998; Bailleul et al. (2008) as cited in European Agency for Development in Special Needs Education (2010) argue that the quality of the teacher contributes more to learner achievement than any other factor such as class size, class composition, or background.

Furthermore, the knowledge and usage of teaching and learning methodologies by teachers was examined. The teachers and especially the children respondents were aware of the specific and appropriate kinds of teaching and learning methodologies. The respondents were able to outline and describe the kinds of teaching and learning methodologies adopted and used by teachers for teaching in the classrooms. It drums home the fact that teachers adopt and use appropriate teaching and learning methodologies in teaching children and SEN children in particular. In examining the impact of the usage of these teaching and learning methods it was reported by the

SpED officer, resource teachers and classroom teachers that, as a result of their usage of these appropriate teaching and learning methodologies, children are seen to be promoting the learning and participation of SEN children in class which is manifested in children performing better academically. This is confirmed by a number of studies (Lundeen and Lundeen 1993; Farid, 2014; Gersten et al., 2007 and Meijer, 2003). These studies each showed the positive impact the adaptation of appropriate teaching and learning methods (such as participatory teaching and learning, shared problem-solving and the grouping) had on academic success.

4.9 Influence of Parents and Family Involvement on the Academic Success of Special Needs Children in Inclusive Schools

Through literature review (Drake, 2000; Henderson; Mapp, 2002; Jeynes, 2005; Pomerantz, Moorman and Litwack, 2007) it has been found that the level of parents and family involvement in the education of their SEN children invariably influence either positively or negatively the academic success of SEN children in school. Therefore, an assessment of how parents and family involvement in the education of their SEN children impacted on their academic success in schools was worth discussing.

4.9.1 Parental and Family Involvement in the Education of their SEN Children

From the analysis of the research findings under Table 4.25, it can be said that both parents, teachers and children respondents are reported to have said parents were involved in the educational development of their SEN children. This is further echoed by the fact that the parents, children, as well as teacher respondents, all stated similar activities parents engaged in which makes them to be involved in the education and school activities of their children. Some of the common and similar reasons given were the fact that parents attend PTA meetings in the

school, provide their children with basic educational needs and materials like textbooks and feeding money, and finally bring their SEN children to school every school day.

4.9.2 Impact of Parental and Family Involvement in the Education and Academic Success of SEN Children

Inferring from the quantitative and qualitative analysis on the impact of parental involvement on the academic success of children as done in Table 4.26, Table 4.27 and Table 4.28 above, it can be said that, despite the positive impact of parental involvement in the education of their children, only a few parents were actually involved in the education and school activities of their children. This finding is buttressed by the relationship between academic success and parents' involvement, which shows an insignificant relationship.

4.9.3 Expectations and Encouragement of Parents to be Involved in the Education of their SEN Children

In a nutshell, the analysis on the extent to which parents and family involvement promote the academic success of special needs children in inclusive schools brought to light critical evidence worth noting. Among this evidence was the fact that the SpED officer and resource teachers were reported to have said only few of the parents were involved in the school education and school activities of their children. They cited some of the reasons to be that either some parents were still ignorant about the importance of educating their children or they were just not interested in the school activities of their children. Apart from parents bringing their wards to school every school day, the most common school activity parents were involved in (as reported by the children and parents themselves) were that parents were involved in PTA meeting attendance,

provide children with basic educational needs and materials like textbooks and feeding money and also the fact that some parents visits their children while they are in school to check on them.

Apart from the SpED officer who felt children haven't achieved much academically as a result of the involvement of their parents in the education and school activities, the resource and classroom teachers felt parental involvement had a positive impact on children's academic success. This was attributed to the fact that the majority of the parents were not interested in the education of their children; and for that matter, were not involved in their school activities and education, The reports given by the resource teachers and classroom teachers on how parental involvement in the education of their children impacted on their academic performance goes to confirm the literature reviews on impact of parental involvement in the education of their children had on their academic success. On the other hand, the SpED officer's view and the ANOVA test results both contradict what the literature said on parental involvement and academic success. This could be that the impact of parental effort on the education and academic success of children may perhaps show a gap between the level of support children think they receive from their parents and the support parents actually give. These literature reviews, to a large extent, are of the view that parental involvement in the education of children with special educational needs in both school and home tend to increase the learning outcomes of such children in schools. Other studies have highlighted the fact that children, especially special needs children, are likely to achieve much better academics results and increase the time spent in learning when there is a good working relationship between school authorities and parents (Henderson and Mapp, 2002; Jeynes, 2005; Pomerantz, Moorman and Litwack, 2007).

4.10 Conclusions

In conclusion, this chapter of the study was intended to take the reader through the data analysis process by capturing (in detail) key findings of the study. The analysis was done thematically taking into consideration the four objectives of the study. The data analysis further examined the role of children themselves, their school environment, teachers' knowledge and skills as well as teaching and learning methodologies adopted by teachers, and the role parents play in the academic success of their children.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this final chapter, the researcher provides a summary of the full study (section 5.1), further outline the findings of the study (section 5.2), present the overall conclusions of the study (section 5.3) and finally present implications of the study and offer some recommendations (section 5.4).

5.1 Summary of Study

The study investigated the factors that promote the academic success of special needs children at the primary school level. The study was carried out in Awutu Senya East Municipal Assembly in two of the 10 inclusive schools three years after the municipality started piloting inclusive education.

The study adopted a mixed method approach employing both qualitative and quantitative data collection methods and sampling techniques. The data were collected using a questionnaire, a quantitative data collection template and an interview schedule. A total of 37 respondents were used for the study. This comprised of 20 children (10 from each of the two sampled inclusive schools), 10 parents (five from each of the two sampled inclusive schools), four teachers and two resource teachers drawn from the two sampled inclusive schools, and the Municipal SpED officer.

The data was collected and analysed quantitatively and qualitatively. The quantitative data collected were exam scores of three subjects for the 20 SEN children interviewed and analysed by employing the use of analysis of variance (ANOVA) test to test how children's behaviour and attitudes influence the academic success of SEN children in inclusive schools as well as how parental involvement in the education of their SEN children influences their academic success. Correlation analysis was further used to test the impact school environment and support services had on the academic success of SEN children in inclusive schools. The qualitative data was classified to come out with themes to facilitate the analysis of the data thematically. The data were then tabulated and presented in frequencies, tables and graphs to enable the researcher produce an in-depth analysis of the data which brought to light the different dimensions of the study. The data analysis further involved a discussion of how the various factors influence the academic success of children with special needs.

5.2 Findings of the Study

The study findings on the sex differences of respondents shows female respondents being many more than their male counterparts. This cuts across the children and the parents respondents.

On age differences, the majority of the children were within the 12 to 15 age range. As many as 18 children had their age within this range.

On the level of education of parents, it was observed that as many as 6 of them had only primary education, while the remaining two had secondary education. This creates the impression that most of the parents were semi-literates.

The dominating SEN categories for the sampled children were hearing impaired (7) and visually impaired (5).

Many of the parents interviewed were engaged in the informal sector as traders who sell items at the market to make a living. The majority of these parents engaged in trading were women.

It also came to light that the majority of the parents were aware that the schools their children were attending were inclusive schools. This encouraged more of the parents to send their children to these inclusive schools.

An investigation of how SEN children's behaviour and attitudes are likely to promote their academic success in inclusive schools revealed that as many as 16 SEN children out of the 20 interviewed and 3 teachers out of the 4 who filled the questionnaire all said SEN children were indeed limited due to some of the challenges they face in the achievement of their academic success.

With regard to how the level of interaction between SEN and non-SEN children impact on academic success of SEN children as many as 19 of the SEN children indicated they interacted well with their non-SEN classmates. All the 4 teachers interviewed said SEN children interacted well with the non-SEN children with 3 teachers rating the interaction high and the remaining teacher seeing it as average. 16 of the SEN children respondents indicated they were motivated and encouraged always coming to school and learning. On the issue of behavioural patterns between SEN and non-SEN children and its impact on SEN children's academic success in inclusive schools, it was revealed by both the SEN children and teacher respondents said that SEN children behave differently from the non-SEN children. As many 13 respondents alluded to

the fact that there exists some differences in behaviour between them (SEN children) and non-SEN children in the school. The four teachers interviewed also observed some differences in the behaviours of the SEN and non-SEN children. However, while the SEN children indicate the behavioural patterns they exhibit promote their academic success as stated by 11 of them; teachers had a different opinion about how the behavioural patterns exhibited by SEN children promote their academic success. Three of the teachers said it has not promoted the academic success of the SEN children much.

The study findings on how SEN children's attitudes promote their learning outcomes and subsequently their academic success showed that there exists a positive, but not significant relationship between average score and positive attitude. The high F -statistic (3.239) and the low value of the p -value (0.089) reveal that the effect of attitude on academic success is statistically not significant at 5% level. It therefore suggests that the positive attitude of children towards learning has an insignificant effect on their learning outcomes and academic success.

Findings on the relationship between the access and usage of school building and its facilities and academic success shows a positive, weak relationship between access and usage of school facilities and the average score of the children. More so, results from the ANOVA analysis shown in Table 4.19 reveal that the impact of usage of school facilities on the average score is not significant given the rather low F -statistic (0.390) and high p -value (0.540). Inferentially, it tells us that, although there is a positive, weak relationship between usage of school facilities and the academic success of children (which in this case is their average score), promoting children's academic success can only be achieved in an enabling environment where children freely have access to school facilities. Interviews with the various respondents as well as observations reported the non-availability and adequacy of educational support services in these inclusive

schools. Apart from ramps for wheelchairs which was likely to be seen in some of the inclusive schools none of the teachers and pupils interviewed could talk of any other educational support services. These schools lack these basic educational support services that will qualify it as an inclusive school. As many as 18 children, 3 teachers and 2 resource teachers said these educational support services were not available and adequate for both teachers and pupils' usage. On how the availability or non-availability and usage of educational support services impact on the academic success of children, it was reported by the almost all the respondents interviewed that the non-availability of these educational support services was having a negative impact on the learning outcomes and academic success of the children.

With regard to how teaching and learning methodologies influence the academic success of special needs children in inclusive schools, the study revealed that teachers were trained appropriately for children needs in the inclusive schools as all the teachers, especially the resource teachers, have a degree in special education. The study further revealed the use of differentiated learning activities for individual children educational needs. This was indicated by the resource teachers and 2 out of the 4 teachers interviewed. It was also revealed that teachers were aware of the appropriate teaching and learning methodologies and therefore endeavoured to use them when teaching in class. This finding was confirmed by the SpED officer, resource teachers, teachers and children respondents. The study revealed that, as a result of the usage of teaching and learning methodologies, the academic performance of children has improved. This can be seen through the responses of the SpED officer, resource teachers and 3 of the other teachers interviewed.

An examination of how parents and family involvement towards the education of children with special educational needs promote their academic success in inclusive schools revealed that the majority of the respondents, with the exception of the resource teachers and SpED officer indicated parents were involved in the education of their children through participation in school activities.

In addition, the correlation analysis of data on the impact of parental and family involvement in the education and academic success of children revealed a positive relationship between academic success and parental involvement. In particular, the value of the coefficient is 0.1496 revealing a rather weak correlation between the average score of children and parental involvement in their wards' school activities. This implies that the academic success of a pupil increases in response to an increase in the attention children receive from their parents. This finding was confirmed by the SpED officer and resource teachers with the SpED officer indicating that, because the majority of the parents were not interested in the education of their SEN children, and for that matter were not involved in their school activities and education, it affected children's academic performance negatively.

The majority of the children also said that their parents encouraged them to learn when they are at home after close from school. This was indicated by 14 of the children who gave varying approaches their parents used to make them learn at home.

5.3 Conclusions

Based on the findings of the study, the following conclusions were drawn:

The level at which SEN and non-SEN children interacts as well as the kinds of interactions there is, one way or the other influence the academic success of SEN children. It can be seen that if the interactions between these two categories of children is high and in varying forms, there is bound to be an improvement in the learning abilities of SEN children. This will then be translated into an improvement in the academic success of SEN children in inclusive schools.

With regard to behavioural patterns exhibited by children it can be said that, although both the children and the teacher respondents outlined similar behavioural traits exhibited by SEN children, teachers were reluctant to say behavioural traits contributed much to the academic success of children based on what they have observed in their classrooms. They felt the academic performance of children was still average. More so, one can say that when children have a positive attitude towards learning they are bound to be motivated and encouraged to give their best in class. By so doing, they are likely to record appreciable high marks or grades. On the other hand, when children exhibit bad attitudes towards learning the reverse is likely to happen, where their learning outcomes will be low which will automatically reflect in low academic performance or success.

Because of the non-availability of the educational support services and facilities for children to use, it is limiting them when it comes to the achievement of their academic goals. From observation, one can say that the school buildings and axillary facilities were not accessible to children with some forms of disability, especially physically challenged children. The majority

of the inclusive schools, as indicated by the SpED officer and resource teachers, didn't have ramps for wheelchairs. It can also be said that neither of the two inclusive schools visited, and even the remaining eight inclusive schools in the municipality, had educational support services available for use by teachers and pupils. The lack of these educational support services was having a negative influence on academic success as the lack of these support services was hampering teaching and learning in these inclusive schools.

Teachers in inclusive oriented schools are academically qualified and professionally equipped to handle children. This is as a result of the coaching and training they received from the resource teachers in their schools. Three of the teachers interviewed had degrees in education while the two resource teachers had degrees in special needs education. Furthermore, the adoption of differentiated learning for teaching children as well as the adoption of appropriate teaching and learning methodologies has promoted the academic success of children in inclusive schools. Teaching and learning methodologies adopted by the teachers in teaching children was seen to be effective as a result of how it motivated and encouraged children to participate and be involved in the learning process. More so, it boosted children's confidence to ask their teachers questions to further explain lessons to their understanding. It was also revealed that usage of teaching and learning methodologies by teachers for teaching in classrooms had a positive impact on the learning and understanding of children. The children are now able to do activities that they were not able to do previously.

One can also say that the mere fact that these schools are inclusive schools makes parents have confidence in the education and care their children were receiving from these inclusive schools. The researcher can also conclude that the academic success of pupils increases in response to an

increase in the attention they receive from their parents. This is achieved through parental and family involvement in the education and school activities of SEN children.

5.4 Recommendations

Having presented the study summary, findings and conclusions, recommendations from the study are now made, which are geared towards the promotion of the education and the academic success of special educational needs children in the inclusive schools and the municipality as a whole.

The Awutu Senqwyia Municipal Education Directorate should effectively collaborate with the Municipal Assembly to ensure that the physical environment or school compound of inclusive schools must be safe and comfortable for both teachers and pupils regarding accessibility to entering the school buildings and easy movement around the teaching and learning areas.

The Awutu Senya Municipal Education Directorate should also effectively collaborate with the Municipal Assembly to ensure all the inclusive schools are provided with the required educational support services in the form of teaching and learning aids to be used by children and the teachers. This will enable children to participate fully in the teaching and learning processes in the classrooms.

Parents should make it a point to prioritize their children's education by making sure they participate in all school activities which are geared towards the welfare and academic improvements of their children. They can achieve this by attending PTA meetings regularly and always co-operate with teachers when they are invited to the schools to discuss the welfare and education of their children.

Parents should also provide their children with more teaching and learning materials in the form of textbooks, provision of hearing aids and the provision of reading glasses for hearing and visually impaired children.

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Annexures

Annex 1: Interview Guide for Municipal SpED Officer

INSTRUMENT ONE

**UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES
INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)**

INTERVIEW GUIDE FOR MUNICIPAL SpED OFFICER

The purpose of this questionnaire is to investigate or research into “the Factors that Promote the Academic Success of Special Needs Children at the Primary School Level”. This research is conducted by Adams Imranah Mahama and it is done in partial fulfillment of the award of a Master of Arts in Development Studies. I humbly request your assistance in this research. Information given will be for academic purpose and will therefore be treated strictly as confidential.

Counting on your cooperation.

Thank you.

Instruction

Please tick (✓) what you think is the right answer from the alternatives given and provide written answers where necessary or appropriate.

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Name of region:
2. District name:
3. Name of Respondent:
4. Position of Respondent.....
5. Years of being in this position.....
6. Date of interview:

SECTION B**THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE MUNICIPALITY**

7. How many schools are implementing inclusive education in the region? (using child centered approach, and child friendly methodologies)?

.....

8. What kinds of special needs are apparent among the children attending the inclusive school in the municipality? Please mention as many as you know?

Type of Special Educational Needs (SEN)	Type of Special Educational Needs (SEN)

9. Number of SEN children enrolled in the schools in the Municipality

Name of School	Number of SEN children in Each School		
	Male	Female	Total
Total			

10. On what basis are you classifying the academic performance of SEN children in Ofankor M/A Primary School as high performing?

.....

11. On what basis are you classifying the academic performance of SEN children in Oduponpohe M/A Primary School as low performing?

.....

12. What are the government and Ghana Education Service (GES) doing to promote the academic success of SEN children in basic schools? (*Probe for MOE/GES policy interventions and support.*)

.....

13. What measures have been put in place by the Municipal Education Office towards promotion of the academic success of SEN children in the municipality?

.....

INFLUENCE OF SCHOOL ENVIRONMENT AND SUPPORT RESOURCES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

14. Out of the 10 inclusive schools in the municipality how many can you say are physically accessible to SEN children?

.....

15. How many of these inclusive schools have the required teaching and learning aids for these categories of SEN children? Visual impairment, intellectual disability, physical disability, hearing impairment and speech and communication disorders?

.....

16. Can you give examples of the kinds of physical facilities, teaching and learning aids available for children with disabilities of special educational need in these inclusive basic schools?

Ramps for Wheelchairs []
 Braille Machines []
 Hearing Aids []

Large Print Books []

Differentiated/Adapted Learning Resources []

17. Are these physical facilities and educational support services adequate for the type and number of pupils with special needs in these schools?

Yes []

No []

18. How has the use of these educational support services and aids promoted the academic performance of SEN children in the inclusive schools?

.....

19. What are some of the challenges which hinder the academic success of SEN children which can be attributed to school facilities and the environment?

.....

INFLUENCE OF TEACHING AND LEARNING METHODOLOGIES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

20. Are there teachers who have been trained appropriately for the specific needs of special needs children enrolled?

Yes []

No []

21. If yes how many are they in the municipality?

22. What are the roles and responsibilities of these SEN teachers towards the academic success of SEN children in the schools they are placed?

.....

23. Is there any special training or support given to teachers handling inclusive classrooms in the 10 inclusive schools?

Yes []

No []

24. If yes, how has these special training or support given to teachers handling inclusive classrooms promoted teaching and learning in the 10 inclusive schools?

.....

25. What is the average pass rate for assessments carried out in the municipal involving the SEN children?

.....
.....

26. What teaching and learning methodologies are currently used by schools engaged in inclusive education in the municipality which is geared towards the academic success of SEN children? (*Probe for agencies doing these*)

.....
.....
.....

27. How has the use of these teaching methodologies improved the academic success or performance of SEN children in the municipality?

.....
.....
.....

28. What other measures have been put in place to ensure that children with disabilities/special needs are able to access the curriculum?

.....
.....
.....

INFLUENCE OF PARENTS AND FAMILY INVOLVEMENT ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

29. To what extend are parents with SEN children involved in their children's school's activities and education? In what ways?

.....
.....
.....

30. How does the involvement of parents in the school and education of their SEN children affects their academic performance?

.....
.....
.....

31. Are parents sensitized and educated to send their SEN children to schools?
Yes [] No []

32. Give reason for your answer in 31?

.....
.....

Annex 2: Interview Guide for SEN Resource Teachers

INSTRUMENT TWO

**UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES**

INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)

INTERVIEW GUIDE FOR SEN RESOURCE TEACHERS

The purpose of this questionnaire is to investigate or research into the Factors that Promote the Academic Success of Special Needs Children at the Primary School Level. This research is conducted by Adams Imranah Mahama and it is done in partial fulfillment of the award of a Master of Arts in Development Studies. I humbly request your assistance in this research. Information given will be for academic purpose and will therefore be treated strictly as confidential.

Counting on your cooperation.

Thank you.

Instruction

Please tick (✓) what you think is the right answer from the alternatives given and provide written answers where necessary or appropriate.

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.

1. Name of School:
2. Name of SEN Resource Teacher.....
3. Sex: a) Male [] b) Female []
4.
5. Age: a) 21 - 30 years [] b) 31 - 40 years [] c) 41 - 50 years []
6.
- d) 50 years and above []
5. Level of Educational Qualification: a) DBE [] b) BEd [] c) MEd. []
- d) Others [] Please specify.....
6. Number of years of being a SEN Teacher in the School.....

THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE MUNICIPALITY

7. What kinds of special needs are apparent among the children attending the school in which you are a SEN Resource teacher? Please mention as many as you know?

Type of SEN	Type of SEN

INFLUENCE OF SCHOOL ENVIRONMENT AND FACILITIES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

8. Can all the SEN children in your school have access to the school building?
 Yes [] No []

9. Are there any facilities and support services in the form of teaching and learning aids for SEN children in your school?
 Yes [] No []

10. Can you give examples of the kinds of physical facilities, teaching and learning aids available for children with special educational need in this inclusive basic school?

Ramps for Wheelchairs []
 Braille Machines []
 Hearing Aids []
 Large Print Books []
 Differentiated/Adapted Learning Resources []

Others (please specify):

11. Are these facilities and support services adequate for the type and number of pupils with special needs?

Yes [] No []

12. How has the use of these educational support services and aids promoted the academic performance of SEN children in your school?

.....
.....
.....

13. Have you identified challenges to the achievement of academic goals with regard to facilities and environment for SEN children?

Yes [☐] No [☐]

14. If yes, could you mention them?

.....
.....
.....

INFLUENCE OF TEACHING AND LEARNING METHODOLOGIES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

15. Have you been trained appropriately for the specific needs of special needs children enrolled?

Yes [☐] No [☐]

16. If yes how long were you trained?

17. Are there peripatetic or other services that support teachers with teaching and learning methods and materials for SEN children?

Yes [☐] No [☐]

18. Do teachers differentiate learning activities for all the SEN children in their classroom?

Yes [☐] No [☐]

19. If yes how is it done?

.....
.....
.....

20. How many SEN children had an overall pass mark during the last term examination in your school?

.....

21. What teaching and learning methodologies are currently used by your school which is geared towards the academic success of SEN children?

.....
.....

22. How effective have been the use of these teaching and learning methodologies by teachers in your school? (Please explain in detail giving some examples)?

.....

.....

.....

23. How has the use of these teaching and learning methodologies improved the academic success or performance of SEN children your school?

.....

.....

.....

24. What other measures have been put in place to ensure that children with disabilities/special needs are able to access the curriculum in your school?

.....

.....

.....

INFLUENCE OF PARENTS AND FAMILY INVOLVEMENT ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

25. To what extend are parents with SEN children involved in their children's school's activities and education? In what ways?

.....

.....

.....

26. What specific things does the school/SEN teacher do to ensure that parents are involved in the education of their children?

.....

.....

.....

27. What specific ways does the school/SEN teacher wants SEN children parents to be involved in the education and academic success of their children?

.....

.....

.....

28. How does the involvement of parents in the school and education of their SEN children affects their academic performance?

.....

.....

.....

29. Are parents sensitized and educated to send their SEN children to schools?

Yes []

No []

30. Give reason for your answer in 29?

.....

.....

.....

Annex 3: Questionnaires for Classroom Teachers

**INSTRUMENT THREE
UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES
INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)**

QUESTIONNAIRES FOR OTHER TEACHERS

The purpose of this questionnaire is to investigate or research into the Factors that Promote the Academic Success of Special Needs Children at the Primary School Level. This research is conducted by Adams Imranah Mahama and it is done in partial fulfillment of the award of a Master of Arts in Development Studies. I humbly request your assistance in this research. Information given will be for academic purpose and will therefore be treated strictly as confidential.

Counting on your cooperation.

Thank you.

Instruction

Please tick (✓) what you think is the right answer from the alternatives given and provide written answers where necessary or appropriate.

SECTION A
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Name of School.....
2. Name of Teacher:
2. Sex: a) Male ☐ b) Female ☐
3. Age: a) 21 - 30 years ☐ b) 31 - 40 years ☐ c) 41 - 50 years ☐
 d) 50 years and above ☐
4. Level of Educational Qualification: a) DBE ☐ b) BEd ☐ c) MEd. ☐
 d) Others ☐ Please specify.....
5. Class being taught by Teacher.....
6. Number of Years of Being a Teacher in the School.....

SECTION B**THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE SCHOOL**

7. What are the types and numbers of SEN Children in your classroom?

Types of SEN	Number of Students

INFLUENCE OF SEN CHILDREN BEHAVIOUR AND ATTITUDES ON THEIR ACADEMIC SUCCESS IN MAINSTREAM SCHOOLS

8. How do you think the SEN children in your class feel being in the mist of other abled children in your school?

.....

9. Do you think they feel limited in the achievement of their academic success as a result of them being SEN children?

Yes []

No []

10. If yes what are the SEN children doing to help them succeed academically?

.....

11. What have you done as a classroom teacher to stimulate the interest of SEN children in learning?

.....

12. What is the level of interaction between SEN children and non-SEN children?

a. Low []

b. Average []

c. High []

13. Please explain with examples the level of interaction between SEN and non-SEN children?

.....
.....
.....

14. How does the level of interaction between SEN and non-SEN children impact on the academic success of SEN children?

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.....
.....

15. What behaviour patterns have you observed in SEN children in the school?

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.....

16. How has these behavior patterns observed impact on the academic success of SEN children?

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.....
.....

INFLUENCE OF SCHOOL ENVIRONMENT AND SUPPORT RESOURCES AND SERVICES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

17. Can all the SEN children in your school have access to the school building?

Yes [☐] No [☐]

18. Are there any physical facilities and support services in the form of teaching and learning aids in your classroom?

Yes [☐] No [☐]

19. Can you give examples of the kinds of physical facilities, teaching and learning aids available for children with disabilities or special educational need in your school and classroom?

Ramps for Wheelchairs [☐]

Braille Machines [☐]

Hearing Aids [☐]

Large Print Books [☐]

Differentiated/Adapted Learning Resources [☐]

20. Are these physical facilities and support services adequate for the type and number of pupils with special needs?

Yes [☐] No [☐]

29. If yes how is it done?

.....
.....
.....

30. How many SEN children had an overall pass mark during the last term examination in your classroom?

.....
.....

31. What teaching and learning methodologies are currently used by you in your classroom which is geared towards the academic success of SEN children? (Probe for agencies doing these)?

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.....
.....

32. How has the use of these teaching and learning methodologies by you improved the academic success or performance of SEN children in your class?

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.....
.....

33. What other measures have been put in place to ensure that children with disabilities/special needs are able to access the curriculum in your class?

.....
.....
.....

INFLUENCE OF PARENTS AND FAMILY INVOLVEMENT ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS

34. Are SEN parents involved in their child's school's activities and education?

Yes ☐ No ☐

35. What specific things do you do to ensure that parents are involved in the education of their children?

.....
.....
.....

36. What specific ways do you want the parents of SEN children to be involved in the education and academic success of their children?

.....

.....

.....

37. How does the involvement of parents in the school and education of their SEN children affects their academic performance?

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.....

.....

38. Are parents sensitized and educated to send their SEN children to schools?

Yes []

No []

39. Give reason for your answer in 38?

.....

.....

.....

QUANTITATIVE DATA COLLECTION TOOL: PUPIL'S CONTINUOUS ASSESSMENT REPORT FOR THE LAST TERM (SECOND TERM)

Name of Pupil	Mathematics Results	English Results	Science Results	Average score	Position in Class

Annex 4: Interview Guide for SEN Pupils

INSTRUMENT FOUR

**UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES**

INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)

INTERVIEW GUIDE FOR SEN PUPILS

The purpose of this questionnaire is to investigate or research into the Factors that Promote the Academic Success of Special Needs Children at the Primary School Level. This research is conducted by Adams Imranah Mahama and it is done in partial fulfillment of the award of a Master of Arts in Development Studies. I humbly request your assistance in this research. Information given will be for academic purpose and will therefore be treated strictly as confidential.

Counting on your co-operation.

Thank you.

Instruction

Please tick (✓) what you think is the right answer from the alternatives given and provide written answers where necessary or appropriate.

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Name Region
2. Name of district:
3. Name of School:
4. Date of interview
5. Name of SEN Child being interviewed.....
6. Age of SEN Child being interviewed.....
7. Class of SEN Child being interviewed.....
8. Category of SEN.....

SECTION B

**INFLUENCE OF SEN CHILDREN BEHAVIOUR AND ATTITUDES ON THEIR
ACADEMIC SUCCESS IN MAINSTREAM SCHOOLS.**

9. Tell us about yourself and your background?

.....
.....
.....

10. Do you feel limited in the achievement of your academic performance goals as a result of you being a SEN child?

Yes []

No []

11. If yes what are you doing or have you done to help you succeed academically?

.....
.....
.....

12. What do you do to stimulate your interest to learn?

.....
.....
.....

13. How well do you interact with your non-SEN colleagues in class?

.....
.....
.....

14. How does your level of interaction with your non-SEN colleagues impact on your academic success?

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.....

15. Is your behaviour different from the other children in your classroom?

Yes []

No []

16. If yes, please explain?

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.....
.....

17. Do you exhibit certain attitudes/behaviours that positively impact your learning outcome?

Yes []

No []

18. If yes, what are these attitudes?

.....
.....
.....

INFLUENCE OF SCHOOL ENVIRONMENT AND SUPPORT SERVICES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

19. What are some of the challenges you face as SEN child which is as a result of the school physical environment?

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.....
.....

20. Are you able to use the school building and other facilities in your school?

Yes []

No []

21. Are there support services and physical facilities such as teaching and learning aids in your school and classroom?

Yes []

No []

22. Can you give examples of the kinds of physical facilities, teaching and learning aids available for children with special educational need in your school and classroom?

Ramps for Wheelchairs []

Braille Machines []

Hearing Aids []

Large Print Books []

Simplify Learning Resources []

Others (please specify):

23. Are these facilities and support services adequate for your use in the school and classroom?

Yes []

No []

24. How has the use of these educational support services and aids promoted your academic performance in your classroom?

.....
.....
.....

INFLUENCE OF TEACHING AND LEARNING METHODOLOGIES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS

25. What ways of teaching do you enjoy most (probe for participatory or rote methods of learning, repetition, storytelling, songs etc)?

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.....

26. Do you like how your teaching is teaching you in the classroom?

Yes [] No []

26a. If yes, why do you like it?

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.....
.....

26b. If no, why don't you like about the teacher's teaching?

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.....
.....

27. What more would you like to see happen in the classes to promote more learning and your academic success? (More books, more questions, more furniture, Toilets, Water, More furniture) probe for the most important things which would improve your learning and academic learning?

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.....

INFLUENCE OF PARENTS AND FAMILY INVOLVEMENT ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

28. Are your parents involved in your school's activities?

Yes [] No []

29. Which of the school activities or programmes are your parents involved in?

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.....
.....

30. Apart from what the school is doing now, what other ways would you want your parents to be involved in your education and academic performance in the school?

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.....

31. What have your parents done at home to make you learn after school hours?

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Annex 5: Interview Guide for SEN Children Parents and Guardians
INSTRUMENT FIVE

UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES
INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)

INTERVIEW GUIDE FOR SEN CHILDREN PARENTS AND GUARDIANS

The purpose of this questionnaire is to investigate or research into the Factors that Promote the Academic Success of Special Needs Children at the Primary School Level. This research is conducted by Adams Imranah Mahama and it is done in partial fulfillment of the award of a Master of Arts in Development Studies. I humbly request your assistance in this research. Information given will be for academic purpose and will therefore be treated strictly as confidential.

Counting on your cooperation.

Thank you.

Instruction

Please tick (✓) what you think is the right answer from the alternatives given and provide written answers where necessary or appropriate.

SECTION A
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.

1. Sex: a) Male ☐ b) Female ☐
2. Age: a) 21 - 30 years ☐ b) 31 - 40 years ☐ c) 41 - 50 years ☐
d) 50 years and above ☐
3. Level of education: a) Primary ☐ b) Secondary ☐ c) Tertiary ☐
d) None ☐
4. Occupation: a) Farmer ☐ b) Trader ☐ c) Civil Servant ☐ d) Unemployed ☐
e) Others, Specify
5. Name of school is your child attending?

6. Which of these special educational needs type will you classify your child under?

Type of SEN	Tick (√)
Persons with Visual Impairment	
Persons with Intellectual Disability	
Persons with physical disability	
Persons with Hearing Impairment	
Persons with Speech and Communication disorders	
Others, specify	

SECTION B

INFLUENCE OF SCHOOL ENVIRONMENT AND FACILITIES ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

7. Please briefly explain why you chose this school for your child?

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.....

.....

8. How do you feel about your child being in an inclusive school?

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9. How would you describe your child's experience at this school?

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.....

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10. How does this school compare to previous schools that your child has gone to? (If any)

.....

.....

.....

11. How would you describe the level of your satisfaction regarding your SEN child's/children's current school?

a. Less satisfied [] b. Satisfied [] c. More satisfied []

12. Can your SEN child/children access the school he or she is attending?

Yes [] No []

13. Have you identified challenges to the achievement of your SEN child's academic goals with regard to the school's facilities and environment?

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.....
.....

INFLUENCE OF PARENTS AND FAMILY INVOLVEMENT ON THE ACADEMIC SUCCESS OF SPECIAL NEEDS CHILDREN IN MAINSTREAM SCHOOLS.

14. Are you involved in your SEN child/children's school's activities?

Yes ☐ No ☐

15. If yes, what specific things do you do to show your involvement in your SEN child's education?

.....
.....
.....

16. How does your SEN child's school want you to be involved in your child's education?

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.....

17. Apart from what the school is doing now, what other ways would you want the school to involve you in your SEN child/children's education to enable them succeed academically?

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.....

18. How does your involvement in your SEN child/children's education influence their academic success?

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.....

19. In your opinion what factors make it easy for you to be involved in your child's education?

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20. In the process of getting involved in your child's schooling, what challenges do you face?

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21. What measures have you personally taken to overcome the challenges?

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22. What has been the outcome?

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