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The Inclusive Movement: Indicators of Some Selected Faculties of the University of Education Winneba-Central Region, Ghana

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Abstract:

The University of Education Winneba has been in an autonomous existence for the past decade, with the Department of Special Education as the sole trainer of teachers for persons with special needs in Ghana. The Faculties of Applied Linguistics and Sciences share a common compound with the Department of Special Education at the South Campus of the University. Since the Inclusion Movement is geared towards ALL inclusiveness, everyone must be informed, equipped and involved; a step towards social theory of inclusion. This study is a survey that sampled views from Administrators and Lecturers who are key personnel in the academic growth of students on campus. A fourteen Likert-scale questionnaire item was used in the collection of data from fifty-four respondents who were purposively and conveniently sampled. The Departments under study were conveniently sampled since they were closer to the researcher and the special needs resource center. The results revealed amongst others that most of the respondents had the knowledge of inclusive education, and that it needed specialized personnel to offer that type of education. Though Ghana had signed the treaty for inclusive education since fifteen years ago, issues about its implementation in terms of policy were delayed. Based on the findings it is recommended that more personnel need to be trained in inclusive education and also that it requires policy direction.

Keywords: Inclusion, individualization, diversity, policy, administrator, lecturer, teachers persons with disabilities.

1. Introduction

Tertiary level of education is that level after secondary education where, the learner is seen to be matured and exposed to an array of educational principles and activities which is aimed at individualization. However, the special needs individual is limited to a lot of information and certain activities, this render them ever dependent on the people around them. Lecturers and Departmental Administrators play a critical role in the life of students who are admitted to their Department and those coming from elsewhere; by guiding and assisting them to unearth their potentials and also providing them with relevant information.

In most Ghanaian communities, people believe that persons with special needs are non-deserving of human treatment (Slikker, 2009). It is not only lecturers, office staff (administrators) and students, but people in general possess somewhat negative attitudes toward individuals with disabilities. Hasting and Oarford (2003) mentioned that, people show more negative attitudes towards students with behavior and/or emotional problems than other physical and sensory problems. This is because the society considers the emotional and/or behaviorally disordered as persons who can at any point in time bring about shame to themselves and those around them.

Inclusive education is a process of enhancing the capacity of the education system to reach out to diverse learners. The basis of inclusion is that special needs pupils have a right to the benefits of a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education (Yekple, 2015). Exclusionists contend that special classes, separate schooling, or other forms of removing students with disabilities from the regular environment should occur only when the nature or severity of the disability of the child is such that education in regular classes (with the use of supplementary services) cannot be accomplished. This therefore instills in us the fact that, no matter the conditions prevailing, inclusion must be the focus of any institution in this 21st century.

The Department of Special Education, University of Education Winneba, has over the years been offering support and training to individuals with special needs who gain admission into the Departments under study. The purpose of the study is to find out how informed and equipped neighboring Faculty members are, about Inclusive Education. This is in line with the United States, laws, such as PL 94-142 and IDEA (Individual with Disabilities Education Act) 2004 and the Act 715 of the 2006 Disability Law of Ghana, that have been used to acknowledge the unique needs of learners with disabilities in an inclusive setting. In spite of the Ghanaian government being a member of the United Nations Education on human rights, yet she does not fully acknowledge the need for every learner to be free, be protected from harmful practices and abuse in inclusive settings. Government's effort at providing education for children living with disabilities dates back to the late 30's. Currently Ghana has specialized state schools and centers for persons with various disabilities at both primary and tertiary levels, (UNICEF, Ghana/2013)

1.1. Objectives of the Study

The objectives of the study are:

- To explore lecturers and administrator's views on the concept of inclusive education.
- To find out what role they have played towards special needs individuals.
- To find out what policies they are aware of in Ghana towards inclusive education.

1.2. Research Questions

The study was guided by the following research questions.

- To what extent are lecturers and administrators informed about inclusive education?
- What support do they render to a special need individual?
- What policies are in place for special needs individuals?

2. Literature

The following sub-headings were considered for the literature review

- Current ideologies of the concept of inclusion
- The role of teachers/lecturers on inclusive education
- The role administrators in inclusive education
- Policies in place for inclusive education

2.1. Ideologies of the Concept of Inclusion

Inclusive Education has no standard definition as a term but a conceptual framework that is based on the main assumptions that gave birth to it. Access to education is only the first stage in overcoming the exclusion of persons with disabilities for mainstream education (Beattie, Anderson, & Antonak, 2010)). The concept of inclusion of persons with disabilities into mainstream education has been misinterpreted and is not fully understood by many in the society. Eskay and Oboegbulem (2013) concluded that Inclusive education is not about placing students in mainstream classes to save money, but rather about optimizing learning environments by providing opportunities for all learners to be successful. In spite of the positive development including policy initiatives that have been enacted to safeguard the education of students with disabilities in Ghana, several aspects of the current educational system and schools present major obstacles to the provision of inclusive education.

In another perspective, inclusive education is adaptations, adjustments, modifications, expansions and arrangements put in place to meet the diverse needs of learners within a setting. It also includes all programs, local policies, decisions, infrastructure, laboratory and equipment, resources, monitoring and evaluation; considering each scenario executed in the selected environment (Gartner & Lipsky, 2002; Ihenacho & Nwazuoke, 2013)

Broadly speaking, social inclusion represents people's capabilities to exercise their human rights and a set of civil liberties that enable them to participate in society and to reinforce their individual and collective identity. According to the 2012 Educational report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), an inclusive society is defined "as a society for everyone, in whom every individual has an active role to play. That society is built on the fundamental values of fairness, equality, social justice, human rights and freedoms, as well as on the principles of tolerance and recognition of diversity."

In the report, any society with these characteristics should incorporate mechanisms that enable citizens to participate in decisions that affect their lives and ultimately, their common future (UNESCO, 2012; Lewis & Doorlag, 2006; Falvey, 1995). This definition is consistent with the basic elements that Sen (2000) identifies for an inclusive society, which he defines as the one where there is a widespread sense of shared life experiences, active social participation, equal opportunities and universal enjoyment of basic levels of wellbeing.

According to Cobigo (2012), we can say that the concept of social inclusion is closely related to the "full and fair access to collective resources and activities; the maintenance of social relationships with the family, friends and acquaintances, and the developing of the sense of group belongingness. An inclusive society requires a change of perception, recognition that persons with disabilities hold the same rights as everyone and that they can also contribute meaningfully to society

Inclusive Education (IE) means increasing access and the participation of all students in schools, including those with special needs. An approach that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable, marginalized and often excluded within the regular mainstream school system. (Farrell, 2010; Meyen, Vergason, & Whelan, 1996; Mastropieri & Scruggs, 2000; Mastropieri & Scruggs, 2004)

Ankutse (2006), in his compilation defines inclusion as the type of education that has a focus on those groups of individuals which in the past have been excluded from educational opportunities. Such persons include people living in poverty, those from remote areas, from ethnic and linguistic minorities, girls (in some societies), those with disabilities, the gifted, creative, and talented.

2.2. The Role of Teachers/Lecturers

In most countries, there is a dramatic difference in the educational opportunities provided for persons with disabilities and their non-disabled counterparts though education is a fundamental right for all, as enshrined in the Universal Declaration of Human Rights, and protected through various international and local conventions. Realizing the goal of Education for All (EFA) as seen in the World Declaration on Education adopted the notion of a new millennium goal to provide every learner education by 2015. This clearly identified Inclusive Education as one of the key strategies to address issues of marginalization and exclusion. The fundamental

principle of EFA is that all students should have the opportunity to learn and this principle is not different from that of Inclusive Education (Johnson, 2011).

Several studies have found that quality of instruction, rather than placement, is the most important predictor of student achievement. For example, in one study of mathematics achievement of students with hearing impairments, placement in regular or special classes did not seem to impact on achievement. Rather specific features of quality placement included a supportive teacher, regular and extensive reviews of material, direct instruction and a positive classroom environment (Cynthia, 2006). The author continues to mention that; teachers are considered to be very important personalities when it comes to inclusive education. It is therefore only open hearted teachers who could properly educate persons with disabilities. Being a teacher in an inclusive setting could be tough because it requires working together with a special educator who has the expertise and understanding of the students' needs. The author continues to mention that as a teacher, you must collaborate to plan and present lesson, create assessments and make sure the needs of all students in the classroom are met. As you plan, focus on scaffolding activities and differentiating instruction to take care of diversity. She mentioned the following as the role of teachers in an inclusive setting:

- A teacher has to practice multidisciplinary approach. In addition, teacher must exhibit a professional attitude and maintain ethical teacher-student boundaries.
- Teachers must be able to read and interpret the teaching curriculum and syllabus. Based on their interpretation of the standards, they must plan grade-level appropriate lessons that will give students the best opportunity to learn.
- Teachers must ad Extra-curricular activities should involve apt to variety of skills and approaches in teaching for example guided practice, pairing and grouping, whole class discussion etc.
- Teachers must administer formal and informal assessments during the teaching process.
- In the classroom management duties, teachers must create and implement a safe and productive environment, including discipline through rules and setting up workstations.
- Teachers must often collaborate with colleagues who teach in their subject area, in other subject areas or on different levels to work on curriculum, lesson planning or event planning as well as serving on school committees.
- Teachers should involve in extra-curricular activities as they volunteer for team sports and lead drama club and student debate teams.
- Teachers are responsible for communicating with their students to know their problem. They may hold teacher-student meetings and parent-teacher workshops to discuss a student's goals progress and to brainstorm solutions problems. Teachers are expected to be professional in all their communications with parents and students.
- Teachers must adhere to ethical and legal boundaries and avoid getting involved in intimate relationships with their students.

Finally, we can say that, Inclusion is about providing the help, students need to learn and participate in meaningful ways. The key is to give only as much help as needed

2.3. The Role of Administrators

According to Wendy (2004), an administrator serves as a link between an organization's various departments and ensures the smooth flow of information from one part to the other. It is the role of the administrator in inclusion to provide information and technical support to both beginning and continuing educators and learners. For instance, when the school hires a new teacher, you can help her understand the needs of her students by guiding her through each student's individualized needs and the kind of support available for that individual. This helps ensure correct implementation of curricular needs.

The administrator monitors and evaluates the implementation of all inclusion programs to ensure they meet set goals and objectives. For example, if a school/department has an inclusion strategy where special needs students participate in specific course/activities with their normally developing peers, the administrator might observe their interactions to gather data, which he analyzes to detect the program shortcomings (Alison, 2011).

As stipulated by Chapman(2006), good communication between the school administrator, parents and the community helps achieve greater inclusion outcomes. An administrator in inclusion ensures there's an effective communication framework in place to support sharing of information among parties. Periodically, an inclusion administrator might organize and coordinate forums where, educators, inclusion professionals, and students can meet and brainstorm on improving the practice.

An inclusion administrator represents institutions in regional and national conferences and attends relevant workshops. These seminars are a great resource for information because the inclusion administrators can gain ideas and tips on enhancing inclusion in learning institutions. They also present a great opportunity to interact with national planners and key policymakers and gather information on the government's future plans for special education and inclusion (Shapiro & Stefkovich, 2010).

In addition, the administrator must arrange necessary training through a variety of vehicles, including in-service opportunities, coursework, co-teaching, professional support groups, and other coaching and mentoring activities.

Finally, school administrators should monitor the degree of collaboration between general and special educators.

2.4. Policies in Place for Inclusive Education

Policies are clear, simple statements of how a section of people or organization intends to conduct its services, actions or business. A nation's aim and aspirations are driven by policies. They provide a set of guiding principles to help with decision making. The Inclusive Education Policy is the result of series of consultations and workshops among key stakeholders in the delivery of education. The Policy document takes its source from National Legal Documents including the 1992 Constitution of the Republic of Ghana,

Ghana shared Growth and Development Agenda (GSGDA), Education Strategic Plan (2010-2020), the Disability Act, Education Act and among others. The document is founded on the premise that every child has the right and can learn.

2.5. Some International Treaties and Declarations

2.5.1. World Declaration on Education for All; Jomtien (1990)

The 1990 World Declaration on Education for All, adopted in Jomtien, Thailand, set out an overall vision to universalize access to education and promote equity by ensuring girls, women and other under-served groups gain access to education. Ghana by this commitment is expected to ensure that all obstacles to full participation are identified and removed. Three important objectives of the Standard Rules are: to achieve full participation and equal opportunities, to identify and remove remaining impediments that hinders the progress of persons with disabilities and to adapt and modify strategies to fit everyone.

2.5.2. Salamanca Statement and Framework for Action (UNESCO, 1994)

The Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) provides a framework and guidance on developing inclusive education internationally. It instructs Ghana to design and implement educational programs taking into account the wide diversity of learner characteristics and needs, ensure that persons with special educational needs have access to regular schools which should accommodate them within a child-centered teaching capable of meeting these needs.

2.5.3. Dakar Framework for Action (UNESCO, 2000)

The Dakar Framework for Action affirms the International community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child; youth and adult are met within a generation and sustained thereafter. Hence Government of Ghana is expected to partake in this venture.

2.5.4. The Millennium Development Goals

The new International targets outlined in the Millennium Development Goals (MDGs) include access to and completion of Universal Primary Education by 2015. This is a result of a sustained effort by successive governments to provide education for all Ghanaians. However, if marginalized groups of learners, such as those with disabilities, continue to be excluded from primary education, it will not be possible for countries to achieve the MDG on education. It is therefore important to go beyond availability of teachers but concentrate on quality service to learners.

2.5.5. UN Convention on the Rights of Persons with Disabilities (2006)

Ghana has endorsed this convention to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning for all.

2.6. Local Initiatives and Policies

2.6.1. Draft -Inclusive Education Policy

Inclusion is seen as the wider reform of the education system to create a more effective education system and society. The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. The Inclusive Education (IE) policy is based on the value system which holds that all persons who attend an educational institution are entitled to equitable access to quality teaching and learning, and which transcends the idea of physical location but incorporate the basic values that promote participation, friendship and interaction.

2.6.2. The Persons with Disability Act, 2006

In 2006 Parliament implemented the 'Persons with Disability Act', which aims to provide a legal framework for persons with disability in Ghana. By passing the Act Ghana seeks to do the following:

- i. Fulfil a constitutional obligation of enacting laws to protect and promote the rights of people with disabilities.
- ii. Fulfil Ghana's international obligations.

2.6.3 Education Strategic Plan 2003 to 2015-Volume 1

The Educational Strategic Plan (ESP) of Ghana has been underpinned by a concern for the overall welfare and holistic development of the people and the nation. The concepts of universal access and equity of quality provision underpin the ESP and will continue to be central to educational development. The publication of the ESP is part of a series of on-going initiatives designed to assist the development of education in Ghana. It is anticipated that, as in the past, the plan will be updated following review and appraisal. In other words, it is not presented as a blueprint for education sector development; rather it is a strategic guide that will inform development during the next thirteen years.

This study is underpinned by the social theory of inclusion.

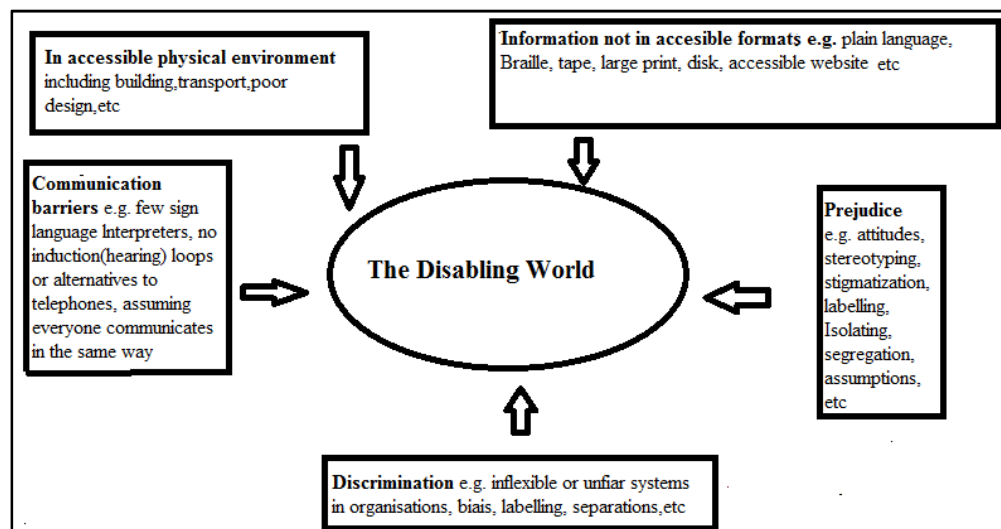


Figure 1: The Social Theory of Inclusion
Social Model of disability

According to Allman (2013), the social theory of inclusion discusses the social model of disability as;

“Society is held together by the stratifications and the tensions between dimensions, thus exclusion will continue to exist. The important question is: to what degree will a society be inclusive? Perhaps a more effective way to answer this query is with another question: what level of exclusion is tolerable within our society? The answer to these questions will undoubtedly vary from society to society. The accepted norm of exclusive/inclusive practices in one community will differ from those of another community. Inclusive steps may include: changes in education; changes in job opportunities and better way of living. We move in a world which we do not control, but which controls us, which is not directed toward us and adapted to us, but toward which we must direct and adapt ourselves’

‘A social model perspective does not deny the reality of impairment nor its impact on the individual. However, it does challenge the physical, attitudinal, communication and social environment to accommodate impairment as an expected incident of human diversity. The social model seeks to change society in order to accommodate people living with impairment; it does not seek to change persons with impairment to accommodate society. It supports the view that people with disability have a right to be fully participating citizens on an equal basis with others. The social model of disability is now the internationally recognized way to view and address ‘disability’. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) marks the official paradigm shift in attitudes towards people with disability and approaches to disability concerns’.

3. Design

This study entreats a Descriptive Survey Design which collects a majority view of respondents on inclusive movement in the University of Education Winneba. The descriptive method is useful for investigating into the perceptions and attitudes of Lecturers and Departmental administrators towards the special needs individuals who come to the department to study Fraenkel and Wallen (2009) are of the view that a descriptive survey intends not to reduce the information to numerical form but to present it in a descriptive form, and often as richly as possible consisting of numbers of some sort, percentages, grade point averages, frequencies, mean scores and the like.

3.1. Population/ Sample

Fifty-four (54) teachers/lecturers and administrator from the University of Education, Winneba were purposively sampled as the researcher used her judgment to select a sample she believes, based on prior information, will provide the data needed for the study. The study is a survey that presents views from Administrators and Lectures who are key personnel in the academic growth of students on campus and that they come into direct contact with the students.

3.2. Instrumentation

A fourteen Likert scale questionnaire item was framed considering the research question, with choices; Yes/Neutral/No to collect data from respondents.

3.3. Data Analysis

Mean scores calculations from the responses were derived and discussed for the analysis of data with inferences from literature drawn to support findings.

4. Data Analysis

4.1. Q1. To What Extent Are You Informed about Inclusive Education?

ITEM	YES	NEUTRAL	NO
Inclusive Education involves teaching children with disabilities and those without disabilities in one environment	0.981(98.1%)	0.019(1.9%)	0
Inclusive Education is to ensure that all children have access to education in their environment	0.944(94.4%)	0.037(3.7%)	0.019(1.9%)
Inclusive Education promotes quality education for all children	0.759(75.9%)	0.130(13.0%)	0.111(11.1%)
Inclusive Education requires adequate and specialized teacher education	0.962(96.2%)	0.019(1.9%)	0.019(1.9%)
Inclusive Education needs a specialized environment	0.741(74.1%)	0.111(11.1%)	0.148(14.8%)

Table 1: Response on "To what extent are you informed about inclusive Education?"

From Table 1, response to the question "Inclusive Education involves teaching students with disabilities and those without disabilities in one environment" has 'Yes' as its highest mean which implies that it has the modal response of more of the respondents having the idea about inclusive education. This assertion is in line with Cobigo (2012), who mentions that the concept of inclusion is closely related to the full and fair access to collective resources and activities; the maintenance of social relationships with friends and acquaintances, and the developing of the sense of group belongingness. This is so because the Departments involved in the study have no separate program and for that matter separate lecturers but rather they allow resource services to be rendered to the special needs students when the need arise. This tells there is some form of information dissemination and collaboration within the Departments under study and Special Education Department, the service provider.

Responding to the question, "Inclusive Education is to ensure that all students have access to education in their environment", majority of the respondents were of the view that theoretically, Inclusive Education had such an aim because students from amongst themselves tried to understand and accept each other to live in the halls of residence and study together in one common study hall using every facility available and sometimes supporting those with special needs for course registration and the likes. Also, students accepted to work in groups with those with special needs, thereby promoting social inclusion. These attitudes reflect what Sen (2000) identifies for an inclusive society, which he defines as the one where there is a widespread sense of shared life experiences, active social participation, equal opportunities and universal enjoyment of basic levels of wellbeing. This practice reinforces what is termed as social inclusion as demonstrated by the social inclusion theory which mentions that we must direct and adapt our environment ourselves and also we should learn to accept each other thereby removing all barriers.

Further analysis of data reveals that 75.9% of the respondents agree with the assertion that Inclusive Education promotes quality Education for All. This is possible as the students learn and share ideas together thereby broadening their scope of learning. Notwithstanding, majority of the respondents share the view that, inclusive education requires adequate and specialized teacher education. This view is in favour with the shift in paradigm in line with special needs education considering specialized service and support systems to succeed. Farrell (2010) in the literature review is of the view that Inclusive Education (IE) means increasing access and the participation of all students in schools as teachers adapt to variety of skills and approaches in teaching.

In as much as respondents are to a large extent aware of the concept and certain practices of inclusive education perhaps by sharing close boundaries with the special education department, a handful of the respondents think there is the need for special environment which will take a long time to manifest; thereby affecting student academic performance. Friend and Cook (2010) point out that collaboration between regular school teachers, parents of differently abled students and other school staff as one of the most significant issue in the education of differently abled students in regular school settings.

According to (UNESCO, 2012) report on education, an inclusive society is defined "as a society for everyone, in whom every individual enjoys the fundamental values of fairness, equality and social justice, as well as on the principles of tolerance and recognition of diversity." The assertion did not manifest in this study however there are plans fixing things to enable citizens to participate in decisions that will affect their lives and ultimately, their common future

4.2. Q2. What Support Services Are Available for Special Need Children in Your Department?

Item	Yes	Neutral	No
There are plans in the department to meet the educational needs of individuals with special needs	0.556 (55.6%)	0.185 (18.5%)	0.259(25.9%)
There is support in the form of sign language interpreting	0.740(74.0%)	0.093 (9.3%)	0.167 (16.7%)
There is support in the form of braille writing and transcription	0.722 (72.2%)	0.093 (9.3%)	0.185(18.5%)
There is consideration for special adaptation in lecture rooms	0.444 (44.4%)	0.371(37.1%)	0.185(18.5%)
There is support as counseling services for special needs individuals	0.111(11.1%)	0.056(5.6%)	.833(83.3%)

Table 2: Response on "What support services are available for Special Need Children in your department?"

From Table 2 on the basis whether the Department has plans to meet educational needs of individuals with special needs, 55.6% of the respondents answered 'Yes' representing majority of the population of the respondents. This is in line with what (Johnson 2011) mentions as a fundamental principle of (EFA) that, all students should have the opportunity to learn and this principle is not different from that of Inclusive Education.

On the other hand, a significant number of responses (44.4%) answered 'Neutral' and 'No' which raises eyebrows for discussion. This could mean, though majority are of the view that there is some level of plans to meet the needs of persons with special needs it is not enough; this requires further efforts to make it an issue of priority since such situations do not motivate lecturers and administrators to work efficiently. Consequently, the individual future becomes a burden to the nation as plans to interact with curriculum planners for future difficulties (Shapiro & Stefkovich, 2010).

Still on table 2, in finding out whether support in the form sign language interpreting and braille writing transcription, lecturers and administrators responded 'Yes' (74%) for availability of sign language interpreting services representing majority and (26%) for 'Neutral' and 'No' minority. This shows that the University of Education Winneba according to the principles of inclusive education provides some level of support for the special needs individuals in the sampled departments. Giangreco, Edelman, and Nelson, (1998) mentions that, related services such as speech-language pathology, school psychology physical therapy, and occupational therapy serve vital roles in supporting the education of many students with disabilities in general education environments. Related services they reiterate can provide students with disabilities access to an appropriate education and facilitate students' pursuit of important learning outcomes through the application of the specific skills. This was not different in the case of braille writing and transcription, as the response was a majority response (72.2%) for 'Yes' and (27.8%), 'Neutral' and 'No' a sign of Ghanaian being aware of the concept inclusive education.

There was however the need for special adaptations as stipulated by the respondents since majority was of the view that, it was necessary. This Mastropieri and Scruggs (2010), confirmed in the literature review as they state that instructional adaptations such as variations in teaching materials and grouping arrangements lead to enhanced student outcomes. On the contrary, support for counseling services for special needs individuals as responded by the respondents was identified to be ill practiced since majority (88.9%) answered 'Neutral' and 'No' and (11.1%) for 'Yes'. In general, respondents do not understand much about the development of inclusive education and support systems available for the practice.

4.3. Q3. What Polices Are in Place for Special Need Individual?

Item	Yes	Neutral	No
As a lecturer / administrator am aware of polices on inclusive education	0.833 (83.3%)	0.074(7.4%)	0.093(9.3%)
I take into consideration policy implication for special need provision	0.433(43.3%)	0.456(45.6%)	0.111(11.1%)
Policies are specific on educating individuals with disabilities	0.456(45.6%)	0.185 (18.5%)	0.359(35.9%)
There is the need for relevant policy for educating individuals with special needs.	0.448(64.8%)	0.111(11.1%)	0.441(24.1%)

Table 3: Response on "What polices are in place for Special Need Individual?"

From table 3, the information gathered from the respondents is clear that they have heard about polices towards inclusion since majority said 'Yes' to the question. However, it was evident that the implementation was ineffective. This is because most of the respondents mentioned as such; According to Oye-Lithur, Stickney, and Nathan,(2007),weak implementation of policies leads to non-performance. Also from the table, it was revealed that there was the need to employ principles based on relevant policies guiding the practice, thereby providing the right resources and support for the beneficiaries.

In implementing inclusive education, there is the need to have a good understanding of different policies, models, developmental stages and guidelines. Though the respondents understand the meaning of inclusive education, over half of the respondents perceive that they are unfamiliar with the main points in the policies associated with inclusive education. This phenomenon may directly impact negatively on the implementation of inclusive education.

5. Conclusion/Findings

Findings from the study reveal that, teacher attitudes reflect what it identified as inclusive society, which involves widespread sense of shared life experiences, active social participation, equal opportunities and universal enjoyment of basic levels of wellbeing. Also it was revealed that, students from amongst themselves tried to understand and accept each other to live in the halls of residence and study together in one common study hall using every facility available and sometimes supporting each other for course registration and the likes.

Secondly, it was revealed that some of the respondents were not too confident of the support services rendered by the Departments for the disabled; therefore they are requesting for adequate and appropriate services in addition to counseling services not leaving out trained personnel.

Finally it was found that, certain policies were made known to respondents but its details which will lead to implementation was the challenge.

It is therefore concluded that, inclusive education, as an educational practice has come to stay; so all and sundry must get into the adaptations and modifications of the instructional processes.

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