



CREATING A CONDUCTIVE LEARNING ENVIRONMENT TO ENHANCE INCLUSIVITY: THE CASE OF KNUST PRIMARY, GHANA

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ABSTRACT: *The study used a qualitative research method to examine the learning environment in which teaching and learning take place at the KNUST Primary school in ensuring inclusivity. A convenience sampling technique was used to select the population with observation and interview as data collection instruments. It was revealed that the class sizes ranged from 40 to 50 in a class as against the normal 20-30 as recommended by Ghana Education Service. Again, teachers found it difficult to identify and manage pupils with learning difficulties. Some of the pupils exhibited writing, reading and spelling challenges. It was recommended that regular workshops and in-service training be organized for teachers to improve their knowledge on inclusive education and also cut down the class sizes so that pupils with learning difficulties can benefit from individualized teaching styles.*

Keywords: Learning Disability, Inclusive Education, Positive Learning Environment, Ghana

INTRODUCTION

The Government of Ghana has since 2003 worked through the Ministry of Education and the Ghana Education Service (GES) to enact the policy that will guide the implementation of inclusive education in the country by 2015. This is in response to Ghana's Disability Act 715 that makes it an offence for any school authority to refuse to admit any child with mild disabilities. Adopting inclusive education and making it widespread also makes it necessary for schools to be reformed and pedagogy to be improved in ways that will enable schools to respond positively to differences among pupils, which implies "seeing individual differences not as a problem to be fixed but as opportunities for enriching learning" (UNESCO, 2005, p. 9). This study therefore aimed at identifying conditions under which teaching and learning take place. Besides, it was to identify how the Ghanaian school system identifies pupils with learning difficulties, how the pupils are helped to deal with their difficulties and the kind of help children with learning difficulties are given to help them to obtain equal access to educational opportunities as other pupils who are without learning difficulties. This was done using the Kwame Nkrumah University of Science and Technology (KNUST) Primary School in Kumasi as a case study. The School was selected because it is considered as one of the best public schools in Ashanti Region of Ghana.

The Purpose of the Study

The purpose of the study was to identify and discuss the conditions under which teaching and learning activities are carried out at KNUST Primary School. It was also to examine how the school system deals with pupils with learning difficulties.



LITERATURE REVIEW

Learning Difficulty

Lerner (2000) defines learning difficulty as a dynamic and expanding condition that makes it difficult for one to absorb, retain and bring back to memory what is absorbed. The United States of America's Public Law 94-142 for instance defines "Specific learning disability" as a disorder in one or more of basic psychological processes involved in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, and spell or to do mathematical calculations. The term "Learning Difficulty" however, does not include learning problems, which are primarily the result of visual, hearing or motor handicaps, mental retardation, emotional disturbance, or environment, cultural, or economic disadvantage (Lerner, 2000). When this definition was proposed it was seen as vague and unacceptable to many professionals.

Three problems were most troublesome. First, it separated the field to groups who supported the importance of identifying underlying causes of Learning Difficulty (such as psychological processing disorders) and those who did not. Second, the definition's reference to children alienated adults with Learning Difficulty. Third, it created confusion with its ambiguous —exclusion clause. Professionals expected a clearer statement that Learning Difficulty (LD) can exist with other disabilities but the condition cannot be the result of those disabilities. The National Joint Committee of Learning Difficulty (1991), which comprised the professionals and parents of children with learning difficulties therefore proposed the definition that describes LD as "a generic term that refers to a heterogeneous group of disorders that manifested as significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities". In this respect, learning difficulties were presumed to be intrinsic to the individual and the result of central nervous system dysfunction. This definition implies that learning disability may occur concomitantly with other handicapping conditions such as sensory impairment, mental retardation, social and emotional disturbances, insufficient or inappropriate instruction but LD may not be the outcome of those conditions or influences. Nevertheless, learning disability remains a controversial issue. Even after many decades of research no final consensus has been reached concerning a precise and unambiguous definition of learning disability (Bryan and Bryan (1978). Bryan and Bryan argue that the best-known form of specific learning disability is dyslexia – a disorder that manifests through difficulty in learning to read despite receiving conventional instruction, having adequate intelligence and socio-cultural opportunity. Other forms of learning disability have been identified as dysgraphia (problems with writing), dysorthographia (problems with spelling) and dyscalculia (problems with arithmetical calculation).

Characteristics of Learning Difficulties

A variety of characteristics of symptoms have been attributed to children with learning difficulties. Bryan and Bryan (1978) have determined that the ten most frequently cited characteristics are:

- (1) **Hyperactivity:** A hyperactive child runs excessively, cannot stay seated for long and does things quickly without thinking.



- (2) Perceptual-motor impairments: difficulty in coordinating a visual or auditory stimulus with a motor act, such as difficulty in recognizing, interpreting and understanding external stimuli.
- (3) Emotional lability: emotional outbursts that observers consider unreasonable in the light of a situation or a child's immediate past history. Often there is an identifiable cause for these emotional ups and downs — a bad day at the office, worry over bills or a deadline, or perhaps not enough sleep the night before. It involves rapid, often exaggerated changes in mood, where strong emotions or feelings occur. These very strong emotions are sometimes expressed in a way that is greater than the person's emotions
- (4) General coordination deficits: clumsiness or awkwardness. A child with a learning disability may have difficulty in activities like cutting, buttoning, lacing shoes, copying from the chalkboard, and sorting out objects according to shapes and sizes.
- (5) Disorder of attention: either distractibility – (paying attention to what one should not) or perseveration – (concentrating on something for too long.)
- (6) Impulsivity: describes actions that occur without careful thought and deliberation.
- (7) Disorder of memory or thinking: difficulty in recalling materials that should have been learned and failure to understand abstract concepts. A child with learning disability may also have difficulty remembering sounds, letters, or words that have been learned. This disorder also affects comprehension. The child may distort the sequence of sounds or letters in words for example, may write 'stop' for 'tops' or 'pots'
- (8) Specific learning disabilities: inability to learn reading, spelling, writing, understanding comprehension, and arithmetic computations.
- (9) Disorders in Speech and hearing: Have difficulty understanding or remembering spoken language, deficits in articulation, difficulties in expressing oneself verbally and using the correct vocabulary.
- (10) Equivocal neurological signs: A child with learning disability may show signs of neurological impairment; may display behavioural signs of brain damage which include lack of fine motor coordination, poor balance, clumsiness and poor speech.

It must be noted however, that not all children with learning-disabilities exhibit all the above difficulties. And as Bryan and Bryan (1978) pose it, having one of them does not automatically make a child learning disabled. Most children placed in programmes for learning disabilities however, manifest several of these characteristics. Once the characteristics of LD are known, teachers need to understand the classification of LD for appropriate placement and remedial action.

Classification of Learning Difficulties

As learning difficulty (LD) is concerned with difficulties in learning some things or subjects, the classification of learning difficulties (LDs) is done according to the degree of learning difficulties. Agbenyega and Deku (2011) lists them as follows:

**(i) Mild Learning Difficulties**

This is the level of learning difficulty which is not severe. Learners with mild LD can be successfully integrated in the general education classroom where delivery of education services will be shared between the general and special educationist. If this condition is neglected, it may become worse. Even though this is not regarded as serious, it is serious enough to attract the attention of the parents and teachers.

(ii) Moderate Learning Difficulties

This level is between the Mild and the Severe Learning Difficulty. This condition is serious and it requires intensive assistance to enable the child to succeed. Learners with moderate LD require remedial instruction in a resource room. At the resource room, learners have an opportunity to receive specific instruction while remaining integrated with their friends in the school. In addition to the programmes being flexible to fit the level of the learner, resource rooms have a variety of materials.

(iii) Severe Learning Disabilities

The child at this level cannot learn without special materials, special method, and individualized educational programme (IEP). Severe Learning disability, being a very delicate state of difficulty in learning, learners require intensive and comprehensive intervention, which ideally can be offered in a separate class within the school or a separate school. While in a separate class, such learners appear to have a better self-concept than in regular classrooms possibly because regular class competition sets achievement criteria that these learners cannot meet. It is possible that teachers will find one or more of these classifications of LDs in classroom situations. A clear understanding of these classifications will enable teachers to identify learners with LD and the degree of learning difficulties experienced.

Learning Difficulty and Behaviour

Alberta Education (2014) states that teachers should explore the possible existence of a learning disability when a student who appears to be capable has a history of struggling with specific components of school and/or begins to demonstrate behavioural difficulties. Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the students' level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way. According to Alberta Education (2014), a student might also exhibit inappropriate behaviour in order to avoid the frustrating task itself. At other times behaviour might result from poor self-esteem, connected to the student's focus on what he/she cannot do; or a student might quit trying, believing that no matter how hard they try they will never attain success. Other behaviour might be the result of an emotional disturbance.

However, as LD presents itself, students with learning disabilities can experience success in school if appropriate supports are provided. It is important to focus on early identification and remediation and utilize research-based, effective strategies to assist students before behavioural or emotional issues emerge.



Identification of Learning Difficulties

In most cases as cited in the National Association of Special Education Teachers Report (2010), the classroom teacher is usually the first to notice signs of learning disabilities and refers students for special education assessment. In addition, the teachers assist in gathering assessment information and in the coordination of special services. Students may be identified as learning disabled at any age, but most are noticed during the elementary years. There are two major indicators of learning disabilities. First, students appear capable but experience extreme difficulty in some areas of learning. This is a discrepancy between *expected* achievement and *actual* achievement. For example, a young child may be verbal, appear bright, but be very slow to learn to say the alphabet, write his or her name, and count to 20. The second indicator is variation in performance; there is a discrepancy among different areas of achievement. A class four child for example, may perform well in math but read and spell poorly (Agbenyega & Deku, 2011). In addition to these two main indicators of learning disabilities, teachers should watch for several other signs.

According to Gulliford (1971), outstanding examples of LD cited are:

- i. Severe difficulties in reading, writing, spelling and arithmetic.
- ii. Distinguishing left from right, up and down, front and back.
- iii. Perceptual and language weaknesses.
- iv. Some clumsiness in hand and eye tasks.
- v. Visio-spatial difficulties in recognizing and distinguishing written symbols; in reproducing letters or groups of letters correctly; confusing or reversing letters.
- vi. Speech-sound difficulties in synthesizing words from their component sounds; in relating words to meanings. Most of these children show a history of late or slow speech development often with continuing minor articulatory defects and hesitancy in verbal expression.
- vii. Association difficulties such as in associating speech sounds with their symbols in reading and writing.
- viii. Difficulty in spatial orientation—they bump into things, and cannot estimate distances.

Moreover, California Association for Neurologically Handicapped Children (1980), an affiliate of the National Association for Children and Adults with Learning Disabilities in the USA, cites other signs that are seen in children with Learning Difficulties as:

- a) Guessing constantly when reading.
- b) Trouble understanding or following instructions.
- c) Difficulties expressing thoughts.
- d) Trouble understanding time and distance.
- e) Short attention span: easy distractibility.



It needs emphasizing that difficulties in learning can manifest in any age group (preschoolers, elementary children, adolescents and adults) which imply that each age group requires different interventions and teaching strategies. However, the literature suggests that substantial numbers of children with Learning Difficulties are identified in the age range of nine through fourteen years. It also indicates that most children are not identified until age nine when Learning Difficulties become apparent as they enter school and fail to acquire academic skills in areas like reading, mathematics, writing and other school subjects (US Education Department, 1998). Finucci (1978) has therefore emphasized the importance of developing checklists and testing measures by schools to help teachers identify students with disabilities. In answer to this request, Finucci developed a Pupil Rating Scale as a screening tool for Learning Difficulties, which has since become a research instrument included in extensive investigation of the incidence and nature of LD in public schools in the United States of America. Besides identifying signs of Learning Difficulties, it is important to know the root causes of learning disabilities among children for effective intervention measures.

Causes of Learning Disabilities

According to Avoke and Avoke (2004), there is seldom a single cause for learning disabilities and sometimes, it is impossible to identify any predisposing factors. Though in most cases the causes of a child's learning disabilities remain unknown, the possible causes can be classified into four broad categories namely; educational, environmental, psychological and physiological. These categories are considered in the following sections.

(i) Educational Factors

These are factors within the educational system that may cause learning disabilities. These include inadequate and inappropriate teaching, use of poor teaching methods, lack of motivating or stimulating activities, use of materials and curriculum that is too difficult for the children to learn, frequent absence from school as a result of illness, lack of encouragement from parents or guardians, and financial problems Avoke and Avoke (2004). According to Rasugu (2010), Kenya's education system is highly examination-centred and schools are keen on how much of the curriculum they can cover within a given time instead of what children learn. In the process, children who are unable to cope with the pressure of preparing for examinations develop learning problems with some of them eventually dropping out due to frustrations.

Kuyini (2008), many children are labelled LD not because of anything wrong with their perception, synapses, or memory but because they have been seriously mis-taught. Concurring with this view, Avoke and Avoke (2004), argues that learning disabilities are made; people are not born that way.

(ii) Environmental Factors

Evidence shows that environmentally disadvantaged children are likely to exhibit learning difficulties. Environmental factors, which affect learning include poor nutrition, lack of emotional and social security, lack of security, witchcraft, accidents, love, warmth and acceptance at home, lack of harmony at home such as



single parenting, child abuse, alcoholic parents or drug abusive parents, quarrels among siblings, inconsiderate step mother/step father, overwork, and inadequate sleep (Avoke & Avoke, 2004).

(iii) Psychological Factors

These refer to an interference with senses that are used to transfer information leading to disorders in functions like receiving and recalling information (Kuyini, 2008). Children with LD exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. These difficulties include conditions, which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia, among others.

(iv) Physiological Factors

These include genetics and trauma as explained below;

- (a) Genetics:** Rasugu (2010) indicates that learning disabilities are hereditary and tend to run in families. When one identical twin has a reading disability, the other one is also likely to have reading disability (but not the case with fraternal twins).
- (b) Trauma:** Adubasim and Ugwu (2019) state that injury or infection of the brain, which occurs before, during or after birth, may affect the neuro-motor system leading to problems in perception, thinking and emotional behaviour. Trauma interferes with the normal learning process. A significant number of children with learning problems do have a history of traumas that may include prolonged labour, absence of oxygen, prematurity and injury from medical instruments such as forceps. Once the causes of learning disabilities are known, teachers will be able to take necessary intervention measures for the affected children to benefit from education.

How to Manage Students with Learning Difficulties

Avoke and Avoke (2004) assert that if learning difficulties are suspected, the teacher should refer students for special education assessment. Parents are notified of the reasons for referral and presented with an assessment plan prepared by the educational team. If consent is given for special education evaluation, a team of experts must begin to collect information about the student. There are a number of intervention strategies for children with learning difficulties. However, Koppitz (1973) notes that there is no specific teaching method or technique, which can be used as a cure, thus teachers should apply a wide range of instructional materials and techniques.

The following sections present an overview of the techniques that have been discussed by Lerner (1976):



i. Behaviour Modification

This is an effective measure in remediating learning problems, eliminating undesirable behaviours and establishing desirable ones. In addition to these techniques that are to be used in class, there are other interventions, which can be administered outside the school.

ii. Administration of Drugs

Hyperactive children are constantly in motion, restless and impulsive. Physicians tend to treat these characteristics by prescribing drugs to calm them. Though some caution has to be taken in the treatment of hyperactivity, drugs have nonetheless been found to produce substantial academic and behaviour improvements.

iii. Dietary Management

Another controversial approach used in the treatment of hyperactivity is the management of diet (Feingold, 1975). Some chemicals found in food, including additives and food colouring, cause children to become hyperactive. However, Cott (1990) cast some doubt that diet management can reduce hyperactivity in the child.

iv. Precision Teaching

Developed by Lindsley (1964), this technique uses a chart on which the teacher records the progress in the child's behaviour in relation to the desired or target behaviour. The graph is called *The Class Behaviour Chart*. The child's daily progress on a given task is recorded and also the rate of performance. This style of teaching is effective when adaptive instructions are issued on students with Learning Difficulties.

Adaptive Instructions

Adaptive or differentiated instruction is a way and form of responding to different learning needs of learners during instruction. Differentiated instruction occurs whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible. Tomlinson (2000) says differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Recent thinking suggests that some learners, especially those with LDs, do not benefit from teaching methodologies and materials used in the regular classroom (Agbenyega & Deku, 2011; Avoke & Avoke, 2004). Planning for the diverse learning needs of students with learning disabilities involves making informed decisions about content, materials and resources, instructional strategies and evaluation procedures. The fundamental conception of the situation of pupils with learning difficulties (LDs) is often that teachers do not effectively address the needs of pupils with LDs in the regular classroom (Dotse, 2012; Gyasi, 2011; lindse, 2013; Thomas, 2012).

METHODOLOGY

This study was a case study with observation and interview as research instruments. It was carried out at the Oforikrom Sub – metro of Ghana. The study conveniently sampled the Kwame Nkrumah University of Science and Technology Primary School because of its proximity and easy accessibility. The school had a population of 1,647 pupils and 51 teachers. The sample studied included 40 pupils consisting of 31 males (77.5%) and nine (9) females (22.5%). The sampled teachers involved 18 class teachers, although only 10 were accessible, which represents 55.55% of the total number of class teachers. There were three subject teachers and a Counsellor. Out of the 40 pupils, 38 respondents were accessible, which formed 95% of the total number of pupils that were studied. The average age of the pupils studied was found to be eight years.

PRESENTATION AND DISCUSSIONS OF RESULT

Overview of the School

Kwame Nkrumah University of Science and Technology (KNUST) Primary School is in the Oforikrom sub-metropolitan area of Kumasi in Ashanti Region, Ghana. The school is sited opposite the KNUST Botanic Gardens on the north-east side of the KNUST campus, close to the main entrance of the University (see Plates 1 and 2). It has classes starting from Primary One to Primary Six with each year group having seven classrooms named A- G



Plate 1: The Sign Post at the Main Entrance of the KNUST Primary School.



Plate 2: Main Entrance of the KNUST Primary School.

School Environment

The KNUST Primary School has a good school environment in terms of classrooms, playground and immediate surroundings. It has a clean environment and has all its facilities available within the school compound which is enclosed by metal fencing. The school is well structured and organized. The school has a big compound as seen in Plates 3 and 4.



Plate 3: The School Compound facing the Class 2 Block.



Plate 4: The School Compound (Back View of Class 1 Block).

Classroom Environment

Classroom environment greatly influences the child's learning abilities and pace either by providing and complementing the learning experiences of the child through interactive learning or inhibiting his or her desire to learn (Alberta Education, 2010). The Lower Primary classrooms of KNUST Primary School are painted yellow and brown which provides the children with a serene ambience for good teaching and learning outcomes. Each of the Primary One classroom has a big storage cupboard in which the pupils' exercise and text books are stored. Due to the small size of the classrooms and the arrangement of the pupils' chairs and tables, and the storage cupboard, mobility is quite restricted for both the pupils and the teachers.

Display items such as wall charts, posters and readily accessible flash cards of the English alphabet that are hung along the walls in the classrooms such as shown in Plate 5 provide avenues to arouse the interest of the children.

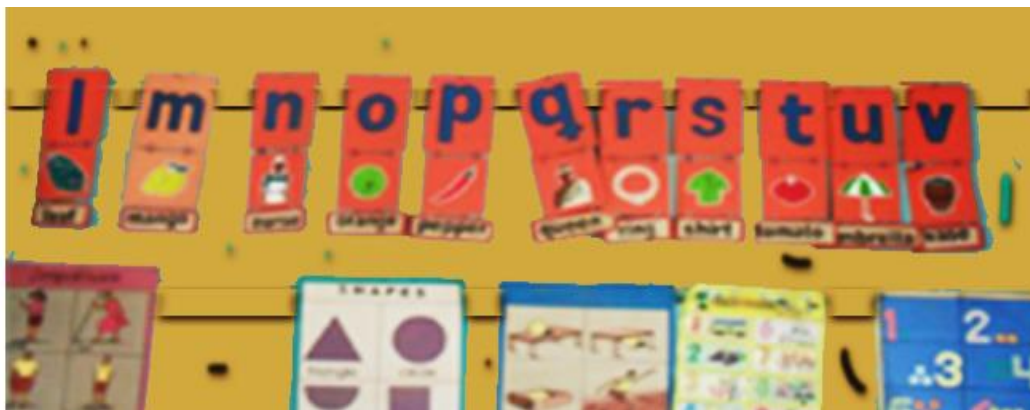


Plate 5. Wall Hangings in the Primary One Classroom

The Lower Primary One section of the school has five classrooms that have been named A to E. All these classrooms have one door with a wooden trap door that prevents entry of flies and also allows in fresh breeze and light concurrently. All the classrooms (A to E) have between four and six functioning windows. Each classroom has over 45 sets of

small tables and chairs to give the pupils comfort but they are arranged so close together (see Plate 6) that it prevents a teacher from reaching pupils who need help, which discourages individualized style of teaching.

Conditions under which Teaching and Learning Activities are carried out in the School

Plate 6 below shows a panoramic view of Primary Two classroom while Plate 7 shows the front view of a Primary One classroom.



Plate 6. Primary Two Pupils in Class



Plate 7. Primary One Classroom

The Primary Two classroom had 48 pupils and the Primary One class had 49 pupils in these very small sized spaces. The arrangement of tables and chairs in the classrooms makes the environment really crowded which shows it will be difficult for the teacher to use individualized teaching. As Jones and Jones (2004) explains, “a good classroom seating arrangement is the cheapest form of classroom management”. Many experienced teachers therefore recommend assigning good seating arrangement to facilitate and promote individualized style of teaching. The researcher observed that there the pupils were crowded causing high traffic in the class as far as mobility of the teachers and also pupils are concerned. Best practice Jones and Jones (2004) suggests the following rules for managing classroom seating arrangements.

1. Students should be seated where their attention is directed toward the teacher.
2. High traffic areas should be free from congestion.
3. Teacher mobility should be the aim of any classroom seating arrangement.

From what Jones and Jones (2004) says, the teacher’s mobility in the classroom is important for effective teaching and learning, which implies that the classroom should not be congested. Re-arrangement of the classrooms is essential for the teacher and pupils to move about easily but reducing the class size would also be a good option for class management as well as ensure the pupils receive one-on-one attention from their teachers. Free movement of teachers in the classroom will also encourage the use of individualized teaching styles which will enable the teachers to quickly reach those pupils who may need extra help during lessons. This suggests that the conditions under which the pupils in the lower classes in KNUST Primary School are studying are not so conducive for the pupils



to do effective learning especially those who have learning difficulties.

Arnold (2000) has also shown that large classes cause wider educational achievement gaps between disadvantaged learners and their peers. This is because there is less communication, interaction, and coordination with the teacher(s). For instance, while observing teaching and learning activities in the Primary One and Two classrooms, it was realized that on several occasions during lessons and after a teacher has finished teaching these classes of 48 or more pupils, none of the pupils asked any questions. This could make the teachers assume that all the pupils had understood all that was taught. The study established disparities in the provision of school infrastructure within the Oforikrom Sub-metro area of the Kumasi metropolis. From the interviews and observation, the disparities observed were:

1. The teachers were not able to tell which type of learning difficulty a pupil is experiencing,
2. The teachers are able to handle pupils with the learning difficulties and assign the appropriate instruction to meet the need of pupils with learning difficulties,
3. The use of words of demoralization by teachers
4. Discrimination among pupils which makes some pupils very confident and others very intimidated to even answer a question in class.

Despite these differences, the observation and interviews revealed that most children with learning difficulties showed so much happiness when in other extra-curricular activities. This shows that their needs could be met through a good observation of their personalities and meeting their needs through adaptive instructions. This finding is consistent with studies in Ghana, Vietnam, and Albania, which report that children with LDs often drop out of school because teachers do not use appropriate instructional strategies that cater for their learning needs. (Agbenyega & Deku, 2011).

For example, during lessons it was observed that some of the pupils were timid in answering questions asked by their teachers. The class teacher's reaction to why the child was so timid was that "she was not intelligent". This established the fact that teachers use intimidating words on pupils and if a child accepts this word that he or she is not intelligent, it affects him or her psychologically. It is beneficial for teachers to use motivation to hold students' interest and reduce classroom tensions.

CONCLUSIONS

The education of children and young people with Special Educational Needs (SEN) and disabilities is now guided by established key policies in many countries (Lindsay, 2007). The subject of inclusive education has come to stay therefore teachers, parents, administrators and all stakeholders have a role to play in ensuring its full implementation. Not all teachers in the primary schools understand how to identify and manage pupils with learning disabilities in the classroom, however, teachers may improve their knowledge by attending workshops and reading appropriate materials on inclusive education.



SUMMARY OF FINDINGS

- The school environment looked cleaned and tidy
- There were teaching materials displayed on the walls of the classrooms.
- Size of the various classes were too large: The class size ranged from 40 to 50 pupils in a class as against the normal 30 as recommended by Ghana Education and there are over 4 classes each for a level or stage.
- After taking the teachers through adaptive instructions about 63% of them improved on their knowledge and skills in inclusive education.
- Due to the number of the pupils in each class, they don't get the individualized attention from teachers when they need help.
- The teachers did not have enough knowledge about how to manage pupils with learning difficulties. However, they could identify pupils who had challenges in their learning in the classroom.
- Seating arrangement in the various classrooms allowed free movement.

RECOMMENDATIONS

- i. The Ghana Education Service (GES) should encourage its teachers to do more instructional adaptation, if the needs of pupils with LDs are to be met in the regular classrooms.
- ii. Workshops and seminars could be organized by the Oforikrom District Sub-metro for teachers to keep them abreast on how to identify and also deal with pupils with learning difficulties. The department of General Art Studies could use this study to collaborate with Special Education and Early Childhood Education professionals and other education officials to run such workshops.
- iii. Class size in the KNUST Primary School could be reduced so that pupils with learning difficulties can benefit from individualized teaching styles.
- iv. To enhance the competence level of teachers in adaptive instruction to address the needs of children with LDs in the regular classrooms, the GES needs to organize special training in adaptive instruction for its teachers.
- v. Adaptive pedagogical approaches. Teachers should be trained in special education proven pedagogical approaches that blend constructivist and instructive approaches to teaching such as child-centered and explicit instructions.

Suggestion for Future Research

Though the study has highlighted the ways of identifying pupils with learning difficulties, other research in other primary schools should be done to verify the results already collected and presented.



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