

**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHERS' READINESS FOR THE IMPLEMENTATION OF  
INCLUSIVE EDUCATION IN SELECTED BASIC SCHOOLS IN  
NALERIGU, EAST MAMPRUSI MUNICIPALITY, NORTH EAST  
REGION, GHANA**



**FUSEINI ABUDU**

**2018**

**UNIVERSITY OF EDUCATION, WINNEBA**

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INCLUSIVE EDUCATION IN SELECTED BASIC SCHOOLS IN  
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REGION, GHANA**



**A DISSERTATION IN THE DEPARTMENT OF SPECIAL EDUCATION,  
FACULTY OF EDUCATIONAL STUDIES, SUBMITTED TO THE SCHOOL  
OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF  
MASTER OF EDUCATION (SPECIAL EDUCATION) DEGREE.**

**AUGUST, 2018**

## DECLARATION

### Student's Declaration

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

**Signature**.....

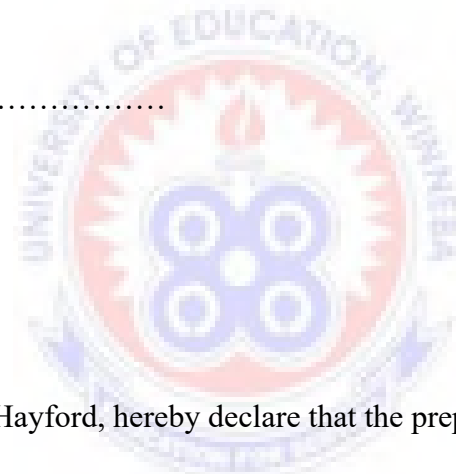
**Date**.....

### Supervisor's Declaration

I, Prof. Samuel K. Hayford, hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

**Signature** .....

**Date** .....



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Also, it is my privilege and pleasure to acknowledge the help of my colleagues and friends for their advice and contributions to my work.

Finally, I wish to express my deepest gratitude to my beloved family for their support, prayers and encouragement over this long journey. I extend a word of gratitude to Mr. Abubakari Adam for his contribution and support in every step I made in writing this project.

God bless you all.

## **DEDICATION**

I dedicate this work to my family and I express my sincere thanks to all of them for their unyielding support and co-operation throughout the period I went through the programme.



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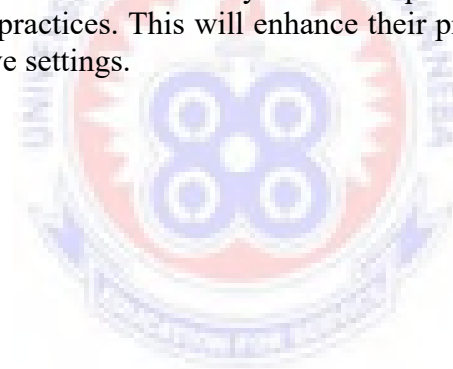
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## ABSTRACT

The purpose of the study was to investigate the readiness of teachers to the implementation of the inclusive education policy in selected basic schools in Nalerigu in the East Mamprusi Municipality, North East Region, Ghana. It employed the mixed research design approach. A sample size of 65 participants was involved in the study. The simple random and purposive sampling techniques were used in selecting the teachers as well as head teachers from nine selected basic schools in the Nalerigu circuit of the East Mamprusi Municipality. Qualitative data was obtained through one-on-one interview with the head teachers while quantitative data was obtained by the use of questionnaire to teachers. The questionnaires were analysed using descriptive statistical method to calculate the frequency and percentages. The findings of the study revealed that, teachers as well as head teachers do not have sufficient understanding of inclusive education and as such they could not explain the concept of inclusive education according to the guidelines and principles of the inclusive education policy. Also the study revealed that teachers in general have no knowledge of inclusive practices and lack competencies in inclusive practice. Moreover, the study revealed that teachers had negative attitude towards inclusion and finally, teachers lack the knowledge and competencies in adapting the curriculum to meet the needs of special needs children in inclusive settings. The study recommended that the Ghana Education Service should organize workshops, seminars, in-service training for teachers in the study area to update their knowledge, skills and competencies in inclusive practices. This will enhance their professional development to deal with all learners in inclusive settings.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Inclusive education has been a major policy goal by governments for students with disabilities including special needs children in many countries today and Ghana is not an exception. According to the inclusive education policy of Ghana (2015), inclusive education system holds that all persons who attend an educational institution are entitled to equitable access to quality teaching and learning which transcends the idea of physical location but incorporates the basic value that promote participation, friendship and interaction. The policy further recognizes the different learning needs of learners and requires all stakeholders in education sector to address the diverse needs of different learners in the Ghanaian educational system under the Universal Design for Learning (UDL) within a learner friendly environment for all.

In Ghana, inclusive education started as a pilot programme in the 2003/2004 academic year with the Education Strategic Plan (ESP) 2003-2015 when the Ministry of Education, Science and Sports (MOESS) adopted Inclusive Education as the main principle which will inform the direction for Special Educational Provisions in Ghana. As a result, Ghana Education Service (GES) under its strategic plan of 2003 to 2015 adapted Inclusive Education (IE) strategies under Policy Goal 1 which sought to increase access, provide equitable educational opportunities, target to integrate all children with non-severe special needs in mainstream by 2015. This was supported by the Standard and Guidelines document (2015) where the vision for inclusive education places emphasis on those learners who are the most vulnerable to marginalization and exclusion and identifies inclusive education as one of the key strategies to

address the question of marginalization and exclusion. It continues that inclusive education guarantees a learning environment which is barrier free and enables learners including those with disabilities to move about safely and freely, use facilities and participate in learning and all aspect of school life. According to Boison (2006), education is a right for all and must be made accessible to all learners notwithstanding their cultural, linguistic, physical, and intellectual background. This was supported by Gadagbui (2013) that the Free Compulsory Universal Basic Education (FCUBE), aims at expanding, strengthening, and making relevant education to all children, including children with special educational needs. Additionally, Avoke (2004) contends that children with special educational needs should be allowed to attend regular schools in their vicinity as if they would have attended if they were not disabled. The goal of the inclusive education policy is to redefine and recast the delivery and management of educational services to respond to the diverse needs of all learners within the framework of Universal Design for Learning and child friendly school concept (Ghana Inclusive Education Policy, 2015). Ghana's action in promoting inclusive education aim at forging a holistic approach to education which ensures that the concerns of the marginalized and excluded groups are incorporated in all educational activities by making education accessible to and functional for all learners with special educational needs.

However, the researchers' interaction with some of the classroom teachers in some selected schools in the study area revealed that the teachers had mixed feelings about the inclusive education policy. While some of the regular classroom teachers agreed that they had some understanding of the policy and were willing to work with children with special educational needs in the inclusive setting. Others were of the view that they cannot work with children with special educational needs. Again, others through conversation had questions such

as; “how can we teach children with communication/ language problems?” Another group of teachers said; “we can deal with children with social problems but not those with visual and hearing problems”. A teacher cited example of a child in his class who always want to answer questions but waste much time in answering and therefore he always ignored him in class. My further interaction with some of the teachers revealed that they are not informed about how to include students with disabilities in the regular classroom.

## **1.2 Statement of the problem**

Inclusive education is a laudable programme and has obvious benefits. In spite of the benefits, its implementation seems to have some challenges. Basic school teachers in Nalerigu in the East Mamprusi District of the North East Region of Ghana appear not to understand the concept of the inclusive education policy. The researcher upon several interactions with teachers in the study area realized they did very little, if anything at all, to help children with special educational needs in their classrooms. A report from the District Education Office suggested that the teachers had little understanding of the inclusive education policy itself. Some of the report further revealed that teachers in the district generally had difficulties in adapting the curriculum to cater for special needs children in their classrooms. Furthermore, it suggested that the teachers generally had little training to enhance their knowledge and competencies in providing support for special needs children. Finally, the report also suggested that teachers generally show poor attitudes towards children with special needs. It also appears that teachers in the study area do not have adequate knowledge and competencies in meeting the unique needs of special needs children. For instance, most of the basic school teachers do not provide support to learners with disabilities to enable them to overcome their problems and effectively participate fully in the learning process. Again, it appears basic school teachers do

not exhibit positive attitudes towards the practice of inclusive education and finally, basic school teachers seem to have difficulties in adapting the curriculum to meet the needs of special needs children. The observations made above are possibly critical ingredients in the implementation of the policy. Since the policy is a key national education policy, it is incumbent on the teachers as implementers to be ready for its successful implementation. It is in the light of these that this research was embarked upon to ascertain the readiness of teachers in selected basic schools in Nalerigu, East Mamprusi district in the North East Region.

### **1.3 Purpose of the study**

The purpose of the study was to ascertain the readiness of teachers for the implementation of the inclusive education policy in selected basic schools in Nalerigu in the east Mamprusi district of the North East region.

### **1.4 Objectives of the study**

The study specifically sought to:

- Examine understanding of basic school teachers' in Nalerigu of the inclusive education concept.
- Describe the teachers' level of knowledge and competencies in inclusive practice.
- Examine the views basic school teachers' at Nalerigu hold towards inclusion of persons with special educational needs in the regular classroom.
- Discuss how basic school teachers at Nalerigu adapt the curriculum to meet the needs of special needs children.

## **1.5 Research questions**

The following research questions were formulated to guide the study.

1. How do basic school teachers at Nalerigu understand inclusive education?
2. What knowledge and competences do basic school teachers at Nalerigu have about inclusive practice?
3. What view do basic school teachers at Nalerigu hold towards inclusion of persons with special educational needs?
4. How do the basic school teachers at Nalerigu adapt the curriculum to meet the unique needs of all learners?

## **1.6 Significance of the study**

The results of the study would reveal the understanding of basic school teachers of the inclusive education policy as well as knowledge, skills and competences on inclusive practice. This would enable the District Office to know the teachers needs in order to develop in-service training and seminars to upgrade teachers' knowledge, competences and skills to meet the needs of all learners. This would enable teachers to find means of addressing some challenges those children with special needs face when participating in activities in inclusive classroom.

Furthermore, the results of the study would enable teachers to educate parents to understand the need to provide support services to children with special needs as well as educating these children in schools. Finally, the results of the study would add to the existing literature for any other researcher interested in similar studies.

## 1.7 Delimitation

Though there are many basic schools in Nalerigu, this study would focus on only four Junior High Schools and five primary schools. This is because, considering the time frame for the study, it would not be possible to explore the views of all teachers in all the schools in Nalerigu circuit. The researcher intends to explore the views of teachers from the selected basic schools about their readiness towards the implementation of inclusive education policy.

## 1.8 Limitation

There were many challenges that affected the research work. One of such challenges the researcher faced was that, at the time the research work was being conducted, the researcher was busy performing his professional duties as a teacher and this was time consuming. Another problem the researcher faced was the limited time period within which the final work was to be submitted.

## 1.9 Operational definition of the terms

**Inclusive education:** it is an approach or a process which occurs when children with and without disabilities, HIV status, age and children of diverse backgrounds and abilities learn together in the same classroom, interact socially with each other within the regular school setting for the whole day (UNESCO, 2003).

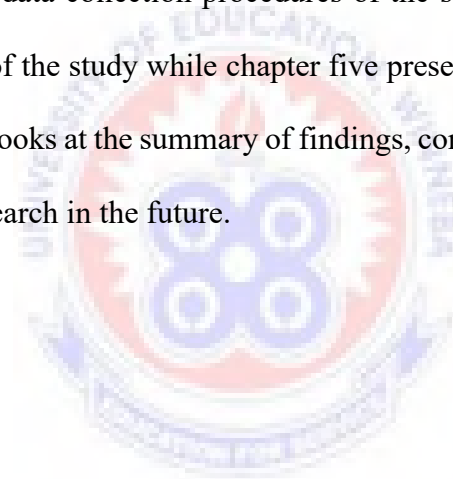
**Basic schools:** they are institutions for learning which comprise of two years of kindergarten, six years of primary school and three years of junior High school (Ministry of Education, 2015).

**Teacher readiness:** It is the teacher's state of being prepared for the implementation of the inclusive education policy.



## **1. 10 Organisation of the study**

This study is organised into six chapters. Chapter one of the study comprised of the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations, limitation, operational definitions of terms and organization of the study. Chapter two dealt with the review of related literature and an overview of the theoretical framework of the study. Chapter three focuses on the general methodology adopted for the study. It describes the research approach and design, the population, sample and sampling techniques, data gathering instruments, validity and reliability, pre-testing and data collection procedures of the study and data analysis. Chapter four presented the results of the study while chapter five presents discussion of findings of the study. Finally, chapter six looks at the summary of findings, conclusions, recommendations and suggestions for further research in the future.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature review for the study. The review first covered the theoretical framework followed by the review of the key themes raised in the research questions which provides related literature on readiness of regular classroom teachers in selected basic schools for the implementation of inclusive education. The literature had been reviewed under the following sub-headings.

- The concept of inclusive education
- Teachers' knowledge and competencies
- Teachers view towards inclusion
- Teachers' ability to adapt the curriculum for inclusive education
- Theoretical framework
- Summary

#### **2.1 The concept of inclusive education**

The inclusive education system is not a genuinely Ghanaian product. It has its roots from International Human Rights Movement which can be traced back to the United Nations (UN) Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and the UN Convention on the Rights of the Child (1989). These international strategies set the context to encourage more equitable forms of schooling which specifically focused on meeting the needs of children who are excluded and marginalized as well as children with disabilities. This has led to the concept of inclusive education attracting a lot of interest from many countries

of which Ghana is not exception. Inclusion is an approach that looks into how to transform school systems in order to remove the barriers that prevent pupils from participating fully in education (UNESCO, 2013). Inclusion is generally believed to mean the extent to which a school or community welcomes children with special needs as full members of the group and values them as regular children (Chireshe, 2011). Inclusive education is commonly associated with the education of children with disabilities or special educational needs in mainstream schools (Cummings, Dyson & Millward, 2003). This means that inclusive is being globally viewed as an instrument used to realize Education for All (Forlin, 2010). Inclusive education has been on the global agenda for some time and is being viewed as a continuous process (Feng, 2010). According to Slee (2003), inclusion focuses on all children and generally employs a social model of disability to describe and analyse the conditions of oppression for children described as having special educational needs. Therefore, the notion of inclusion does not set limitations around helping particular group of learners. Black-Hawkins, Florian, and Rouse (2007) confirms by stating that inclusion is a process which calls for a broader restructuring of schools to ensure they are more responsive to learners' diversity.

Also, the passage of Act 715 (2006) by parliament of Ghana introduced landmark legislation for persons with disability in the country. The Act 715 is aimed at ensuring that persons with disability enjoy the rights enshrined in Article (29) of the 1992 constitution with a vision to improving quality of life of such people (Ghana Centre for Democratic Development, CDD, 2006). In addition to the Act 715, Ghana Government Education Strategic Plan 2010- 2020 set a strategic goal to provide education for those with physical and mental impairment, orphans and those who are slow or fast learners, by including them, wherever possible within the regular school system (Inclusive Education Policy, 2015). This could

suggest that inclusive education system promotes education for all and foster the development of inclusive and supportive centers of learning that would enable all learners to involve themselves actively in the education process so that they can develop and extend their potential as members of the society. Inclusive education is aimed not only at transforming the education system but for developing democracy and a just society. This is because; it promotes the coming and working together of different stakeholders. Inclusive education enables the voice of the individual with special needs to be heard in the regular classroom. More importantly, it also reduces the level of stigmatization associated with special needs children. Additionally, inclusive education offers special needs children the opportunity of meeting together and forming friendships across groups. This could provide a rich and diverse environment for children to grow (Avoke, 2008).

Inclusive education requires the provision of an education system that can meet the needs of all learners in local schools. It is, in essence, a philosophical move away from the accommodation of learners with special needs into an already existing system, towards a modal where all individuals have the right to an education that meets their needs. Inclusion is situated within a broad social justice agenda supported by United Nations policies that affirm the rights of children (for example, the United Nations Convention on the rights of the child, 1989; the United Nations Standard Rules for the Equalisation of Opportunities for Persons with Disabilities 1993; the UNESCO Salamanca Statement, 1994).

UNESCO (2009) stated that an inclusive education system can only be created if ordinary schools become more open and accepting; in other words, if schools become better at educating all the children who live in their communities. It continues to state that for some people, inclusive education is solely about ensuring that learners with special needs have the

same educational opportunities as their peers. However, inclusion takes on a broader meaning, which suggests that barriers to inclusive education must be considered at any point in time when the participation of learners is restricted. Inclusive education is a system of equity for learners with exceptionalities that express a commitment to educate all children to the maximum extent through placement, instruction and support in the most heterogeneous and appropriate educational environment (Winzer, 2005). Inclusive education therefore, provides a place for everyone to belong, be accepted, and supported by his/her peers and other members of the school community in the course of having meeting his/her educational needs (Skipper, 2006).

According to Booth and Ainscow (2002), inclusion aims to maximize the active involvement of children with disabilities or special educational needs in regular schools. Booth (2005) is also of the view that inclusion is based on values that seek to maximise involvement of all learners in an educational institution by minimising exclusionary and discriminatory practices. Slee (2003) contend that inclusive education means there is no separate special education placement for any learner and that all learners are placed full-time in the regular classroom with appropriate support within that classroom. Inclusive education in a move holistic approach means that schools needs to be cognisant of the different learning needs and optimal learning environment for all learners, not just those with disabilities (Gartner & Lipsky, 1999).

Inclusive education in practice means integration of learners who are children with special needs and who are often taught in special schools to be taught in regular schools. Inclusive education ensures that all schools should accommodate all learners regardless of their physical, intellectual, social, emotional or other conditions. Inclusive education addresses and responds to the diversity of needs of all learners through increasing participation in learning,

cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies with a common vision which 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, 2005). Ozoji (2003) postulate that inclusive education as a means for all children and youth with and without disabilities learning together in ordinary schools with appropriate support. It means that, with inclusive education special needs children are placed within existing regular classroom along with normal children where special support and services are provided to meet their individual needs by regular teachers.

UNESCO (2003) contends that inclusive education is a process which occurs when children with and without disabilities, HIV status, age and children of diverse backgrounds and abilities learn together in the same classroom, interact socially with each other within the regular school setting for the whole day. Inclusive education also recognizes the fact that each child is a unique learner and should attend school in his or her community regardless of physical, cultural, religious, linguistic or other differences (Sandkull, 2005). Stubbs (2008) indicated that inclusive education seeks to enable communities, systems, and structures in all cultures and context to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning. It further states that, it is part of a wider strategy of promoting inclusive development, with the aim of creating a world where there is peace, tolerance and sustainable use of resources, social justice and where the basic needs and rights of all learners are met. It is also a right based approached to educating children, including those who are subject to exclusion and discrimination.

Additionally, it creates a learning environment that is child centered, flexible and which enable learners to develop their unique capabilities in a way which is conducive to their individual style of learning. The process of inclusion therefore, contributes to the academic social and economic welfare development of the child, family, as well as enabling learners to attain their potential and to flourish (Avoke, 2004). Mittler (2000) opined that inclusive education involves a total reforms and restructuring of the school system to ensure that all learners have complete access to educational and social opportunities in the school environment. These include; access to the curriculum, pedagogy, instructional materials, sports, leisure and other recreational opportunities. The inclusive education system emphasised on the need for the system to meet the needs of the individual with special needs as normal rather than the special needs individual to meet the needs of the school system. This means that, the educational system should be structure or restructured to suit the right needs of the child with special needs. The inclusive system is therefore in line with the social model of disability which sees society as the problem but not the individual.

As a researcher, my understanding of inclusive education means that all children must be in school to learn together no matter the differences in ability, skills and genetic and environmental background. It is meant for slow learners; gifted and talented children; children with disabilities (hearing and speech impaired, low vision, blind, autistic children, emotionally and behaviourally disordered children, the physically disabled) and all manner of children who are the nomadic, having HIV and TB status, and with diverse needs and from diverse background. Inclusive education acknowledges that all children can learn, without any discrimination with the ultimate aim of building a social inclusive society. The school system therefore has to be modified in terms of the structure for accessibility; appropriate learning and

teaching materials and equipment are to be provided. Methods and approaches of teaching must suit the needs of all children. Resource teaching must complement regular teaching, curricular must be flexible and children must learn at the pace that they can go. Reduction in school dropout must also be curtailed in order to retain the children in school and sustain their interest in learning. Again, the school system must be improved for all in terms of positive attitude of teachers, parental involvement, flexible teaching methods, child centered curriculum, and some well-supported teachers.

According to Abbott (2006), schools adopting the inclusive education approach should provide a climate of high expectation, value a broad range of abilities and achievements, remove barriers to learning, and promote a positive appreciation of the diversity of individuals. In addition, inclusion is seen by Ainscow (1999) as a reform that supports and welcomes diversity among all learners. Florian (2012) confirmed this by stating that, inclusive education is increasingly accepted as a unified approach to education for all.

Ghana's concept of inclusive education is aligned with this policy on increasing access, retention and participation of all learners of school going age in education and not the movement and provision of education to all children with disabilities in regular schools (Agbenyega, 2007). The main emphasis in Ghana inclusive education policy according to Agbenyega (2007) is to move on building capacity in special and regular schools to offer new opportunities to learners who may have previously or continue to experience learning difficulties. The concept of inclusive education in a Ghanaian perspective is not about where to educate learners who experience barriers to learning but is about attracting and retaining learners under the regular school system. This is because, many research works suggest that inclusion has many benefits such as improving learners' social growth and skills, developing a



language of practice among learners, improving learning behavioral skills as well as increases achievement of Individual Education Programme (IEP) objectives.

In view of this the regular classroom teachers understanding of the inclusive education policy is very important in an inclusive system and needs to be considered critically. The guiding principle of inclusive education is that all schools should accommodate all learners regardless of their physical, intellectual, social emotion or other conditions. As mandated by the inclusive education policy of Ghana (Ministry of Education, 2015), learners with disabilities (physical, mental, psychological and various learning disabilities) must get equal access to formal education. However, achieving the goals of this policy seems highly challenging as most regular classroom teachers do not have the readiness needed for the inclusive practices (Pasha, 2012). Therefore, to make inclusive education possible, regular classroom teachers need to be ready and fully equipped with all the necessary understanding of policy to enable them offer support services to children with special needs in the classroom. Therefore, understanding of the inclusive education policy by regular classroom teachers at the basic schools is a key for the successfully implantation of the inclusive education policy.

## **2.2 Teachers knowledge and competencies**

The importance of teacher's knowledge and competencies in any educational endeavour cannot be over emphasized. According to Ali, Mustapha and Jelas (2006), teachers' knowledge and competencies is reflected in the various skills that teachers possesses. The policy of including children with special educational needs in regular schools/mainstream is firmly established in many countries worldwide and Ghana is not excluded. Upgrading the skills knowledge of teachers requires not only addressing outdated content but also implementing innovative enhancements to the way teacher education is delivered (Smith & Tyler, 2011).

According to Nguyet and Ha (2010), fundamental knowledge and competencies needed for teachers of special educational needs children include understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation. Teachers are required to have knowledge regarding the methods for development and implementation of individualized education programmes and possess the skills for collaborating with other stakeholders (Sucuoglu, Bakkaloglu, Karasu, Demir, & Akalin, 2013). Golder, Norwish and Bayliss (2005) further confirmed that, there should be initiatives aimed at enhancing the knowledge and skills of teachers to equip them to differentiate their teaching to meet the needs of all learners including children with special educational needs. This is so because, as the world moves towards a more inclusive education system it is imperative to equip teachers with knowledge and competencies to enable them work in more diverse classrooms to meet the needs of all learners. For this reason, there has been increasing attention on teacher training and development (Whitworth, 2001).

Hay (2003) opines that teachers' knowledge and competencies have direct impact on their readiness to implement inclusive education effectively. Teachers' knowledge and competencies enhance personal satisfaction and effectiveness as well as encourage learners' self-esteem. Complexity of teachers work demands knowledge and competencies for dealing with learners with special needs most especially those with emotional and behavioral problems. In a study conducted by Hayford (2007) on student-teachers' perception on inclusive education in Ghana, it was revealed that teachers who have knowledge in special education tend to have positive attitude towards children with special educational needs. He further contends that as teachers become more aware of the nature and needs of children with special educational needs they tend to look for better if not the best of service for them. This is emphasizing on the need

for classroom teachers to have the necessary knowledge and competencies that would put them in the best of shape to attend to the needs of children with special educational needs in regular school settings.

Mthembu (2009) advocates that successful implementation of inclusive education requires classroom teachers to have the necessary knowledge, skills and competencies to accommodate a wide range of diversity among learners in an inclusive classroom. Ali, Mustapha and Jelas (2006) supported this by stating that if the level of the teachers' competencies is increased then the inclusive education programme could be successfully implemented. Teachers need to possess certain skills and competencies to enhance inclusion. According to Van Schalkwyk (1994) knowledge and competencies refers to the abilities, techniques, skills and expertise that classroom teachers need to be equipped with in order to implement inclusive education successful. Downing (2002) is of the view that, knowledge and competencies teachers required will enable them to identify and assess special need children, being able to adapt curricular content, teaching methods and assessment methods to assist special need children and to work in collaboration with colleagues, parents and the broader community.

Also, Goddard (1995) opines that the teacher should be able to identify and assess the learner with learning and behavioral problems in their class by using informal diagnostic procedure and implement screening test to be able to identify learners who are at risk of developing a disability. Furthermore, Nell (1996) states that knowledge includes; teachers being adequately ready to assess special needs children to adapt curriculum content to meet the needs of learners in classroom, to use devices and instruments or instructional aids accommodation and modification needed by some children with special educational needs. It also includes the

use of requisite teaching strategies based on the learners' level of functioning. Again, Hall and Engelbrecht (1999) identified the need for knowledge and competencies as important for successful inclusive education. Doorlag (1991) maintain that limited knowledge and competencies can lead to the development of prejudice and non-accepting attitude of special educational needs children in the regular schools.

According to Knapp (1994) the teachers' knowledge and competencies in an inclusive setting will enable them to be aware of the following:

- Early identification of learners' problems and makes the necessary interventions.
- The most important causes, manifestations and preventions of learners' problems
- The identifiable procedures that may be used to carry out assessment and the type of tool or instrument to be used.
- Various methods of gathering information about the categories of children.
- Find the basic principle and possible forms of assisting learners with special needs; like drawing of individualized educational programme (IEP).

Besides all these, knowledge removes misconceptions and clarifies misunderstandings, prejudice and fear then decrease (Goddard, 1995). Teachers and non-disabled learners become more accepting in an inclusive environment as they learn more about the abilities and problems of special needs (Lewis & Doorlag, 1991). Elliot (1996) points out that regular classroom teacher ability to present material appropriately to learners will enhance their own ability to learn well.

According to Hardman, Drew and Egan (2002), preparing a teacher who will deal with children with special needs requires knowledge and competencies and that such should not be

taken for granted. They continue to state that such knowledge and competencies are very significant to the classroom teacher since inclusive education assumed identification and elimination of existing and possible sources of exclusion or separation which represent limitation of opportunities for all learners. In addition, knowledge and competencies would enable teachers to use a range of assessment strategies to evaluate learner's performance and differentiate instruction to support diverse learners in meeting their needs in learning.

Oliver (1996) postulate that regular classroom teachers' knowledge and competencies in scientifically based learning will create a conducive classroom learning environment and improve results for all learners. Also, innovation configuration in classroom organisation and behaviour management and in scientifically based reading instructions is incorporated in the inclusive education practice.

However, researchers of inclusive education practice in Ghana consistently found that despite the majority of teacher's support for inclusive education, they have limited knowledge and competencies of inclusive practices and therefore their approaches to the pedagogy remain punitive (Agbenyega, 2007). For example, an observation of pedagogy was made in Naa-Bongu Junior High School in Nalerigu where I teach. A child with intellectual disability was caned by a subject teacher during teaching and learning activities. I happened to chance the act in the process of going round to make some observations towards the preparation for an impending in-service training workshop in the school. I found this special needs child in tears. This statement was supported by Kapinga (2014) who stresses the importance of training by stating that, "the success of inclusive education rest on quality teacher preparation gearing towards inclusive education. He added that how teachers are prepared is intrinsically linked to the quality of education provided in the schools. Therefore, from the above, it is fair to conclude

that the work of the regular classroom teacher in an inclusive setting is multidimensional, challenging and very complex since it encompasses all aspects of teaching and learning; hence professional development programmes should be designed to ensure that teachers of learners with special needs upgrade their knowledge and competencies to enhance the learning and experiences of special educational needs children in inclusive setting.

### **2.3 Teachers' views towards inclusion**

The concept of attitude has been defined in many ways by different scholars. According to Kochhar (2008), attitude is a point of view, substantiated or not, true or false which one holds towards a person, object, task or idea. The point of view can either be negative or positive. One's attitude can account for his/her behavior and performance. The issues of attitudes are of prime concern as they can influence the success or failure of teaching children with special educational needs. This is supported by Mash and Wolfe (2002) who pointed out that regular classroom teacher attitude can facilitate or hinder the learning of children with special educational needs in regular school settings. Bricker (1995) is of the view that teachers' attitudes contributes significantly to the effective inclusion of children with special educational needs. Attitudes of regular classroom teachers towards inclusion are considered a central point to include learners with special educational needs in the regular schools. According to Weiner (2009), teachers' attitudes are essential factors in determining the effectiveness of inclusion. This is confirmed by Winter (2010) stating that teachers who are guided by their beliefs and values about the important of inclusion, are able to effectively implement it and also have been able to enhance the classroom performance of children with special educational needs. Several studies seem to suggest that regular classroom teachers have mixed feeling towards inclusion. This is to say that while some regular classroom teachers do not hold supportive attitudes

towards inclusion, others hold more favorable attitudes towards inclusion. Florian (2012) contends that many classroom teachers resist including special needs children in the regular classroom because of the believed that inclusion interferes with the effective education of the 'normal' children.

In a related studies conducted in South Carolina, 342 general education teachers participated in a survey related to attitude towards the inclusion of children with disabilities in general education classrooms (Monaham, Marino, & Miller, 2000). It was revealed that 72% of the respondents believed that inclusion would never be successful due to resistance from general classroom teachers. However, since inclusive education in most countries including Ghana is based on the concept of teaching learners with special educational needs (SEN) within regular education system, it means all teachers are to be involved in this process. But many teachers, as Agbenyega (2007) explains, feel unprepared and fearful to work with learners with special Educational Needs in regular classes and they display frustration, anger and negative attitudes towards inclusive education. This suggests that attitudes of teachers towards inclusion may be influence by the training they have received on working with children with special educational needs and also information about children with disabilities (Burke & Sutherland, 2004). Leatherman and Niemeyer (2005) supported this by stating that teachers with positive attitudes towards inclusion had previous experience working with children with special needs. Teachers who support inclusion believed that, it enhanced the social development of children with special educational needs.

Alghazo and Gaad (2004) contend that if teachers' attitudes are positive, it makes it easier for the implementation of inclusion that promotes the child's right to be educated in ordinary classrooms. In contrast, when teachers' attitude is negative towards inclusion, it may

be very difficult to achieve a sound inclusive practice (Ferrante, 2012). This suggests that attitudes have a powerful influence on behaviour and therefore these teachers' thoughts and beliefs about inclusion impact their behaviour in the classroom. For instance, teachers' belief about their ability to succeed in teaching in an inclusive setting also impact on teaching behaviours. Barco (2007) is of the view that, teachers' attitude plays a vital role in the success of any programme in education especially the practice of inclusion. He further said teacher's attitudes and belief towards inclusion practice impact school learning environment and equal learning opportunities for learners with various needs. This is in line with a study conducted by Wigle and Wilcox (1997) on general classroom teachers' attitude towards inclusion in rural settings which was revealed that classroom teachers held cautious attitude towards inclusion and that teachers must possess the knowledge and skills necessary to modify educational programmes to effectively meet the needs of individual children.

Kern (2006) stated that, teachers who are ill-prepared or uncomfortable with the concept of inclusion may pass that discontent onto learners which in turn can undermine the confidence and success of those learners. On the other hand, Kern affirms that teachers who support and have faith in the concept of inclusion can provide special needs children with confidence and a comfortable learning environment. In line with this, Heiman (2001) posited that some teachers may have negative attitudes due to inadequate training and these teachers perceived themselves as unprepared since they lack appropriate knowledge in providing support to children with special needs in inclusive settings. With this regard, Hammond and Ingalls (2003) are of the view that, teachers' attitudes toward inclusion of children with special needs in regular schools may influence their behavior and perceptions in accepting these children in the classrooms. This was supported by a study conducted by Ackah (2007) in the Cape Coast metropolis to



investigate teachers' attitudes towards the provision of educational support services to children with special needs in inclusive settings. This was done in order to determine teachers' readiness to support inclusion of children with special educational needs in regular classrooms. The results revealed that regular classroom teachers' attitudes were negative.

Similarly, a study conducted by Muwana (2012) on the attitudes of teachers in Zambia towards inclusion of children with special needs in regular classrooms showed that, teachers had negative attitudes. The findings further revealed that teachers looked at children with special educational needs as slow learners and time wasters especially those learners with learning disabilities. Yekple and Avoke (2006) confirm this claimed and indicated that many teachers expressed concern and apprehension as to whether they were practically confident in teaching learners with special needs effectively. Due to this, teacher feel that any child identified to have some form of impairment should be sent to a special school. In view of this, Subban and Sharma (2006) opine that teaching children with disabilities is difficult and stressful. Besides, classroom teachers seem to be concerned about the non-acceptance of disabled children by their non-disabled peers (Subban & Sharma, 2006). Some studies appear to have also linked classroom teachers' attitudes towards inclusion to their previous experience with children with disabilities. For example, a study on teachers' attitudes towards inclusion conducted in Jordanian Schools disclosed that teachers who had experience with learners with special needs in mobility and other physical disabilities were most supportive of the idea of including learners with special needs but were negative towards including learner with behaviour disorders (Gadagbui, 1998).

Also in another studies conducted by Alghazo and Gaad (2004) it was revealed that, in order for inclusion to be successful general classroom teachers need to develop positive attitude

towards children with special educational needs. This shows that attitudes are very central for the success of inclusion and favourable teacher attitude are vital for the practice of inclusive education. Furthermore, the researcher interaction with some of the regular classroom teachers on their attitudes about inclusion of special needs children produced mixed feelings. In an interaction with the teachers most of them had this to say. How can we teach children with language problems? Other said, we can deal with children having social problems but not children with visual and hearing problems.

Another group had this to say: children with language/communication problems spend much time to answer questions. A teacher among them said he had a child in his class and he always ignored him in class not to answer question simple because the child spend so much time when answering questions in class. My further interaction with another group in the same study area revealed that they were not trained to teach special needs children and some said the time they completed training college long ago and that they were not taught how to teach special educational needs children. The researcher's personal interaction with many of the teachers in the study area showed that the teachers showed general lack of confidence in handling children with special needs because they do not understand the causes of such condition. Others feel the condition is contagious and that coming closer to such children could lead to their infection. They are less enthusiastic about inclusion of special needs children in the regular classroom. The question of whether the possibility of these misconceptions about special needs children and the palpable stigma imposed on them could result in terribly negative attitude towards them and the successful implementation of the inclusive program must be answered. To add to that, when the issue of the nature of disability was raised the teachers mentioned that learners with specific disabilities such as minor mobility problems should be included.

Avramidis and Elias (2007) supported that teachers who favour inclusion generally do so for children with mild special needs. Many teachers express the opinion that inclusion is not appropriate for children with behavioural disorders, mental disabilities or significant physical disabilities (Coutsocostas & Alborz, 2010). Park and Chitiyo (2011) conclude that, teachers' attitudes are important because they influence the type of interventions chosen and how successful the interventions will be.

There have also been fears that the dynamics within the inclusive setting will affect the academic progress of learners (Forlin, 1998, cited in Subban & Sharma (2006). According to Ali, Mustapha and Jelas (2006), regular classroom teachers have expressed concern that the inclusion of learners with special educational needs into the regular classroom may disrupt school activities. Their worry was that inclusion of special needs children into regular classroom could slow educational progress for both learners without disabilities and learners with disabilities.

Finally, the notion that inclusion of special needs children in the regular classroom could "dilute" standards of education by regular teachers is another threat to the successful inclusion education practice. Regular classroom teachers are concerned that including learners with special needs could lower standards. Their presence in the classroom will affect the progress of the "normal" children negatively (Bunch, 2005). Traditional emphasis on the lockstep curriculum and meeting standards for the next grade is viewed by many as appropriate and necessary. Therefore, learners who cannot meet these standards should not be in classroom under the responsibility of general education teachers (Bunch, Lupart & Brown, 1997). Mamah (2006) supported this reasoning and point and that in countries like Ghana, regular schools are under increasing pressure to lift academic standards. These schools are therefore reluctant to

admit and retain pupils whose presence would have a negative impact on the overall profile of results. Current trends in the Ghanaian educational system also point to the uplift of standards. As a result of this, educational institutions from the basic to tertiary analyzed examination results and a “league table” are prepared indicating the performance of all schools. As a result, school heads and even district directors of education are concerned about the examination results of their schools and districts respectively. They are therefore not willing to compromise their standards by including learners with special needs because of the preconceived notion that they are likely to lower standards (Avoke, 2004). However, it is important to note that the success of inclusion will depend strongly on teachers’ attitudes since teachers play a central role in developing an effective inclusive environment. On the basis of this, Alghazo and Gaad (2004) maintain that for inclusion to be practical, efforts should be made to promote positive attitudes of teachers.

## **2.4 Curriculum adaptation**

Curriculum adaptation refers to improvements and amendments in what is taught, methods of teaching and structures of education with the aim of accommodating all learners in inclusive settings (Chataika et al, 2012). Coles (2003) opines that curriculum is the sum of all the activities, experiences and learning opportunities for which an institution, society, teacher takes responsibility. According to Operti, Brady and Duncombe (2009), curriculum adaptation includes a technical analysis of curriculum content, processes and outcomes by the teacher and adjustments they make to their instructional practices in order to meet the specific learning needs of children with special educational needs in their classrooms.

Again, curriculum adaptation refers to the modifications in which content is presented or represented in a way in which the learner engages with and responds to the curriculum (Lee

et al 2006). Sawyer (2000) added that, curriculum adaptation involves both content and the enactment of curriculum, ideally creating a process of dynamic interaction among teachers' learners' subject matter and multiple settings. Florian (2008) is of the view that curriculum adaptation reduces the chance of stigma that disabled learners can feel when teachers do not take into account the special learning needs of disabled learners. Hernandez and Brendefur (1989) suggested that adaptation the curriculum could be adjustment or modification to teaching and learning environment, teaching and learning techniques teaching and learning support materials that enhances a learner's performance or allows at least partial participation in a learning activity learning programmes and assessment.

Additionally, Corbett (2001) explain that, curriculum adaptation is just about recognizing individuals learning styles and finding ways to employ the styles most effectively in the learning processes, Pritchard (2005) view learning styles as a preferred way of learning and studying; for example, using pictures instead of text, working in groups as opposed to working alone among others Reid (2005) supported that, catering for individual differences in learning in an inclusive setting is an idealistic desire; and it represent an attitude shift and such a shift is necessary if regular classroom teachers are able to accommodate to the range of differences within most classrooms today. However, it is important to note that adapting the regular school curriculum to meet the needs of children with special educational needs requires teachers to understand the principles and processes of curriculum development so that the ultimate aim of the teacher would be to bring about a desirable change in the learner in inclusive settings.

According to Diana Browning Wright (2005) curriculum adaptations could be in the following forms:

- Quality – adapting the number of items the learner is expected to learn
- Time – adapt the time allotted and allowed for learning, task completion or testing.
- Level of support – increase the amount of teacher assistance to keep the learner on task.
- Input – adapt the way instruction is delivered to the learner
- Difficulty – adapt the skill level, problem type or the rules on how the learner may approach the work
- Output – adapt how the learner can respond to instruction.
- Participation – adapt the content to which a learner is actively involved in the task
- Alternative goals – adapt the goals or outcome expectations while using same material.
- Substitute curriculum – provide different instruction and material to meet a learner's individual goals.

The individual learner' need would determine what type of adaptation the regular classroom teacher engages to assist the learner to meet his or her needs. This means that the success of inclusive education depends on the regular classroom teachers' ability to adapt instruction when learners have difficulty acquiring skills and information. The curricular and methods of instruction must meet the needs of learners. Many teachers still tend to think that it is correct to use the "one-size-fits all" approach to teaching (Wade, 2000). However, regular classroom teachers today are forced with a group of learners with unique character, interests, style and pace of learning and working. Therefore, curriculum differentiation should be a central method of ensuring access (Gilbert and Hart, 1990). Classroom teachers must be

prepared to understand the curriculum appropriately to enable their success for the implementation of inclusive education.

Accessible curricular establish greater learning opportunities for learners especially children with special needs. But accessibility alone may not foster learner engagement or drive to academic achievement. Instructional strategies also require diversification in order to effectively engage all learners. Regular classroom teachers need to have a wealth of knowledge about curriculum and instruction for successful inclusion of special needs children in the regular classroom (Winn & Blanton, 2005). This places the regular classroom teacher in a better position to know how to achieve a desired result and knowing how it can be achieved. Regular teachers should understand principles of teaching before they can understand the different learners they are teaching in order to meet their learning needs. Wood (1995) points out creative teachers seem guided by some theories and pedagogy of learning, they have a holistic understanding of the learners and the curriculum and they are concerned with the affective as well as the cognitive. When teachers are creative they would promote creative learning in pupils. Teachers as well as learners play a major role in the change of curriculum strategies in order to achieve the needed curriculum outcomes. Teacher's involvement in classroom situation is crucial for noticing these gaps and bringing about change or improvement.

However, research suggests that, regular classroom teachers at selected schools in the study area have difficulties when it comes to curriculum adaptation. As a result of this the curriculum and educational system as a whole have failed to respond to the diverse needs of the learners most especially, special educational needs children in the regular schools (Levitz, 1996). The physical presence of learners in a classroom is no guarantee for their involvement in class activities. It is through the curriculum that inclusion truly takes place (Levitz, 1996). A

school curriculum is all those activities designed within its organizational framework to promote the intellectual, personal, social and physical development of learners. These include, the content of lesson, type of resources, teaching styles, time allocation and learner activities (Mowes, 2000).

Students learn in different ways and at different rates. Studies have emphasised the importance of the flexibility of the curriculum (Richmond, 1993). There has to be a balance between the learner, the learning content and the instructional strategies adapted. Mowes (2002) contend that, flexible curriculum would allow for individualized instruction and would take into consideration the different rates of learning. Traditionally, the curriculum resulted in learners being classified into high and low achievers based on their ability to maintain the pace of learning and progress successfully. Regular classroom teachers for inclusion must be ready to change this notion. They must be ready to understand that learners learn differently and learn at different rates. Realizing that all learners would acquire different levels of skills and understanding of material and activities may help train regular classroom teachers to welcome special needs children in the regular classroom (Downing, 2003). Regular classroom teachers must be ready to adapt the instructional strategies to meet the individual needs and diverse learning styles of learners. Learners must be allowed to progress at their own rate. The regular classroom teacher must be ready to analyze the skills and needs of the special need child and then determine what adaptations are needed (Vlachon, 1997). Regular classroom teachers must be ready to be creative and resourceful when teaching children with special needs. Regular classroom teachers must be aware that each learner will adopt an approach to learning with which they feel comfortable with. According to Reid (2005) learning styles are integral to the process of learning and this must be considered when curriculum adaptation is taken place. The



use of the “one-size-fits all” curriculum no longer meets the majority of learners (Tomlinson, 2002) and ignoring these falling behind, losing motivation and failing to succeed (Tomlinson & Kalbfleisch, 1998). As a response to addressing curriculum adaptations to cater for learners with special needs Armbruster (2003) conclude by emphasising that using instructional accommodations increases chances of learners becoming better learners throughout their life.

### **Theoretical framework**

The readiness theory is the theory that guided this study. This theory may be in the form of change readiness theory created (Jennifer Walinga, 2008). It may also be organizational readiness for change created (Bryan Weiner, 2009).

Rafferty, Jimmieson and Armenakis (2013) definition of individual readiness for change will be used to analyse educator’s readiness to implement inclusive education as a change in the Ghanaian education system. In the two forms of readiness theory mentioned above, the individual is the most important element. The theory of individual readiness for change speaks directly to the primary implementers or the change agent. In this study, educators (teachers) are the major implementers of inclusive education. They remain the primary change agents; hence this form of readiness theory speaks directly to educators. The theory of organizational readiness for change also speaks to educators (teachers) as the most important agents for change in the education system.

Weiner (2009) opines that organizational readiness refers to organizational member’s change commitment and change efficacy to implement organizational change. He further stated, change commitment may be understood as the willingness to adapt, adopt and identify new ways of carrying out daily responsibilities. This suggests that there should be a change in behavior, attitude and mind of educators to enable them to adapt to the new system and offer

new commitment which are relevant to the success of the implementation of inclusive education in our school system. He continued by saying that an individual's overall evaluative judgment that he or she is ready for organizational change is influenced by the following: the individual's beliefs that change is needed; his or her ability to successfully effect the change and the results of the change will have positive outcomes as pertain to his or her work. In the above judgment criterion, it could be seen that specific elements are needed to be taken into consideration when analysing educator's readiness to implement inclusive education in schools.

Weiner (2009) in the same vein states that organizational members can commit to implementing organisational change because they want to value the change. This means that educators as organisational members who are change agents or primary implementers of inclusive education in their classrooms are likely to be efficient if they value or see the need for inclusion in their classrooms. Similarly, educators are likely to be less efficient if they have little choice or feel obliged to implement inclusive education in schools. Hence, getting clarity on the above could help in measuring the educator's input, output and outcomes with regards to implementing inclusive education. Additionally, Weiner (2009) contend that organisational members take into consideration the organisational structural assets and deficits in formulating their change efficacy judgment. This is to say that educators as primary implementers of inclusive education are likely to apply their knowledge to look at the inclusive education policy and its objectives as well as availability of resources to support to respond to diversity in the classroom. Cater (2008) adds that, changing requires addressing the strategy (what you are trying to change), skills (what capabilities the recipients of the change need to succeed) and structures (the organisational tools that would support the change). Cater concluded that when

all these areas are aligned then the desired outcome will come to fruition. But when they are not aligned, then the desired outcomes may never come to fruition.

Hill (1998) is also of the view that, implementation is the crucial business of translating decisions into events; that is of getting things done and argues that it is dangerous to assume either that what has been decided will be achieved or what happens is what was intended. This suggests that educators as the implementers need to understand the inclusive education policy. In the end, Weiner concluded that in this theory, the two forms should help understand the readiness of educators both theoretically and practically, to adequately and successfully implement inclusive education in all schools as in the case of basic schools in Nalerigu in the East Mamprusi District in the North East Region. This theory is relevant to this study as it stresses on the importance of teachers' commitment to vary their pedagogical strategies, developing positive attitude and behaviours towards children with special needs and above all be dynamic and flexible in making modification of the curriculum to cater for the differences in an inclusive setting.

## **Summary**

This chapter has summarized previously conducted studies and findings. The literature review has shown that inclusive education is not a Ghanaian concept since it is a global issue. It has shown how teachers as educators and other stakeholders play their role in the progress of inclusive education. It has used the Readiness Theory to guide this study. Generally, this literature review focused on regular school teachers understanding of inclusive education, their knowledge and competencies on inclusive practices, their attitudes towards inclusion and their abilities in adapting the curriculum. Readiness Theory provided factors to be considered when determining individual or an organisation's state of readiness. These factors include;

willingness and practice to effect positive change, commitment and attitude changed. In the light of the above, this study looks at the regular classroom teachers' readiness to implement inclusive education in selected basic schools under the Nalerigu Circuit, East Mamprusi District.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology for the study. The following areas have been covered; research approach, research design, population, sample size, sampling technique, instrumentation, validity, and reliability, procedure for data collection, data analysis and ethical considerations.

#### **3.1 Research Approach**

Mixed method approach was adopted for the study. According to Fraenkel and Wallen (2009), mixed method approach involves the use of both qualitative and quantitative data in a single study. Creswell and Plato (2011) contend that, mixed method approach involves collecting of data using both quantitative and qualitative methods in a single study for the purpose of understanding the phenomenon of interest. Creswell (2013) also stresses that, data collection in mixed method approach involves gathering both numeric data and quantitative information. The mixed method approach was used for this study because, the researcher wanted to obtain data on the targeted sample for the study. Also, it helps the researcher to compare the participants' responses to check if the respondents had similar or different views to the research questions. Additionally, mixed method can help to cross-validate or confirm relationships discovered between variables as when qualitative and quantitative data are compared to see if they converge on a single interpretation of a phenomenon. If they do not converge, the reason for the lack of convergence can be investigated (Fraenkel & Wallen, 2009).

In this study, both quantitative and qualitative data was gathered in order to gain a more complete understanding of the research problem (Teachers readiness to implement inclusive education in the selected basic schools).

### **3.2 Research Design**

Research design may be referred to as the plan of the study that would answer the research objectives. According to Bryman (2012), research design provides a framework for the collection and analysis of data. Creswell (2008) view research design as a distinguishing feature used by researchers to collect, analyse and interpret data using either a qualitative or quantitative approach. Based on these definitions, this study focused on the concurrent mixed-method design. This concurrent mixed-method allowed the researcher to converge both qualitative and quantitative data in order to provide an in-depth analysis of the research problem (Creswell, 2009). Furthermore, concurrent mixed-method collection strategy is used to validate one form of data with another form, to transform the data for comparison or to address different type of questions (Creswell & Plato, 2011).

The researcher used the concurrent mixed-method because it allowed him to collect both the qualitative and quantitative data at the same time during the study and compared the data during the interpretation of the results to check if the two were the same or similar (Creswell, 2014). Moreover, the design helped the researcher to explore the views of teachers on their readiness to implement inclusive education at the basic schools.

### **3.3 Population**

The population involved in the study was 94 teachers, which comprised 54 males and 40 females from the nine selected basic schools in the Nalerigu Municipality.

### **3.4 Sample size**

The sample size for the study was 65 teachers. They were drawn from four Junior High Schools and 5 Primary Schools in the Nalerigu circuit. 10 teachers including the head teachers were selected from each of the four Junior High Schools and 5 teachers were selected from each of the five Primary Schools in the Nalerigu circuit. In all, 65 teachers were selected for the study.

### **3.5 Sampling technique**

The simple random sampling and the purposive sampling techniques were used in the selection of the participants. The simple random sampling technique was used to select the teachers for the questionnaire while the purposive Sampling was used to select the head teachers. Sampling technique refers to the process of selecting a portion of the population to represent the entire population (Fraenkel & Wallen, 2008; Muijs, 2004). According to Hayford (2013), the purpose of sampling is to obtain a group of participants who will be representative of the larger population or will provide specific information needed to address the questions raised.

The simple random sampling approach was used to select the teachers in the selected schools. In simple random sampling every member of the population has an equal and independent chance of being selected for the sample. Creswell (2005) contends that the simple random sampling is the most popular and rigorous form of probability sampling. The simple random approach was used as the sample sizes election for the teachers because; it offers every member of the larger population to have an equal chance of being selected. Furthermore, the used of this technique helped the researcher to choose individuals to be sampled that will be representative of the population without being bias in the selection procedure.

The following steps were used by the researcher to select the sample for the study:

**Step 1:** The researcher visited the selected basic school one after the other and on each school visited; he met with the head teacher and requested the list of trained teachers who have been teaching for at least five or more years above. This was only done in the four selected Journey High Schools.

**Step 2:** The researcher met with the teachers at both Junior High Schools and the five Primary Schools and explained to them the procedures for selection some of the schools for the study. This was done to prepare their minds to accept the fact that all other schools were equally qualified to have been participated if they were given the opportunity.

**Step 3:** This time round it was balloting for the Junior High School teachers. The researcher cut small pieces of papers according to the number of teachers and wrote 'Yes' on ten of them while 'No' on the remaining pieces of papers. All were folded and shuffled together in a tray. Teachers were asked to pick one each from the tray. Teachers who picked 'yes' were selected for the study. The researcher did this to eliminate bias in his selection and to give participants equal opportunity to participate in the study. So in all, the sixty-five participants were selected from the selected basic schools for the study.

On the other hand, Maree (2007) opined that purposive sampling means selecting participants according to pre-selected criteria relevant to a particular research problem. Cohen, Manion and Morrison (2007) asserted that in purposive sampling, the researcher hand picks the cases to be included in the sampling on the basis of his or her judgment. Purposive sampling was done to increase the utility of data obtained from the small samples. Also, the head teachers as school administrators were ready to provide information relevant to answer the research



questions. It is for the above reasons that the purposive sampling technique was chosen to select the head teachers for the study.

### **3.6 Instrumentation**

The instruments used for collecting the data for the study were closed ended questionnaire and semi-structured interview.

#### **Questionnaire**

Questionnaire was used because it offers the researcher an opportunity to sample the views of a larger population. Furthermore, the use of the questionnaire assisted to ensure that one gets a high proportion of information that is needed for the study. The used of the questionnaire was efficient at getting information from many people in a short time and at relatively low cost. It further allowed anonymity which encouraged frankness in responses to sensitive issues (Robson, 2002). However, one major weakness of a questionnaire is that the result obtained may not be reliable if many of the questions are not well answered.

The questionnaire was designed after careful consideration and analysis of the topic to be research into. Forty (40) items were constructed by the researcher in some identified key issues relating to teacher readiness for the implementation of inclusive education. These issues were teachers understanding of the inclusive education policy, teachers' level of knowledge and competences in inclusive practice, attitudes teachers hold towards inclusion of persons with special needs in regular classroom and how teachers adapt the curriculum to meet the needs of special needs children. Respondents were asked to rank each item on a likert -scale rating format responses as fellow;

- Strongly agree
- Agree
- Strongly disagree
- Disagree

The questionnaire had two sections; A and B with closed ended questions. Section A sought for the bio- data and background information of the respondent (teacher). For example, age, gender, academic status, teaching experience among others. Section B dilated on the research questions and had (40) questions in all. The items sought to elicit information from respondents on the key issues of regular classroom teachers' readiness for the implementation of inclusive education.

#### **Semi-structured interview guide**

A semi-structured interview guide was used for collecting the data for the study. The interview questions were prepared based on the key themes raised in the research questions. Five head teachers were interviewed on one-on-one basis. The one-on-one interview approach was used for the head teachers because they are the administrators of the schools and they see to the day to day running affairs of the schools on daily basis. Also, they were willing to share their views about teacher's readiness in implementing the inclusive education policy at the basic schools. According to Maxwell (2005), interview is often an efficient and valid way of understanding someone's perspective. Avoke (2005) confirmed that interviews can be described as a form of conversation between two people. Semi-structured interview guide was used because it allowed for deeper probing of issues from respondents on the research questions. The interview which was done face to face took place in the various selected schools and lasted between 15 minutes to 20 minutes. The respondents were interviewed each at a time

in order to elicit accurate responses. Responses from the participants were recorded on a tape recorder for easy transcription. The interview questions were asked from an interview guide.

### **3.7 Validity of instrument**

Validity refers to the soundness and use of results. In the views of Robson (2002), validity of questionnaire data depends to a considerable extent on the technical proficiency of the researcher. In this study, ensuring validity was done using content validity. This was done by developing questionnaire items to cover enough on each research question.

### **3.8 Reliability of instrument**

Reliability refers to the consistency of the results. According to Joppe (2000), reliability can be defined as the degree to which the results are dependable over time. To ensure reliability of the interview guide, it was given out to colleagues for peer review and expert opinion from the research supervisor. On the other hand, a pre- test was carried out in different schools outside the researcher selected schools. Questionnaire was used to collect the data, which was used for the reliability test. This was done in order to identify the difficulty nature of nature of question items. Results from the pre- testing offered the researcher an opportunity to improve and modified the instrument. Some question items were reworded as a result of ambiguity while others were completely deleted. This helped to fine- tuned question items for final presentation.

### **3.9 Pre-testing**

The questionnaire was pre-tested on 15 students in different schools outside the selected study area. The purpose of the pre-test was to establish the validity and reliability of the questionnaire by checking for clarity of items and instructions. The pre-test was conducted to determine whether the questionnaire would be understood by the sample to be surveyed. Results

from the pre-test informed the researcher on whether the participants understood the questions in the instrument. This offered the research an opportunity to modify the questionnaire. This resulted in altering some of the items which needed further clarification, to fine-tune the questionnaire for the main study.

### **3.10 Procedure for data collection**

The researcher obtained a letter of introduction from the head of department of special education UEW explaining the research focus to the District Director of Education in the East Mamprusi Municipal, Gambaga. Upon receiving the permission from the Director of Education, the researcher visited the study area where he sought permission again from the circuit supervisor of the Nalerigu cluster of schools. The researcher then visited the selected basic schools to meet with the teachers. In each school visited, researcher meets the head of the school and explained his mission of conducting the research. The researcher requested the heads to solicit cooperation of the teachers to respond to the questionnaire. The heads in returned also introduce the researcher to the teachers and requested for their support. The researcher by the support of the special Education coordinator was able to educate the 65 teachers in all the nine basic school selected for the study.

### **3.11 Data analysis**

#### **Analysis of questionnaire data**

With the aid of the SPSS (Statistical package for social science) data base software, descriptive statistics were used to obtain the frequencies and percentages for item-by-item analysis which was used to simplify the data. The researcher used the SPSS software because it was reasonably user friendly. The four Likert type scaled responses subgroups of “Strongly Agree” and “Agree”, “Strongly Disagree” and “Disagree” were collapsed into two subgroups

of “Agree” and “Disagree”. This was done to further simplify the data for easier analysis and discussions. Five tables were used to represent the four subscales, and the cumulative total of the responses. But for the purpose of the data analysis and discussions, the responses at the extremities such as “Agree” and “Disagree” were used and commented on. The cumulative totals for the four subscales responses were also calculated to estimate teachers’ responses. The questionnaire items were numbered 1 to 40 to allow for easy cross checking in case of entry errors

### **Analysis of interview data**

The interview data were transcribed based on the code for each interview. Thematic areas were formulated based on the research questions and the data gathered were grouped together and analysed under each thematic area and then discussed with the findings of other related studies. Respondent’s verbatim responses were also used where necessary.

### **3.12 Ethical considerations**

Ethics refers to a set of statements which describe how one is expected to behave in a certain situation (Rubin & Rubin, 2005). Conducting any kind of research requires addressing aspects of ethics and these ethical issues according to Punch (1998) may arise at each stage of the research process in both qualitative and quantitative approaches and must be taken into account. I was mindful of ethical issues before and during the conduct of this research as well as during data analysis. This happened because I believed that educational research should take place within a broad ethical framework to ensure that research has been conducted in a morally acceptable way. The study was conducted in a private and confidential manner and all the important research ethics were observed. The researcher informed the participants that, their

involvement was entirely voluntary and that they were free to withdraw from the study at a time if they felt threatened (Bryman, 2008). Furthermore, the researcher assured the participants that data collected would be used for academic purposes only and that a high level of confidentiality will be maintained. Additionally, anonymity and privacy of participants were guaranteed by asking them not to write their names on the questionnaire.



## CHAPTER FOUR

### ANALYSIS OF FINDINGS

#### 4.0 Introduction

This chapter presents the results of the findings. The chapter is divided into two sections. The first section presents the demographic/personal data of the respondents followed by the transcriptions of data generated from the interview conducted with the head teachers and the second section analysed data from the teachers through the questionnaire. The analysis reflected on the themes that emerged from the data.

#### 4.2 Demographic characteristic of participants

The main demographic features of participants analysed in this study includes; Age of respondents, sex, qualification, years of teaching, type of teacher, where you teach and if you have any disability.

Table below shows the demographic characteristic of the respondents

| <b>Demographic Characteristic (N=60)</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| Age of Participants(years)               |                  |                   |
| 20 and below                             | 5                | 8.3               |
| 21 – 29                                  | 20               | 33.3              |
| 30 – 39                                  | 32               | 53.3              |
| 40 – 49                                  | 1                | 1.7               |
| 50 – 59                                  | 1                | 1.7               |
| 60 – 69                                  | 1                | 1.7               |
|  | <b>60</b>        | <b>100</b>        |
| Qualification                            |                  |                   |
| Certificate                              | 4                | 6.7               |
| Diploma                                  | 15               | 25                |
| Degree                                   | 40               | 66.6              |
| Technical Secondary Certificate          | -                | -                 |
| Masters                                  | 1                | 1.7               |
|  | <b>60</b>        | <b>100</b>        |

|                                 |           |            |
|---------------------------------|-----------|------------|
| <b>Years of Teaching</b>        |           |            |
| 0 – 1 years                     | 1         | 1.7        |
| 2 – 3 years                     | 5         | 8.3        |
| 4 – 5 years                     | 9         | 15         |
| 6 – 9 years                     | 15        | 25         |
| 10 – 15 years                   | 25        | 41.7       |
| 15 and above                    | 5         | 8.3        |
|                                 | <b>60</b> | <b>100</b> |
| <b>Type of Teacher You are</b>  |           |            |
| Special education teacher       | 10        | 16.7       |
| Resource teacher                | 1         | 1.7        |
| Regular school teacher          | 49        | 81.6       |
|                                 | <b>60</b> | <b>100</b> |
| <b>Where you teach</b>          |           |            |
| Special school                  | 10        | 16.7       |
| Regular school                  | 50        | 83.3       |
| Mixed school                    | -         | -          |
|                                 | <b>60</b> | <b>100</b> |
| <b>If you have a disability</b> |           |            |
| Yes                             | -         | -          |
| No                              | 60        | 100        |
|                                 | <b>60</b> | <b>100</b> |
| <b>Sex</b>                      |           |            |
| Male                            | 35        | 58.3       |
| Female                          | 25        | 41.7       |
| <b>TOTAL</b>                    | <b>60</b> | <b>100</b> |

**Source:(Field Data, 2018)**

Table 1, it reveals that five trained teachers were 20 and below representing 8.3%, twenty teachers were between 21 – 29 years representing 33.3%, thirty teachers were between 30 – 39 years representing 50.0% while the remaining ages from 40 – 49, 50 – 59 and 60 – 69 all had one year each representing 1.7% across the ages. Also, in terms of the sex, thirty-five teachers, representing 58.3% were males while twenty-five teachers also representing 41.7% are females.

With regard to qualification, four teachers had certificate representing 6.7%, fifteen teachers had diploma representing 25%, forty teachers had degree representing 66.6% and one teacher had master's degree representing 1.7%. Furthermore, with regards to years of teaching,



one teacher had 1 year which represents 1.7%, five teachers were between 2-3 years representing 8.3%, nine teachers were between 4-5 years representing 15%, fifteen teachers were between 6-9 years representing 25%, twenty-five teachers were between 10-15 years representing 41.7% while five teachers were between 15 and above representing 8.3%.

Additionally, with the type of teacher, 10 teachers were special education teachers representing 16.7%, one resource teacher representing 1.7% and forty-nine were regular school teachers representing 81.6%. Moreover, with regard to where you teach, ten teachers were in the special school representing 16.7% while fifty teachers teach in the regular school representing 83.3%.

With regard to gender, thirty-five of the participants were males representing 58.3% while the remaining twenty-five participants were females representing 41.7%.

Finally, with regard to the issues of disability, sixty teachers representing 100% had no disability.

#### **4.2 Analysis of quantitative data**

This section provides analysis of the data generated from the questionnaire administered to the selected teachers in the basic schools. The data were analysed based on the research questions raised to guide the study. In the analysis of the questionnaire data, the two extremities of the responses were combined such as Strongly Agree (SA) and Agree (A) as one idea and Strongly Disagree (SD) and Disagree (D) as one for the purpose discussions. The results of the frequency distributions of opinions expressed by respondents to each set of item for each research were used for data analysis.

### 4.3 Research question 1: How do basic school teachers at Nalerigu understand inclusive education?

Table 2 below presents the responses from selected basic schools teachers understanding of the inclusive education concept.

Table 1: Teachers understanding of inclusive education concept

| Statement   | Agreed %         | Disagreed %      | Total            |
|---|------------------|------------------|------------------|
| I am in favor of Inclusive education  | 25 (42%)         | 35 (58%)         | 60(100%)         |
| Inclusive education will benefit pupils with special needs  | 30 (50%)         | 30 (50%)         | 60(100%)         |
| Inclusive education will not benefit pupils without special needs                                   | 34 (57%)         | 26 (43%)         | 60(100%)         |
| Inclusive education is the best education practice to educate pupils with special needs             | 28 (47%)         | 32 (53%)         | 60(100%)         |
| Special schools are the best educational settings to educate pupils with special needs              | 40 (67%)         | 20 (33%)         | 60(100%)         |
| All pre-service teachers' must have teaching practice in inclusive settings                         | 25 (42%)         | 35 (58%)         | 60(100%)         |
| All teachers' should be trained to teach all pupils with diverse learning needs                     | 27 (45%)         | 33 (55%)         | 60(100%)         |
| Inclusive education reduces the level of stigmatization associated with children with special needs | 26 (43%)         | 34 (57%)         | 60(100%)         |
| Inclusive education ensures that ordinary school become more open and accepting                     | 33 (55%)         | 27 (45%)         | 60(100%)         |
| Inclusive education requires that teaching activities are planned with all pupils in mind           | 33 (55%)         | 27 (45%)         | 60(100%)         |
| <b>Total</b>  | <b>292 (49%)</b> | <b>308 (51%)</b> | <b>600(100%)</b> |

Source: (Field Data, 2018).

Table 2 presents the frequency distribution of responses of the respondents which sought to find the understanding of teachers in selected basic schools on the inclusive education concept towards their readiness to implement the inclusive education policy. The findings showed that, 42% of the respondents agreed with the statement that, I am in favor of inclusive education while the majority of respondents 58% disagreed with the statement. Furthermore, 50% of the respondents agreed to the statement that, inclusive education will be beneficial to pupils with special needs and 50% of the same respondents disagreed. Besides, 57% of the same respondents agreed to the statement, inclusive education will not benefit pupils without special needs while 43% of the respondents disagreed with the statement. Additionally, 47% of the respondents agreed with the statement that, inclusive education is the best education practice to educate pupils with special needs as against 53% of the same respondents disagreed with the statement.

Also, the findings as shown in table 2 revealed that, 67% of the respondents agreed with the statement that, special schools are the best educational settings to educate pupils with special needs while 33% of the same respondents disagreed with the statement. Moreover, 42% of the respondents agreed with the statement that, all pre-service teachers' must have training practice in inclusive settings as compared to majority of 58% of the same respondents disagreed. Again, 45% of the respondents agreed with the statement that, all teachers should be trained to teach all pupils with diverse learning needs and 55% of the same respondents disagreed. In addition, 43% of the respondents agreed with the statement that, inclusive education reduces the level of stigmatization associated with pupils with special needs but 57% of the same respondents disagreed. Furthermore, the findings from table 2 shows that, 40% of the respondents agreed with the statement that, inclusive education ensures that ordinary

schools become more open and accepting while 60% of the same respondents disagreed to the statement. Finally, while 55% of the respondents agreed with the statement that, inclusive education requires that teaching activities are planned with all pupils in mind, 45% of the same respondents disagreed with the statement.

In summary, the findings as shown in table 2 revealed that, 49% of the respondents agreed that they have understanding of the inclusive education concept as against the majority of 51% of the same respondents disagreed. These results revealed that teachers at the basic schools do not have the understanding of the inclusive education policy.



#### 4.2.1 Research question 2: What knowledge and competences do basic school teachers have about inclusive practice?

Table 3 shows the responses of teachers' in selected basic schools on knowledge and competencies in inclusive practice.

Table 2: Knowledge and competencies in an inclusive practice

| Statement   | Agree %          | Disagree %       | TOTAL            |
|---|------------------|------------------|------------------|
| I can use different learning activities to engage diverse group of learners                               | 26 (43%)         | 34 (57%)         | 60(100%)         |
| I can meet the needs of all learners including those with behavioral problems                             | 28 (47%)         | 32 (53%)         | 60(100%)         |
| I can meet the need of learners who are visually impaired (blind)   | 29 (48%)         | 31 (52%)         | 60(100%)         |
| I can meet the needs of learners who are hearing impaired (deaf)  | 24 (40%)         | 36 (60%)         | 60(100%)         |
| I can meet the needs of learners with emotional problems  | 27 (45%)         | 33 (55%)         | 60(100%)         |
| I can assess, test and evaluate learners with disabilities  | 19 (32%)         | 41 (68%)         | 60(100%)         |
| I can provide support service to learners with multiple disabilities                                      | 23 (38%)         | 37 (62%)         | 60(100%)         |
| I can meet the needs of learners with physical disabilities   | 42 (70%)         | 18 (30%)         | 60(100%)         |
| I can identify a child with special needs and provide support service                                     | 22 (37%)         | 38 (63%)         | 60(100%)         |
| I can assist learners with disabilities to use assistive devices to enhance learning in inclusive setting | 35 (58%)         | 25 (42%)         | 60(100%)         |
| <b>Total</b>  | <b>275 (46%)</b> | <b>325 (54%)</b> | <b>600(100%)</b> |

**Source: (Field Data, 2018)**

Table 3 above revealed responses from teachers on their knowledge and competencies in inclusive practice. It could be noticed that 43% of teachers' agreed to the statement that, I can use different learning activities to engage diverse group of learners while 57% of the same respondents disagreed with the statement.

Again, 47% of the teachers' agreed to the statement that, I can meet the needs of all learners including those with behavioral problems but 53% of the same respondents disagreed with the statement.

Furthermore, 48% of the teachers' agreed with the statement that, I can meet the needs of learners who are blind whereas 52% of the same respondents disagreed with the statement.

In addition, 40% of the teachers' agreed with the statement that, I can meet the needs of learners who are deaf while 60% of the same respondents disagreed with the statement.

Also, table 3 shows that a total of 45% teachers' agreed with the statement that, I can meet the needs of learners with emotional disorders as against 55% of them disagreed. Besides, 32% of the respondents agreed with the statement that, I can assess, test and evaluate learners with disabilities while 68% of the majority of teachers disagreed with the statement. Moreover, 38% of the respondents agreed with the statement that, I can provide support services to learners with multiple disabilities whilst 62% of the respondent disagreed with the statement.

Table 3 further shows the responses of teachers' knowledge and competencies in inclusive practice. Majority of the teachers, 70% agreed with the statement that, I can meet the needs of learners with physical disabilities while 30% of the teachers' disagreed.

Additionally, 37% of the teachers agreed with the statement that, I can identify a child with special needs and provide support services. However, majority of the teachers' 63% disagreed with the statement. Finally, 58% of the respondents agreed with the statement that, I can assist learners with disabilities to use inclusive assistive devices to enhance learning in inclusive settings while 42% of the disagreed.

In summary, it could be noted that, the findings as shown in table 3 above indicated that 46% of the respondent agreed that they have knowledge and competencies in inclusive practice. However, the majority of the teachers (54%) disagreed with the statement. The results concluded that, teachers at the basic schools lack adequate knowledge and competencies in inclusive practice.

#### 4.2.2 Research question 3: What view do basic school teachers at Nalerigu hold towards inclusion of persons with special educational needs?

**Table 3: Teachers' view towards inclusion of the persons with special needs in regular classroom**

| <b>Statement</b>   | <b>Agree %</b>   | <b>Disagree %</b> | <b>Total</b>     |
|--|------------------|-------------------|------------------|
| I do include pupils with disabilities and those without disabilities when teaching | 27 (45%)         | 33 (55%)          | 60(100%)         |
| I feel unprepared to handle children with special needs in a regular classroom     | 36 (60%)         | 24 (40%)          | 60(100%)         |
| I am ready to work with learners with disabilities                                 | 26 (43%)         | 34 (57%)          | 60(100%)         |
| Inclusion interferes with effective teaching of the 'normal' children              | 28 (47%)         | 32 (53%)          | 60(100%)         |
| I have a positive attitude about inclusion   | 16 (27%)         | 44 (73%)          | 60(100%)         |
| Teaching children with disabilities is difficult and stressful                     | 38 (63%)         | 22 (37%)          | 60(100%)         |
| Including children with physical disabilities is supported in inclusion            | 18 (30%)         | 42 (70%)          | 60(100%)         |
| Children with special needs in regular classroom lowers academic standards         | 35 (58%)         | 25 (42%)          | 60(100%)         |
| Inclusion slow down academic progress of children without disabilities             | 32 (53%)         | 28 (47%)          | 60(100%)         |
| Teachers' resist the inclusion of children with special needs in regular classroom | 40 (67%)         | 20 (33%)          | 60(100%)         |
| <b>Total</b>   | <b>296 (49%)</b> | <b>304 (51%)</b>  | <b>600(100%)</b> |

**Source: (Field Data, 2018)**

The findings as shown in table 4 revealed that 45% of the respondents agreed with the statement that, I do include pupils with disabilities and those without disabilities when teaching while 55% of the same respondents disagreed with the statement. Besides, majority of respondents 60% agreed with the statement that, I feel unprepared to handle children with special needs in a regular classroom whereas 40% of the same respondents disagreed with the statement. Also, 43% of the teachers' agreed with the statement that, I am ready to work with children with disabilities. But 57% of the same respondents disagreed with the statement.

Furthermore, table 4 shows that 47% of the teachers' agreed with the statement that, inclusion interferes with the effective teaching of the normal children as against 53% of the same respondents who disagreed with the statement. Again, 27% of the respondents agreed with the statement that, I have a positive attitude about inclusion while majority of 73% of the same respondents disagreed.

Additionally, 63% of the teachers' agreed with the statement that, teaching children with special needs is difficult and stressful whilst 37% of the same teachers' disagreed. Also, minority 30% of the respondents agreed with the statement that, including children with physical disabilities is supported in inclusion whereas majority 70% of the same respondents disagreed with the statement.

Table 4 further shows that, high percentage 58% of the teachers' agreed that children with special needs in regular classroom lowers academic standards while low percentage 42% of the same teachers' disagreed. Moreover, 53% of the respondents agreed to the statement that, inclusion slows down academic progress of children without disabilities whereas 47% of the same respondents disagreed with the statement. Finally, majority of the respondents 67% agreed



with the statement that, teachers' resist the inclusion of children with special needs in regular classroom while 33% of the same respondent disagreed.

In summary, the findings as shown in table 4 showed that 49% of the respondents felt that, teachers' hold a positive attitude toward inclusion of children with special needs in regular classroom. However, the majority of the respondents 51% disagreed with the statement.

#### 4.2.3 Research question 4: How do the basic school teachers at Nalerigu adapt the curriculum to meet the needs of all learners?

Table 5 below shows the responses of teachers on the extent to which they adapt the curriculum to meet the needs of all learners in inclusive school settings.

**Table 4: Teachers adapting the curriculum**

| Statement  | Agree %          | Disagree %       |
|--|------------------|------------------|
| I can modify teaching learning resources to meet the needs of children with special needs in inclusive classroom                 | 18 (30%)         | 42 (70%)         |
| I can adjust assessment procedures to meet learners with special needs in inclusive classroom                                    | 28 (47%)         | 32 (53%)         |
| I can modify teaching strategies to meet the needs of children with special need in inclusive classroom                          | 26 (43%)         | 34 (57%)         |
| I can modify the curriculum content to meet the needs of children with special needs in classroom                                | 29 (48%)         | 31 (52%)         |
| I can adjust the physical environment to meet the needs of children with special needs   | 30 (50%)         | 30 (50%)         |
| I can modify motivational procedures to meet the needs of children with special needs  | 27 (45%)         | 33 (55%)         |
| I can adjust the learning environment to meet the needs of children with special needs   | 32 (53%)         | 28 (47%)         |
| I can modify teaching activities to suit individual learning styles  | 34 (57%)         | 26 (43%)         |
| I can adjust time allocation to meet the needs of learners with special needs  | 25 (42%)         | 35 (58%)         |
| I can modify the classroom environment by removing barriers to learning to meet the needs of all learners in inclusive classroom | 33 (55%)         | 27 (45%)         |
| <b>Total</b>   | <b>282 (47%)</b> | <b>318 (53%)</b> |

**Source:( Field Data, 2018).**

The findings as shown in table 5 revealed that, 30% of teachers' in the study agreed with the statement that, I can modify teaching learning resources to meet the needs of children with special needs in inclusive classroom while the majority of teachers' 70% disagreed with the statement.

Additionally, 47% of the teachers agreed that I can adjust assessment procedures to meet the needs of children with special needs in inclusive classroom whereas 53% of the teachers' disagreed with the statement. Also, 43% of the respondents agreed with the statement that, I can modify teaching strategies to meet the needs of children with special needs in inclusive classroom as compared to 53% of the same respondents disagreed with the statement.

Besides, 48% of the teachers' in the study agreed with the statement that, I can modify the curriculum content to meet the needs of children with special needs in inclusive classroom whilst 52% of the same respondents disagreed. Furthermore, 50% of the teachers' agreed with the statement that, I can adjust the physical environment to meet the needs of children with special needs in inclusive classroom whereas 50% of the same teachers' disagreed with the statement.

Again, table 5 shows that 45% of the respondents agreed with the statement I can modify motivational procedures to meet the needs of children with special needs while 55% of the same respondents disagreed. In addition, 53% of the teachers' in the study agreed with the statement that, I can adjust the learning environment to meet the needs children with special needs as against 47% of the same teachers' disagreed with the statement. Moreover, 57% of the teachers' felt that they can modify teaching activities to suit children learning styles while 43% of the same teachers' disagreed. To add to that, 42% of the respondents agreed with the statement that,

I can adjust time allocation to meet the needs of learners with special needs whereas majority 58% of the teachers' disagreed. Finally, 55% of the teachers' agreed with the statement that, I can modify the classroom environment by removing all barriers to learning in inclusive classroom. However, 45% of the same respondents disagreed with the statement.

As shown in table 5 above, minority 47% of the teachers' are of the view that they can adapt the curriculum to meet the needs of learners in an inclusive classroom. On the contrary, majority 53% of the teachers' in the study disagreed with the statement. The results concluded that, teachers at the basic school can do little when it comes to adaptation of curriculum in inclusive settings.

#### 4.3 Summary of the cumulative responses from teachers

Table 6 shows the cumulative responses of readiness of teachers in implementation of inclusive education.

**Table 5: Cumulative responses from teachers**

| <b>Statement</b>  | <b>Agree (%)</b>  | <b>Disagree (%)</b> |
|---|-------------------|---------------------|
| Teachers' understanding of the inclusive education policy in the selected basic schools                 | 292 (49%)         | 308 (51%)           |
| Teachers' knowledge and competencies towards inclusive practice in the selected basic schools           | 275 (46%)         | 325 (54%)           |
| Teachers' attitudes towards inclusion of children with special needs in regular schools                 | 296 (49%)         | 304 (51%)           |
| Teachers' adapting the curriculum to meet the needs of children with special needs in regular classroom | 282 (47%)         | 318 (53%)           |
| <b>Total</b>  | <b>1145 (48%)</b> | <b>1255 (52%)</b>   |

**Source: (Field data 2018)**

The results in table 6 shows the cumulative responses of teachers on the four sub-scales used to investigate their readiness in implementation of the inclusive education in selected basic schools in Ghana. Considering sub-scale one (teachers understanding of the inclusive education concept) 49% of the teachers agreed that, they have clear understanding of the inclusive education concept and as such can function effectively in inclusive settings. But 51% of the teachers being majority disagreed with the statement. Also, looking at the sub-scale two (teachers' knowledge and competencies in inclusive practice), about 46% of the teachers agreed that they have adequate knowledge and competencies to handle children with special needs in inclusive classroom whereas (54%) of the same teachers disagreed with the statement. Furthermore, concerning the sub-scale three (teachers' attitudes towards inclusion of children with special needs in regular schools), 49% of the teachers agreed that they have a positive attitude and that they support inclusion while (51%) of the teachers disagreed with the statement and hence does not support inclusion of children with special needs in regular classroom. Besides, looking at the last sub-scale (adaptation of the curriculum to meet the needs of learners with special needs), 47% of the teachers agreed that, they have the competencies and knowledge in adapting the curriculum whereas (53%) of the teachers disagreed with the statement.

Therefore, these results indicate that, teachers at the basic schools seem not to be ready to implementing the inclusive education concept.

### **4.3 Analysis of qualitative interview data collected from head teachers' at Nalerigu**

#### **4.2.1 Understanding of inclusive education**

Comments from Head Teacher A

*I completed training college many years ago and at that time, there was nothing like inclusive education in the college curriculum. I think it was introduced*

*later after I have completed and so I have no idea about this inclusive education. I think the officer in charge of the disabled children at the education directorate should have educated the school heads on this*

*inclusive education policy but it would surprise you to know that one-day workshop was organised for head teachers and teachers in the district on the issues of this inclusive education but of which is not enough to make one understand the policy. (A verbatim expression by one head teacher).*

Comments from the head teacher suggest that head teachers seem to have a very little understanding of the inclusive concept.

#### Comments from Head Teacher B

*To be frank with you, all head teachers in the district attended only one-day training workshop on inclusive education before we were told to practice it. So I cannot say I have no idea about the policy but just that I have a limited understanding of the inclusive education concept. I understand that it is the government educational policy and as a head teacher my duty is to ensure the success of the policy at least in my school here. (A verbatim expression by another head teacher).*

Similarly, comments by the head teacher B shows that he had positive attitude towards the policy but just that he needs further training about the inclusive education policy.

#### Comments from Head Teacher C

*My understanding of inclusive education from the one-day training workshop was when you put learners with disabilities and those without disabilities to learn together. To me, the policy is good; I cannot see anything wrong with this inclusive education. As a head teacher, I will accept children with disability because disability is universal and can affect anyone. And so it wise to educate them and their peers in the same schools. To add to that, we were told as head teachers to support our teachers but because of inadequate understanding of the*

*inclusive education policy, as a head teacher, I would not be telling the truth if I say I know or understand the policy. (A verbatim expression by another head teacher).*

#### Comments from Head Teacher D

*I do not understand it; it is too complicated. I accepted it because it is a government policy.*

*I accepted to become an inclusive school because am no body to disobey a national policy. Because of this, my school now is having children with disabilities but without the appropriate service to meet their needs. The teachers are not adequately trained and so they are struggling with the learners. I think the policy should have been postponed for implementation so that teachers would be adequately prepared before the programme takes off. He added that 'honestly we did inclusive only because we had to. (A verbatim expression by another head teacher).*

#### Comments from Head Teacher E

*Inclusive education is a type of education where you mixed disabled learners and non-disabled learners together in the same environment or when you put the normal and abnormal in one classroom to learn together. I was interested in knowing who are normal and who abnormal learners. Head teacher said, normal learners have no disabilities but abnormal learners are those with disabilities. (A verbatim expression by another head teacher).*

Therefore, the analysis of the data revealed that all the head teachers did not have any better idea on inclusive education before their school were asked to implement it. Their lack of understanding was attributed to the fact that inclusive education was not part of their pre-service training and that they were not given adequate in-service training on inclusive education concept.

#### 4.2.2. Teachers knowledge and competencies in inclusive practice

The respondents who were the head teachers were interviewed one-on-one at different times. Each of the head teachers were interviewed on the main theme; knowledge and competencies in inclusive practice. The following are comments made by the head teachers.

Head teacher A commented

*I completed training college many years ago and at that time, there was nothing like inclusive education in the college curriculum.*

*I think it was introduced later after I have completed and so I limited knowledge on inclusive education.*

The same head teacher added

*I think the officer in charge of the disabled children at the District Education Office should have educated us on this inclusive education but it will surprise you to know that the District Directorate Special Needs Officer organized only one-day workshop on this inclusive education for head teach teachers and teachers as well. But this one-day workshop is not enough to support us with knowledge and competencies on inclusive education. (A verbatim expression by another head teacher).*

Head teacher B also said

*I do not have knowledge and competencies in inclusive education. I need training in workshops and in-service training to equip myself with sufficient knowledge and skills in inclusive education. To be frank with you, I attended one-day training which was organized by the officer in charge of special needs at the District Education office before the introduction of the programme. But the training to me was not enough to assist teachers in general to handle and managed various categories of learners at the school levels. Even in the training, the officer only emphasized that, as head teachers, we should accept the programme by admitting all children in schools. As a head teacher, I think much needs to be done in developing the professional skills and competencies*

*of all teachers to widen their pedagogical skills to give them confidence to deal with diverse learners in our schools. (A verbatim expression by the head teacher).*

Head teacher C also added

*I have been a head teacher for the past 9 years. I did not have any training in inclusive education at the time I was at college. Currently there is a change in policy and all schools are asked to practice inclusion. To me, I do not have to tell lies, I do not have any experience in inclusion. I was only introduced to the policy during a workshop organized by the officer in charge of special education at the District Education office. (A verbatim expression by another head teacher).*

*As a head teacher I sometimes feel pity for the children with special needs for the treatment they received from their 'normal' peers at times in school. Even some classroom teachers bully them for not understanding certain things in class as compare to the 'normal' children. But all this happens because, both head teachers and teachers lack the needed knowledge and skills to support these special needs children during teaching and learning in school. (A verbatim expression by the same head teacher).*

Head teacher D also commented

*There is a lack of professional development focused on how to work with learners with disabilities and special needs children in the general education classroom. He added, a teacher in my school said, I was not trained to teach children with special need and handicapped children. But these children now have been admitted in the school without training us adequately about how to teach them. For me, unless intensive in-service training is organized, it will be very difficult for me to provide support to these children effectively. (A verbatim expression by another head teacher).*



Head teacher E finally said

*I feel like a lot of time the special needs children are overlooked or they are kind of passed over. As a head teacher, an observation made in my school during lesson delivering revealed that, teachers do not do enough for the special needs children. Most at times, teachers do not include them in class activities. For instance, in a class where there was a hearing impaired pupil, the teacher could not sign for the pupil and this means exclusion.*

*Therefore, as a head teacher, I think there should be adequate professional development which include workshops and in-service training to provide general teachers with requisite knowledge and competencies on how to work with children with Special Educational Needs as well as all learners in schools.*

(A verbatim expression by another head teacher).

The interview data revealed that head teachers were not familiar with inclusive education before it was introduced in the respective schools. This appears that the implementation of inclusive education in the district could face serious challenges since teachers' knowledge and competencies in general are key to quality education and central to the success of inclusion. As a result, there is a need for such skills, knowledge and competencies to be carefully examined so that the significance of the role of the teacher might be more appropriately highlighted and understood within the inclusive education setting.

#### **4.2.3 Views of basic school teachers' at Nalerigu about inclusion of children with special educational needs.**

Respondents were interviewed on the theme attitude teachers' hold towards the inclusion of special needs children in inclusive settings. The comments below depict the views of the respondents concerning the inclusion of children with special needs in regular schools.

Head teacher A said

*As a head teacher, my duty is to ensure that all children including children with special needs are admitted in my school. However, the inclusion of children with special educational needs in ordinary schools has increased the duties of teachers in the classrooms and affects their performance. Most teachers are unwilling to deal with these children and also some schools are not well equipped to meet the needs of these children. Within the current situation in our schools, I do not think as a teacher that inclusion as a provision for all children. With special educational needs will achieve it aims rather it creates more difficulties for children and teachers. (A verbatim expression by another head teacher).*

Head teacher B said

*Including children with special educational needs within the current provisions is not a right decision. The presence of some children with special educational needs in the ordinary classes usually disturbs me and other teachers' attention. As a head teacher, I think it will be more practical if they are educated within provision out of the regular classes like in the special schools. For instance, my school teachers complain that children with serious attention problems often distract the entire class from focused. (A verbatim expression by another head teacher).*

Head teacher C said

*The current practice of inclusion is problematic; my school is not fit to meet some individuals' needs. As a head teacher, I do not exclude or ignore the admission of disabled in my school. I allowed all the children with special needs to be admitted into my school. But according to some teachers, these children are rejected from others. A teacher said in my class there is a girl with physical disability having crippled fingers. Sometimes I notice strange looks from other girls discriminating and sometimes leaving her to be isolated, consequently not taking part in classroom participation.*

Head teacher D said

*Education is important for the total development of all children including children with special educational needs. As it is my responsibility as a head teacher to make sure they (children with special needs) are included in regular classrooms to develop their talent. (A verbatim expression by another head teacher).*

*Teacher D added, I observed a lot with teachers and special needs children interacting during special programmes such as co-curricular activities. I realised that teachers include them to ensure their full participation to enable them enjoy full benefits of the regular school setting equally as their able peers. (A verbatim expression by the same head teacher).*

Head teacher E said

*I agree with the principle of inclusion and its aim to enhance the social interaction between children with and without special educational needs. I do believe that children with special educational needs and other disability have the right to be educated within a suitable environment. (A verbatim expression by a head teacher).*

On the other hand, I believe there is a lack of understanding to the social needs of children with special educational needs in our regular schools. As a head teacher, I realised that children with special educational needs are facing big challenges in terms of meeting their needs as compared to their able peers. (A verbatim expression by the same head teacher).

The data from the interview revealed that, most of the head teachers as school administrators demonstrated positive attitude while that of the general classroom teachers expressed their frustration and negative attitude towards inclusion of special needs children in the regular school for the reason being that, they are not adequately trained to meet the diverse needs of children with special educational needs and other disability in the ordinary classrooms.

#### **4.2.4 Adapting the curriculum to meet the needs of learners with special educational needs.**

Respondents were interviewed on the theme; how do teachers adapt the curriculum to meet the learning needs of children with special needs in regular classroom.

The findings revealed the comments below from the interview of the head teachers.

Head teacher A said

*I believe that general classroom teachers' needs knowledge and skills to make various adaptations to instructions during teaching and learning in inclusive settings. But observation made as a head teacher in my school during teaching and learning revealed to me that most of the teachers faces serious difficulties when it comes to modifying instructional strategies to the learners needs most especially those with special educational needs as well as those with disabilities. For instance, most of the special educational needs and those with disability were left out during lessons and as a head teacher, I asked why those children were not fully participating in the lesson only to be told by the teacher that he did not receive any practical training from school or from the field as to how handle these children. So I think generally some of the teachers were not given adequate training in providing support to children with special educational needs and the disabled as well. Therefore, as a head teacher, I need more training on inclusion to support my teachers to raise and sustain the interest of children with special educational needs and the disabled in inclusive settings. (A verbatim expression by another head teacher).*

Head teacher B also said

*I think it is difficult to adapt the curriculum so that it meets the needs of all learners with full numbers of learners in the classroom. In my school, we have learners up to fifty in a class. It makes it really difficult for the teachers to pay attention to the special needs children as well as the disabled children. Many of the teachers in the regular schools do not have the skills and competencies in*

*dealing with these learners that are experiencing barriers. I asked as a head teacher and the teachers replied, we do not have the knowledge to do that. A teacher said, I always try my best to help my learners but it is difficult for me to say exactly how I can adapt the curriculum. Another teacher said, I do not prepare my work separately for the handicapped pupils and non-handicapped pupil. I do not know how I can do that. The teacher asked, what are the special schools doing? That is the best place for their educational placement and development if we really aimed at making these children responsible people. The same teacher said, to be frank with you, I do not include these special educational needs in my planning. It was not part of my training at college. The programme has just been introduced and imposed on us, so it is difficult to work in such situation. But it will get better if more training is given to us as to how to handle them in classroom, I hope with time things will be better. (A verbatim expression by another head teacher)*

Head teacher C said

*It is difficult for me to say exactly how the teachers adapt the curriculum. Many of the teachers at the regular schools are not trained to identify and assess learners with special educational needs and also how to do curriculum differentiation. These same teachers do not know how to deal with different barriers experienced by learners. So as a head teacher, general teachers adapt by using what is called curriculum adaptation but unfortunately, teachers do not do it. They come with excuses that this is extra work because curriculum adaptation is about simplifying work and given work to learners according to their abilities. This means that, teachers' needs training to equip themselves with the necessary skills and expertise to be able to adapt the curriculum to meet diverse needs of all learners. If curriculum adaptation is done in schools, learners will be fully supported in schools. (A verbatim expression by another head teacher).*

#### Head teacher D

*Teachers' are saying it is difficult for them to adapt the curriculum so that it meets the needs of the learners. I think teachers become impatient to start from scratch with learners. There are lots of learners who cannot read and write but teachers are not able to identify the problem of these learners as a result of lack of sufficient knowledge and competencies. As a head teacher, I do not think teachers are doing it the way it should be done because at the back of their minds, they have to rush knowing that there are learners who are lagging behind. All this happens because teachers are saying it is difficult to implement. This is evident that, teachers at the ordinary schools needs training to have the necessary skills to be able to adapt the curriculum to meet the needs of learners. (A verbatim expression by another head teacher).*

#### Head teacher E

*Commented that adapting the curriculum ensures teachers ability to use different teaching strategies, dedication of their time to accommodate all learners. But most of the teachers in the ordinary schools observed during lessons do not use these strategies to bring about inclusion of all learners. The head teacher added that apart from using various methods in teaching, teachers are to also use various activities and resources which are real or concrete and colourful so that they would arouse the learner's interest most especially those children with special educational needs. Teachers for that matter, ordinary classroom teachers are not able to do this simply because they lack the knowledge and competencies. I think as a head teacher, I will say that adequate training should be given to general teachers through workshops and in-service training to update their knowledge and skills in meeting the needs of all divers' learners to enhance inclusion. (A verbatim expression by another head teacher).*

Responses from the head teacher revealed that curriculum adaptations ‘enhances classroom teacher’s competency in using various strategies when teaching but however, it appears teachers’ lack knowledge in adapting the curriculum to meet the needs of learners’ including those with special needs.



## CHAPTER FIVE

### FINDINGS AND DISCUSSIONS OF RESULTS

#### 5.0 Introduction

This chapter presents the discussions of findings of results for the study. The findings were discussed in line with the key themes raised in the interview guide and questionnaire items.

#### 5.1 Understanding of basic School teachers at Nalerigu inclusive education.

The analysis of the qualitative data collected from the head teachers revealed that, head teachers do not have sufficient understanding of the inclusion concept before its introduction in their respective schools. This implies, the implementation of the inclusive education policy in the municipality could face serious setbacks since understanding of the inclusive concept is very key and central to the successful implementation.

The findings were obvious that no adequate in-service training was given to the head teachers before the implementation of the inclusive education policy. As a result, the situation makes it difficult for the head teachers to embrace change as it is not seen to contribute meaningful towards their professional development. This made the head teachers felt that they are not provided with opportunity to make input when changes are made. Stubbs (2008) confirms that, understanding of the inclusive education concept seeks to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning.

The findings from the head teachers' interview revealed that, head teachers are not familiar with the inclusive education concept and as such lack understanding of the inclusive education concept. Their lack of understanding was attributed to the fact that inclusive education was not part of their pre-service training and that only a day training was given to



them which was not adequate to make them understand the inclusive concept. However, according to Mittler (2000), understanding of the inclusive education concept involves a total reforms and restrictions of the school system to ensure that all learners have complete access to educational and social opportunities in the school environment. This means that, the educational system should be structure to suit the right needs of the child with special needs.

Besides, it was evident from the responses of the teachers' that majority of the teachers' (58%) disagreed with the statement that, I am in favor of inclusive education. From these results, it could be suggested that majority of the teachers from sampled schools disagreed that they supported inclusive education. This finding is contrary to a study done in Tanzania by Polat (2011) which stresses that, inclusive education aims to build a society that promotes equal opportunities for all citizens to take part in and play their role in development of a nation.

Also, majority of the teachers' (57%) agreed with the statement that, inclusive education will not benefit children without special needs. This result is contrary to Ozoji (2003) definition of inclusive education as a means for all children and youth with and without disabilities learning together in ordinary schools with appropriate support services provided to meet the individual needs by regular teachers'.

Furthermore, in finding out whether inclusive education is the best education practice to educate children with special needs, (53%) of the teachers' disagreed with the statement. However, the UNESCO Policy Guidelines on inclusive education (2009) states that, an inclusive education system can only be created if ordinary schools become more open and accepting; that is schools become better in educating all children who live in their community.

Additionally, a higher percentage of the teachers' (67%) agreed with the statement that special schools are the best educational settings to educate children with special needs. However, according to Winzer (2005), inclusive education is a system of equity for learners with exceptionalities that express a commitment to educate all children to the maximum extent through placement instruction and support in the most heterogeneous and appropriate educational environment.

On another statement, teachers' representing (58%) disagreed that all pre-service teachers' must have teaching practice in inclusive settings. This implies that teachers would not have adequate knowledge and skills in managing children in inclusive classroom. This result is contrary to the view of Abbott (2006) who stated that, schools adopting the inclusive education approach should provide a climate of high expectation, value a board range of abilities and achievements remove barriers to learning and promote a positive appreciation of the diversity of individuals.

Furthermore, majority of the teachers' (57%) disagreed with the statement that, inclusive education reduces the level of stigmatization associated with children with special needs. This finding is contrary to Ghana's Inclusive Education Policy (2015) which seeks to promote education for all and faster the development of inclusion of children in all learning centers. This would help to reduce the level of stigmatization associated with special needs children. Moreover, it offers special needs children with opportunity of meeting together and forming friendships across groups. Additionally, teachers' representing (60%) disagreed with the statement that, inclusive education ensures that ordinary schools become more open and accepting. This result is contrary to the UNESCO Policy Guidelines on inclusive education (2009) which state that, inclusive education system can only be created if ordinary schools become more open and accepting by educating all children who live in their communities.

In addition, teachers representing (55%) agreed that, inclusive education requires that teaching activities are planned with all learners in mind. This result is in line with Avoke (2008) stating that, inclusive education requires the provision of an education system that can meet the needs of all learners in local schools. Gartner and Lipsky (1999) confirms that, inclusive education in practice means integration of learners by ensuring that all schools should accommodate learners regardless of their physical, intellectual, social, emotional or other conditions.

In sum, the results showed that majority of the teachers' in the study area appears to have limited understanding of the inclusive education concept in the basic schools and this could affect the readiness of teachers' in implementing the inclusive education policy.

## **5.2 Teachers' knowledge and competences inclusive practice?**

The study findings from the interview of the head teachers' revealed that, the head teachers' were not given adequate training before the introduction of the inclusive programs in their schools and so many of them had inadequate knowledge and competencies in inclusive practices. Moreover, comments from the head teachers showed that teachers were adopting teaching strategies that were not favorable to children with special needs. This implies that, teachers in the study area lacked adequate knowledge and competencies to practice inclusion and this could affect the implementation of the inclusive education policy. This is because, head teachers being the administrators of the school key and central in supporting their teachers' to provide services to meet the unique needs of all learners including children with special needs in inclusive classroom. Hay (2003) is of the view that, teachers' knowledge and competencies have direct impact on their readiness to implement inclusive education effectively through the delivering of support services to learners with special educational needs in inclusive classroom. Downing (2002) confirms that, knowledge

and competencies would enable both head teachers and teachers in general to identify and assess special needs children, adapt curriculum content, and select appropriate teaching strategies as well as assessment procedures to handle children of diverse learners in inclusive classroom.

Furthermore, the findings from the head teachers' interview indicated that, most of them completed their pre-service training at the time when inclusive education was not introduced into the curriculum of colleges of education. As a result the head teachers were not trained to handle special needs children. These head teachers require some in-service training to equip them with adequate knowledge and competencies to increase their professional development in dealing with special needs children. This suggest that head teachers needs to be given in-service training for them to acquire new knowledge and skills as well as increase their competencies in order to for them to support teachers in handling children with special needs in inclusive settings.

Ali, Mustapha and Jelas (2006) supported by stating that, if head teachers and teachers' level of knowledge and competencies increases, then the inclusive education practice could be successfully implemented since teachers' knowledge and competencies increases, confidence in service delivery and it would enhance inclusion. However, Doorlag (1991) is also of the view that, limited knowledge and competencies of both head teacher's and teachers in general can lead to the development of prejudice and non-accepting of special needs children in the regular classrooms.

Again, it was obvious from the head teachers' responses that majority of the teachers (57%) disagreed with the statement that, I can use different learning activities to engage diverse learners in inclusive classroom. From the analysis of the data, it was clear from the teachers that, lack of knowledge and competencies could affect the implementation of the inclusive practice in inclusive classroom. According to Hardman, Drew and Egan (2002),

preparing a teacher who would deal with children with special needs requires knowledge and competencies and that such should not be taken for granted. They added that such knowledge and competencies are very significant to the classroom teachers since inclusion assumed identification and elimination of existing and possible sources of exclusion which represent limitation of opportunities for all learners. Also, teachers representing (53%) disagreed with the statement that, I can meet the needs of all learners including those with behavioral problems.

From the analysis, it was revealed that, teachers generally were not given adequate training and in – service training before the implementation of the inclusive education program. Due to these teachers lacked adequate knowledge and competencies to handling diverse learners in inclusive classroom. Nell (1996) states that, knowledge and competencies would enable teachers to assess special needs children, adopt the curriculum content to meet the needs of learners in inclusive classrooms and to use devices or instruments as well as instructional aids accommodation and modifications needed by some children with special needs. Hall and Engelbrecht (1999) identified the need for knowledge and competencies as important for successfully implementation of inclusive education. In addition, teachers representing (52%) disagreed with the statement that, I can meet the needs of learners who are blind. From analysis of the data, it seemed clearly that, teachers were not given in – service training to inform and update their knowledge and competencies on inclusive education practice before introducing it into the respective schools. Mthembu (2009) is of the view that teacher’s knowledge, skills and competencies will enable them to accommodate a wide range of diversity among learners in an inclusive classroom. Moreover, most of the teachers (60%) disagreed with the statement that I can meet the needs of learners who are deaf. The analysis showed that, teachers lacked knowledge and

competencies in inclusive practice which is attributed to inadequate professional training development in meeting the needs of children with disabilities in regular classrooms.

According to Van Schalkwyk (1994), knowledge and competencies refers to the abilities, techniques, skills and expertise that classroom teachers need to be equipped with in order to meet the need of all learners in inclusive classroom. Additionally, teachers representing (55%) disagreed with the statement that, I can meet the need of learners with emotional problems. Furthermore, (68%) teachers disagreed with the statement that, I can assess, test and evaluate learners with disabilities. From the analysis, it showed that, lack of knowledge and competencies from the teachers seem to have affected the implementation of the inclusive practices in schools.

Downing (2002) is of the view that knowledge and competencies of teachers requires their ability to identify and assess special need children, being able to adapt the curriculum content, teaching methods and assessment procedure to assist special needs children to work in collaboration with colleagues, parents and the broader community at large.

Also, teachers representing (62%) disagreed with the statement that, I can provide support service to learners with multiple disabilities. This finding is also in support that teachers lacked adequate knowledge and competencies in inclusive practice. Goddard (1995) found that teachers' knowledge and competencies would enable to identify and assess the learner with learning and behavioral problems in inclusive classroom by using informal diagnostic procedure and implement screening test to be able to identify learners who are at risk of developing a disability.

Furthermore, majority of teacher representing (70%) agreed to the statement that, I can meet the needs of learners with physical disabilities. From the analysis of the data, it revealed that, some of the teachers had some training in inclusive practice. This training

gave the teachers some little knowledge about inclusive education. Elliot (1996) supported by stating that, teachers' knowledge and competencies would enable the teachers to present material appropriately to learners to enhance their own ability to learn well, similarly, (58%) of the teachers agreed with the statement that, I can assist learners with disabilities to use assistive devices to enhance learning in inclusive classroom. Oliver (1996) confirms that, classroom teacher knowledge and competencies in scientifically based learning would create a conducive classroom learning environment and improve results for all learners.

### **5.3 Basic school teachers' views towards inclusion of children with special educational needs**

The study findings from the interview of head teachers' attitudes towards inclusion revealed mixed feelings. While some comments from the head teachers showed positive attitudes in relation to the improvement in knowledge and professional development on meeting the needs of children with special needs in inclusion settings. In contrast, other head teachers expressed their negative feelings towards inclusion for the reason that, they lack adequate training to support in meeting the diverse needs of children with special educational needs in ordinary schools.

The results of the study are consistent with those of the several earlier studies. For instance, Agbenyega (2007) study showed that, teachers in general expresses fear, frustration and anger and are not prepared to handle children with special educational needs in inclusive classrooms. The findings suggest that a negative attitude exist when teachers lack professional training in meeting the needs of special needs children in inclusive schools. Also, a similar studies conducted by Ali, Mustapha and Jelas (2006) revealed that, head teachers' as school administrators expressed concerns that the inclusion of children with special educational needs into regular classrooms could slow down educational progress in schools. According to Ali et al., (2006) much time is spent on special needs children by regular classroom teachers' than the 'normal' children in classrooms and this has a negative

impact on their learning in an inclusive classroom. Mamah (2006) studies confirmed this and point out that in countries like Ghana; regular schools are under increasing pressure to lift academic standards. These schools are therefore reluctant to accept children with special needs for fear that it would have a negative impact on the overall profile of academic results.

Again, the findings from the head teachers' interview showed some positive comments made by the head teachers towards inclusion of children with special needs in regular classrooms. This was seen in comments like I agreed with the principle of inclusion since it aims to enhance the social interaction between children with special needs and those without special needs. This is supported by Alghazo and Gaad (2004) who contend that, positive attitudes of teachers' make it easier for the implementation of inclusion which promotes the child's right to be educated in ordinary classrooms. These results indicate that attitudes are very central for the success of inclusion and favorable teachers' attitudes are vital for the practice of inclusive education.

On the issues of the responses of teachers' attitudes towards inclusion of children with special needs in regular classroom, (55%) of the teachers disagreed with the statement that, I do include children with special needs and those without when teaching. From the results, it can be observed that teachers' general do not support the inclusion of special needs children in regular classroom. Florian (2012) contend that, many classroom teachers resist to include special needs children in the regular classroom because of the belief that inclusion interferes with the effective education of the 'normal' children. Furthermore, majority of the teachers (60%) agreed to the statement that, I feel unprepared to handle children with special needs in regular classroom. This revealed that, teachers' have negative attitude towards inclusion with reasons that they lack training to provide support services to children with special needs. Agbenyega (2007) explained that, teachers feel unprepared and fearful to work with learners with special educational needs in regular classrooms and that teachers



display frustration, anger and negative attitude towards inclusion. Also, (57%) of the teachers disagreed with the statement that, I am ready to work with children with disabilities. From the analysis, it shows that, majority of the teachers in the study area are not in support of the inclusion policy. Kern (2006) stated that, teachers who are ill-prepared or uncomfortable with the concept of inclusion may pass that discomfort on to learners which can undermined the confidence and success of these learners in some school settings. Again, (73%) of the teachers disagreed with the statement that, I have a positive attitude about inclusion. This implies, teachers are not ready to implement the inclusive education policy. This finding was in line with a study conducted by Ackah (2007) in the Cape Coast metropolis to investigate regular classroom teachers' attitudes towards inclusive practice in schools. The results showed that, regular classroom teachers' attitudes were mostly negative. Similarly, a study conducted by Muwana (2012) on the attitudes of teachers in Zambia towards inclusion of children with special needs in regular classroom showed that teachers' had negative attitudes.

Additionally, teachers representing (63%) agreed with the statement that, teaching children with special needs is difficult and stressful. This finding were supported by Yekple and Avoke (2006) who contend that many teachers expressed concern and apprehension as to whether they were practically confident in teaching learners with special needs effectively. Subban and Sharma (2006) confirmed that, teaching children with special needs is difficult and stressful. On another statement, (70%) of the teachers disagreed with the statement that, including children with physical disabilities is supported in inclusion. These findings were contrary to the studies conducted by Gadagbui (2013) in Jordanian schools which revealed that teachers who had experience with special needs children in mobility and other physical disabilities were most supportive of the idea of including learners with special needs but were negative towards including learners with behavior disorders.

Besides, (58%) of the teachers agreed with the statement that, children with special needs in regular classrooms lowers academic standards. These findings were in line with a study conducted by Ali et al., (2006) which revealed that regular classroom teachers have expressed concern that the inclusion of learners with special educational needs into regular classroom could slow educational progress for both learners with and without special educational needs. More so, the inclusion of children with special needs could also lower academic standards and affects the progress of the 'normal' children negatively (Bunch, 2005).

In addition, majority of the teachers (67%) agreed to the statement that, teachers resist the inclusion of children with special needs in regular classroom. This finding were supported by Florian (2012) studies which revealed that, many classroom teachers resist to include special needs children in the regular classroom because of the belief that inclusion interferes with the effective teaching of the 'normal' children. On the basis of this, Alghazo and Gaad (2004) maintain that, for inclusion to be implemented practically, efforts should be made to promote positive attitudes of teachers by providing them training to increase their professional knowledge, skills and competencies to handle children with special needs and those without in inclusive classrooms.

#### **5.4 Adaptation of the curriculum to meet the needs of all learners.**

The study findings from the qualitative data collected from the head teachers in the study area generally showed that, the head teachers' appears not to have adequate knowledge and skills in adapting the curriculum to support classroom teachers' to provide support services to meet the needs of learners in inclusive classroom. According to comments made by the head teachers, most of the classroom teachers lack knowledge some modified instructional strategies, differentiating curriculum content as well as adjusting the learning environment to meet the needs of learners in inclusive classroom. These results

could be attributed to inadequate training given to general teachers in inclusive practice. However, Operti, Brady and Duncombe (2009) support the opinion that, curriculum adaptation involves technical analysis of curriculum content, processes and outcomes by the teacher and adjustments teachers make to their instructional practices in order to meet the specific learning needs of all learners in inclusive classroom. Similarly, Winn and Blanton (2005) confirms that, teachers in general needs to have a wealth of knowledge and competencies in the adapting of the curriculum to enhance the successful inclusion of children with special educational needs in the regular classroom. Winn and Blanton added that, teachers' knowledge and competencies in curriculum adaptation would place teachers in a better position to know how to understand the principles of teaching as well as understand the different learners they are teaching and to know how to achieve desired results.

The findings further revealed that, teachers lack knowledge and expertise to modify teaching resources to meet the needs of all learners in inclusive classroom. However, teachers' abilities in modifying teaching and learning resources would arouse the learners interest which would sustain the learners' full participation in learning most especially those children with special educational needs. Hernandez and Brendefur (1989) supported this opinion and view curriculum adaptation as the adjustment or modification teachers make the teaching and learning resources that enhance a learners' performance or allows at least partial participation in a learning activity.

From this study findings, it is clear from the head teachers' comments that, in-service training should be given to all teachers to equip them with knowledge and competencies to enable teachers adapt to curricular to meet all learners needs in inclusive classroom. Furthermore, the findings from the teachers' responses revealed that, (70%) of the teachers disagreed with the statement that, I can modify teaching learning resources to meet the needs

of all learners in the inclusive classroom. For instance, the teachers lack knowledge in adapting teaching and learning resources to meet the needs of all learners in inclusive classroom. Hernandez and Brendefur (1989) are of the view that, regular classroom teacher's ability to modify teaching and learning resources could enhance learner's performance in a learning activity. Besides, (53%) of the teachers disagreed with the statement that, I can adjust assessment procedures to meet learners needs in inclusive class. This implies, teachers lack knowledge when it comes to adopting the curriculum to meet learner's needs in inclusive classroom. According to Operti, Brady and Duncombe (2009), curriculum adaptation includes a technical analysis of curriculum contents, processes and outcomes by the teacher and adjustments they make to their instructional practices in order to meet the specific learning needs of children with special educational needs in regular classroom. On the basis of this, teachers' knowledge about curriculum adaptation is key to promote inclusion. Again, on another statement, (57%) of the teachers disagreed with the statement that, I can modify teaching methods to meet the needs of children with special needs in inclusive classroom. From the analysis, it is evident that, teachers lack knowledge to adopt the curriculum to meet the needs of special needs children. However, Chataika et al (2012) is of the opinion that, teacher's ability to improve on the teaching methods and other teaching strategies would promote accommodation of all learners in inclusive classroom. Similarly, Reid (2005) supported that, catering for individual differences, e-learning in inclusive classroom is an idealistic desire and that it would enable teachers to accommodate a diverse learner in inclusive classroom. Moreover, (55%) of the teachers representing disagreed with the statement that, I can modify motivational procedures to meet the needs of children with special needs. This result is evident because teachers lack knowledge and competencies in curriculum adaptation. Tomlinson (2002) state that, teacher's inability to modify motivational procedures in inclusive classroom would affect the learning needs of special needs children since the use of the one-size-fit all approach is

no longer in practice. Also, (53%) of the teachers agreed to the statement that, I can modify the learning environment to meet the needs of children with special needs. Again, (57%) of the teachers agreed with the statement that, I can modify teaching activities to suit individual learning styles. These findings revealed that, some of the teachers had training and knowledge in inclusive practice but just that, the teachers need more training to adequately prepare teachers to acquire knowledge and competencies in inclusive practice. In line with this finding, Mowes (2002) contend that, flexible curriculum would allow for individualized instruction and would take into consideration the different rate of learning in inclusive classroom. Downing (2003) confirms that, regular classroom teachers must be ready to adapt the instructional methods to meet the needs and diverse learning styles of learners in inclusive classroom.

Additionally, (55%) of the teacher agreed with the statement that, I can modify the classroom environment to meet the needs of all learners in inclusive classroom. This result showed that, teachers can remove barriers to learning to meet the needs of learners in inclusive classroom. This implies that, teachers have the creativity and knowledge in adapting the curriculum to meet learner's needs. In line with this finding, Wood (1995) said that, creative teachers seem to be guided by some theories and pedagogies of learning and they have a holistic understanding of the learners and the curriculum and are concern with the affective as well as the cognitive.

## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

The purpose of the studies was to investigate the readiness of teachers in the implementation of the inclusive education policy in selected basic school in Nalerigu East Mampursi municipal in the North East region of Ghana.

The study specifically sought to:

- examine selected basic school teachers understanding of the inclusive education policy.
- To describe basic school teachers level of knowledge and competencies in inclusive practice
- examine the views of selected basic school teachers hold towards inclusion of the person with special education needs in the regular classroom.
- to discuss how basic school teachers, adapt the curriculum to meet the needs of children with special needs in inclusive settings

#### 6.1 Summary of major findings

The major findings are summarized according to the themes that emerged from research question.

##### 6.1.1 Concept of inclusive education

The study revealed that Head teachers as well as teachers lack sufficient understanding of the inclusive education policy and its purpose. The findings showed that teachers were not given enough training about the inclusive education policy.

### **6.1.2 Teachers' knowledge and competencies**

The study revealed that head teachers as well as teachers had no adequate knowledge and competencies on inclusive practice before its implementation in their respective schools. This has made it difficult for the teachers to handle special needs children in the regular class room. The findings indicate that teachers were not adequately trained through workshops and in-service training to equip them with the requisite professional development.

### **6.1.3 Teachers views towards inclusion**

The study revealed that head teacher and class room teachers had negative attitude towards the inclusion of children with special needs in the regular class room. The findings were that generally teachers lack the knowledge to handle special education needs in regular class room and primarily this has brought about their negative feelings.

### **6.1.4 Adaptation of the curriculum**

The study revealed that head teachers and teachers were professionally inexperienced, incompetent and unskilful; hence they lack knowledge and competencies in adapting the curriculum in order to meet the needs of children with special educational need in inclusive settings. The findings showed that teachers need to be given more training in workshops and in-service training to update themselves in new methods of teaching such as; modification or adjustment of the curricular to meet the current needs of all learners including learners with special needs.

## **6.2 Conclusions**

The study concluded that teachers generally lack the understanding of the inclusive education policy and therefore could not implement it in their respective schools. Secondly the study revealed that, teachers lack adequate knowledge and competencies in inclusive practice and have difficulties in handling special needs children in the regular class room.

Furthermore, the study revealed that teachers hold negative attitude towards inclusion. The result indicated that lack of preparation and in-service training for the teachers account for this situation. Finally, when it comes to the issue of curriculum adaptation, the study revealed that by and large teachers of the study seemed to have a little or no idea of how to adapt the curriculum. Their class room practices seemed not to address the needs of children with special needs in inclusive settings.

### **6.3 Recommendations**

These recommendations were made based on the findings of this study:

- Ghana Education Service (G.E.S), in collaborations with Special Education Division should organize workshops, forums and seminars on issues relating to special needs children for teachers to make them more responsive to needs of children with special needs. Such forums could also serve as a central point of sharing information on inclusive education which would undoubtedly go a long way to update teachers understanding on inclusive policies.
- More in-service training should be organised for all general teachers in ordinary school practicing inclusion to enable them update their knowledge, skills and competencies on inclusive practice. Also periodic in-service training be organised to update teachers' knowledge and equip them with best inclusive practices to effectively handle special needs children in inclusive classroom. Besides, teachers should have more training on teaching special needs children in an inclusive setting to enable them to handle children with differences of exceptionalities in the classroom.
- Ghana Education Service should organise training programmes for teachers to prepare them adequately to acquire knowledge for inclusion. This appears to support the fact that training and education are not only criticised for successful



implementation of inclusion but are criticised to the development of positive attitude by teachers towards the concept of inclusion. This will help reduce teachers' negative attitude towards special needs children in the general school setting.

- The Ministry of Education should revise the curriculum to make it flexible so that teachers have room to use different teaching styles to address the needs of all learners' in inclusive settings. Moreover, adequate training should be given to teachers regarding new pedagogical skills of modifying the curricula to meet the needs of all learners with diverse needs in regular classroom settings. Additionally, the curricula of teacher training institutions and other universities as a matter of importance be redesign to include more courses on inclusive education.

#### **6.4 Suggestions for further research**

This study was conducted in selected schools in the municipality. It is therefore suggested that a further study to investigate the phenomenon within the entire municipality would be appropriate. Furthermore, in this study, participants included only teachers and head teachers in the basic schools. It is therefore suggested that further studies may involve pupils and teachers at the secondary schools. Moreover, this study used questionnaires and interviews to collect data. Therefore, future studies may use observation as other instrument to collect data. This could enhance triangulation of the study findings.

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**APPENDIX A**

UNIVERSITY OF EDUCATION, WINNEBA  
FACULTY OF EDUCATION STUDIES  
DEPARTMENT OF SPECIAL EDUCATION

Our Ref:

August 27, 2018

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.....  
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Dear Sir/Madam

LETTER OF INTRODUCTION

I write to introduce to you, Mr. Fuseini Abudu an M. Ed student of Department of Special Education of the University of Education, Winneba with registration number 7160150006.

He is currently working on his thesis on the topic: "Teachers readiness towards the implementation of the inclusive education practice in selected basic schools in Nalerigu, Northern Region".

I should be grateful if you could give him the needed assistance to enable him carryout his studies.

Thank you.

Yours faithfully,

**DR. DANIEL S. Q. DOGBE**

Ag. Head of Department

## APPENDIX B

### QUESTIONNAIRE

This questionnaire is to elicit information on teachers from selected basic schools in Nalerigu in the East Mamprusi Municipal in the North East Region. Please answer the questions as objectively as possible. All information given would be treated as very confidential and would be strictly used for academic purpose only. You are required to tick (✓) the appropriate answers in the box where applicable.

#### SECTION A: Background Information

1. What is your role in the school? a  headteacher b  teacher
2. If you are a teacher, where do you teach? A  Special School b  Regular School  
c  Other Specify
3. Which of the following type of teacher are you? A  Special education teacher b  resource teacher c  regular teacher
4. How long have you been heading the school? a  0-2 years b  3-5 years c  6-9 years d  10-15 years e  15+ years
5. How long have you been working as a teacher? A  0-2 years b  3-5 years c  6-9 years d  10-15 years e  15+ years
6. Do you have any disability? A  yes b  no  
If yes, please specify -----

## 2.1 The concept of inclusive Education

Instruction: Below is a table to be completed. It involves statements about the opinions of regular classroom teachers in selected basic schools on their understanding of the inclusive education policy on the four point scale of SA (strongly agree), A (agree), SD (strongly disagree), D (disagree). After each statement, ticks (✓) in the appropriate box the one that represent your personal opinion.

| S/N | STATEMENT   | SA | A | SD | D |
|-----|---|----|---|----|---|
| 1   | I am in favour of inclusive education   |    |   |    |   |
| 2   | Inclusive education will be beneficial to pupils with special needs   |    |   |    |   |
| 3   | Inclusive education will benefit pupils without special needs   |    |   |    |   |
| 4   | Inclusive education is the best education practice to educate pupils with special needs                             |    |   |    |   |
| 5   | Education in special schools is the best educational practice to educate pupils with special needs                  |    |   |    |   |
| 6   | All pre-service teachers must have teaching practice in an inclusive setting  |    |   |    |   |
| 7   | All teachers should be trained and prepared to teach all pupils with diverse learning needs in an inclusive setting |    |   |    |   |
| 8   | Inclusive education reduces the level of stigmatization associated with special needs children.                     |    |   |    |   |
| 9   | Inclusive education ensures that ordinary schools become more open and accepting.                                   |    |   |    |   |
| 10  | Inclusive education requires that teaching activities are planned with all learners in mind.                        |    |   |    |   |

## 2.2 Teachers knowledge and competencies in inclusive practice

Instruction: Below is a table to be completed. It involves statements about regular classroom teachers in selected basic schools' opinions on their readiness to implement inclusive education in terms of their knowledge and competencies on the four-point scale of SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree). For each of the statement, tick (✓) by indicating in the box your best opinion.

| S/N | STATEMENT   | SA | A | SD | D |
|-----|---|----|---|----|---|
| 11  | I can use varied learning activities to engage a diverse range of learners                      |    |   |    |   |
| 12  | I can meet the needs of all learners including those with behavioural difficulties              |    |   |    |   |
| 13  | I can meet the needs of learners who are blind  |    |   |    |   |
| 14  | I can meet the needs of learners who are deaf   |    |   |    |   |
| 15  | I can meet the needs of learners with learning disabilities                                     |    |   |    |   |
| 16  | I can assess, test and evaluate learners with special needs in inclusive classroom              |    |   |    |   |
| 17  | I can provide support service to learners with multiples disabilities                           |    |   |    |   |
| 18  | I can meet the needs of learners with physical disabilities                                     |    |   |    |   |
| 19  | I can identify a child with special needs and provide support service                           |    |   |    |   |
| 20  | I can assist pupils with disabilities to use assistive devices to enhance learning in classroom |    |   |    |   |

### 2.3 Teachers views towards inclusion

Instruction: Below is a table to be completed. It involves statements about regular classroom teachers in selected basic schools' views on their readiness to implement inclusive education in relation to their attitude towards inclusion on the four-point scale of SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree). For each of the statement indicate by ticking (✓) the one that best represents your opinion.

| S/N | STATEMENT  | SA | A | SD | D |
|-----|--|----|---|----|---|
| 21  | I do include children with special needs and those without when teaching   |    |   |    |   |
| 22  | Inclusion interferes with the effective teaching of the 'normal' children  |    |   |    |   |
| 23  | I feel unprepared to handle children with special educational needs in a regular classroom                           |    |   |    |   |
| 24  | I have a positive attitude about inclusion   |    |   |    |   |
| 25  | I am ready to work with learners with special needs in inclusive classroom   |    |   |    |   |
| 26  | Teaching children with special needs is difficult and stressful.   |    |   |    |   |
| 27  | Including children with physical disabilities (mobility problem) is supported in inclusion                           |    |   |    |   |
| 28  | Children with special needs in regular schools lower academic standards.   |    |   |    |   |
| 29  | Inclusion could slow academic progress for both children with special needs and those without in inclusive classroom |    |   |    |   |
| 30  | Teachers' resist to include pupils with special needs in regular classroom   |    |   |    |   |

## 2.1 Curriculum Adaptation.

Instruction: Below is a table to be completed. It involves statements about regular classroom teachers in selected basic schools' opinions on their readiness to implement inclusive education with regard to curriculum adaptation on the four-point scale of SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree). For each of the statement, indicate with a tick (✓) the one that best represent your opinion.

| S/N | STATEMENT   | SA | A | SD | D |
|-----|---|----|---|----|---|
| 31  | I can modify teaching and learning resources to meet the needs of children with special needs in inclusive settings     |    |   |    |   |
| 32  | I can modify assessment procedures to meet the needs of learners with special needs in inclusive settings               |    |   |    |   |
| 33  | I can modify the learning/classroom environment to meet the needs of children with special needs                        |    |   |    |   |
| 34  | I can modify the learning/classroom environment to meet the needs of pupils without disabilities in inclusive classroom |    |   |    |   |
| 35  | I can modify instructional strategies to meet the needs of learners with disabilities in inclusive classroom            |    |   |    |   |
| 36  | I can modify the curriculum content to suit the needs of learners with special needs in inclusive classroom             |    |   |    |   |
| 37  | I can adapt the physical environment to suit the needs of pupils with and without disabilities in inclusive classroom   |    |   |    |   |
| 38  | I can modify teaching activities to suit individuals learning styles in inclusive classroom                             |    |   |    |   |
| 39  | I can adapt various motivational procedures to facilitate learning in inclusive classroom                               |    |   |    |   |
| 40  | I can adapt time allocation for learners with special needs to enable task completion                                   |    |   |    |   |

## APPENDIX C

### INTERVIEW GUIDE FOR HEAD TEACHERS IN SELECTED BASIC SCHOOL IN NALERIGU, EAST MAMPRUSI MUNICIPAL, GHANA.

**1. What is the basic school teachers understanding of the inclusive education concept?**

**Prompts:**

- a. Explain it.
- b. How do you understand it?
- c. What does it mean to you?

**2. What is the level of the basic school teachers Knowledge and competencies in inclusive practice?**

**Prompts:**

- a. Describe it
- b. What methods do they use when teaching?
- c. How efficient are the methods used?

**3. What attitudes do the basic school teachers hold towards inclusion of children with special educational needs?**

**Prompts:**

- a. Describe it
- b. How do the teachers feel?
- c. What is your view about inclusion?

**4. How do the basic school teachers adapt the curriculum to meet the needs of all learners?**

**Prompts:**

- a. Explain how they do it
- b. Do teacher assist the special needs children use assistive devices?
- c. Do the teachers allow enough time for learners in classroom?