UNIVERSITY OF EDUCATION, WINNEBA

INCLUSION OF LEARNERS WITH SPECIAL NEEDS IN THE KINDERGARTEN EDUCATION: A CASE STUDY AT KYEREMATEN BASIC SCHOOL IN THE NEW JUABEN SOUTH MUNICIPALITY

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of the requirements for the award of the degree of
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# DECLARATION

Student's Declaration

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

Signature: ………………………………….

Date: ………………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
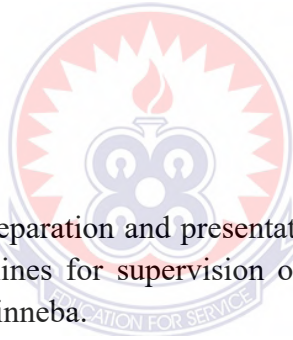
Mrs. Justina Adu (Supervisor)

Signature: ………………………………….

Date: ………………………………….

DEDICATION

To my lovely husband, Mr. Boateng Jonas, my Kwakye Boateng, Anima Boateng,

and Gyamfua Boateng and my mother Asubonteng Anna.

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of the study was to assess the inclusion of learners with special needs in the kindergarten, a case study at Kyerematen basic school in the New Juaben south municipality. To achieve this, descriptive survey was adopted. The study was conducted involving 75 teachers from In Kyerematen Basic School in the New Juaben South Municipality. Questionnaires were used to elicit responses from selected teachers. The data was analysed with the help Statistical Package for Social Sciences (SPPS version 25) to produced descriptive statistics (means and standard deviations). It was emerged from the study that teachers in Kyerematen Basic School in the New Juaben South Municipality have a major to play in inclusion education practice. Some of roles include the fact that teachers are to make school compound comfortable for pupils with disabilities, teachers are to make sure that pupils with disabilities are not stigmatized by those pupils without disabilities etc. On the issue of effectiveness of inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality, it was evident that inclusive education is effective in the school. Finally on the challenges, it was revealed that the practicing of inclusive education is challenged with a lot of factors. This include Inclusive education is stressful when teachers lack skills in dealing with disabilities, lack of proper teaching and learning materials that would help accommodate the learners with disabilities is a challenge with inclusive education. It was recommended that parents should be made aware that their services are very important in the education of their children, and that their involvement will be of much value.
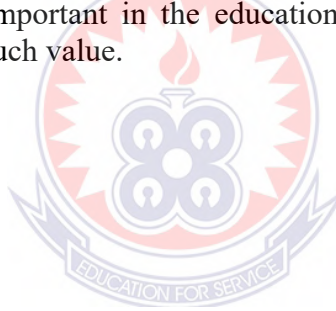
CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Inclusive education (IE) has been internationally recognised as a philosophy for attaining equity, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics. The philosophy of IE first drew attention at a conference held in Jomtien, Thailand, in 1990. There are many international movements spearheading this practice. One of these movements toward the inclusion of children with special educational needs (SEN) in mainstream education that occurred in recent decades is the Salamanca Statement and Framework for Action on Special Needs Education (Berhanu, 2019).

This was held in Salamanca in June 1994. This Salamanca statement called for inclusion to be adopted (UNESCO, 1994). Ghana is one of the ninety-two countries together with twenty-five international organisations that subscribe to the Salamanca Statement. While IE has been implemented successfully in many developed countries, developing countries such as Ghana are still in the process of achieving this goal. For inclusion to work successfully there is the need for teachers, school administrators, professionals and all other stakeholders to work together (UNESCO, 2005). Teachers should have the skills and understanding to make good practical decisions in their class teaching, such as placing children with disabilities in front rows in class, giving clear explanations and responding to signals and communication from children with SEN.

Inclusive education calls for a joint effort of regular and special educator involvement. It is the responsibility of both regular and special teachers to develop

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and implement the curriculum and make instructional adaptations necessary to accommodate the specific needs of individual children (Berhanu, 2019). Teachers and other professionals have major responsibilities to perform. The teacher must assume the major responsibility of education, advocacy and rehabilitation of the child with Special Educational Needs.

According to Berhanu (2019), successful teaching of children who are different, requires that they be grouped homogeneously so that special pedagogical approaches can be deployed by teachers who have been trained to use them. The concept of IE is inseparable from quality education. Quality education can only be achieved if the needs of all learners are addressed so that every learner is given an opportunity to succeed (Berhanu, 2019). Teachers are crucial in determining what happens in classrooms. The development of more inclusive classrooms requires teachers to cater for different pupil learning needs through the modification or curriculum differentiation (Berhanu, 2019).

Teachers play a pivotal role in inclusive education. The literature on IE is undisputed about no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a programme might be, effective inclusion does not take place until classroom teachers deliver relevant and meaningful instruction to pupils with SEN (Scruggs, Mastropieri & Marshak, 2012).

According to Friend (2010) the teacher has to provide high quality, holistic support and focused involvement with children with special needs based on a joint perspective, mutual understanding and networking. Teachers with the support of the school principals, colleagues, special educators and parents should develop effective ways of overcoming barriers to learning and supporting effective teaching through

observing the quality of teaching and standards of pupils' achievement and by setting targets for enhancement (Berhanu, 2019). A teacher works as a catalyst between the principal of the school and children with special needs and their parents. It is the teacher who sees new and innovative ways in order to fulfill the educational, social and emotional need of child with SEN (Friend, 2010).

The United Kingdom (UK) SEN code of practice (2004), recommended that the governing body should, in cooperation with the headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The headteacher should keep the governing body fully informed and also work closely with the school's SEN coordinator or team. The SEN code of practice again recommend that all teaching and non-teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen (McCarty, 2016). The concept and philosophy of inclusive education gained international attention from the 1990's with United Nations inclusion education conference in Thailand promoting the idea of education for all.

Then the 1994 conference on inclusion education in Salamanca, Spain led to the policy statement that proposed that the development of schools with an inclusive orientation was the most effective means of combating discriminatory attitudes,

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providing effective education for majority of children and ultimately improving the cost-effectiveness of the entire educational system (Scruggs, et al., 2012) Ghana, along with other countries was signatory to the Salamanca declaration and pledged to set in motion the mechanisms for creating an inclusive education system.

This followed the establishment of the community-based rehabilitation (CBR) programs for persons with disabilities in 1992 upon the recommendation of the UNESCO consultation on special education. As part of the (CBR) agenda, inclusive education was piloted in 10 districts in Ghana. The districts included Akwapim-North, Akatsi, Tolon-Kumbugu and Bongo districts among others (Berhanu, 2019). The ministry of education's strategic plan (2003-2 envisions the achievement of an inclusive education system by 2015. As a result, both government and NGOs have supported inclusive education and special needs education programs in the last decade.

Since 2003, the government has also initiated pilot inclusive education programs in 30 schools in Central, Eastern and Greater Accra regions. However, these schools are facing problems. According to many, the problems of inclusive education in Ghana have been noted to be around teacher attitudes and skills, resources and a gulf between policy initiation and implementation (Pavri, & Hegwer-DiVita, 2016) but to us, although teachers have relatively positive attitudes towards including pupils with disabilities in regular school classrooms, they have limited knowledge of inclusive practices and this could affect their teaching and learning of the pupils with disabilities.

1.1 Statement of the Problem

The late introduction of special educational needs in early childhood education created infrastructural deficit, which the current early childhood curriculum which raises the need of inclusion tries to fix. Despite the foregoing, it appears many early childhood education teachers at New Juaben have developed a reluctant attitude towards welcoming the full implementation of inclusive education in their schools. Meanwhile, globally, growing evidence in recent years has led to an agreement on the importance and benefits that inclusive education has for students with special educational needs (SEN). However, the extension and universalization of an inclusive approach will also be enhanced with more evidence on the benefits that inclusion has for all students, including those without SEN (Daniel & King, 1997; Lee, 2013).

It must be noted that despite the effort of stakeholders to make the boundaries that once separated special education from general education much needs to be done in that regard (Daniel & King, 1997; Lee, 2013; Opoku, Badu, Amponteng, &Agyei-Okyere, 2015), inclusive education practice in at large Ghana seems to be affected by numerous challenges (Agbenyega, 2007. Mprah, Dwomoh, Owusu & Ampratwum, 2016, Mitcheel, 2017). One of the challenges seems to be the attitudes of teachers towards children with disabilities (Opoku et el. 2017).

Teachers are at the heart of implementing inclusive education, and they should be supported and trained to adopt different teaching strategies to support diverse students within a classroom context (Ashman, 2015). It is evident that kindergarten teachers are crucial in the quest of inclusion of learners with special needs at the kindergarten level (Berhanu, 2019). However, it appears that little is known from Kyerematen basic school in the New Juaben South Municipality. There is therefore the need to

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find out how teachers of Kyerematen basic school in the New Juaben South Municipality feel about the inclusion of learners with special needs at the kindergarten level. Also, there is the need to find out how they perceive their roles to be.

The issue of inclusion of pre-school age children with SEN is not adequately described in Ghanaian written literature especially in the New Juaben South Municipality. It can be assumed that a study of this character will bring suggestions for improving the inclusive education of pre-school children with SEN (e.g. in the form of supportive study and methodological materials, teacher training, modifying undergraduate training of kindergarten teachers, etc.). This has therefore created a literature gap that needs to be filled. This therefore gave the researcher the impetus to assess the inclusion of learners with special needs in the kindergarten at Kyerematen basic school in the New Juaben South Municipality.

1.2 Purpose of the Study

The purpose of the study was to assess inclusion of learners with special needs in the kindergarten at Kyerematen basic school in the New Juaben South Municipality.

1.3 Objectives of the Study

1. Assess the role of teachers in Kyerematen Basic School in the New Juaben South Municipality in inclusive education practice at the KG level.

2. Evaluate the impact of inclusive education practice in Kyerematen Basic School in the New Juaben South Municipality.

3. Find out the challenges associated with inclusive education in Kyerematen Basic School in the New Juaben South Municipality.

1.4 Research Questions

The study was guided by these research questions:

1. What are the roles of teachers in Kyerematen Basic School in the New Juaben South Municipality in inclusion education practice?

2. What is the effect of inclusion education practice in Kyerematen Basic School in the New Juaben South Municipality?

3. What are the challenges associated with inclusive education in Kyerematen Basic School in the New Juaben South Municipality?

1.5 Significance of the Study

The result of this study would help to provide evidence for teachers to better understand the concept of inclusive education in order to handle children with special needs well. Also, all misconceptions teachers have about special needs children on inclusive education practices would be eliminated. The study will help children with and without disabilities to relate well with each other in class which is good pupil-pupil interaction to make learning easy for them. The study would also help the ministry of education in improving upon the quality of curriculum of teacher training schools to suit inclusive education better. The study would add to existing body of knowledge on inclusive education.

1.6 Delimitations of the Study

The study concentrated in Kyerematen Basic School in the New Juaben South Municipality. The study was delimited to only teachers in Kyerematen Basic School in the New Juaben South Municipality since they are the direct players of the study could provide the needed information for the study. Kyerematen Basic School was

chosen based on the researcher's observation on inclusion of learners with special needs that need critical attention.

1.7 Limitation of the Study

According to Best (2012), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitation to this study is that, some participants felt the study was for the purposes of witch-hunting, therefore, failed to hand in their questionnaire. However, this did not have any significant impact on the outcome of the study.

1.8 Organisation of the Study

The study is organised in five chapters. Chapter one presents the background to the study where I introduced the study to the reader, statement of the problem, purpose of the study, significance of the study, delimitation of the study, limitation of the study, and definition of terms. Chapter Two provided a comprehensive review of literature relevant to the main concepts and issues addressed in the study which are inclusion, the concept of inclusive education, Ghana's response to inclusive education drive, roles of teachers in inclusive education practice. It also includes theoretical framework guiding this study. Chapter Three outlines the research methodology. This is followed by research design, population, sample and sampling procedure, research instruments, reliability and validity of instruments, pre-testing of the instruments, ethical considerations, data collection procedure, and data analysis.

Chapter Four includes presentation of results and analysis of the findings of the study based on the analysis. Chapter Five presented the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the relevant literature since the researcher is aware that other authors have written on this topic. Information is gathered from journals, abstracts, the internet, books, and works people have done on inclusive education. The literature is reviewed under the following sub-headings based on the research questions.

2.1 Kolb's Theory of Learning

Kolb's theory of learning, also known as the experiential learning theory, was developed by David A. Kolb in the 1970s. it is a model that explains how individuals acquire knowledge and develop skills through a four-stage learning cycle. The four stages of the learning cycle in Kolb's theory are:

1. Concrete experience: This is the first stage where learners actively experience or participate in a real or simulated situation. It involves direct involvement and hands-on experience.

2. Reflective observation: After the concrete experience, learners reflect on their experiences and observations. They analyze what happened, what they felt, and what they learned from the experience.

3. Abstract conceptualization: In this stage, learners form astract concepts and theories based on their reflections. They try to make sense of their experiences by creating generalizations and theories.

4. Active experimentation: In the final stage, learners apply their newly formed concepts and theories into practical situations. They actively test their ideas and theories in real-world scenarios.

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According to Kolb, effective learning occurs when individuals engage in all four stages of the learning cycle. He emphasized that learning is a continuous process that involves both concrete experiences and reflective observations. The theory suggests that individuals have different learning styles, and they may have a preference for one or more stages of the learning cycle. Kolb's theory of learning has been widely used in education and training to design effective learning experiences. It emphasizes the importance of active participation, reflection, and practical application in the learning process.

According to Curry (2000), one of the important roles of teachers in the inclusive classroom is the educational leadership role. It is that knowledge about learning process and how learning happens and also becoming aware of pupils' learning styles as well as how all pupils can be involved, and make contribution that leads to the success of the teacher in the classroom.

Kolb's theory of learning when looked at from the viewpoints of the teacher, the individual who plans and organises teaching activities can be considered as theory of teaching (Peker, 2009). Under the title "Teaching" according to Kolb's theory of learning, it can be used to explain the roles that teachers should adopt during teaching in inclusive classroom.

For this reason, Kolb's experiential learning theory, one amongst many theories of learning provides a general framework for teachers in relation to the content of the curriculum that are to be taken into account when planning, applying and evaluating teaching activities in inclusive education practice. Teachers, whom Skinner (1957), described as engineers of behaviour forming, must pay attention to a number of factors such learning activities, teaching-learning materials that affect the process

when preparing and applying them in their teaching programme in inclusive education.

Under Kolb's theory, pupil's experiences have an important place in the learning process because individuals learn as a result of their own lives and experiences. Teachers are to observe these lives and experiences and assist the team of other stakeholders to develop suitable IEP for individual pupils with learning difficulties and SEN (NCSE, 2016).

Kolb's theory of learning, which has also been called experiential learning theory, emerges as a result of influences between the individual and his surroundings. This suggest that for teachers to be able to get pupils to be involved in the teaching and learning process, their school environment must be acceptable to all pupils to participate in a friendly environment (Stainback & Stainback, 2012).

According to Kolb (2014), knowledge is constantly extracted from an individual's learning experiences. Learning is not bound to any time or place. Ackah-Jnr and Danso (2019) are of the view that children can learn more successfully if they are around pupils with whom they feel comfortable and safe to explore. To them, teachers have to create and make the classroom a place of equity. This will help accomplish a successful IE programme.

While preparing to teach in inclusive classroom, there are some principles that the teacher should pay attention to. According to Senemoglu (2001) these can be collected under three headings: Learning principles according to pupil characteristics, learning principles according to content and learning principles according to teaching activities

Learning styles is one of the pupil qualities that should affect the learning process (Given, 2011). For this reason, it is important for the teacher to be aware of the learning styles of pupils in class, of how they perceive events around them and how they respond to these. The teacher can do this through proper observation of his pupils, which will enable him to screen and refer pupils who need further support.

Screening enables the teacher to identify a large number of children's learning style for the purpose of identifying those who's learning style need more thorough evaluation to determine whether or not they actually have problems (Stainback & Stainback, 2012). The teacher needs to know the pupils in his/her class very well and know which pupils need to be referred to other professionals for assistance (Stainback & Stainback, 2012).

According to Gyimah and Yidana (2008), if teachers have to make a referral, they must first attempt remediation efforts. The teacher must plan beforehand the teaching strategy he will use and at which point (OFSTED, 2017). He must also prepare the teaching learning environment that will ease the process of learning accordingly and to all pupils especially those with SEN (Nketsia, et al, 2016).

According to Kolb's four learning styles, the teacher must properly observe and screen the pupils beforehand, determine which pupil needs to be referred or will need IEP. The teacher must create an acceptable environment and choose teaching learning materials that will enable all pupils to participate in the classroom activities (Flutter & Rudduck, 2004). The teacher must determine the roles he will adopt during the teaching and learning process (Phillips, 2018).

Kolb's theory of learning gives certain conditions that must be taken into consideration regarding teachers' roles in the learning styles of individual pupils in IE

classroom. The four learning styles of Kolb and the roles of teachers are; The teacher's roles according to the diverging learning style, the teacher's roles according to the assimilating learning style, the teacher's roles according to the converging learning styles and the teacher's roles according to the accommodation learning styles.

According to the diverging learning style in inclusive classroom; teachers must be good observers, motivators, and visionary leaders (Danner & Fowler, 2015). Flutter and Rudduck, (2004) pointed out that teachers are responsible for identifying pupils who display educationally disabling condition and those whose performance indicates that they may be at risk for such conditions. Teachers are to use various methods of assessment such as observation to screen individuals who have at risk conditions and, do necessary referral in consultation with parents (Stainback & Stainback, 2012). As a visionary leader, Kolb (2014) opines that the teacher must determine an attractive vision, form the necessary strategy to achieve this.

2.2 Concept of Early Childhood Education

Early childhood education (ECE) generically describes services for the care and education of children from birth to age 8 (Bredekamp, 2011; Darragh, 2010; Deiner, 2013). The Organisation for Economic and Co-operation Development [OECD] (2001, p. 14) notes that care and education are inseparable concepts and defines early childhood education and care (ECEC) as: an integrated and coherent approach to policy and provision which is inclusive of all children and all parents regardless of their employment status or socioeconomic status.

This approach recognises that such arrangements may fulfil a wide range of objectives including care, learning and social support. Education International (2009) a global

organisation of teachers and other education employees, with a branch in Ghana, also sees ECE as a wholesome education encompassing children's holistic development and learning, where care forms an integral part of a child's development and education. Broadly, ECE synergises three major conceptualizations of early childhood: (a) an education perspective, children's cognitive development and readiness for school; (b) a care perspective child care for children of (working) mothers; and, (c) a health and welfare perspective nutrition and child wellbeing (Penn, 2010).

The main settings or delivery modes of ECE programs are usually homes, child care centres, crèches and nurseries, KGs, pre-schools and primary classrooms (Grades 1 to 3) or other similar settings (Bredekamp, 2011; Darragh, 2010; Essa, 2007; Gordon & Browne, 2007). Different programs cater for different age groups of children; for example, under 3, 3-6 years or 6-8 years, varying across and within countries (Darragh, 2010; International Labour Organisation [ILO] 2012). Different ECE programs are designed for different purposes. For instance, enrichment-oriented programs enhance socialisation, cognition and overall development of children, while compensatory programs such as the Head Start and Perry Preschool in USA assist in addressing perceived gaps in children's backgrounds (Darragh, 2010; Schweinhart et al., 2005).

2.3 The Concept of Inclusive Education

Inclusive Education policies worldwide are developed to integrate special need and regular education together in a unified education system. This cannot be done without teachers (Torombe, 2013). Teachers' knowledge, insight and understanding of government policy document in IE are necessary for the effective practice of inclusive

education (Torombe, 2013). IE is defined by UNESCO (2005) as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning, cultures and communities, reducing exclusion within and from education. It involves changes and modifications in content, approaches, structure 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 state to educate all children, (UNESCO, 2005).

It is a strategic approach designed to facilitate learning success for all children. It addresses common goals of decreasing and overcoming all exclusions from human rights to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. The philosophy of IE has been well accepted but there is lack of clarity about its operational meaning in terms of which groups are to be included and the defining characteristics of schools and classrooms (Clarke, et al., 2016).

However, Booth (2000) and Ainscow, Conteh, Dyson and Gallanaugh (2007) clarify the operational definition of the concept to have deeper understanding since there is no comprehensive list. Booth (2000) describes IE as the process of increasing participation and decreasing exclusion from the culture, curriculum and community of mainstream schools. Consistent with Booth, Ainscow (2007) maintains that schools should focus on increasing the participation and attainment of groups who have historically been marginalised.

Moreover, Clarke, et al. (2016) opine that IE concept as contained in the Salamanca Statement is based on the concept of social equity which is in line with the social model of disability. The social model believes that all children are different and the

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school and educational system need to change to meet the needs of all individual learners (Peter, 2007). Swart and Pettiper (2016) suggested that, to meet the needs of an increasingly diverse learner population effectively, IE must be approached as an ongoing and evolutionary process. This means that IE should be seen as a never-ending (societal) process rather than a single event (Ainscow, 2005). The field of inclusion is often characterized as the field within which resolutions of dilemma of differences emerge (Clarke, et al., 2016).

Furthermore, some authors describe IE in a way that contrasts with special education. The following descriptions seek to mark the difference between IE and special education. Lipsky and Gartner (1999) suggested that IE is not a special education reform but the convergence of the need to restructure the public education system to meet the needs of a changing society, and the adaptation of the separate special education system, which has been shown to be unsuccessful for the greater number of pupils who are served by it.
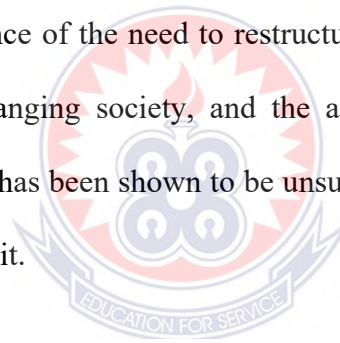
Moreover, Barton (2007) explains that IE is not integration and is not concerned with the assimilation or accommodation of discriminated groups or individuals within existing socio-economic conditions and relations. It is not about making people as "normal" as possible. It is ultimately about transformation of a society and its institutional arrangements such as education. It aims at social inclusion and implements the children right as pronounced in the Universal Declaration in Human Rights of 1949 (UNESCO, 2003). The question of inclusive education is both complex and contentious and is shaped by historical, cultural, global and contextual factors. Therefore, when we talk about education for disabled individuals, the topic of inclusion often comes up.

Inclusive education demands that schools create, support and provide necessary resources to ensure that all pupils have access to education or meaningful learning. This suggests that IE should embrace everyone and it is the responsibility of the nation, society and each individual to make a commitment to help provide equitable education to these categories of persons to realise their rights to belong (Clarke, et al., 2016).

The principle of IE is a step in the right direction in developing the potentialities of persons with disabilities. However, there has not been a substantive definition for IE (Pearson, 2005) nor is there any consistent government definition of inclusion making the practice of inclusion difficult (Sheehy, Rix, Nind & Simmons, 2004).

To overcome the difficulty of substantive definition, (Ainscow, 2007) proposed principal features to ease understanding. Ainscow noted that, the process of IE is about never-ending search to find better ways of responding to diversity and learning how to live with difference. It concerns identification and removal of barriers. It also involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement, and lastly IE is about the presence, participation and achievement of all pupils. This suggests that inclusion is about valuing diversity and individual differences, and assuring equality and access.

Although there are variations in the way different people describe IE, there are also common elements that tend to feature strongly in the conceptualisation of inclusion. Some of these elements and they include "a commitment to building a more just society, a commitment to building a more equitable education system (Ackah-Jnr & Danso, 2019). UNESCO (2005) outlines four principles that are common to all definitions of IE: as a process has to be seen as a never-ending search to find better

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ways of responding to diversity; inclusion is concerned with the identification and removal of barriers; IE is about presence, participation and achievement of all pupils, and inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

It is in the light of these that Ackah-Jnr & Danso (2019) pointed out that successful inclusion involves 'placing children in an education setting that provides the support that meets children's emotional, social, and educational needs. Again Meijer, (2003) recounted that Education systems in countries have evolved over time, within very specific contexts and are highly individualised. Any examination of IE and current practice in any country therefore needs to be considered within the context of wider educational reforms occurring in that country.

The Principle of IE was adapted at the UNESCO (1994), Salamanca World Conference on Special Needs Education and was restated at the Dakar World Education Forum (2000, pp. 67) as: …schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups." From this statement it can be said that inclusive education means that learning together benefits everyone, not just children or people with disabilities.

Proponents of IE have argued for its implementation on the basis of basic human rights and as a way of providing the same educational experiences for all pupils (Walker, 2004). Inclusion has also been justified on the basis of research, which indicates that it could lead to better academic and social skills for pupils with special

needs (Freeman & Alkin 2000). Research by the above authors show that children, who learn together, live together, play together, and share resources live happily together. This again confirms the Salamanca Statement and framework for action which states that "Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all" (p., 6).

By logical extension, it can be argued that effective inclusion needs to be based on the human rights and social model approaches stated in the theoretical framework. It must also identify barriers and come up with solutions. These solutions should be directed towards attitudinal and cultural, environmental and organisational change. Again, to facilitate effective inclusive IE, support that promotes change in attitudes, beliefs, teacher's involvement and values and habits must be provided (Freeman & Alkin 2000).

However, such change does not only involve the school itself; it involves all teachers, parents, local communities and governments (all stakeholders). That is IE cannot be met unless teachers and other school staff and stakeholders commit themselves to it (Mittler 2000). Thousand and Villa (2017) acknowledge that inclusive practices involve substantial changes in both attitude and educational approaches, and the achievement of change is difficult. The benefits of special education and ancillary expertise are not in dispute. The point is that they can be applied to children in mainstream settings at least as well as in segregated settings.

Barton (2007) further suggested that, IE is not just about maintaining the presence of the child in school, but also about maximizing their participation. He believes that inclusive education is not an end in itself but a means to an end. Thus, it is about

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contributing to the realisation of an inclusive society with the demand for a rights approach as a central component of policy making. This suggests that the teacher has responsibility to create an environment in the society for children with disabilities to be involved in the activities of the society.

Barton (2008), again believed that IE encourages the issue of change to be fore grounded, unlike integration; the change process is not assimilation but transformation of those deep structural barriers to change. Successful inclusive education has less to do with the individual factor such as amount of support for the child; rather, it is the interaction of certain key factors that bring about the likelihood of a more successful inclusion outcome for the child. Children are more likely to be included if the teachers take a central role in the management of children with disability education and their support. Thus, successful inclusion is dependent on how the teachers work with other stakeholders in the school and curriculum structured in a way to involve the child.
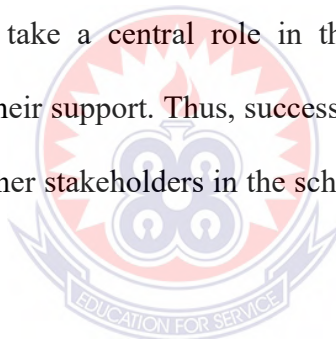
2.4 Implementation for Special Needs Inclusions

Cossentino (2010 addressed the developmental challenges of special need pupils and how the special needs pupils naturally have their needs met through the Montessori Approach. Cossentino contended that, Montessori educators are, at least close cousins to special needs educators. Some of the standard support strategies for special education pupils are freedom of movements and choice, uninterrupted time for extended periods of Montessori practice, these strategies are also essential pillars of Montessori practice (Danner & Fowler, 2015).

Researchers also noted that children who engage in self-selected activities appear motivated and show much concentration. Montessori also suggested that, peer support

was essential to effective learning and social development of children. The scope and sequence of instruction in each Montessori classroom offer children a three-year curriculum span, from the introductory activities through advanced materials and concepts. The Montessori materials themselves provide opportunities for all children to learn and express their learning in different ways, aligning with the special education concept of universal learning design, which is a way of teaching and learning that gives all pupils an equal opportunity to succeed (Danner & Fowler, 2015).

The procedures introduced to the child through this presentation and the classroom structure are seen to enhance attention, increase self-discipline, self-direction, order, organization and a work ethic. Special educational needs children benefit from the structure, procedure, and strategies of Montessori, which is much centered on the learners (Danner & Fowler, 2015).

Winter (2016) studied children with learning disabilities for more than 40 years using the Montessori educational theory and offers training for teachers working with these children. Winter (2016) has laid out multiple ways in which teachers can use to modify and vary the classrooms to meet the needs of special need learners. One accommodation was to have a work cycle shorter than the typical tree-hour block. Another accommodation was for the teachers to make more choice for learners so as to give more direct presentations. She also suggested that, longer lesson should be broken into multiple shorter lessons. Often in the kindergarten, early childhood lessons are given without speech. After the initial presentation, (thus semi-circle time,) language activities (such as phonic time, story sharing, picture reading) are attached to each activity for special needs pupils to be accommodated within the

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lesson. Winter (2016) also wrote about specific teaching discipline techniques and self-control steps to follow to keep the child feeling safe and supported.

The first is to curb attention getting behaviours by isolating the child. A technique used to correct inappropriate behaviour is to ask the child to repeat the behaviour in the correct way (Winter, 2016). The third is the removal of privileges (thus effective privileges) that are meaningful to the learner. An activity that is widely used to build self-control is the silence game. The silence game is an activity in which the child can practice self-control, focus attention and appreciate silence, which also builds self-discipline. The point of the game is to see how the children can maintain silence without talking or moving. This activity is very special educational needs, but with practice, support and consistency, the child can enhance this skill and transfer it to periods of work and accommodate necessary impulsive behaviours (Winter, 2016).

2.5 Roles of Teachers in Inclusive Education Practice

For meeting the needs of children with disabilities, all teachers' involvement becomes critical as their roles has expanded to screen, referral, design, lead, manage and implement programmes for all children (Phillips, 2018). If teachers are fully involved and supported, inclusive programmes have a much higher chance of success. Hammel and Hourigan (2011) found out that if all teachers take keen interest in the planning and implementation, the transition to inclusion will be a successful change process.

Teachers' roles include how to develop curriculum activities and materials in such a way that they are accessible to all pupils, structure and teach curriculum in such a way that all children can access it, refer children with SEN for medical examination and/or treatment, identifying the number of pupils to be included, impact on children with and without disabilities, specific needs of pupils with disabilities, strategies and

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supports necessary for successful inclusion, roles of educational personnel, training and staff development needs of all teachers, removing barriers and potential costs and resources. Unfortunately, few teachers have the necessary preparation to be able to carry out such responsibilities (Freeman & Alkin 2000). Hammel and Hourigan (2011) also found out the attitudes of school personnel and pupils toward inclusion frequently mirror those of the administrator.

Moore (2016) found out that, the role and support offered by teachers contribute greatly to the success of exceptional children education. Moore identified the sources and components of organisation support needed to implement inclusion of pupils with disabilities in the regular education classroom. The primary resources identified in the study were funding, special curriculum, and adaptive technology. Time for training, and hiring of additional personnel to assist the pupils were the two organizational support found to have been significant in the success of inclusion.

It is important for all teachers to be involved in an attempt to educate all children in their home school in the regular education classroom before considering placement in other settings. Stakeholders especially teachers must find ways to provide the necessary support to educate all children who will need assistance and modifications in the curriculum.

2.6 Special Education Training for Teachers Teaching in Inclusive Schools

UNESCO (2001) asserted that upgrading teacher's skills is a developmental process that goes beyond workshops and other in-service training activities. Teachers need time to develop confidence and coping strategies in the context of continuous support in the classrooms. Rouse and Kang'ethe (2003) conducted a survey on the status of

inclusion in Kenya, where he sampled administrators, educators and curriculum developers in 3 out of 8 provinces and 4 out of 50 districts. In his study about 90% of the respondents agreed that Kenya should practice this philosophy in delivering services for children with special learning needs.

He reckons that other recommendations include: massive public awareness campaigns and education policy on inclusive education to be enacted, national curriculum to be revisited and all teachers to be trained in the practice of inclusive education. Kenya who is a signatory to the international educational policies on special needs education has worked in providing education to all children. It has thus established many educations commissions and bills to look into sustainability of educational provision for all children (Rouse & Kang'ethe, 2003).

Simon, Echeita, Sandoval and Lopez (2010) found that increased knowledge per se was not a significant factor in affecting modification in teacher's attitude but that classroom experience with these children played a crucial role. The teachers in the study had the following major reasons for their anxiety: coping generally, fear of injury, what to do in P.E. or games, coping with other classmates' reaction, being able to give enough attention, personal feelings about the handicapped and coping with the content.

Many of the worries described above resulted from lack of information. Though the teachers were given early information about the children, they were not satisfied. The same teachers were also asked about the content of their training courses and about prior contact with people with visual impairment. Some of the teachers had attended lectures in information and the visits had helped them very little in coping with the present situation. Some admitted that prior personal contact with the handicapped

children and adults had given them better understanding of the problems for learners with disabilities (Freeman & Alkin 2000).

Hammel and Hourigan (2011) reviewed effects of integration on children with special needs and research on full time placement of children with severe disabilities in mainstream schools. From the reviews they found out that all these were centers for the development of positive identity among pupils and staff consensus on the value that all children belong to the mainstream schools.

They also suggested that there may be relationship between the severity of the disability and the attitudes although the teachers who had experience working with learners with special needs tend to have a more positive attitude. When teachers and other support staff are able to work together, for example in coteaching situation, problems associated with the severity of the learning difficulty and the relevance of the curriculum are diminished they asserted. Freeman and Alkin (2000) pointed out that, school staff needs training and support to take on these new roles and responsibilities. An unskilled teacher however openminded and willing to try will fail to provide an appropriate education for pupils with learning difficulties or other special educational needs if he or she is not supported by more experienced colleagues.

Likewise, skill in the use of various teaching methods is insufficient without knowledge of pupils learning difficulties and the belief that such pupils can learn. This can lead to teachers having negative attitude. Simon et al., (2010) confirmed that the education system in South Africa today has not yet addressed the needs of learners who are exceptional due to the fact that educators are not trained to deal with them.

Moreover, learners do not receive enough support to enable them access education. Many educators feel that these learners belong to special schools and feel helpless when dealing with children presenting such diversity. They reckon that staffing in Zambia is faced with lack of qualified teachers putting its basic education at risk. They also assert that of the total number of teachers in Zambia only 24% have proper pedagogical training. In the North Western province 39% of the totals of basic school teachers in 1996 were untrained.

They revealed that the biggest proportion of teachers in Mufumbwe which was 33% of the sampled school teachers without qualification. One reason for high number of untrained teachers in Zambia are underpayment. This can be compared with Rwanda whereby teachers' remuneration has not been introduced. Following the results of the survey carried by Civitillo, De Moor and Vervloed (2016) found that, teachers teaching in special and inclusive schools, had no training in special needs education, most of the time they used trial and error method in trying to assist learners with special needs who are included in their schools.

In some schools, some learning resources for learners with visual impairments were still lying-in stores because teachers had no knowledge of using them. Assessment centers were lacking in the whole country. Some schools had resource rooms but teachers said that they lacked time for using them to assist learners with special needs; this was because of a heavy workload and the large classes that they have (Civitillo, De Moor & Vervloed, 2016). There seems to be a big gap in the education system in catering for learners with special needs.

Thus, the ordinary or regular schools are not able to cater for learners with special needs because the educators claim they do not have enough expertise in teaching

methods and also learning resources used by learners with impairments such as braille machines and hearing aids. The gap between the special schools and the ordinary regular schools can only be closed by including learners with special needs in ordinary schools and all the educators sharing in teaching. This is what called for the assessment of educators' attitudes, as they are the sole determinants of the implementation of such a worthy policy (Civitillo, De Moor & Vervloed, 2016).

2.7 Practices of Inclusive Education

There are many people that take part in the inclusion process especially with the number of pupils with special needs that are being included in the general education classroom increasing dramatically. There are several teachers, administrators, parents and pupils that are affected by inclusion that each has their own perspective and opinions on this controversial topic. Understanding each of these individual's feelings toward inclusion can be important in identifying what is needed for inclusion to be considered successful (Civitillo, De Moor & Vervloed, 2016).
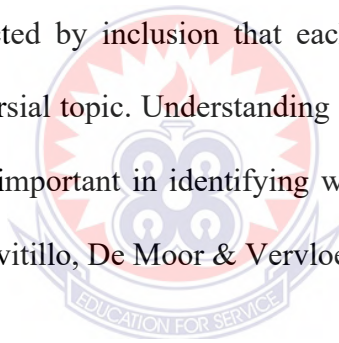
2.8 Teachers' Attitudes

General education teachers play a major role in the education of pupils with disabilities. Teachers help develop and implement inclusive models of education that address the social and academic needs of all pupils served in general education classrooms. The attitude of teachers towards pupils with special needs is a key factor in determining the success or failure of inclusive education. As stated by Salisbury (2016), attitudes toward inclusion were mostly influenced by the amount of education and academic preparation teachers received. Teachers who had specific training to teach pupils with disabilities expressed more positive attitudes towards inclusion

compared to those that did not have specific training (Civitillo, De Moor & Vervloed, 2016).

Another factor influencing teachers' attitudes is the severity of the pupils' disabilities. Kniveton (2004) states the more severe the disability of a pupil, the less positive inclusion was regarded by teachers. Including pupils with severe disabilities requires a greater amount of responsibility on the part of the general education teacher because it may be difficult for pupils with severe disabilities to conform to the routines and rituals of a general education classroom. Having pupils with severe disabilities in the classroom can become an added stress to the general education teacher.

Lastly, teachers' concerns with receiving the proper support from their administration also played a part in their views of inclusion. If teachers were not provided with the proper training or professional development opportunities, they needed to teach pupils with special needs, they believed that they were not being fully supported by their principal. Also, if the principal did not equip teachers with the appropriate teaching staff to support the pupils with special needs in their classroom, such as a paraprofessional or a special education teacher they would not have a favourable view of inclusion (Civitillo, De Moor & Vervloed, 2016).

Daane and Beirne-Smith (2001) interviewed 324 elementary teachers and found that although they agreed that pupils with disabilities had the right to be in the general education classroom, the majority of them disagreed that they could receive effective instruction in the general education classroom. They also believed that the presence of pupils with disabilities in the general education classroom increased the instructional load of the general education teacher. Instructional modifications were viewed as difficult to implement and required extra time and planning. Not only was this an

issue but the teachers also indicated that there were more management problems in the classroom when they included pupils with disabilities.

Beirne-Smith (2001) also found in their study when they interviewed a number of special education teachers that they felt it was necessary to still use pull out services for some pupils with disabilities because they needed more one-on-one attention and assistance than the general education classroom cannot provide. They also believed that the general education teacher should not have the primary responsibility for the education of pupils with disabilities when they are in an inclusive environment because they thought that the inclusion process is too great a task for any one teacher to implement alone and it is beneficial to include the expertise of the special education teacher to ensure that pupils with disabilities are receiving all of the support they need in the general education classroom (Daane & Beirne-Smith, 2001).

Overall, teachers feel that inclusion should not be something that simply happens but rather something that requires careful thought and preparation (Kavale, 2000). Teachers support inclusion but become frustrated if it is not treated as a process that requires time and energy to implement. If teachers receive the proper support and resources to implement inclusion successfully then they would have more positive attitudes towards this method of instruction.

2.9 Benefits of Inclusive Education

Lee (2015) stated that, the impact of inclusive education practice can be far-reaching and have positive effects on various aspects of students' lies, schools, and society as a whole. White (2010) repealed some key impacts of inclusive education practice. Citing academic achievement, he asserted that, inclusive education provides equal opportunities for all students, including those with disabilities or special educational

needs, to access quality education. Research has shown that inclusive classrooms can lead to improved academic achievement for students with disabilities, as they benefit from the support and accommodations provided within the inclusive setting.

Cook (2002) mentioned social development as one of the benefits derived from inclusive education. He stated that, inclusive education promotes social integration and interaction among students with diverse abilities and backgrounds. It helps foster empathy, understanding and acceptance among students, reducing social isolations and stigma. Students with disabilities have the opportunity to develop friendships, social skills, and a sense of belonging within the school community.

Rockson (2016) cited personal growth and self-esteem as some of the benefits of inclusive education. According to Rockson, inclusive education values and respects the individual differences and strengths of all students. It promotes a positive self-image and self-esteem for students with disabilities, as they are included and valued within the regular classroom environment. Inclusive education also encourages students to develop self-advocacy skills and take ownership of their learning.

Winter (2016) mentioned enhanced learning environment among the benefits of inclusive education. He postulated that, inclusive classrooms provide a rich and diverse learning environment for all students. Students without disabilities can learn from the experiences and perspectives of their peers with disabilities, promoting a roader understanding of diversity and inclusivity. Inclusive education also encourages collaboration, teamwork, and problem-soling skills among students.

Inclusive education not only provides benefits to pupils with disabilities but also to their non-disabled peers. McCarty (2016) states, "it appears that special needs pupils

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in regular classes do better academically and socially than comparable pupils in non-inclusive settings" (p.8). Some of these benefits include social aspects, higher academic standards, and removal of the social prejudice that exists for people with special needs.

2.9.1 Social Benefits

Research has shown that the benefits of inclusive classrooms reach beyond academics. When pupils with disabilities are isolated and taught only in special education classrooms, they are not given the opportunity to interact with a diverse group of people. By creating inclusive settings these pupils are now able to socially interact and develop relationships with their peers. McCarty (2016) believes that this allows the pupils with special needs to improve their social skills and their behaviour by having appropriate examples in the general education classroom.

Pupils with disabilities have shown improvement in their ability to follow directions and initiate contact with others, according to McCarty (2016). When pupils with disabilities become part of a general education classroom, they are more likely to become socially accepted by their peers. The more pupils without disabilities have contact with their peers with disabilities the greater the chance they will learn tolerance and have a greater acceptance of other's differences according to Kavales and Forness (2000). The climate of the classroom should facilitate the idea that differences are natural and each pupil should be comfortable with being him or herself as indicated by Voltz, Brazil, and Ford (2001). All pupils should be seen as having something special and unique to contribute. Pupils with disabilities will feel that they are part of a learning community in their classroom because of the belief in inclusion by their peers and their teachers.

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2.9.2 Removal of Social Prejudice

By being exposed to inclusive settings, pupils have a better understanding and are more tolerant of individual differences. When the classroom climate respects and reflects diversity, so will the pupils that are exposed to that environment. As soon as pupils with disabilities do not have the "special education pupil" label while in inclusive classrooms they do not feel singled out or embarrassed in any way (Brown, 2001). When every pupil is included in the learning activities occurring in the classroom, pupils are unaware of the pupils that receive special education services, according to Brown (2001). By using cooperative learning groups, teachers can mix pupils with disabilities into groupings based on their strengths; they will feel that they belong because they are not being taken out of the room or being segregated from their peers. By doing this, their peers will see them as contributing members to the classroom and not as "different" or "special".

Voltz, Brazil, and Ford (2001) feel that every pupil has something unique to share and differences among pupils should be openly acknowledged and addressed. Differences should be valued and seen as assets to pupils' learning. Every pupil should feel comfortable in their classroom and that they are part of a learning community. By exposing children to diversity, teachers are exposing them to reality (Brown, 2001). By doing this in inclusive classrooms, pupils with and without disabilities are forming friendships, gaining an improved sense of self-worth, and are becoming better human beings by learning tolerance.

2.10 Individualized Instruction and Academic Achievement

With inclusion being implemented in more and more classrooms, pupils with and without disabilities are benefiting academically. Ferguson, Desjarlais, and Meyer

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(2000) believe that "the regular education class can provide an environment in which pupils with special needs have more opportunities to learn, to make educational progress in academic achievement" (p.207). The academic benefits include having additional staff in the classroom to provide individualized and small group instruction to all of the pupils, and allowing for pupils with special needs to be exposed to a richer curriculum. Often, in special education classrooms, teachers can be forced to stray away from the curriculum due to fear that their pupils will not understand the important concepts and will not be able to master the material as stated by Voltz, Brazil, and Ford (2001). In an inclusive setting, pupils with special needs are being exposed to age appropriate curriculum and are receiving individualized instruction to support them in the general education classroom. This can lead to pupils with special needs feeling more confident in themselves because they are being given important work that is challenging them academically, compared to completing work that is easy and feeling like their accomplishments were minimal.

Kavales and Forness (2000) believe that if pupils feel that they are being given authentic, meaningful work, the more likely they will show pride and accomplishment in that work. In the inclusive classroom, because of the diversity of pupils involved, it is necessary for teachers to vary their instructional strategies. One approach will not fit all. Voltz, Brazil, and Ford (2001) feel that special attention must be paid to differentiating what is taught, as well as how it is taught. Direct instruction with teacher led lessons are sometimes needed, but it is also important to have more constructivist, learner-centered activities and lessons to give pupils with and without disabilities the chance to have ownership in their learning.

As noted by Voltz, Brazil, and Ford (2001), the sole reliance on direct instruction would deprive pupils with disabilities the opportunity to develop greater independence and the ability work with and learn from their peers. Cooperative learning models can also be effective in inclusive classrooms because of the heterogeneity of the pupils. During these cooperative learning activities, the teachers in the room can provide direct instruction and additional support to 'those pupils that need it.

2.11 Challenges of Inclusion Education

Although inclusion seems to have many promising benefits for pupils, it has become increasingly difficult to implement due to the fact that there are many different setbacks that need to be overcome by teachers and administration. Also, many people question if it is practical and realistic for all pupils to be educated successfully in the same setting.

2.11.1 Lack of Teacher Training

Teachers who support inclusion identified critical problems with its implementation. Research suggests that training and education are critical to the success of inclusion programs (Winter, 2016). Teachers are feeling ill equipped to teach in an inclusive setting because they feel that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms. According to Smith, Tyler and Skow (2003), many general and special education teachers feel that they were not prepared to plan and make adaptations for pupils with disabilities. Researchers have found that inclusion is inadequately addressed and often neglected in teacher training. The National Center for Education Statistics (2005) found that almost 60 percent of all public-school teachers indicated that they did not feel well

prepared to meet the social and emotional needs of pupils with special needs from their teacher education program. As Winter (2016) states, ensuring that newly qualified teachers have a basic understanding of inclusive education is the best investment that can be made. Pre-service preparation is a critical factor in helping teachers formulate their beliefs about inclusion as well as affecting their ability to teach pupils with special needs. Cook (2002) stated:

Pre-service teachers do not possess the knowledge and skills to implement inclusion appropriately, the included pupils with disabilities in their future classes will certainly have diminished opportunities to attain desired outcomes regardless of teachers' attitudes toward inclusive reforms (p.263). In another study, researchers found that forty-five percent of the teachers they surveyed believed that they did not receive adequate staff development regarding teaching pupils with special needs (Pavri & Hegwer-DiVita, 2016). Without a coherent plan for teacher training in the educational needs of pupils with disabilities attempts to include these pupils in the general education classroom become extremely difficult. In order for inclusion to be considered successful it is important that teachers are prepared and have the confidence and the skills to teach in inclusive settings by providing instruction to every pupil (Winter, 2016).

2.11.2 Teachers' role in inclusive education

Consistent with the meaning of inclusive education, teachers' role generally refers to the way they execute their duty to teach pupils with disabilities in the regular classroom (Ainscow, 2007; Cologon, 2012). The teachers' role includes daily duties such as planning, teaching, and developing strategies to reduce issues affecting their pupils' learning (Istenic Starcic & Bagon, 2014; Florian, 2008), and teachers also

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"identify resources to support progressive inclusion" (Agbenyega, 2007). In addition, the teachers' role also includes assessment testing and reporting to their supervisor and the principal (Qvortrup & Qvortrup, 2018). Opertti and Brady (2011) note "inclusive teachers play a key role by addressing the diversity of learners' expectations and needs through a vast repertoire of innovation teaching and learning strategies that do not marginalize them within the broader education system" (p. 470). For such teachers, "their good intentions and good teaching practice will carry all their pupils forward into a more equal school/ society in which all pupils will perform well" (Claiborne, Cornforth, Davies, Milligan & White, 2009, p. 49).

The nature of the teachers' role does not only limit to the norms of teaching a lesson but it also includes their personal sensitivity to the complex nature of the specific disabilities of their pupils (Bourke, 2010), and the way they reach out their pupils so that no learner suffers from their practices while delivering their lessons (Jordan, Glenn & McGhie-Richmond., 2010). Ainscow (2007) adds that when teachers understand disabled children's backgrounds completely, they can use appropriate teaching strategies and perform their duties more confidently.

However, Opertti and Belalcáza (2008) argue that inclusive teachers' roles are not limited to duties inside the classroom but cover duties outside of their classrooms as their role is considered to be one of co-designers and co-developers of inclusive practices. The discourses that surround teachers' roles in inclusive education largely include the way teachers are prepared to carry out their responsibilities wherever they are at the time of their duty (Jordan et al., 2010). This means the capacity of the role played by teachers is to oversee and plan what suits best for their pupils' learning, irrespective of where they are to learn (Ainscow, 2007). For example, teachers can

plan for cause and effects of what may happen inside and outside the classroom (Opertti & Belalcáza, 2011). It is not the ordinary teaching and learning norms that drives the teachers' role but it is the creative insight that teachers have for inclusion (Ainscow, 2007).

2.12 The General Education Classroom

Although many educators agree with the principles of inclusion, they question whether or not the general education classroom is equipped to accommodate pupils with disabilities. According to Kavale (2002) "the general education classroom is a place where undifferentiated, large-group instruction dominate" (p.206). Teachers are more concerned with conformity and maintaining routine than with meeting individual differences (Kavale, 2002). General education teachers feel increased demands on them when they are teaching in an inclusive setting because they are concerned that they lack the knowledge and training to effectively implement inclusion in their classrooms. Kavale (2002) concluded that teachers were most comfortable when they used generic and nonspecific teaching strategies that were not likely to meet the individual needs of pupils with disabilities.

Sometimes the general education setting can produce undesirable achievement outcomes for pupils with learning disabilities such as not being able to keep up with the curriculum and failing to meet grade level standards. Cook (2002) found that whether at the elementary or secondary level, many pupils with learning disabilities preferred to receive specialized instruction outside of the general education classroom for part of the school day.

2.12.1 Lack of Support Staff

Once a general education classroom becomes an inclusion setting it usually means that there will be more staff in the classroom to assist the general education teacher. According to the National Education Association (2004), inclusive classrooms should have no more than 28 pupils, and of those, pupils with disabilities should make up no more than 25 percent of the class. It has been estimated that approximately 290,000 special education paraprofessionals are employed in schools, with many playing an increasingly prominent role in the instruction of pupils with disabilities, especially in inclusive settings (Ghere and York-Barr, 2007). Schools, however, have had difficulty retaining paraprofessionals and support staff.

According to Ghere and York-Barr (2007) there have been several explanations offered for paraprofessional turnover, including inadequate wages, few opportunities for career advancement, and a lack of administrative support and respect. Stress and ambiguity also negatively affected the retention of paraprofessionals. A high rate of turnover adversely affects the development of a skilled paraprofessional workforce. As found by Ghere and York-Barr (2007), teachers estimated that it takes between 3 to 12 months for new paraprofessionals to become proficient at working with pupils. It also took a significant amount of time and money for school districts to hire, interview, and train a new paraprofessional.

According to Ghere and York-Barr, it is estimated that the cost of replacing an employee varies between 70 percent and 200 percent of the departing employee's salary (2007). This turnover also affects the teachers and pupils involved in the inclusion program. When there are changes in personnel, this can result in extra demands and stress put on the teachers. They then need to take the extra time, which

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no teacher has, to train the new paraprofessional and teach them the routines and help them become familiar with the pupils they are working with. Paraprofessional turnover also impacts pupils because they build strong relationships with the paraprofessionals and when they leave, it is a significant loss for them, socially and academically.

2.12.2 Academic Aspects

Although it seems very beneficial to be exposing pupils with disabilities to age-appropriate curriculum, many argue that it is not realistic to have these pupils keep pace with all of the other pupils without disabilities and be successful. This is especially true, if teachers are not modifying the curriculum to meet these pupils' needs. According to Bateman (2002), there are greater chances that pupils with disabilities will fall farther behind because the general education classroom is not as individualized as a special education setting. There are also greater academic expectations put on pupils with disabilities when they are in an inclusive setting. This is especially true with the emphasis and added pressures of state assessments.

These pupils need to make sure that they are paying attention to the instruction which can be a challenge for them because it may be coming to them at a much faster pace than they are used to and they may also be receiving more information. There are also more pupils in a general education classroom compared to a special education classroom which can become more of a distraction to them. Kavale and Forness (2000) claimed that pupils found a special education setting to be a "supportive and quiet environment where they could receive extra academic assistance" (p.285). Lastly, tasks given by the general education teacher may not be modified and explained to the pupils with disabilities enough so they may become frustrated and

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embarrassed if they cannot successfully complete them. This can cause a decline in self-confidence for them.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of the study was to asses inclusion of learners with special needs in the kindergarten, a case study at Kyerematen basic school in the New Juaben South Municipality. The chapter covered the research design, population, sample and sampling procedures, the research instrument used in data collection, data collection procedures and data analysis.

3.1 Philosophical Paradigm

A paradigm speaks about researchers' philosophical orientation which decides ontology, epistemology, methodology and methods to be used. It reflects the researchers' abstract beliefs that guide her interpretation of reality. According to Tuli (2010), Paradigm decides how a researcher should view a phenomenon and which research methodology to use to study those phenomena. Atieno (2009) posits that, a paradigm can be understood either as an approach or a design, So, there are some paradigms which are favourable for quantitative approach (positivist Paradigm) while there are others which is favourable for qualitative approach (interpretive paradigm) and there are some other paradigms which are favourable for both approaches known as mixed method approach (pragmatist paradigm) (Donovan, 2016). The study was aligned to the positivist paradigm where quantitative approach was used based on the rationale of the study.

3.2 Research Design

The research design that the researcher used was descriptive-survey. According to Scheuren (2004), the method of research which concerns itself with present

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phenomenon in terms of conditions, practices, beliefs, processes, relationships or trends invariably is termed descriptive survey study. The researcher therefore used a descriptive-survey design because it allowed the researcher to collect and analyze data for the purpose of describing the prevailing conditions, practices, beliefs, processes and trends in assessing inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality.

The survey design helped the researcher to employ the scientific method of critically analyzing and examining the kind of inclusive practices to interpret data to be collected and to arrive at a generalization of how inclusive education is practiced in Kyerematen Basic School in the New Juaben South Municipality.

3.3 Population

Polit and Hungler (as cited in Amedahe 2002) have explained that population is the entire aggregation of cases that meet a designated set of criteria. The population of the study involved all the teachers in basic schools in the New Juaben South Municipality. Their population is estimated around 453.

3.4 Sample and Sampling Procedure

A sample of 30 teachers of Kyerematen Basic School in the New Juaben South Municipality were used for the study. The study employed purposive sampling in the selection of participants. Purposively sampling was used to select participants who have knowledge and insight about an issue and therefore their views are vital in understanding the issue at hand.

3.5 Data Collection Instruments

The research instrument that the researcher used collect the data from the respondents was questionnaire. Questionnaire was used for the study because it provides standardized questions and response options, ensuring that all participants are answering the same questions in the same way. This helps to ensure consistency and reliability in the data collected. Besides, questionnaires can e completed anonymously, which may encourage participants to provide more accurate and honest responses. This is particularly important when asking sensitive or personal questions. Furthermore, the use of questionnaire is relative inexpensive to administer.

3.6 Validity of the Instrument

The validation of the instrument was carried out to check correctness of the data collection instruments. Leedy and Ormrod (2005) emphasized that pre-testing of study instruments, before the actual study support criterion and construct validation of the tools. Criterion and construct validation was established through pre-testing the instruments used in the study. This checks the appropriateness of the data collection instruments.

In order to enhance the validity of the study, the questionnaire was given to my supervisor for expert assessment. This ensured both face and content related alidity to the items and examine whether the items related to the research questions and also comprehensively cover the details of the study. Content validity was ensured by effectively indicating the interests of the study (Kothari, & Carg, 2014). Comments were made on the language, clarity, relevance of the items, format, structure and content of the research instruments in order to deem it acceptable. Suggestions were

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made on rewording questions, adding questions, and deleting some irrelevant questions.

Therefore, amendments were made on the format of the questionnaire and the content in general. Items that were found to be unclear were reframed. This was done in order to make sure that the items in the questionnaire would target the information required by a given objective. The instrument was examined to ensure that the presentation, structure and form of the items within the instruments were suitable. Therefore, face validity and construct were ensured for the study.

3.7 Reliability of the Instrument

Reliability is generally defined as the degree to which a measure of a construct is consistent and dependable. Petters, Asuquo and Eyo (2015) further define reliability as the consistency with which a measuring instrument yields certain results when the entity being measured has not changed. Consistency of the instrument was achieved through a number of initiatives. Reliability reveals that when procedures of the study are repeated, the exact same results are expected (Mugenda & Mugenda, 2003). A reliability test was carried out with the purpose of testing the consistency of the research instrument. The research instruments were improved by revising or deleting items. For reliability of the instruments, a pre-test of the instrument was carried out in New Juaben R/C Primary School in the New Juaben South Municipality to check the reliability of the instrument. The respondents involved all the kindergarten teachers of the school. The aim of the pre-testing was to improve the reliability of the instrument.

The respondents were given draft copies of the questionnaire. The respondents were told to discuss verbally and frankly with the researcher any ambiguity, incoherence or incomprehension that they experienced about any aspect of the draft questionnaire.

The necessary corrections were effected after the trial testing. The pre-test results were used to determine the reliability of the instruments with the Cronbach's alpha measure of internal consistency. The Statistical Product for Service Solution (Version 25.0) was used for the computations. The obtained reliability coefficient was .827 (see Appendix B).

3.8 Ethical Considerations

Ary, Jacobs and Winston (2013) point out that there are four stages in research ethics, namely: planning, data gathering, processing and interpretation of data as well as the dissemination of results. At the data collection stage, in conducting administering questionnaires, due honesty was exercised. The respondents had the opportunity to fill their questionnaires privately, in order to ensure confidentiality. In dissemination of results, measures were taken to ensure privacy, anonymity and confidentiality of all participants. This means that the names of the participants were not used or revealed throughout the research project (Maree, 2007).

The discussion of the findings was based on the trends that emerged from the data and not from any preconceived ideas. A letter of consent to participate in the study was given to respondents. This letter was to show courtesy to them and also a means of ensuring their informed consent to participate in the study.

3.8.1 Informed consent

According to Baloch and Shah (2014), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. The respondents were given time to consider the risks and benefits of being involved in this research and decide

whether to take part without being coerced. Participants were also informed of all the benefits and risks of the study. The participants were told about the general nature of the study as well as about any potential harm or risk that the study may cause.

3.8.2 Confidentiality

Cohen et al. (2011) defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. The researcher used coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions or settings that may make them recognisable even without names (WHO, 2013). The researcher considered the way the data was protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

3.8.3 Anonymity

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that I did not include information about any individual or research site that enabled that individual or research site to be identified by others (Walford, 2005). In the current study, numbers were used on questionnaires in place of participants and schools' names.

3.8.4 Harm to participants

The balance of protecting respondents from harm by hiding their identity while, at the same time, preventing "loss of ownership" are issues that need to be addressed by each researcher on an individual basis with each respondent (Grinyer, 2002). The researcher in this study made sure that participants were not exposed to physical, psychological and emotional harm. Sufficient information was provided to the participants so that they could make informed decisions. Data was not disclosed to

any other person without the consent of the participants. The researcher carried out a thorough risk/benefit analysis.

3.9 Data Collection Procedure

The researcher saw it very pertinent to seek the permissions of the school for the study. This made the researcher obtained a permission of the headmaster of the school for the data collection. The questionnaire was self-administered at the selected school for the study. Items in the questionnaire was clearly explained to the respondents before they were made to provide any necessary responses to the items. This ensured consistency and appropriately of responses of the teachers. The questionnaires were administered and collected on the same day the researcher visited the school. This is to ensure that the researcher obtain accurate and maximum return rate.

3.10 Data Processing and Analysis

All the information gathered from the study using the questionnaires were checked for accuracy, clarity of expression, and completeness. All the respondents answered the questions completely and expressions were found to be meaningful and understandable. The responses to the questionnaires were organised and analysed with respect to the research questions on which the instruments are design for the study. In essence, the retrieved questionnaires were serially numbered, coded and scored. The Statistical Product for Social Science (SPSS version 22.0) was used to analyse the data. Basically, data gathered in this research was analysed descriptively (means and standard deviations). The results of the findings were interpreted.

3.11 Chapter Summary

This chapter described the methodology used in the study. The section also discussed in detailed of research design to explain the research process, choices of methods and the direction of the study. I have also discussed my approaches to data analysis. In addition to that, I have discussed my claims about the ethical issues of the data collected in the research design.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter covers the analysis, presentation and interpretation of the findings resulting from this study. The purpose of the study was to assess the role of teachers in Kyerematen Basic School in the New Juaben South Municipality. The analysis and interpretation of data were carried out based on the results of the research questions set for the study. The analysis was based on the 100% return rate data obtained from 75 teachers selected for the study. The data were analysed using descriptive statistics (means and standard deviations). The first part of this chapter describes the demographic characteristics of the teachers. In the second part, the research findings are presented based on the research questions formulated for the study.

4.1 Demographic Characteristics of the Teachers

This aspect of the questionnaire was designed to elicit the personal information of the teachers. These demographic data include the teachers' gender and age (in years). Frequencies, percentages and bar chart were used to present results.

Gender of the teachers (n=30)

- male (20 (67%)
- female (10 (33%)
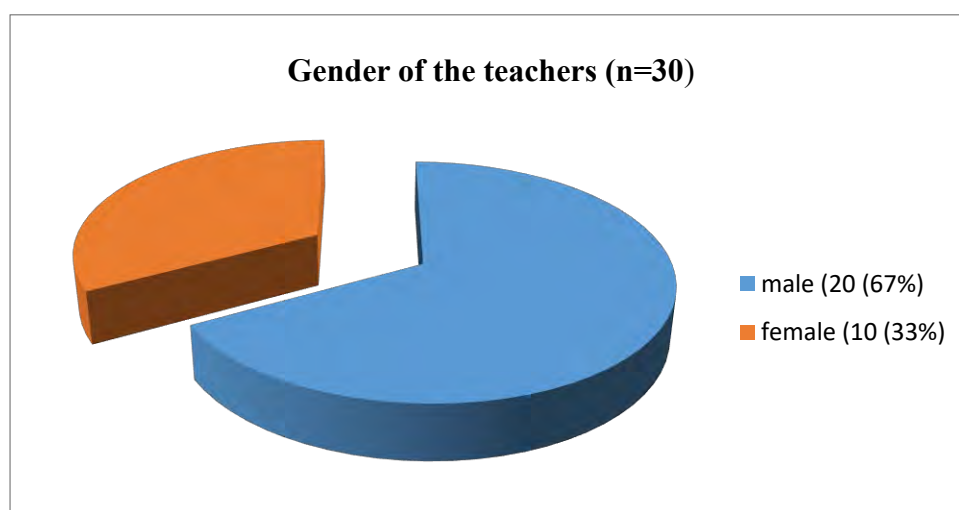
Figure 4.1: A pie chart showing the gender of the respondents

Source: Field Data (2023)

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Figure 1 presents the gender of the respondents. From the Figure 1, 20(67%) of the respondents were males and 10(33%) were females. This indicates an unequal gender distribution of respondents.
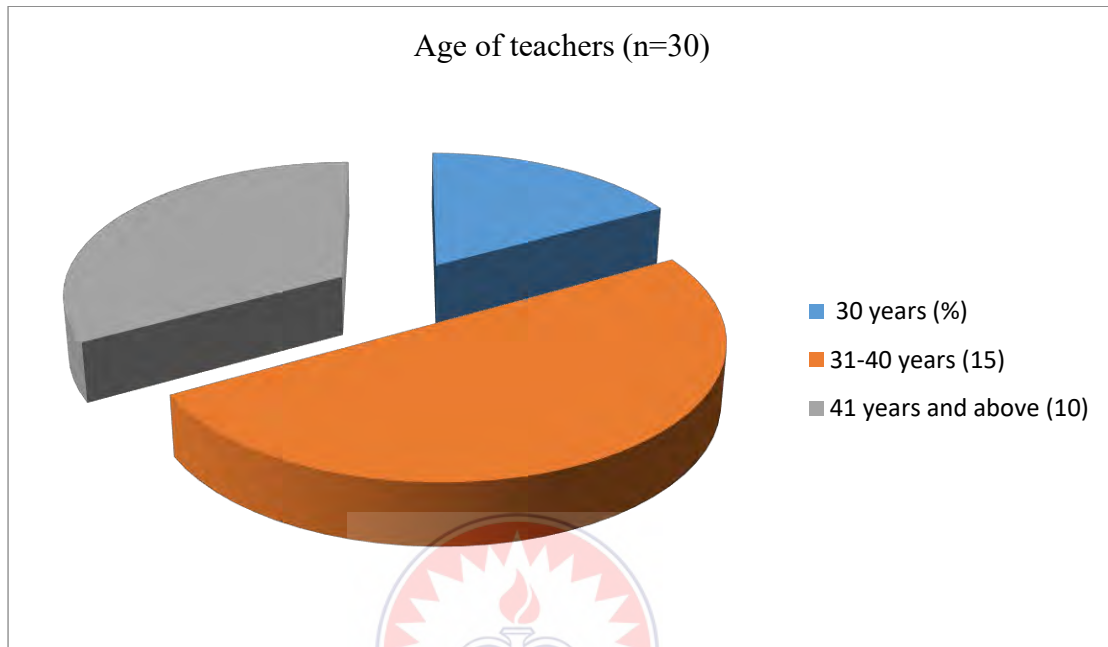
Figure 4.2: A pie chart showing ages of the respondents
Source: Field Data (2023)

Figure 4.2 presents the ages of the respondents, From Figure 4.2, 5(17%) respondents were aged 30 years, 15(50%) were within the ages of 31-40 and 10 933%) were within the ages of 41 years and above. The foregoing implies that majority of the teachers were within 31-40 years.

Research Question One: What are the roles of teachers in Kyerematen Basic School in the New Juaben South Municipality in inclusion education practice?

To achieve the purpose of the study, the researcher examined the roles of teachers in Kyerematen Basic School in the New Juaben South Municipality in inclusion

education practice. Means and standard deviations were computed for teacher-respondents. The results are presented in Table 1.

Table 4.1: Results of the Roles of Teachers in Kyerematen Basic School in the New Juaben South Municipality in Inclusion Education Practice

Statements	Mean	Std. D
Teachers are to make school compound comfortable for pupils with disabilities	3.96	.685
Teachers are to make classrooms are accessible for pupils with disabilities	3.68	.676
Teachers are to make the community believes on the inclusiveness of pupils with disabilities with other pupils	3.96	.551
Teachers are to make sure that pupils with disabilities are not stigmatized by those pupils without disabilities	3.00	.736
Teachers are to make sure that pupils with disabilities do not participate in different activities of the school	3.81	.650
Teachers are to make sure that school community gives special service for pupils with disabilities	3.82	.769
Teachers are to make sure that the pupils with disabilities interact with those pupils without during break and entry time	3.93	.516
Teachers are to make sure that teaching methodology is appropriate for pupils with special needs	3.20	.726
Teachers are to make sure that assessment methodology of teachers is appropriate for pupils with special needs	3.15	.732

Source: Field Data (2023)

Table 4.1 presents the results on the roles of teachers in Kyerematen Basic School in the New Juaben South Municipality in inclusion education practice. From Table 4.1, majority of the teachers indicated that they are to make school compound comfortable

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for pupils with disabilities (M=3.96, SD=.685). Again, it was evident that teachers are to make classrooms accessible for pupils with disabilities (M=3.68, SD=.676).

Teachers in Kyerematen Basic School in the New Juaben South Municipality further indicated that teachers are to make the community believe on the inclusiveness of pupils with disabilities with other pupils (M=3.96, SD=.551). Another role includes the fact that teachers are to make sure that pupils with disabilities are not stigmatized by those pupils without disabilities (M=3.00, SD=.736).

Furthermore, the teachers indicated that they are to make sure that pupils with disabilities do not participate in different activities of the school (M=3.81, SD=.650). In another evidence, it was found out that teachers are to make sure that school community gives special service for pupils with disabilities (M=3.82, SD=.736). The results again showed that teachers are to make sure that teaching methodology of teachers is appropriate for pupils with special needs (M=3.20, SD=.726). Finally, it was confirmed that teachers are to make sure that assessment methodology of teachers is comfortable for pupils with special needs (M=3.15, SD=.732).

The above lend support to the work of Thousand and Villa (2017) who acknowledge that inclusive practices involve substantial changes in both attitude and educational approaches, and the achievement of change is difficult. The benefits of special education and ancillary expertise are not in dispute. The point is that they can be applied to children in mainstream settings at least as well as in segregated settings. According to Thousand and Villa when inclusive is practice well its children disabilities interact with those pupils without during break and entry time.

Again, Tomašević et al., (2020), explores the role of teachers in promoting social integration of students with disabilities in inclusive classrooms. The study emphasizes the importance of teacher attitudes, beliefs, and values in creating an inclusive classroom environment, as well as the need for teachers to collaborate with other professionals and involve parents in the inclusion process (Tomašević et al., 2020).

Similarly, Alqurashi (2021), study examines the role of teachers in implementing inclusive education in Saudi Arabia and identifies the key challenges and barriers to implementation. The study highlights the importance of teacher training and professional development in building teacher competencies and skills needed for inclusive education (Alqurashi, 2021).

Research Question Two: **How effective is inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality?**

To achieve the purpose of the study, the researcher again examined the effectiveness of inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality. Means and standard deviations were computed for the teachers' respondents. The results are presented in Table 4.2.

Table 4.2: How effective is inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality

Statements	Mean	Std. D
Inclusive education helps to developing an appreciation and respect for the unique characteristics and abilities of each individual	3.63	.503
Inclusive education increases abilities to help and support all classmates, with a sensitivity toward others' differences	3.23	.532
Inclusive education provides opportunities to experience diversity of society in an educational environment	3.21	.523
Inclusive education enables development of friendships and strengthening a positive self-image by engaging in activities with peers	3.23	.563
Inclusive education promotes opportunities to communicate, self-advocate, and be educated with same-age peers	3.45	.534
Inclusive education helps in exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators	3.40	5.24
Inclusive education helps in developing teamwork and collaborative problem-solving skills to creatively address challenges regarding pupil learning	2.88	.640
Inclusive education promotes the recognition and appreciation that all pupils have strengths and are contributing members of the school community	3.15	.684

Source: Field Data (2023)   n=30

Table 4.2 presents the effectiveness of inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality. From Table 4.2, the results show that majority of the teachers confirmed that is effective in the school. For example,

most of the teachers agreed (M=3.13, SD= .503) that inclusive education helps to developing an appreciation and respect for the unique characteristics and abilities of each individual. Also, on the issue of whether inclusive education increases abilities to help and support all classmates, with a sensitivity toward others' differences, most of the teachers agreed (M=3.23, SD= .532).

Furthermore, majority of the teachers agreed (M=3.21, SD=.523, n=75) that Inclusive education provides opportunities to experience diversity of society in an educational environment. In relation to whether inclusive education enables development of friendships and strengthening a positive self-image by engaging in activities with peers. The results shows that majority of the teachers (M=3.23, SD=.563) indicated that Inclusive education enables development of friendships and strengthening a positive self-image by engaging in activities with peers.

The above findings agree with the work of Barton (2007) who suggested that, IE is not just about maintaining the presence of the child in school, but also about maximizing their participation. He asserted that inclusive education promotes opportunities to communicate, self-advocate, and be educated with same-age peers. He believes that inclusive education is not an end in itself but a means to an end. Thus, it is about contributing to the realisation of an inclusive society with the demand for a rights approach as a central component of policy making. This suggests that the teacher has responsibility to create an environment in the society for children with disabilities to be involved in the activities of the society.

The findings further support the work of Kniveton (2004) who stated the more severe the disability of a pupil, the less positive inclusion was regarded by teachers. Inclusive education promotes the appreciation and increase all pupils' strengths. According to

Kniveton, including pupils with severe disabilities requires a greater amount of responsibility on the part of the general education teacher because it may be difficult for pupils with severe disabilities to conform to the routines and rituals of a general education classroom.

Elhoweris and Alshehri (2019) examined the effectiveness of inclusive education practices in developing students' academic achievement, socialization, and self-esteem. The study found out that inclusive education practices positively impacted students' academic performance, socialization skills, and self-esteem, indicating that inclusive education is an effective approach for promoting student development (Elhoweris & Alshehri, 2019).

The study found out that inclusive education practices had a positive effect on academic achievement for both groups of students, with greater effects observed for students with disabilities. The study also found that inclusive education improved social and behavioral outcomes for students with disabilities (Jang & Park, 2020).

Again, Kim (2018) examined the effectiveness of inclusive education practices in South Korea and their impact on student achievement and social behaviour. The study found that inclusive education had a positive effect on academic achievement and social behavior for both students with and without disabilities, indicating that inclusive education practices are effective in promoting positive outcomes for all students (Kim, 2018).

Overall, these studies suggest that inclusive education practices are effective in promoting academic achievement, socialization, and self-esteem for students with and without disabilities. They support the idea that inclusive education practices are

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beneficial for all students and can lead to positive outcomes, indicating the importance of continued support and implementation of inclusive education practices.

Research Question Three: What are challenges associated with inclusive education in Kyerematen Basic School in the New Juaben South Municipality?

Finally, to accomplish the purpose of the study, the researcher assessed the challenges associated with inclusive education in Kyerematen Basic School in the New Juaben South Municipality. Means and standard deviations were computed for the teachers' respondents. The results are presented in Table 4.3.

Table 4.3: Challenges associated with inclusive education in Kyerematen Basic School in the New Juaben South Municipality

Statements	Mean	Std. D
Lack of qualified teachers is a challenge with inclusive education	2.91	.618
Inclusive education is stressful when teachers lack skills in dealing with disabilities	3.15	.633
Lack of proper teaching and learning materials that would help accommodate the learners with disabilities is a challenge with inclusive education	3.10	.573
Large enrolment in classrooms makes teaching in an inclusive classroom challenging	3.38	.613
Lack of equipment that may help the learners to learn effectively is challenge associated with inclusive education	3.40	.527
Inadequate time allocation for classroom instruction makes inclusive education a challenge	3.25	.627

Source: Field Data (2023)   n=30

Table 4.3 presents the challenges associated with inclusive education. The findings show that majority of the teachers confirmed that there are a number of challenges

associated with inclusive education in the school. Example of these challenges include the fact that Inclusive education is stressful when teachers lack skills in dealing with disabilities. The means and standard deviation of (M=3.15, SD=.633) indicates that evidence. Majority of the teachers agreed that there is lack of proper teaching and learning materials that would help learners with disabilities.

Again, with respect to enrolment, majority of the teachers agreed (M=3.38, SD=.613, n=75) agreed that large enrolment in classrooms makes teaching in an inclusive classroom challenging. The foregoing confirms the work of Pavri Hegwer-DiVita (2016) who noted that teachers are feeling ill equipped to teach in an inclusive setting because they feel that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms. Again, the findings support the work of National Education Association (2004) which noted that inclusive are is challenged by lack of teaching and learning materials. Ghere and York-Barr (2007) and fund out that Inadequate time allocation for classroom instruction makes inclusive education a challenge.

Again, Adu-Boateng and Oduro (2019) found that the main challenges to inclusive education in Ghana include inadequate funding, lack of trained personnel, insufficient teaching and learning materials, negative attitudes towards children with disabilities, and inadequate infrastructure. Asare-Bediako and Oduro (2018) found that while teachers in Ghana generally had positive attitudes towards inclusive education, they lacked adequate training, resources, and support to effectively implement inclusive practices.

Biney, Asiedu-Addo, and Asante (2019) identified similar challenges to inclusive education in Ghana, including inadequate funding, lack of trained personnel, negative

attitudes towards children with disabilities, and inadequate infrastructure. They suggested that addressing these challenges would require a collaborative effort involving government, NGOs, and other stakeholders.

Opoku-Dapaah and Oduro (2017) conducted a literature review on inclusive education in Ghana and found out that while there has been progress in recent years, significant challenges remain in terms of funding, training, and infrastructure. Peprah (2018) found out that the main challenges to implementing inclusive education in Ghana included inadequate funding, lack of trained personnel, negative attitudes towards children with disabilities, and inadequate infrastructure. Peprah suggested that addressing these challenges would require a collaborative effort involving government, NGOs, and other stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter offers a summary of the findings of the study as well as the conclusions, recommendations and ways for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation and further research. The recommendations are made based on the key findings and conclusions arising from the study.

5.1 Summary of the Study

The purpose of the study was to assess inclusion of learners with special needs in the kindergarten, a case study at Kyerematen basic school in the New Juaben South Municipality. To achieve this, a descriptive survey was adopted. The study was done involving 75 teachers from In Kyerematen Basic School in the New Juaben South Municipality. A questionnaire was used to elicit responses from selected teachers. The data was analysed with the help Statistical Package for Social Sciences (SPPS version 24) to produce descriptive statistics (means and standard deviations).

5.1.1 Summary of Key Findings

The following key findings were emerged from the study.

It was emerged from the study that teachers in Kyerematen Basic School in the New Juaben South Municipality have a major role to play in inclusion education practice. Some of these roles include teachers making school compound comfortable for pupils with disabilities, making sure that pupils with disabilities are not stigmatized by those pupils without disabilities, making the community believe in the inclusiveness of pupils with disabilities with other pupils, etc.

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On the issue of effectiveness of inclusive education practices in Kyerematen Basic School in the New Juaben South Municipality, it was evident that it is challenged with a lot of factors. This include Inclusive education is stressful when teachers lack skills in dealing with disabilities, lack of proper teaching and learning materials that would help accommodate the learners with disabilities is a challenge with inclusive education, large enrolment in classrooms makes teaching in an inclusive classroom challenging, Lack of teaching and learning materials that may help the learners to learn effectively is a challenge associated with inclusive education etc.

5.2 Conclusions

Based on the findings of the study, it can be concluded that basic school children with disabilities could not fully benefit from inclusion owing to lack of specially qualified personnel as well as appropriate writing and reading materials. This therefore gives reasons to believe and establish the fact that inclusion of children with disabilities cannot be successful owing to the challenges encountered. The study further concluded that the needs of children with disabilities were not met as such teachers at the basic school do not actively and adequately play their role well to successful implement inclusive education in the country.

5.3 Recommendations

Based on the findings from the study, the following recommendations are hereby made:

Availability of teaching and learning materials are very important and serves as key component in promoting inclusive education, therefore there should be action plan by the Ministry of Education to provide materials to help in the implementation of inclusive education.

It is further recommended that the focus of professional development activities should be driven by collaborative problem-solving, focusing on what teachers suggest need to change in their teaching practice towards children with disabilities. To do this, processes and strategies from research-to-practice and professional development literature would include concrete teaching methods which are tailored to classrooms activities needs to be emphasized by the Ghana Education Service. This will help the goal of inclusive education to gain grounds.

The New Juaben South Municipal Educational Directorate should consider organising structured teacher professional development programmes directed towards equipping teachers with special education towards children with disability.

5.4 Suggestion for Further Research

Aside the general recommendations which have been clearly stated in this research report, it is suggested that other academic research exercises could be conducted around the present topic to give widespread findings. The following are some suggested areas that can be considered for further studies;

1. The findings of the present study are based on the analysis of a sample of only 75 teachers from Kyerematen Basic School in the New Juaben South Municipality, therefore, further studies are needed to inclusive more schools to give a notional generalisation.

2. Future studies should specify a particular disability to help identify it special needs and the possibility of inclusion in the early childhood settings. Future studies should also consider including the parents of the child with disability to ascertain the various challenges they face in assisting their children remain in main stream schools.

3. Finally, studies should also consider focusing on the neglect of the government and the ministry of education to identify the various issues associated with the neglect.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent

I am conducting a study on '**inclusion of learners with special needs in the kindergarten, a case study at Kyerematen basic school in the New Juaben South Municipality**.' Your help is being sought to answer the following questions. **PLEASE NOTE:** Any information provided would be used purely for academic purpose and would be treated with maximum confidentiality.

SECTION A

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Sex
   A. Male   [ ]
   B. Female   [ ]
2. Age…………………………………

SECTION B

ROLE OF TEACHERS IN INCLUSIVE EDUCATION

With respect to the inclusive education practices used by teachers in this school, please indicate the degree of your agreement or disagreement with each statement by checking one of the several alternatives below each statement. Your level of agreement or disagreement ranges from 1=Strongly Disagree (SD) to 4=Strongly Agree (SA).

Statements	SD	D	A	SA
Teachers are to make school compound comfortable for pupils with disabilities				
Teachers are to make classrooms are accessible for pupils with disabilities				
Teachers are to make the community believe in the inclusiveness of pupils with disabilities with other pupils				
Teachers are to make sure that pupils with disabilities are not stigmatized by those pupils without disabilities				
Teachers are to make sure that pupils with disabilities do not participate in different activities of the school				
Teachers are to make sure that school community gives special service for pupils with disabilities				
Teachers are to make sure that the pupils with disabilities interact with those pupils without during break and entry time				
Teachers are to make sure that teaching methodology of teachers is appropriate for pupils with special needs				
Teachers are to make sure that assessment methodology of teachers is appropriate for pupils with special needs				

SECTION C

BENEFITS OF INCLUISVE EDUCATION PRACTICES

With respect to your understanding of the benefits of inclusive education, please indicate the degree of your agreement or disagreement with each statement by checking one of the several alternatives below each statement. Your level of agreement or disagreement ranges from 1=Strongly Disagree (SD) to 4=Strongly Agree (SA).

Statements	SD	D	A	SA
Inclusive education helps to developing an appreciation and respect for the unique characteristics and abilities of each individual				
Inclusive education increases abilities to help and support all classmates, with a sensitivity toward others' differences				
Inclusive education provides opportunities to experience diversity of society in an educational environment				
Inclusive education enables development of friendships and strengthening a positive self-image by engaging in activities with peers				
Inclusive education promotes opportunities to communicate, self-advocate, and be educated with same-age peers				
Inclusive education helps in exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators				
Inclusive education helps in developing teamwork and collaborative problem-solving skills to creatively address challenges regarding pupil learning				
Inclusive education promotes the recognition and appreciation that all pupils have strengths and are contributing members of the school community				

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SECTION D

CHALLENGES ASSOCIATED WITH INCLUSIVE EDUCATION

With respect to your understanding of the challenges with inclusive education, please indicate the degree of your agreement or disagreement with each statement by checking one of the several alternatives below each statement. Your level of agreement or disagreement ranges from 1=Strongly Disagree (SD) to 4=Strongly Agree (SA).

Statements	SD	D	A	SA
Lack of teachers' training is a challenge with inclusive education				
Inclusive education is stressful when teachers lack skills in dealing with disabilities				
Lack of proper teaching and learning materials that would help accommodate the learners with disabilities is a challenge with inclusive education				
Large enrolment in classrooms makes teaching in an inclusive classroom challenging				
Lack of equipment that may help the learners to learn effectively is challenge associated with inclusive education				
Inadequate time allocation for classroom instruction makes inclusive education a challenge				

THANK YOU

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APPENDIX B

RELIABILITY TEST RESULTS OF THE INSTRUMENT

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.827	39

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