

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS ROLES IN INCLUSION OF DEAF LEARNERS IN
MAINSTREAM CLASSROOM IN OFFINSO MUNICIPALITYASHANTI
REGION**

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**A Dissertation in the Department of Special Education,
Faculty of Educational Studies,
Submitted to the School of**

**Graduate Studies, in Partial Fulfilment
of the Requirements for the Award of
Master of Philosophy (Special Education)
at the University of Education, Winneba**

AUGUST 2022

DECLARATION

STUDENT DECLARATION

I, Doris Asare, declare that this dissertation with the exception of quotation and references contained in published works have been identified and 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, Dr. Daniel Fobi hereby certify that the preparation and presentation of this thesis was supervised in accordance with the guidelines and supervision of thesis laid down by the University of Education, Winneba.

Signature.....

Date.....



ACKNOWLEDGEMENT

I wish to recognize and acknowledge my indebtedness to Dr. Daniel Fobi of the Department of Special Education of the University of Education, Winneba, who as my principal supervisor painstakingly read through the original work and offered valuable suggestions.

I would also like to thank Dr. Peter Obeng of Offinso College of Education (Music Department) for helping me read through my work. To my lovely and understanding husband, Mr. Isaac Addai and my children (Clara and Aslwell Saint Clare), thank you so much for your support. Finally, I would like to thank everyone who helped in various ways in making this work a reality. Thank you.



DEDICATION

To all teachers of learners with special needs and all learners with special needs.



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ABSTRACT

The purpose of the study was to find out teachers' role in the inclusion of deaf learners in the mainstream inclusive classroom in Offinso municipality in Ashanti region of Ghana. Eighty teachers participated in the study. Simple random sampling was used.. Data was collected and analysed through the use descriptive statistics such as frequencies and percentages. The findings revealed there were inadequate roles of teachers to deaf learners, there were no involvement of parents of learners , frequent feedback to deaf learners were not given, supplementary learning materials were not provided and no support from stake-holders were challenges to the teachers.. However, with the appropriate role of teachers to deaf learners teaching and learning is made easy and systematic and ultimately improves academic performance. The findings also showed that teachers break classes to smaller groups to suite deaf learners. Recommendations were made in light of the findings and this indicated among others: teachers should attend workshops on roles and how to manage deaf learners in the mainstream inclusive classroom, there should be collaboration between teachers, parents and stakeholders. Teachers should give short and brief instructional task while still attaining learning objectives



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the Offinso Municipality, teaching and learning in the mainstream classroom is primarily focused on dealing with learners without disabilities at the expense of learners with disabilities. General school instructors in the Offinso Municipality lack the required abilities to teach learners with special needs, and special education teachers who do have the requisite skills are not provided the appropriate assistance and resources to teach them. In the context of this project, teacher duties refer to the aid and resources that these teachers provide to learners, with exceptional needs, particularly deaf learners. According to Avoke and Yepkle (2006), in the Winneba Municipality of the central Region of Ghana, there are learners with moderate disabilities and special needs in the mainstream classroom. Currently, observations and monitoring from the schools indicates that there are still learners with mild to moderate special needs, including deaf learners in the Offinso municipality.

Education, according to Madumere and Uzoka (2006), is considered as a tool that every nation can employ to attain quick economic, social, political, cultural, and technological growth. To attain these goals, a country's citizens must work together. Education is a right for all, according to Boison (2006), and it must be made available to all learners, regardless of their cultural, linguistic, physical, or intellectual origins. Indeed, education is seen as critical to the development of human resources in countries all over the world. As a result, it's no surprise that education has remained at the top of every government's agenda.

While governments focus on providing skilled personnel, logistics, infrastructural, and financial needs, there are many other special needs actors who influence the academic output or success of school learners, particularly those with special needs, as stated by (Oyewuni, 2008).

Among these factors, insufficient or a lack of effective teacher's teaching appeared to have exacerbated the plight of deaf learners in Offinso Municipality.

With this in mind, excellent services provided by teachers to deaf learners, are an essential component that must be pursued religiously and diligently by all teachers if these exceptional learners are to succeed.

According to Avoke (2004), approaches in introductory teaching programs are still geared toward regular classroom practices. As a result, teachers do not educate for differential learning outcomes because many teachers in Ghana, particularly in the Offinso Municipality, use exam-driven methodologies. The author went on to say that schools have supported assessment practices that alienate learners with impairments, particularly the deaf, making it difficult for them to satisfy the general curriculum's learning and accomplishment goals.

Nonetheless, current educational trends are trending in the direction of assisting individuals with problems in mainstream inclusion settings, such as through the use of suitable skills and resources in teaching. For example the Ghana government since 2015 is implementing the inclusive policy which aligns with the Sustainable Development Goal (SDG) 4, 10 and 11 which talks about equality, equity, access ability and quality of education for all learners in the school going age. In mainstream inclusion schools, teachers' tasks are to prepare deaf learners, for maturity and independent life. Individuals in such jobs are able to gain useful skills that increase quality of life, self-worth, respect, and personal fulfilment, as well as participate actively and effectively

in various areas of the classroom and society at large. Some deaf and hard-of-hearing learners have been successfully taught and placed in competitive work in other regions of the world, particularly the United States and the United Kingdom.(Cheronon, 2003). A negative perception suggesting that deafness means incapability is rife and thus prevents them from getting access in the classroom.

According to Miller (2005), deaf people have been misunderstood and pitied for living in a hearing environment. Most of them have experienced and may continue to face dissatisfaction and discrimination to the point where their language, education, and cultural needs are not recognized or appreciated. In mainstream education settings, specific adaptations must be developed so that deaf learners can study, participate, and demonstrate what they are capable of. Deaf learners' total performance is often significantly below average (Traxler, 2000).

In most learning institutions in Offinso, teachers who teach deaf learners face difficulties. The majority of schools in the municipality that enroll them do not cater for their special needs. It can be seen that some of the challenges faced by deaf learners are not identified until it is too late, and as a result, these learners' hearing losses become a hindrance to their learning process. According to Hayford (2008), many learners consistently perform poorly in basic schools in Winneba and Swedru Districts because general education teachers lack the skills and knowledge to address special educational needs in the classrooms, and teachers are not given the necessary assistance to help these learners.

Many of the learners reportedly became frustrated and anxious during classroom activities due to a lack of support from teachers or peers. Some of these learners, failed, had to repeat classes, and some eventually dropped out (Hayford, 2008).

The overall goal of deaf education should be to produce well-integrated, happy deaf learners rather than a pale imitation of a hearing person. Special education teachers and general education teachers should strive to aid and happy, well-adjusted deaf learners, each with his or her own personality. This necessitates a greater commitment on the part of teachers in dealing with such learners. (Hayford, 2008).

A great deal of interpreters is needed while teaching so that the deaf learners can grasp the teacher's intended goals. With very few interpreters and inadequate audiological services in Offinso Municipality, the teacher cannot achieve much.

This study is interested in the role teacher's play in educating deaf learners. This is because most regular teachers have not received or gone through the appropriate training meant to teach learners with special needs. The only knowledge in special education that regular teachers have is the introduction to special education they had in college of education and at the university which is just the basics in special education.

1.2 Statement of the problem

Teachers play a lot of roles in the achievement of educational goals but sometimes are unable to achieve these goals due to inadequate knowledge and skills. Teachers are to enhanced learners' learning with effective services during teaching and learning, however, learners' do not receive these services due to challenges and inadequate strategies face by teachers. Poor integration of deaf learners in the mainstream classroom often leads to confusion and discomfort on the first occasion because they find themselves in a new environment.

This affect the assumptions of social belonging and togetherness for deaf learners, in mainstream classrooms and consequently their academic performance which is in

contrast to the goal of inclusive education. These problems exist as a result of teachers' inadequate knowledge and skills in providing effective services during teaching and learning. It is in this line, that this study seeks to address the problem "teachers' roles in inclusion of deaf learners in mainstream classroom in the Offinso Municipality, Ashanti region". (Inciong, Quijano, Capulon, Gregorio and Gines 2007).

1.3 Purpose of the study

The purpose of the study was to examine the roles of teachers in inclusion of deaf learners in mainstream classroom at basic schools in Offinso Municipality.

1.4 Objective of the study

The objectives of the study were to examine the:

1. To find out roles do teacher to deaf learners in the mainstream classroom.
2. Investigate services teachers can provide to deaf learners in the mainstream classroom.
3. Find out the challenges teachers face in teaching deaf learners in the mainstream.
4. Identify the strategies mitigating the challenges of teachers in the mainstream classroom.

1.5 Research questions

1. What roles do teachers play in teaching deaf learners in mainstream classroom in the Offinso Municipality?
2. Which services can teachers provide for deaf learners in mainstream classroom in the Offinso Municipality?

3. What challenges do teachers face in teaching deaf learners in the mainstream classroom in the Offinso Municipality?
4. What strategies do teachers use to mitigate the challenges teachers face in the mainstream classroom in the Offinso Municipality?

1.6 Significance of the study

The study would help teachers perform their roles in teaching deaf learners in the mainstream appropriately. The study would also suggest pedagogical strategies for teachers in teaching deaf learners in the mainstream classroom. When completed, the study would serve as a model for future research on the roles of teachers in teaching deaf learners in the mainstream classroom.

1.7 Limitations of the study

This study has some limitations which are; out of the 100 schools in the municipality the study focused on only four schools, because those were the schools that have learners with deafness.

If there was time the study would have been completed in the remaining 96 schools in the municipality to identify more deaf learners so to generalize the study.

Quantitative research approach was used in which questionnaire was used to collect data. The study would have been richer if interview was added to the questionnaire in collecting data.

1.8 Delimitation of the study

The study was restricted to Basic schools in the Offinso Municipality in the Ashanti Region.

The sample size of the study would be 80 out of 100 participants from four (4) schools in the municipality which is the population. The descriptive survey research design would be adopted for the study with the purpose of the study being to examine the roles of teachers in inclusion of deaf learners in mainstream classroom at basic schools in Offinso Municipality.

1.9 Operational definition of terms

Assessment: A quick way of gathering information to make decision

Challenges: Difficulties that prevent someone from doing something.

Teacher: A person who impart knowledge and skills learners in the classroom

Inclusion: Involving all learners with or without special needs in the mainstream classroom

Mainstream: The ideas, attitudes, or behaviour shared by the majority of people and regarded as normal.

Role: The duties of teacher in the mainstream classroom

1.10 Organization of the study

The study was divided into five chapters. The first chapter is the introduction, which includes the study's background, problem statement, purpose of the study, research questions, significance of the study, delimitation, limitation, definition of terms, and

study organization. The second chapter went over a thorough review of related literature. This is followed by the study's detailed methodology, which is covered in chapter three. The fourth chapter discusses findings and data representation. The final chapter included a summary, conclusions, and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews literature on the role of teachers in inclusion of deaf learners in mainstream classroom instruction. Related literature featured studies of what other researchers have found. It is made up of the conceptual framework, a theoretical review point, and an empirical investigation.

2.1 Theoretical framework

Social model of disability is the theory used in this research (Oliver 1983). According to the social model of disability, a learner's disability is not caused by their impairment (such as blindness or deafness), but rather by society's disregard for their needs. (French, Swain, and Cameron, 2003). According to the social model, managing the issue requires social action, and it is the collective responsibility of educators and society at large to make the necessary changes to the environment by supplying the necessary roles for learners with disabilities to fully participate in all aspects of life.

In education, accessibility for students with disabilities should be considered not just for the physical school environment but also for the curriculum. This is why students with impairments should be included in normal schooling.

2.2 Implications of the social model to this study

The function of teachers in integrating deaf learners into regular classes is the subject of the study. The teacher's job is to consider how deaf learners can be educated in a mainstream setting while putting less emphasis on their disability and more on how the deaf learners can be taught in the classroom.

In addition to using the proper resources to facilitate teaching and learning, teachers must adopt teaching and learning methods and tactics from the curriculum that meet the needs of the learners. Again, the social model theory supports inclusive education, therefore it recommends adopting appropriate strategies for allowing deaf learners and learners with special needs to integrate into the school community and society at large.

2.2.1 Implications to the Teacher

The social model theory assist teachers in looking at the needs of learners with special needs rather than their disabilities. It also look at the strength of the learner rather than their weakness. It again helps the teacher to modify the curriculum to suit the needs of learners and lastly it makes the entire school environment to be inclusive and least restrictive as possible to fit the learners disability.

2.3 History of Special Schools

A special school, in Chuaungo (2004) definition, is one that serves learners who require special educational services because of behavioural issues, physical disabilities, or learning challenges. Special schools may be especially built, staffed, and equipped to offer suitable special education for learners with supplementary needs. Learners that attend special schools typically don't take any classes in regular schools. Individualized instruction, targeting particular needs, is offered by special schools. Depending on the needs of the learners, low learner-to-teacher ratios are maintained. Additionally, special schools will have equipment for learners with disabilities, such as sensory rooms, soft play areas, or swimming pools, which are essential for treating learners with specific conditions. As more learners with special needs are receiving their education in normal schools, the number of openings in special schools has been decreasing recently.

There will, however, always be some learners whose learning requirements cannot be adequately satisfied in a typical classroom environment and who need specialized training and resources to offer the degree of help they need. For instance, learners with intellectual disabilities are frequently enrolled in special schools. A special unit or special classroom, which is a distinct room or rooms dedicated only to the instruction of learners with disabilities inside a larger school that also offers general education, is an alternative to special schools. Individuals and small groups of learners with exceptional needs get specialized, individualized instruction in these classrooms from professionally trained teachers. Rarely are learners with special needs transferred to regular classrooms, and they hardly ever have an inclusive experience. Therefore, despite the fact that these institutions term themselves "Inclusive," they are really just tiny Special Schools housed inside of a Normal School. Education experts and those who create policy in the field of education frequently criticize the Special Classroom system. (Causton-Theoharis & Tracy-Bronson, 2015).

2.4 Empirical Review of Inclusive Education

UNICEF, (2000) claims that learners with disabilities are among those who are most disadvantaged when it comes to having access to high-quality education. One learner with a handicap out of every five, aged six to 24 has never attended school, and those who do are frequently stigmatized and subjected to prejudice. An evaluation carried out in five districts revealed that teacher training, screening, and raising awareness are crucial actions required to keep students with special needs motivated and learning in class. High rates of inconsistent attendance, prolonged absenteeism, and dropouts among learners with disabilities are caused by additional variables such great as distances from school, a lack of or inadequate infrastructure, and unsuitable learning conditions. The main educational objective of UNICE, (2000) is to guarantee that every

girl and boy has access to high-quality education. It also emphasizes the importance of paying special attention to learners with disabilities and the implementation of interventions that can assist them in overcoming the obstacles preventing them from receiving a basic education to the fullest. The treatment of learners with multiple disabilities (LWMDs) as "invalid" or "substandard" and in need of very specific protection" has evolved over time. It has always been believed that they are fundamentally unable to gain anything from education. This led to their isolation and the creation of institutions to house them (Jones & Rattery, 2010). Many of these learners continue to be invisible in efforts to attain universal access to primary education because their exclusion has largely gone unquestioned (Susie & Nidhi, 2010). Unmistakably, Martin, Martin, and Terman (1996) state that there have been many inequities and deceptions in the past involving the teaching of LWMD. Many of these learners were denied access to educational opportunities up until the 1970s, while others received subpar and dishonourable services. To address these injustices and disparities, voices developed during the 20th century calling for integration in education. For instance, in the United States, parents started to advocate and file legal claims for improved educational opportunities for their students, leading to the adoption of the Education of All Handicapped Learners Act (EAHCA) (Brown, 2007). The Individuals with Disabilities Act (IDEA), which was renamed under the EAHCA, guaranteed every LWMD of school age access to free and appropriate instruction. Individualized educational plans (IEPs) and instruction under at least restrictive conditions were mandated by the revised rules for LWMD. Unless the nature and severity of the handicap are such that their requirements cannot be fully met, LWMD must be instructed in regular classes under the IDEA's least restrictive circumstance arrangement (Etscheidt & Bartlett, 1999). An international consensus that education is

crucial for eradicating poverty, empowering women, shielding learners from dangerous and exploitative labour and sexual exploitation, advancing human rights and democracy, preserving the environment, and controlling population growth emerged at the 1990 World Conference on Education for All in Jomtien, Thailand. In order to remove the obstacles that many learners who are now excluded from formal education confront, the conference also emphasized the need for more inclusive approaches to education (UNESCO, 2000). The Salamanca Statement and Framework for Action were ratified by European countries in 1994. In the Salamanca Statement, it is clearly acknowledged that efforts should be made to create "schools for all"—institutions that welcome all learners, value diversity, foster learning, and respond to individual needs. All European nations agreed that the Salamanca Statement's requirements should support all training programs, not just those that deal with unusual needs education (WCSNE, 1994). The World Education Forum in Dakar, Senegal, received the Education for all Frameworks for Action in 2000. The global duty known as Education for All (EFA) combines six goals that must be achieved by the year 2015 in order to provide all children, youth, and adults worldwide with the quality education they need. The second of the eight Millennium Development Goals, Universal Education, echoes the second of the EFA Goals (MDGs). In actuality, achieving the EFA goals is essential for achieving each of the eight MDGs (World Bank, 2000). Even while EFA has promoted and practiced training on a global scale, it "has not, to date, paid due respect for some underestimated assemblages of children, notably those who are perceived as having "exceptional instructional demands" or disabilities"(UNICEF, 2000). For the first time, disabilities are discussed in the 2010 MDG Report, in particular the limited chances for learners with disabilities and the relationship between marginalization in education (World Bank, 2010).

The right to education is protected by the UN Convention on the Rights of the Learner (CRC), which was adopted in 1998, and the Convention on the Rights of Persons with Disabilities (CRPD), which was adopted in 2008. Other fundamental human rights agreements also recognize the right to education. Articles 26(1) of the Universal Declaration of Human Rights, 5(e) (v) of the Committee on the Elimination of Racial Discrimination, 13(1) of the Economic, Social, and Cultural Rights, 10(1) of the Convention on the Elimination of Discrimination Against Women, and 30(1) of the Convention on the Rights of Migrant Workers all prohibit discrimination on the basis of race (CRPD, 2010).

2.5 Inclusive Education in Ghana

According to Article 25 (1) of the Constitution of the Republic of Ghana (1992), everyone has the right to equal educational opportunities and resources with the goal of realizing that right to the fullest extent possible. Basic education must be free, required, and accessible to everyone. In Ghana, every citizen has a right to an education. The Inclusive Education (IE) Policy is based on the belief that everyone who attends a school has a right to equitable access to high-quality instruction and learning. This belief transcends the concept of physical location and includes fundamental principles that encourage participation, friendship, and interaction. In accordance with the universal design for learning and in a setting that is welcoming to all learners, this policy acknowledges the unique learning needs of learners and calls on all parties involved in the education sector to address the needs of all groups of people in Ghana (Ministry of Education, 2015). Because it provided accommodations for all learners, including those with disabilities, the Plan and Act did not constitute discrimination. This suggests that there is an established, well defined legal framework in Ghana that guarantees the

inclusion of persons with and without disabilities in the same classroom within the educational system. Gadagbui (2008) noted that the 1992 Constitutions included provisions for inclusive education, or education for disabled people, of which the deaf are a component.

Ghana, one of the few nations that originally implemented the Convention on the Rights of the Learner and a party to the Salamanca Framework for Action on Special Education Needs, currently lacks a thorough inclusive education policy. However, initiatives are being made to pilot integrate inclusive education approaches in select primary schools in Ghana (Sarfo, 2010). The Disability Law (Act 2006, 715) was passed by the Ghanaian government with the intention of educating learners with special education requirements in regular classrooms. For example, according to article 20(1), "a person with a disability seeking admission into a school or any other institution of learning should not be denied access on account of his or her disability, unless the person with a disability has been assessed by the Ministries of Education, Health, and Social Welfare and found to be a person who deserves to be in a special school for learners with disabilities" (Republic of Ghana, 1992). This implies that ordinary schools in Ghana are required to accept learners with disabilities without prejudice. The Ghanaian Minister of Education, Fobi (2008), stated at the 48th International Conference of Education that "efforts were underway to build the capacity of teachers in mainstream schools in order to handle inclusive practices."

According to Deiner and Deiner (2005), in three regions of Ghana, the Greater Accra region, the Central area, and the Eastern district extraordinary units have been constructed on the grounds of general schools to enhance social coordination. The Special Education Division (SPED) of the Ghana Education Service (GES) and VSO, a non-governmental organisation, are running this initiative (NGO). In order to provide

Dayan administrations for inclusive education, SPED is expanding the eligibility requirements for various regional directorates of education (2017). Some of the most significant difficulties Ghana has had since the introduction of inclusive education have been detailed by researchers like (Kuyini & Desei 2008; Ofori-Addo (1999). Their research revealed that there were problems with a shortage of teachers who had the knowledge and abilities to make all the essential instructional changes that would benefit every person (including learners). In addition, analyzing the study done by Avoke (2000) also highlighted that there is still a lack of clarity with regards to the legislation and policy on inclusive education, despite the existence of the legislative framework provided in the 1951 and 1961. Avoke also noted that the Special Education Division (SPED) of the Government of Ghana's Annual Education Sector Operation Plan 2003–2005, which is part of the Education Strategic Plan, declares inclusive education to be an official educational policy (ESP). Some of the policies entrenched in it with reference to SPED and ESP include: Providing support systems for learners with Special Education Needs (SEN) by 2015; and Raising the Attendance of learners with SEN in Schools to 50% in 2008, 80% in 2012, and 100% in 2015 (Ametepee & Anastasiou, 2015). The accomplishment of inclusive education is one of the Ministry of Education's key targeted visions in the Education Strategy Plan (ESP) 2003-2015 because it is primarily the Ministry of Education's obligation to supply and regulate education in Ghana.

The process of expanding participation of all learners, including those with disabilities, in classrooms is known as inclusive education. It involves changing school cultures, rules, and procedures to better accommodate the variety of learners who go there. The inclusive education concept puts an emphasis on those populations that have historically been left out of educational possibilities. These categories include students

with impairments or other special educational requirements, learners from ethnic and linguistic minorities, learners from rural places, learners who are smart and talented, and learners who are female (in some civilizations). These people are frequently the most marginalized in society at large and in schooling (Ankutse, 2016).

2.5.1 Types of Inclusive Education

Partial Inclusion: For the majority of the day, learners with disabilities receive their education in regular classrooms. The majority of the day is spent working on individualized academic skills or behavioural objectives in a resource room with their special education teacher assistant.(Ankutse,2016)

Full Inclusion: A learner must be segregated due to a skill he or she requires specifically. This implies that students with impairments spend the entire day in the regular classroom and receive all the special services they require there.(Ankutse2016).

2.5.2 Needs and Importance of Inclusive Education

- 1. Differentiated instruction:** Every learner processes information differently, and each one's requirements should be met. This is especially crucial for learners with disabilities. By presenting courses in various ways and utilizing Universal Design for Learning, teachers cater for the needs of every learner (UDL). Divide learners into small groups as one important teaching approach. Teaching can be adapted to each learner's preferred learning style by utilizing small groups. (Ankutse, 2016)
- 2. Lessened Stigma:** The majority of people in a society experience stigma as a strong feeling of disfavour toward something. People with disabilities are stigmatized in underdeveloped countries. Diverse learners are present in inclusive classrooms. This enables learners to discuss how everyone learns

differently and helps them understand each other's strengths and weaknesses. They can discover that they share more things with other youngsters than they originally assumed. This can significantly lessen stigma for learners who struggle with learning and attention challenges. They may also be able to make and keep friends. Disability-related stigma is significantly reduced in society thanks to inclusion in schools (Ankutse, 2016).

- 3. Effective Use of Resources:** Many learners get comparable services, such as speech therapy or other specialized instruction, in more conventional special education settings. Speech therapists, reading specialists, and other service professionals are frequently present in an inclusion class. These experts can offer advice and information to assist not only learners with disabilities, but also those without disabilities a non-inclusive classroom typically has the same topic teachers who don't offer the learners anything exceptional (Ankutse, 2016).
- 4. Foundation of an Inclusive Society:** A society that values and incorporates inclusive education would inevitably infuse the same inclusive culture into its notions of civic engagement, employability, and interpersonal relationships. In order for young learners to gain the values, abilities, and information necessary to include those who are different from them, the inclusionist seeds must be sown in their hearts. Persons with disabilities can lead the way in developing public initiatives and services.
- 5. Human Resource Capitalization:** If maximizing the use of a country's labour force was one of the driving forces behind improving women's education, the same reasoning may be used for learners with disabilities. Persons with disabilities, like any minority group, can achieve their full potential with adequate support. A nation can increase the size of its labour force by

implementing inclusion policies in the educational system that produce people who, despite sad circumstances, may be disabled but are fully able and productive (Paul,2010).

- 6. Improved Academic performance:** Studies have shown that a learner's ability to flourish in the classroom increases when they are taking classes with other learners. The presence of people with different capacities encourages learners to have higher expectations for them. While other learners voluntarily set high standards for themselves, learners with disabilities push themselves to perform as well as their peers.(Ankutse,2016)
- 7. Developing Self-Esteem and Self-Worth:** Learners who attend classes that accurately represent the world's similarities and contrasts gain an appreciation for variety. It is imperative that a student is exposed to the realities of the world outside of the classroom during their education. Playing and studying with learners from different cultures and ability levels helps students develop an appreciation of people who have special abilities because of physical, social, or other problems. When students are left to play with one another without being separated, the culture of respect for one another also develops (Paul, 2010).
- 8. Economical:** Like Ghana, the majority of impoverished countries struggle with finance for education. Both teachers and schools are in short supply. We may save the cost of building a new facility and keep the skilled staff by transforming existing schools to inclusive schools. Although it will cost more, further training for the current workforce is still more cost-effective in the long run (Paul, 2010).

2.5.3 Concepts of Inclusive Education

According to Arkato, Coeder and Voegt (2016), inclusive education satisfies everyone's right to a quality education that meets their specific learning needs, regardless of their age, gender, or physical or mental disability. Today, equal opportunity and human rights are recognized as interrelated and inclusive education is prioritized as a policy goal. Despite this, Eileen and Paul (2010) defined inclusive education as having both learners with and without disabilities enrolled in the same classes. This allows them to get to know one another and allows them to spend their free time together in the same room.

The way a learner with a handicap must adapt to the mainstreaming/integration system and requirements, however, is where they diverge. Despite the philosophy of inclusive education being widely accepted in some countries, others have yet to fully accept and implement it. A major problem has been the lack of clarity regarding the operational meaning of inclusive education, including the definition of the characteristics of the school and the classroom as well as the group to be included.

Ainscow (2006) and Booth (2000) attempted to clarify the operational term in their respective studies. These researches made an effort to elucidate the idea of inclusive education. Additionally, according to Booth (2000), inclusive training is the only significant means of assuring the growth of interest and removing any type of prohibition from daily life. According to the studies further findings, inclusive training also guarantees superior educational programs and a group of quality schools. Ainscow (2006) found similar results to those of Booth in his study (2000).

The faculties that specialize in fostering interests as well as the accomplishment of gatherings of what has undoubtedly been undervalued within the educational community are key to the success of inclusive education.

According to the Salamanca Statement, the idea of inclusive education should be built on the principle of social equality (Peter, 2007). The rationale and statement are more in line with the social model for people with disabilities. According to the Social Model, because every learner is unique, the educational system must change in order to accommodate all of the needs of each individual learner. Swart and Pettiper (2006) further argued that the idea of inclusive education must be viewed as a continuous and evolutionary process. Taking this stance will guarantee that all of the diverse learning population's rising requirements are successfully satisfied. In other words, according to Ainscow (2006), inclusive education should be seen as a continuous social process rather than a single event. According to Dyson and Howes (2009), the field of inclusion has frequently been described as one in which problems are constantly being solved as a result of the formation of disparities.

Unified Nations Educational, Scientific and Cultural Organization (UNESCO) defines inclusive education as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education. p 7" The entire educational system should support situations where teachers and learners appreciate the benefits and challenges of diversity. An inclusive educational strategy promotes learning environments where every learner has the chance to achieve and individual needs are satisfied. With a common vision that covers all children of the appropriate age range and the notion that the state has a duty to educate all learners, it involves

changes and adjustments in content, methodology, structure, and procedures (UNESCO, 2000).

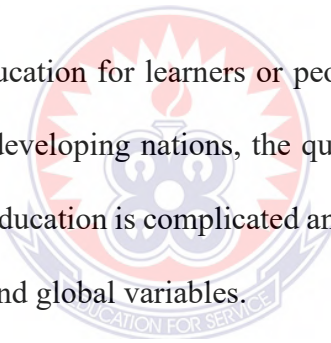
The basic goal of inclusion is to guarantee the full potential development of learners with disabilities, and attaining this will signify moving in the right direction. (Ankutse, 2016). Four principles are fundamental to all meanings of incorporation, according to UNESCO's 2000 study. The process of incorporation must be seen as an ongoing search for improved ways to respond to various attributes. The identification of evidence and the removal of obstacles are concerns for incorporation. All learners should be included in the process of learning, and attention should be given to any groups of learners who may be at danger of being minimized, avoided, or performing below expectations.

Although there are differences in the ways that various learners conceptualize comprehensive training, there are also fundamental elements that frequently appear emphatically in the conceptualization of consideration. According to Green (2001), inclusive educational practices have benefits and drawbacks depending on how they are applied. From a benefit standpoint, it encourages social learning and participation in society; it also ends the segregation of minorities and helps learners grow more tolerant of one another while they are learning together. This in turn aids in forming their future social interactions (Myers & Bagree, 2011). In terms of drawbacks, John and Sylod (2013) determined that it necessitates special services (inclusion into non-special schools and classes), which is much more expensive due to special equipment, teachers who are bilingual should be hired for translation purposes, and another issue is a lack of social preparation and information about the needs of teachers who are handicapped, learners who are learning, and learners with hearing impairment and their families. The main requirement is that inclusive schools must recognize and respond to the various

learning needs of their learners, accommodating both different learning styles and rates, and ensuring that all learners receive high-quality instruction through the use of appropriate educational materials, hierarchical organizational structures, teaching methods, and resource utilization.

The topic of addition always comes up when discussing education for learners or people with disabilities, whether in developed or developing nations. The main requirement is that inclusive schools must recognize and respond to the various learning needs of their learners, accommodating both different learning styles and rates, and ensuring quality instruction for all through appropriate educational modules, hierarchical processes, teaching procedures, asset utilization, and organizations with their groups.

Whenever the topic of education for learners or people with disabilities is discussed, whether in developed or developing nations, the question of addition also comes up. This is because inclusive education is complicated and divisive since it is influenced by creative, literal, cultural, and global variables.



2.6 Inclusion in Education the way forward

There is a definite international trend toward inclusive practise, and there is broad consensus on the Salamanca statement's founding ideas (UNESCO, 2000). Since then, other customs, affirmations, and recommendations have been made at the European and global levels, including the UN Convention on the Rights of Persons with Disabilities (2011), which specifically mentions the value of ensuring inclusive educational institutions. The following explanations are provided in the UNESCO Policy Guidelines on Inclusion in Education (2009) for promoting inclusive practices and teaching all learners together:

Justification in terms of education: Inclusive schools must create teaching strategies that take into account learner variations and are advantageous to all learners.

Social justification: Inclusive schools have the power to alter people's perspectives on diversity and lay the groundwork for an equitable, discrimination-free society.

Economic justification: Setting up a complicated network of several schools that "specialize" in various learner groups is more expensive than simply establishing and maintaining schools that educate all students together. The term of inclusion employed by the Agency Teacher Education for Inclusion initiative is far broader than past definitions, which frequently concentrated on the conflict between special education and "integration" into regular schools (UNICEF).

The UNESCO (2000) definition states that inclusive education is: “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the learners, and communities, eliminating all forms of discrimination”.(page 9)

Since gender, ethnicity, class, social conditions, health, and human rights issues comprise universal involvement, access, participation, and achievement, it is evident that thinking has advanced beyond the limited idea of inclusion as a means of recognizing and overcoming a lack (Ouane, 2008). Arnesen (2009) notes that inclusion may be regarded as a process of reshaping cultures, communities, and institutions like schools to become diversity-sensitive rather than simply supplementing current systems.

The above-described inclusive education concept is implemented in many ways across diverse contexts and varies depending on country's approaches and needs, which are consequently influenced by a wide range of social, cultural, historical, and political challenges. In this regard, it is crucial to keep in mind those policymakers and practitioners who are not necessarily speaking about the same thing when contemplating structure and practise for comprehensive training across nations (Watkins & D'Alessio, 2009). According to Mitchell (2005), there is not a single inclusive education model that is suitable for all national situations, hence care must be used while importing and exporting a particular model. While nations can benefit from the experiences of others, it is crucial that they take into account their own unique social, economic, political, cultural, and historical character.

2.7 Deafness or Hearing Impairment

WHO (April 2021) defines deafness as the inability to hear as well as someone with normal hearing, defined as hearing thresholds of 20 dB or better in both ears. The severity of a hearing loss might range from slight to substantial. It makes it difficult to hear conversational dialogue or loud noises and can affect one or both ears. People who have hearing loss ranging from mild to severe are referred to as "hard of hearing." Hearing aids, cochlear implants, and other assistive technologies, as well as captioning, can be helpful for those who have hearing loss and typically use spoken language to communicate. Most people who are identified as "deaf" suffer from substantial hearing loss, which indicates little to no hearing. They frequently communicate by signing.

It makes it difficult to hear conversational dialogue or loud noises and can affect one or both ears. The term "hard of hearing" refers to a person who has enough residual hearing to primarily communicate with others and learn languages through hearing (often with

the use of a hearing aid) (Mahwish, Mahr , Ghulan & Misbah ,2012). In this idea, it varies from 21 to 69 dB, whether it is constant or varying (decibels). The condition may have a negative impact on the learner's academic achievement. People who can't hear well enough to communicate normally, either with or without a hearing aid, are said to be deaf. Usually, the loss exceeds 70 dB (Arkato, 2016).

Over 5% of the world's population, or 430 million individuals, need rehabilitation to address their "disabling" hearing loss. According to the WHO (April 2021), 432 million adults and 34 million learners and over 700 million people, or one in ten people, are predicted to have a hearing loss that is incapacitating by the year 2050.

2.8 Teachers' roles in the mainstream classroom

Every educational program's success is based on the calibre of the teachers and their attitudes, According to Tyagi (2016), the following are additional roles played by teachers in inclusive education

1. Determining which learners in the class have disabilities.
2. Sending the identified to the professionals for more analysis and care.
3. Embracing learners with disabilities.
4. Fostering understanding between learners with disabilities and those without.
5. Positioning the learners in the classroom appropriately so that they feel at ease and gain from the interaction in the group.
6. Wherever possible, removing architectural obstacles to enable independent movement for learners with disabilities.
7. Involving learners with disabilities in nearly all classroom activities.
8. Making the necessary curricular modifications to ensure that learners with disabilities are taught in accordance with their level of competence.

9. Making educational materials or adapting existing materials to benefit learners with disabilities.
10. Parental counselling, public awareness campaigns, and school-based initiatives.
11. Working together with experts in medicine and physiology, social workers, parents, and special education teachers.
12. Modifications to evaluation procedures for learners with special needs.
13. Giving learners who need it remedial instruction.

The nurturing of special learners and learners with multiple disabilities involves both regular and special education teachers in different ways. It is essential to consider the dynamics of the learning possibilities they offer, which are influenced by things like exposure, experience, the availability of resources, and technology. At the elementary school levels, the tasks of the teachers in inclusive schools are both academic and social in nature. Teachers must simultaneously impart information and skills while fostering positive and healthy social interactions that will promote inclusiveness. Compared to secondary schools, basic school teachers are better competent to control and manage the behaviour of the learners. However, the duties can be overwhelming. Teachers could supply social interaction management solutions because they spend a lot of time observing and monitoring. Young learners can quite understand of other people's quirks, and teachers typically stick with their class so they can come to know their learners and be known by them (Rogers, 2007). This means that learners at this level will be able to relate well to their peers who have a variety of difficulties and will be able to tolerate differences in others with ease. This can be accomplished more effectively, though, if the teachers supervise, guide, and encourage the learners as they learn to value diversity and individuality.

It can be difficult to teach learners with disabilities using the same classroom curricula as learners without disabilities. It is quite difficult to apply the same curricula and complete the task within the same time frame when there are sensory and cerebral impairments. But in many inclusive educational environments, learners of various abilities would follow a similar, if not identical, curriculum, and it was decided that, if practicable, learners with Special Educational Needs (SEN) should have access to it (Rogers, 2007). The curricula may not always take into account the learners' limitations, nor do they account for the reality that learners with various disabilities require extra time and specific care. If teachers are to have a significant impact, their roles must grow more varied and many as a result. Teachers are forced to look beyond exclusivity and place an emphasis on effectiveness in order to meet the challenge of raising academic achievement.

Teachers endeavour to ensure that Learners with Multiple Disorders (LWMDs) not only integrate into the larger social milieu but also fully make use of the complete curriculum. Many LWMDs were socially isolated for a considerable amount of time prior to entering the school setting. As a result, while LWMDs may struggle to be accepted, learners without disabilities will also have a difficult time adjusting to the learners' novel and unfamiliar circumstances. The teacher has the responsibility of connecting these two extreme social positions and ensuring accommodation. Teachers assist learners in acquiring the most basic communication skills before teaching them more complex concepts and skills. For instance, learners who are deaf, blind, or have a combination of the two must study braille and sign language in order to engage and communicate. Given that these learners cannot give birth among their own families since they do not speak the same language, this role is quite onerous (Reiser, 2012). Learners with disabilities or multiple disabilities would not be able to participate in the

learning process without these communication skills. These abilities are taught by the teachers using a detailed and organised technique.

The content of the universal curricula can only be learned and utilised by learners when these skills have been successfully achieved. The desire for excellence has also grown to be a crucial requirement in inclusive schools' academic settings. It has come to light that teachers in inclusive schools feel pressure to outdo one another in the pursuit of academic success and honours. Few would argue that raising standards is the goal, but this is also accompanied with "Oscar"-style prizes for teaching performance, "zero tolerance" for underperformance, league tables, and the importance placed on exam outcomes (Rogers, 2007).

Because of the rate of learning and the capabilities of LWMDs, school rankings do not appear to favour inclusive schools. To lump them in with the other schools that are not inclusive seems unfair. However, since they are all evaluated at the same time, teachers in inclusive schools feel under pressure to ignore the LWMDs' unique requirements in favour of academic success. Many teachers are under extreme pressure in other situations to mix the two and accomplish both goals fairly. In this instance, the teachers make a concerted effort to raise academic achievement while also attentively addressing the demanding demands of the LWMDs. In teaching LWMDs, delivery methods play a significant role. The accessibility and efficiency of instructional techniques are essential for assisting LWMDs. Teachers must improvise and develop pertinent and approachable approaches to assist the learners even in the absence of the methodology or technologies. Teachers at the school have developed a number of teaching techniques that engage learners in educational activities (Reiser, 2012). In this instance, the key is to impart knowledge to the learners in a way that they can easily understand and use.

According to experts, the school's primary goal is to focus on the unique needs of learners with special educational needs rather than achieving high results on the central board examination (Reiser, 2012). This level of responsibility could be more demanding and necessitates teamwork and ongoing consultations. In this sense, "teachers routinely gather as a team to resolve issues and attend to the educational requirements of all learners. The school also offers an outreach programme to assist adults and learners from disadvantaged communities with reading and skills (Reiser, 2012). Special education teachers are called in to help both the teachers and the learners in situations where conventional teachers are unable to handle the difficulties or devise practical strategies. When external demands, the nature of multiple disabilities, and the social backgrounds of the learners are taken into account, the roles of ordinary teachers and special education teachers can be challenging and the focus can get muddled.

2.7.1 Teachers' Perception of Inclusive Education

Despite the ongoing push for inclusive methods, research from recent years (Dupoux, Wolman & Estrada, 2005; Loreman, Forlin & Sharma, 2007; Ross-Hill, 2009) has shown that many teachers do not view LWMD and their inclusion in classrooms favourably. A few studies have shown that primary and secondary school teachers share comparable perceptions of comprehensive instruction, some of which are unfavourable and some of which are also good (Dupoux, Wolman & Estrada, 2005; Ross-Hill, 2009). Wiggins (2012) discovered a strong correlation between the classroom environment and secondary school teachers' perceptions of integration. This analysis concluded that teachers who were actively involved in teaching in comprehensive classrooms had more favourable perceptions of comprehensive training than teachers who were not actively involved in teaching in comprehensive classrooms.

Recent studies have shown that secondary school teachers' perceptions of comprehensive instruction have not changed significantly over the past ten years. In a study that looked at general education in grades K–12, Dev and Belfiore (1996) found that, on the whole, teachers communicated more on inspirational state of mind and recognition toward mainstreaming than incorporation. According to Sharma, Earle, and Desai's (2003) research, a tailored curriculum's preparation seemed to allay pre-benefit teachers' concerns about thorough training. Additionally, Subban and Sharma (2012) showed that teachers who acknowledged having embraced preparation in a particular curriculum held higher favourable recognitions regarding carrying out thorough training. Forlin, Sharma, and Loreman (2007) provided comparison findings that showed how teachers' perceptions of comprehensive instruction were negatively impacted by their preparedness for, or inadequate, exceptional/comprehensive training in that particular department.

On the other hand, 235 respondents from mainstream and special education teachers in public primary and secondary schools were used in Ali, Mustapha, and Jelas' (2006) empirical study on teachers' perceptions about inclusive education in Malaysia. After all was said and done, the survey discovered that teachers had positive attitudes regarding thorough training. According to the findings of their investigation, the teachers agreed that thorough instruction improved social cooperation and consideration among the teachers, hence decreasing negative preconceptions about learners with exceptional needs. According to popular belief, including learners with special needs in a standard school programme will have positive social effects on both types of learners (Logie and Marchetti, 1991). Different teachers are of the opinion that when more learners are incorporated, teachers will need additional tools and skills to accommodate the social and emotional challenges that come with inclusive education

(Idol, 1997). According to Vaughn, Schumm, Jallad, Slusher, and Samuel (1996), there are a few factors that could cause teachers to complain, including the large number of learners enrolled in the class, poor financial management, the workload of the teachers, and issues with institutionalised evaluation. Others, however, complained about the lack of cooperation or asked for guidance in handling learners with exceptional needs (Danne & Bearn-Smith, 2000).

According to Haskell (2000), teachers are viewed as being essential to the use of thorough training. According to research, teachers are the key to implementing inclusionary programmes since they act as the backbone of the process of integrating LWMDs into general education classes (Cant, 1994; Whiting & Young, 1995). Numerous studies have determined that thorough training must be effective if teachers are a part of the team directing this process (Malone, Gallagher, & Long, 2001). It is crucial to assess how general teachers feel about including LWMDs in conventional settings since their perceptions may influence how they treat and acknowledge such learners (Hammond & Ingalls, 2003; Van Reusen, Shoho & Barker, 2001). If regular classroom teachers have negative perceptions of the inclusion of LWMDs, the success of an inclusionary programme may be in jeopardy (Van Reusen, Shoho & Barker, 2001). As general instruction teachers work to incorporate LWMDs, negative perceptions of comprehensive training could eventually become deterrents (Cawley, Hayden, Cade, & Baker-Kroczyński, 2002). Sigafos and Elkins (1994) also observed that when teachers tried to introduce LWMDs into their classes, they typically sought assurance. This may be because of a lack of flexibility to modify the educational modules for general instruction to accommodate learners with specific modifying need (Sigafos & Elkins, 1994). Additionally, Avramidis, Baylis & Burden, (2000) and Briggs, Johnson, Shepherds, and Sedbrook (2002) support the idea that trainers who

regard themselves as competent comprehensive teachers frequently exhibit more motivating states of mind for comprehensive training. Due to increased preparation in the area of comprehensive training, educators become more physically fit (Avramidis, Bayliss and Burden 2000). Lack of knowledge about curriculum changes and instructional systems, which increases uncertainty, could be variables influencing a teacher's attitude toward thorough training (Janney, Snell, Beers, & Raynes, 1995; Lesar, Brenner, Habel, & Coleman, 1997).

Similar to this, having experience as a comprehensive instructor seems to strongly encourage educators to provide comprehensive training (Avissar, 2000; Avramidis, 2000; Hodge & Jansma, 2000). Undoubtedly, prior experience in this area helps regular instructors feel more comfortable in the full classroom (Avissar, 2000). Coordinated interactions with LWMD integration into standard settings appeared to be a major influence on educators' opinions on comprehensive settings (Avramidis, 2000; Villa, Thousand, Meyers, & Nevin, 1996). However, Briggs et al. (2002) point out that the notion of prior interaction needs to be certain because it is this that produces motivating mentalities toward thorough education.

A few teachers are aware that in order to implement comprehensive techniques, the support of primary and other school pioneers is essential (Daane, Beirne-Smith & Latham, 2000; Hammond & Ingalls, 2003). Gameros (1995) makes reference to a "visionary" key that will recognise the test to create an extensive domain for all students. In order to spread these beliefs throughout the rest of the school staff, principals must accept responsibility for students and improve the overall situation (Gameros, 1995; Idol, 1994). However, research suggests that heads' attitudes on LWMDs are not as helpful in this regard and do not have a significant impact on the process of incorporation in school (Daane, Beirne-Smith & Latham, 2000).

Clayton observed that in order to deliver services to LWMDs, authoritative staff members need to have a sufficient understanding of and command over the subject (Clayton, 1996). Additionally, research found that because supervisors are farther from real-world experiences than traditional academics, they may retain favourable viewpoints on consideration.

2.9 Teachers' Services and Attitude towards Learners with Disabilities

The Salamanca Statement emphasises the necessity of offering instruction to all learners in an inclusive setting (UNESCO, 1994). As a result, several nations have made the adoption of inclusive schools a priority (Leyser & Kirk, 2004). The foundation of inclusion is the idea of social justice, which states that all learners should have equal access to all educational opportunities regardless of any sort of adversity or handicap (Organization for Economic Cooperation and Development, 2005). The Commonwealth and State governments responsible for education in Australia promote the integration of learners with disabilities into mainstream classes (UNESCO, 2000). However, lobbying by itself does not guarantee that the policy will be well received by those responsible for its actual implementation, particularly classroom teachers. According to studies cited by UNESCO, teachers' attitudes and expectations are major obstacles to the implementation of inclusive classrooms and the equitable participation of all learners (Avramidis & Norwich, 2002), even though they are expected to offer some services to learners with disabilities, such as modifying the curriculum and breaking the class up into smaller groups to better accommodate these types of learners. Conceptually, attitudes are thought of as relatively stable entities made up of cognitive, affective, and behavioural elements (Bizer, Barden, & Petty, 2003). Teachers' attitudes toward inclusion are frequently not based on any particular ideology, but rather on

practical concerns about how inclusive education might be implemented (Burke & Sutherland, 2004).

Common practical concerns and services of teachers include: providing quality and quantity of work output for learners with disabilities; providing enough support services for the benefit of the disabled; and teacher makes teaching and learning easy by using systematic processes (Bender, 1995). Teachers' attitudes toward inclusion are inversely correlated with the degree of the handicap that needs to be accommodated in the classroom. In other words, the more severe a student's impairment, the less enthusiastic they are about being included (Forlin & Chambers, 2011). The nature of the handicap also seems to affect teachers' perspectives. For instance, it was discovered that teachers, when using instructional daily time for these challenging students, are often more supportive of including students with physical and sensory disabilities than those with cerebral, learning, and behavioural disabilities. (Ellins & Porter, 1925; Avramidis & Norwich, 2002).

One of the key elements that promote an inclusive mind set is formal educational instruction, which is seen as being crucial in establishing the affirmative attitudes and abilities needed for successful inclusion, (Bender, 1995). Similar results were discovered with trainee teachers by West wood and Graham (2003), who found that including a master's degree requirement on diversity encouraged having an inclusive attitude. It has been demonstrated that pedagogues that incorporate formal instruction, organized practical experience with persons with disabilities and the provision of supplemental learning resources to these can increase readiness and foster inclusive attitudes.

Additionally, trainee teachers who had completed a unit of study with a strong emphasis on inclusive education had a greater knowledge of the potential of students with disabilities regardless of the sort of degree they were pursuing (Campbell et al, 2003).

To improve a positive attitude toward inclusion and lessen associated anxiety, some scholars contend that increasing understanding of and trust in inclusive education alone is insufficient. They draw attention to the observation that as trainee teachers progress through their training years, positive attitudes toward inclusion gradually drop (Costello & Boyle, 2013). Perhaps a greater understanding of the difficulties that come with including all students, especially those with impairments, might make teachers less amenable to being inclusive (Campbell et al, 2003). Age, gender, and role all have varying effects on adopting an inclusive mind set. Some research found that teachers' ages had no discernible impact on their willingness to be inclusive, (Boyle & Costello, 2013). However, others contend that older trainee teachers' views do not change as substantially as those of younger ones while receiving training in inclusive practises (Forlin, Loreman Sharma & Earle, 2009). According to reports, female teacher candidates are more accepting when implementing inclusive education (Avramidis, 2000), but other studies claimed that gender had no bearing (Alghazo, 2003; Van Reusen, Shoho, & Barker, 2000).

In comparison to their more experienced counterparts, newly trained teachers have been demonstrated to have a more positive attitude toward inclusion, while other studies have found no gender-related differences in this regard (Campbell ,Gilmore & Cuskelly, 2003; Alghazo, 2003; Van Reusen, 2000). When compared to their more experienced peers, newly trained teachers with less experience have been found to have a more favourable outlook on the delivery of individualized learning toward inclusiveness (Campbell et al., 2003). While some studies do not reveal any influence of past

exposure to disability, some research found that teachers who had been exposed to persons with disabilities (i.e., a friend or family member) were found to be more receptive to inclusion (Costello & Boyle, 2003; Alghazo, 2003). In a recent cross-cultural study on trainee teachers' attitudes toward various facets of diversity, it was discovered that over 80% of the trainee teachers maintained a favourable attitude toward people who were different from them in terms of disability, gender, and particular skills (Molto, 2000).

By assessing teachers' sense of self-efficacy in implementing inclusive education, there has recently been an increase in interest in researching the practical side of doing so (Sharma, 2012). Self-efficacy in teaching refers to the conviction that one's instruction has the power to affect how well all learners learn, even those who are unmotivated or picky. Sharma and colleagues noted that self-efficacy is cyclical in nature, with performance success producing a fresh mastery experience that, in turn, affects self-efficacy beliefs. The correlations between high self-efficacy in teachers and willingness to use a variety of instructional strategies for learners of all ability levels, including those with learning difficulties, are supported by empirical research (Chester & Beaudin, 1996). As a result, teachers are more likely to adapt their teaching strategies to meet the needs of learners with learning difficulties (Meijer & Foster, 1998).

Contrarily, teachers with poor self-efficacy in their teaching are more likely to believe that learning challenges are internal to the learner and are less willing to modify their teaching strategies to meet the requirements of learners who struggle with learning (Weisel & Dror, 2006). Teachers who are more effective tend to place more blame for learners' challenges on outside reasons than teachers who are less effective, suggesting that teachers who feel more competent are more at ease taking some responsibility for learners' issues (Brady & Woolfson, 2008). According to emerging research, a teacher's

job (i.e., whether they work in a special education setting, a mainstream setting, or learning support setting) is not as good a predictor of the characteristics they uphold for inclusive education.

Teachers will also need some training in order to handle this classroom diversity, as inclusion of learners with and without disabilities necessitates changes in classroom infrastructure, the teaching methodologies, instructional materials, and teachers' attitudes to provide these services to all learners. In spite of the apparent advantages of inclusion, teachers' commitment and positive attitudes, as well as their knowledge and expertise in meeting the educational needs of diverse learners with disabilities, Heiman (2002) observed that teachers were worried about the academic, social, and behavioural adjustment of the learners with disabilities in inclusive classrooms.

Olson (2003) used a survey as the research design to examine the attitudes of special and general education teachers toward inclusion. The study recruited 65 teachers, and the respondents were given both closed- and open-ended questionnaires to gauge their degree of agreement. The researcher noticed that general education teachers lacked the necessary training and professional development to successfully integrate learners with disabilities into regular classroom settings. The majority of the teachers surveyed 27.2% said they agreed that general education teachers and other staff received the training and in-services they required to feel qualified to instruct learners with disabilities. Seventy-two and eight percent (72.8%) of the teachers said they lacked the necessary training to deal with learners who have disabilities. It should be noted that this study and Olson's share the use of surveys as the research design and closed- and open-ended questionnaires as the survey instrument. According to a research by Layser and Tappendorf (2001), teachers needed a variety of activities such simulations, discussions, panel presentations, and pertinent information regarding impairments

included in in-services or pre-services. This occurs as a result of the adjustments general education schools must make to accommodate inclusion.

According to some researchers, teachers' negative attitudes toward inclusion are a result of their lack of positive experiences with well-designed inclusive programmes (Vaughn, Schumm, & Saumell, 1996; McLeskey, Waldron, Swanson & Loveland, 2001). As a result, general education teachers will need to receive training in managing classrooms that contain learners with and without disabilities. The viewpoints of teachers who were not employed at the time of the inquiry and who were not working in inclusive environments were further compared by McLeskey et al. (2001) with those of teachers who were employed in well-designed inclusive programmes. The findings showed that as compared to teachers without this experience, teachers in well-designed inclusive programmes had much more favourable viewpoints and understanding toward inclusion. According to Center and Ward (1997), teachers who were concerned about enrolling learners with disabilities in their general education classes lacked trust in both their ability to teach and the calibre of the support services offered in the classroom and at the school level.

Similar to this, Scruggs and Mactropieri (1996) found that teachers thought there were not enough resources available to assist initiatives to promote inclusion, despite the fact that more teachers stated they received physical support rather than human support. Teacher education should invest in teacher preparation activities that might allow teachers to teach learners, with disabilities, in inclusion settings since good view and understanding of inclusion among teachers appears to be a necessary factor for successful inclusion (Hutchison & Martin, 1999). Numerous changes have been made to these programmes in order to improve the perception, comprehension, and teaching abilities of the future instructors. The bulk of these programmes have looked at how

special education courses affect teachers' attitudes regarding including learners with disabilities in regular classroom settings (Carrol, Forlin, & Jobling, 2003; Shade & Steward, 2001).

The lack of effectiveness in teachers' training to handle the demands of inclusive education has been noted in a number of studies in general and special education. In order to understand how teachers felt about include learners with disabilities in the classroom, Lambard, Miller, and Hazelkorn (1998) performed a research in 45 states across the United States. According to the researchers, most teachers did not feel ready to work with students who had impairments, particularly those who had had little to no in-service training on inclusive practises and who had not taken part in creating individualised education plans for leaners with disabilities.

Similar to this, 231 teacher candidates in Scotland and Northern Ireland who participated in the poll stated that their training had not prepared them to meet the needs of inclusive education (Wishart & Manning, 1996). Agbenyega (2007) also pointed out that teachers are unable to instruct learners with impairments effectively due to their level of training. Matinez (2003) aimed to evaluate the efficacy of an introductory special education course for learners, instructors' attitudes toward inclusion, their perceptions of their own efficacy as teachers, and their understanding of how to modify instruction for learners with disabilities. The outcome showed that neither teachers' perceptions of their own teaching abilities or their attitudes toward inclusion were statistically significantly improved by the special education course.

At an Australian university, Tait and Purdie (2000) looked into 1626 general education pre-service teachers' perceptions of individuals with impairments. The respondents either completed their fourth year in the final semester or were enrolled in a one-year

postgraduate diploma programme in education. Pre-service teachers were not required to take any courses on learners with disabilities. However, learners who were in their fourth year of study received lectures and tutorials about learners with disabilities throughout that semester. According to Tait and Purdie (2000), a one-year general teacher training programme proved ineffectual at improving learners' perceptions. Furthermore, the authors questioned whether a longer teacher training programme would provide beneficial outcomes and suggested that more study was required to address this problem. Heiman (2002) stated that due to insufficient training, teachers may be resistant to inclusive methods. Because they do not have the necessary training, it would seem that teachers feel unprepared for inclusive education (Bender, 1995; Daane, 2000).

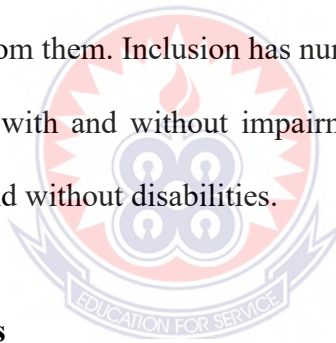
Lack of training in inclusive education may cause teachers to feel less confident when they make plans for inclusive education (Schumm, & Vaughn, 1994). According to Van Reusen (2001), teachers who have not received training on include students with disabilities may have unfavourable views toward such inclusion. On the other hand, additional training was linked to a more positive perception of such inclusion (Briggs, Johnson, Shaphard & Sedbrook 2002; Powers, 2002). It would appear that special education training would increase comprehension and perception of inclusion (Power, 2002). There are times when the introductory courses provided by teachers preparation programmes fall short of meeting the needs of general teachers for successful inclusion (Beattie, 1997). On the other hand, several studies indicated that there are no appreciable distinctions between normal classroom teachers and special educators.

The attitudes of 200 general and special teachers toward including all learners, regardless of their disability, were examined by Dickson-Smith (1995). The findings showed that following the in-service training, teachers in both groups had a more

positive attitude toward inclusion than they had previously. According to the studies and the aforementioned findings, more teachers believe that, with the right instruction and preparation, they can carry out their duties as teachers in inclusive settings successfully. As a result, even while the influence of teacher attitudes on the implementation of inclusion policies is widely acknowledged, it is unclear what teachers can actually do to change these attitudes. This study aimed to define the function of teachers of learners with disabilities in regular classroom settings.

2.10 Benefits of Inclusive Education

Although inclusion may seem improper or like it would not meet all of the learners' educational needs, separate special education classes actually isolate learners from peers who are different from them. Inclusion has numerous advantages for society as a whole, for both learners with and without impairments. Social benefits result from including learners with and without disabilities.



2.10.1 Academic benefits

D'Alonso, Giordano, and Vanleeuwen (1997) cited in Karen, Fisher & Purcal (2017) reported on numerous academic advantages of inclusion in one of their studies. The fact that learners with disabilities spend more time engaged in learning than in special settings was one advantage discovered by Hunt, Staub, Alwell, and Goetz (1994). Because learners are getting a variety of experiences they might not get in special education settings, this research suggests that learners are more engaged in learning in the general education context. According to Sharpe, York, and Knight (1994), the inclusion of learners with disabilities does not result in a reduction in their academic or behavioural performance on standardised exams or report cards.

Because teachers, administrators, specialists, volunteers, and typical classmates work together to ensure that every learner is valued, respected, and accepted for who he or she is and is given meaningful and appropriate learning experiences, learners with disabilities are more likely to succeed in effective inclusion schools. According to recent studies, learners with disabilities perform better academically when they are in inclusive environments (Klinger, Vaughn, Hughes, Schumn, & Elbaum, 1998; Walther-Thomas, 1997). According to studies, the inclusion procedure does not affect high achievers (Klinger, et al., 1998; McDonnell, McLaughlin & Morrison, 1997; Sharpe York & Knight, 1999). According to recent studies, both high achievers and peers who may be academically at risk may benefit from having recognised learners present in general education settings (Walther-Thomas, 1997). (Stevens & Slavin, 1995). This is understandable because a learning specialist present can target specific learning issues, devise effective intervention tactics right away to address these difficulties, and provide further assistance to all class members (Walther-Thomas, 1997).

Inclusion has a favourable academic influence on all learners, according to research. For instance, when learners in a regular classroom were divided into cooperative learning groups for mathematics, there was no discernible difference between the groups that included a learner with a handicap and the groups that did not. (Hunt, 1994). In their 2002 study, Mcleskey and Waldron examined the academic progress of learners with disabilities who attended a resource centre. The findings showed that learners with disabilities who were taught in regular classrooms with peers without disabilities showed a considerably better progress in reading than did learners with disabilities that were taught in resource centres. These results demonstrate that learners with disabilities can also excel in other subject areas.

Inclusion's impact on both learners with and without disabilities' performance on standardised tests has also been studied. Odom (2000) focused on the outcomes of standardised examinations that assessed the social, linguistic, and cognitive growth of learners with educational disabilities and contrasted those outcomes with learners with disabilities in both inclusive and non-inclusive settings. They claimed that in terms of developmental advancement, there were no appreciable differences between the two groups. In addition, Sharpe, York, and Knight (1994) published the results of a study that compared learners' overall performance in elementary school classrooms. The findings showed that having learners with special educational needs in a general education classroom did not result in a substantial deterioration in their peers without disabilities academic or behavioural performance on measures of standardized exams. According to the statistics above, learners with disabilities in a regular classroom would not degrade the academic performance of learners without disabilities.

On the other hand, a lot of normal education teachers who feel unprepared to work with learners with disabilities in regular classes exhibit frustration, anger, and unfavourable attitudes toward inclusive education because they think it might result in lower academic standards (Gary, 2003). According to the aforementioned findings, students with disabilities in a regular classroom would not degrade the academic standards of learners without disabilities.

2.10.2 Social benefits

It is important to emphasise that inclusive education offers a number of advantages, including the ability for learners to engage and socialise with one another in a setting where all learners are valued. Thus, it offers the chance to make friends, which may not happen if learners with disabilities are kept apart from learners without disabilities. These experiences are crucial to learners' social development and may help them

become contributing members of society. In an inclusive environment, learners of varied abilities have the chance to comprehend the truth that not all learners are created equal, which has been reported to assist learners without disabilities. Positive results have aided in the formation of social networks and friendships when both learners without disabilities are included in an age-appropriate classroom (D'Alonzo, Vanleeuwen, & Giordano, 2017). When learners without disabilities offer sufficient supports, their colleagues with disabilities can successfully benefit from inclusion. Adults at inclusive schools give learners ongoing support, examples of kind and accepting behaviour, helpful criticism, and inspiration to be kind to one another (Kunc, 1992).

When inclusion is effectively implemented, learners' daily involvement in one another's life fosters empathy and understanding as they grow to appreciate the unique attributes that each person possesses (Kunc, 1992; Levin, 1997). According to D'Alonzo et al. (2017), high school learners who interacted with learners who had disabilities displayed more positive attitudes, responded more quickly to others' needs, and valued diversity more highly, (D'Alonzo et al 2017). Further research revealed that learners with severe disabilities formed friendships, supportive interpersonal connections, and social networks with learners without disabilities. According to this study, more interaction with their peers may boost certain learners' with disabilities self-esteem and help them feel like they belong at school.

According to Bosea-Gyinantwi (2009), an inclusive environment encourages social interaction among learners with disabilities and allows them to benefit much from their classmates who do not have disabilities. This occurs as a result of inclusive schools' usage of mechanisms in academic work that promote social relationships amongst learners (e.g. peer tutoring, cooperative learning). All learners have the chance to grow

or improve their communication, problem-solving, and relationship-building abilities through these interactions (Giagrecio, Dennis, Cloninger, Eldelman, & Scattman; 2008).

2.11 Attitudes of teachers towards learners with special needs in the mainstream classroom

The attitudes of teachers toward inclusive education are well documented in the literature. A "learned, evaluative response about an object or an issue and a cumulative result of personal beliefs" is how Forlin and Chambers (2010) described attitudes. Forlin and Chambers (2010) continue by saying that teachers' views toward inclusive education were influenced by their beliefs, which in turn affected their intentions and actions. Attitudes can be a reflection of a person's personality and are created by experience as well as implicit learning (Zimbardo & Lieppe, 1991). Attitudes can be broken down into three connected parts: behavioural, emotional, and cognitive. Cognitive refers to the notion or assumptions that the attitude is built on a predisposition toward an action that corresponds with the assumption or belief, (Zimbardo & Lieppe, 1991). As a result, it is crucial to do study on how to change and form teacher attitudes (Weisman & Garza, 2002). According to Cook (2002), effective inclusive practise requires teachers to foster a sense of belonging and have positive attitudes. In response to the claim (Cooks 2011) noted that teachers' views directly influence their behaviour with learners, and as a result, have a significant impact on the classroom environment and learner outcomes.

According to several studies, teachers' perceptions and understanding are important to the success of inclusion. These studies also demonstrate that positive perceptions and understanding are related to a variety of factors, such as special education or inclusive education training, experience working with learners who have disabilities, and close contact with learners who have disabilities.

Additionally, the practise of inclusive education, the calibre of educational materials and teaching learners get, and teachers' attitudes and concerns regarding race and ethnicity can all have an impact, (Leyser & Tappendorf, 2001; Sharma, Earle & Desai, 2002). Despite the fact that it seems as though teachers generally support inclusion as a social and educational principle, their willingness to actually put inclusion into practise depends on the type and severity of the disability, with less enthusiasm generally shown for including learners with more severe disabilities and learners who have behavioural disabilities (Scruggs & Mastropieri, 1996; Avramidis & Norwich, 2002). The type and degree of the condition seem to be connected to how ready the teacher is to make accommodations for learners with disabilities in regular classes. According to Scruggs and Mastropieri (1996), learners with minor disabilities who require the least amount of curriculum and instruction adaptation were provided the highest level of assistance for inclusion. According to the studies, the notion that including learners with disabilities would have a detrimental impact on general education classrooms was likely influenced by two factors: the severity of the degree of the learners' disabilities and the amount of additional teacher responsibilities needed. According to Wang, Reynolds, and Walberg (1998), learners with mild disabilities, such as those who have learning problems, were more likely to be accepted in inclusive classrooms since they were seen as not being significantly different from learners without distinguishable disabilities.

On the other hand, learners who have emotional and behavioural issues are often graded less favourably in terms of perception and comprehension of inclusion (Soodak, Podell, & Lehman 1998; Stoiber, Gettinger, & Goetz, 1998). In general, teachers think that learners who exhibit the most problematic behaviour call for more teacher involvement and those who are hard to support. Additional research demonstrated that include

learners with disabilities in general education classrooms results in larger classes, which increases the workload of the teachers. Large classes may be seen as a barrier to the successful implementation of inclusive education (Agran, Alper, & Wehmeyer, 2002). Larger classrooms put more demands on the usual teacher while highlighting the worry that not all learners may receive enough time or attention (Stoler, 1992). Classes cannot have more than 20 learners, according to Cornoldi, Terreni, Scruggs, and Mastropieri (1996), if there is one learner with a handicap in an inclusive setting. Some teachers believe that include learners with impairments in the mainstream classroom will result in insufficient classroom time. According to Scruggs and Mastropieri (1996), instructors felt that the time allotted in the classroom was insufficient for efforts to promote inclusion.

Leyser and Tppendorf (2001) discovered that teachers had positive perspectives toward inclusion as they were more concerned about the amount of classroom time needed to support learners with disabilities that might limit their ability to provide a suitable education for general education learners in the inclusive classroom. Teachers' main issue in inclusive classrooms was consequently the lack of available teaching time. Positive attitudes and beliefs work together to foster diversity in inclusive education in a big way (Booth & Ainscow, 2011). Cook (20011) claims that teachers' views have been regularly found to have been changed by special and inclusive education training, either in a single course or through a content-infused approach.

According to Lancaster and Bain (2007), there is generally a favourable shift in views following the completion of an inclusive and special education unit of study in many situations and nations. According to the authors, pre-service general education teachers' knowledge can be raised with just a little formalised input. However, Molto (2000) discovers some research evidence to show that reading and theoretical classes are

insufficient to change learners' and teachers' negative views toward those with exceptional educational needs. Mahat (2008) argued that prior experiences (experience teaching learners with disabilities), prior knowledge (training in the field of inclusive education), and recently obtained knowledge all had an impact on mainstream teachers' views regarding the inclusion of learners with disabilities (professional development or training modules). The significance of starting teachers' positive attitudes in inclusive environments has been widely proven, according to Avramidis and Norwich (2002). However, per-service and in-service courses that focus on teachers' abilities and attitudes toward learners with disabilities are commonly viewed as inadequate by teachers (Westwood & Graham, 2003).

In conclusion, inclusive education can be accomplished if teachers have favourable attitudes about educating learners with disability and refrain from acting in certain conventional ways toward learners' academic behaviour (Jordan, 2001). In other words, teachers' self-imposed and stereotypical judgments that some of their learners are better or worse than others limit their willingness to be flexible to each learner's requirements (Peter, 2010).

2.11.1 Factors Influencing Teachers' Attitudes

According to research, a variety of variables that are in many ways interconnected may have an impact on teachers' attitudes. For instance, answers appeared to differ depending on the conditions that were impairing in the majority of the integration attitude research that were previously evaluated. In other words, it has been seen that teachers' views are influenced by the types of disabilities and/or educational issues addressed. In conclusion, teachers appear to generally have a more positive attitude toward the integration of learners with physical and sensory disabilities than learners

with academic issues and emotional-behavioral difficulties, even though Bowman (2006) study found the contrary to be true (EBD).

2.11.2 Teacher-related variables

The association between teacher traits and attitudes toward learners with disabilities has been the subject of extensive research into teacher traits. Numerous individual teacher criteria, including gender, age, years of experience, grade level, contact with persons with disabilities, and other personality traits, have been studied in order to determine how they may affect teachers' acceptance of the inclusion concept (Harvey, 2005).

2.11.3 Gender

The findings on gender are contradictory; some researchers reported that female teachers exhibited higher levels of tolerance for integration and for persons with disabilities than did male teachers (Rea, McLaughli & Walther-Thomas, 2002). For instance, Harvey (2005) discovered that female teachers had a little propensity to exhibit more favourable opinions about the concept of integrating learners with behavioral problems than did male teachers (Leyser & Kirk, 2004). However, it was not mentioned that opinions and gender were associated.

2.11.4 Teaching experience

Another factor that relates to teachers and that has been found to have an impact on teachers' attitudes is teaching experience. It has been discovered that teachers who are younger and have less experience are more receptive of integration (Tomlinson, 2005). According to Forlins' (2008) research, for instance, acceptance of a learner with physical disabilities was best among teachers with less than six years of experience and decreased with experience for those with six to ten years of experience. The teachers

with the highest experience (more than 11 years of teaching) were the least accepting. Forlin (2008) also had a comparable outcome while integrating a learner who had an intellectual handicap. His research appeared to show that teachers become less tolerant of integration as they gained teaching experience. Tomlinson (2005) also discovered that, in comparison to teachers with more than 14 years of experience, teachers with less than 14 years of experience showed a much higher positive attitude toward integration.

They discovered no discernible variations in the views toward integration among teachers with one to four years of experience, five to nine years, and ten to fourteen years of experience (no mention was made based on individual country).

Harvey (2005) compared the readiness of primary teachers and teacher candidates to accept students with SEN in their classes. According to his findings, primary teachers who had more experience were less eager to include these learners in their lessons than teacher trainees. In this regard, it would not be irrational to suppose that freshly qualified teachers join the workplace with favourable attitudes toward integration. However, despite the fact that the aforementioned studies suggested that younger teachers and those with fewer years of experience are more supportive of integration, other researchers have found no significant relationship between teaching experience and teachers' opinions (Avramidis, Bayliss, & Burden, 2000).

2.11.5 Grade level taught

Numerous researches have concentrated on the changing grade level taught and how it affects teachers' views toward integration. Compared to junior high school and elementary school teachers, senior high school teachers had significantly more positive attitudes toward integration, while junior high school teachers had significantly more

positive attitudes than elementary school teachers, according to a 2005 international study by Tomlinson (again, no mention was made based on individual country).

Other American studies showed that elementary and secondary teachers had different perspectives on integration and how they accommodate integrated learners in the classroom (Cheronel, 2003). Elementary teachers expressed more optimism about integration and its potential than did their secondary counterparts (Mitchell, 2000). Salvia and Munson (1996) came to the conclusion that as learners' ages rose, teachers' attitudes toward integration grew less favourable. They attributed this to the fact that teachers of older learners tended to be more focused on the subject matter and less concerned with the individual differences of their learners.

The presence of learners with SEN in the class is a challenge from a practical standpoint for teachers who are more focused on the subject matter, according to Clough and Lindsay (1991). Although some studies have not shown a connection between grade and attitude, it may be claimed that elementary schools' ethos is more holistic and inclusive than secondary schools', and that could have an impact on teachers' attitudes (Hannah, 1998).

2.11.6 Experience

Numerous studies have identified experience with learners who have special needs or disabilities as a crucial factor in determining teachers' attitudes toward integration. Here, the "contact hypothesis" says that as teachers implement inclusive programmes and thereby come into contact with learners who have severe disabilities; their attitudes may improve (York, 2003). Experience with low ability learners was a significant contributing factor to their eventual acceptance by teachers, according to Janney, Snell,

Beers and Raynes (1995). General education teachers initially weighed the expected high cost of integration against its ambiguous benefit, which led to hesitancy or resistance because they were already apprehensive of reforms and overworked. Teachers evaluated the cost of their time and energy in relation to the benefit for learners after their implementation experiences, and they concluded that the integration effort was successful.

According to Tomlinson's (2005) research, teachers with a lot of experience working with learners with disabilities generally had views about integration that were much more positive than those with little to no experience. Findings from several other studies, including those by Leysen and Lessen (1995) and Shimman (1990) in the UK and Leysen and Lessen (1995) in the United States, have emphasised the significance of more social interaction and experience with learners with special needs, along with knowledge and specialised skills in teaching and class management, in the development of positive attitudes toward integration. These studies tend to imply that, when well planned (and supported), interactions with learners who have major disabilities result in favourable changes in teachers' attitudes. These studies show that when mainstream teachers gain more experience working with learners who have special needs, their views shift in a positive way. They are supported by more recent studies on teachers' attitudes toward inclusion that were previously presented (LeRoy & Simpson, 1996).

It is crucial to remember that social interaction in and of itself does not result in positive views. For instance, Stephens and Braun (2000) found no connection between teachers' opinions toward integrating teachers' with major disabilities into regular classrooms and reported contact with these teachers. Another study by Center and Ward (1997) revealed that primary teachers were more accepting of integration if there was no specific class or unit associated with their school. They asserted that contact with

learners with SEN did not lead to the development of more positive attitudes. Unexpectedly, there is evidence in the literature that social interaction might even result in unfavourable opinions. Forlin (2008) found disparities between teachers who were currently working with the inclusion policy and those who were not. Those who were not involved (but were aware of the idea of inclusion) said dealing with a learner, a learner with special needs, and a learner in the mainstream was equally difficult. Those who were involved thought dealing with a learner with special needs was more stressful than dealing with a learner in the mainstream. As a result, this study showed that the stress element may prevent a learner with SEN from promoting favourable inclusion acceptance.

2.11.7 Training

The knowledge about learners with SEN acquired via formal studies during pre- and in-service training is another element that has drawn a lot of attention. This was thought to be a key element in influencing teachers' views regarding the adoption of an inclusive policy. Attempts to integrate these learners into the mainstream would be challenging without a well-thought-out plan for teacher training in the educational needs of learners with SEN. The findings of Shimman (1990), which were based on teachers at colleges, provided evidence for the significance of training in the development of positive attitudes toward integration. The researcher looked at how college teachers in the UK felt about learners with special needs and how to integrate them into regular college courses. The research revealed that college teachers with training in teaching learners with learning disabilities had more positive attitudes and emotional responses toward learners with SEN and their integration than did teachers without that training. Other research from the UK, Avramidis et al (2000) and the USA Van-Reusen, Shoho and Barker (2000) tend to support the idea that special education certifications obtained

through pre- or in-service training were linked to less opposition to inclusive approaches. For instance, Dickens-Smith (1995) investigated the perspectives of both ordinary and special educators towards inclusion (not integration). An attitude survey was presented to Dickens-participants Smith's before and after staff development. Following their in-service training, both sets of respondents demonstrated more favourable attitudes about inclusion than they had previously, with regular education teachers displaying the largest positive attitude shift. Staff development, according to Dickens-Smith (1995), is essential for the success of inclusion.

2.11.8 Teachers' beliefs

Canadian research has discovered a further factor that affects teachers' actual teaching styles and adaptations in heterogeneous classrooms, in addition to their reported attitudes toward inclusion. This factor is their perceptions of their duties in addressing the needs of learners who are exceptional or at risk. According to Jordan, Lindsay, and Stanovich (2001), teachers who hold a pathognomonic perspective in which they believe that a learner's disability is innate differ from those who hold an interventionist perspective, who believe that a learner's problems are the result of the interaction between the learner and their environment. Teachers who adopted interventionist philosophies engaged in significantly more academic interactions and persevered more in creating learner comprehension than those who adopted the most pathognomonic philosophies.

Jordan, Lindsay and Stanovich (2001) attempted to predict the performance of teacher behaviours linked to effective teaching in diverse classes in a different study. In comparison to earlier studies, this one on teachers' attitudes toward integration and inclusion was more sophisticated because it was based not just on participants' own

accounts and interviews, but also on observations of real teaching practises. The findings showed that the subjective school norm, as operationalized by the principal's attitudes and views about heterogeneous classrooms and his or her pathognomonic/interventionist orientation, was the biggest predictor of effective teaching behaviour.

Additionally, it was discovered that teachers' answers on the pathognomonic/interventionist interview scale were significant indicators of effective teaching behaviours. These studies show that teachers' attitudes toward inclusion, which are then translated into practise, are significantly influenced by the school's ethos and the teachers' beliefs. It can be said that teachers who accept the responsibility of instructing a large variety of learners, recognising the impact their instruction has on teachers' progress, and who feel confident in their instructional and management skills (as a result of training), are better able to implement inclusive programmes (Soodak, Podell & Lehman, 1998) where receptivity towards inclusion was associated with higher teacher efficacy.

2.11.9 Teachers' socio-political views

A few studies have examined teachers' attitudes about integration in relation to their larger personal beliefs (political perspective, socio-political views), attitudes, and behaviours. In a US study, Stephens and Braun (2000) discovered that teachers' opinions toward integration were more favourable when they thought publicly funded schools should educate gifted learners. According to the ethnicity of the integrated learners, Salvia and Munson (1996) discovered that classroom teachers with abstract conceptual systems had more favourable attitudes about integration. Less demand for order, less pessimism, and less interpersonal aggressiveness were demonstrated by

teachers who used abstract conceptual frameworks, which have been linked to low levels of authoritarianism.

Thomas and Loxley (2001) also discovered that teachers who scored poorly on conservatism exhibited less hostility toward integration. Norwich (1994) studied the correlations between integration attitudes and political outlook, socio-political views, and other situational characteristics in his comparative research of teachers in rural and urban areas of Pennsylvania, USA, and Northampton shire, England (contact with disability, professional position). Only the UK sample of this study's sample showed a relationship between integration attitudes and socio-political opinions. Norwich (1994) came to the conclusion that, while teachers' socio-political and ideological beliefs and values may have some bearing on integration, attitudes cannot be viewed as a reliable predictor on their own and that other contextual factors (such as the availability of resources in the two areas and cultural issues) must be taken into account.

2.11.10 Educational environment-related variables

The provision of support services in the classroom and at the school level is one aspect that has often been linked to more positive views (Clough & Lindsay, 1991). Support in this context could be viewed as both physical (resources, instructional materials, IT equipment, and a reorganised physical environment) and human (learning support assistants, special teachers, and speech therapists). According to Janney (1995), the majority of the teachers in their study were initially hesitant to welcome learners with special needs into their classes because they worried that, in the worst-case scenario, they would both be left on their own. After receiving the required and sufficient assistance, these teachers eventually became open to these learners. Respondents recognize that their concerns that part-time integration might lead to unusually heavy

workloads were much allayed by the support they received from the pertinent authorities. The development of these positive attitudes also benefited from a considerable redesign of the physical environment (making buildings accessible to learners with physical disabilities), as well as from the availability of sufficient and appropriate tools and materials.

Other physical supports have also been proven to promote favourable attitudes toward inclusion, including the availability of adopted teaching materials (LeRoy & Simpson, 1996) and smaller classes (Clough & Lindsay, 1991). Numerous studies have noted the importance of another sort of support, namely the head teacher's ongoing encouragement, in the development of favourable attitudes toward inclusion. In his analysis of pertinent literature, Chazan (1994) came to the conclusion that mainstream teachers are more accepting of integration if their head teachers are on board. Similar to this, Centre and Wards' (1997) study found that mainstream teachers with head teachers who had offered the integration programme some kind of assistance had a more favourable view toward its implementation than those who had not (Thomas & Loxley, 2001). Support from expert resource teachers was also noted as a crucial element in forming favourable teacher attitudes toward inclusion (Kauffman, Lloyd & McGee 2009). Janney (1995) discovered that the presence of effective support, both interpersonal and task-related, provided by the school's special education teachers was one of the factors cited by their respondents as having contributed to the success of the part-time integration programme they were implementing.

Clough and Lindsay (1991) made the case that subject-matter experts are crucial colleagues in advising subject-matter teachers on how to make a particular subject accessible to learners with SEN. Centre and Ward (1997) discovered that because of the confidence that itinerant teachers gave these learners, learners with modest sensory

disabilities who were incorporated into mainstream classes did not make mainstream teachers anxious. Their research revealed that working with roving teachers has a favourable impact on teachers' attitudes. Another study carried out in the USA (Minke, Bear, Deemer & Griffin, 1996) compared the attitudes and services towards inclusion as well as the perceptions of self-efficacy, competence, teaching satisfaction, and judgments of the appropriateness of teaching adaptation of regular education teachers who co-taught with resource teachers in inclusive classrooms and their counterparts in traditional classrooms. This study also highlighted the significance of support from specialist resource teachers. Regular teachers indicated high perceptions of self-efficacy, competence, and satisfaction as well as good attitudes toward inclusion in their inclusive classrooms.

Compared to teachers in classrooms with the protected resource of two teachers, regular teachers in traditional classrooms had less favourable impressions and thought classroom adjustments were less practicable and less commonly implemented. Other elements of the traditional classroom environment have also been identified in the aforementioned studies as obstacles that must be overcome in order for inclusive programmes to be successfully implemented. For instance, teachers frequently report overcrowded classrooms, a lack of differentiated packages of pre-prepared materials, a lack of planning time with the learning support team, a lack of a modified or flexible timetable, and insufficient support from administrators (Avramidis, et al 2000). Numerous American studies have emphasised the necessity for greater non-contact time in particular so that they can collaborate on planning (Shimmam, 1990). For instance, 48 out of 55 teachers (87.2%) who participated in the Myers and Bagree's (2011) study said that they felt they needed at least an hour of daily preparation time for inclusion. It might be argued that mainstream teachers believe that implementing an

inclusive programme will result in a significant increase in their workload due to additional planning for a very diverse population's demands. In this regard, it is possible to consider that both physical and emotional assistance have a significant role in influencing mainstream instructors' attitudes regarding the inclusion of students with SEN.

2.12 Challenges of teachers teaching learners with special needs in inclusive schools

According to some teachers, there are a number of obstacles to educating learners with and without disabilities in the same classroom, including changes to the curriculum and instruction, teacher confidence, collaboration with the school administration, experience working with learners with disabilities, and assessment and grading procedures in an inclusive setting. According to Loreman, Forlin and Sharman's, (2007), elements including close interaction with a person with a disability, teaching experience, legal and policy understanding, and confidence levels have a big impact on how learners and teachers view inclusion. According to Bones and Lambe (2007), experience teaching or interacting with learners who have disabilities as well as training in special or inclusive education have a favourable influence on attitude and perspective.

Additionally, such a favourable perception encourages the possibility of more fruitful inclusive programmes or experiences for students (Kuyini & Desei, 2008; Subban & Sharma, 2006). It suggests that teachers are more likely to practise inclusive education if they have prior inclusive education experience (Jelas, 2006). It appears that prior interactions with person with disabilities have made regular education teachers more at ease in inclusive settings. Teachers' attitudes regarding inclusive settings found to be significantly influenced by their direct experience integrating learners with

impairments into mainstream settings. (Giangreco, Cloninger, Dennis & Schattman, 1993). In her four-nation UNESCO research of over 1000 teachers with experience teaching learners with disabilities, Brown (2007) found a wide range of opinions on inclusive education. These teachers supported integrating various forms of learners with disabilities into regular classes. According to Brown (2007) the percentage of teachers who supported inclusion in nations where it was required by law ranged from 47% to 93%.

However, the level of support for inclusion among teachers from nations with a majority-segregated educational system ranged from 0% to 28%. These results demonstrate that teachers will have good opinions of inclusion when they are exposed to teaching learners with disabilities. According to Cook's findings from 2001, teachers with seven or more years of experience working with learners who have disabilities in inclusive classrooms believed they could potentially address the needs of more learners with disabilities than teachers with less inclusive expertise. According to Good and Brophy (1992), seasoned teachers give learners with disabilities in inclusive settings greater encouragement to achieve their best, more opportunity to respond to questions, and more attentive performance monitoring.

However, other researches have shown that simply having contact with learners who have disabilities does not result in the development of a more favourable perspective of inclusion (Center & Ward, 1997). According to Stephens and Braun (2000), there is no statistically significant link between teachers' attitudes toward inclusion and their contact with learners who have disabilities. However, several researches revealed that more experienced teachers have a more negative attitude of inclusion (Forlin, 2008). Some mainstream teachers stated that inclusion policies forced them into fields they were unfamiliar with or uninterested in since they had chosen to teach a certain topic

rather than special education (Vaughn, 1999). Forlin (2008) discovered that teachers with the most experience, those with more than 11 years of classroom instruction reported the lowest level of approval for inclusion. Additionally, in an inclusive classroom, teachers with less than six years of experience were shown to have the highest levels of acceptance. These contradictory results suggest that the type of inclusion practise or experience pleasant are not determines by the impact on perception.

Collaboration between the school administration and the teachers is necessary for the successful implementation of inclusive education. Since this could be difficult for teachers, the administration should be dedicated to providing the right tools required for inclusive practices. Administrative support has also been cited as a crucial component in shaping teacher perceptions of inclusion. If the school principal provides a favourable learning environment for teachers and learners, the teacher feels reaffirmed (Idol, 1994; Cook, 2001). Teachers feel that in order to implement inclusive practises, the principal and other school leaders' support is essential (Hammond & Ingalls, 2003). To encourage these attitudes among other teachers, educational leaders must embrace ownership of all learners and advocate inclusive placement (Gameros, 1995; Idol, 1994). However, research indicates that administrators' attitudes toward learners with disabilities are less than favourable, which has an effect on the inclusion process in schools (Daane, Baine-Smith, & Lathan, 2000). According to Clayton (1996), administrative staff members do not have the necessary knowledge and experience to provide services to learners with disabilities. According to another studies, administrators may regard inclusion favourably because they have less direct experience with it than mainstream teachers. Lack of administrative support may cause teachers to lack confidence and feel hesitant to offer their all in a classroom that

welcomes all learners. According to the findings of Sigafros, Elkins, Kerr and Attwood (1994), mainstream teachers generally lacked confidence when attempting to integrate learners with disabilities into their classes. This can be due to a lack of knowledge on how to adapt the regular education curriculum to fit learners with different learning requirements. Additionally, Avramidis et al. (2000) provide evidence in favour of the idea those teachers who regard themselves as capable inclusive teachers frequently have more favourable perceptions of inclusive education. The authors also claimed that more training in the area of inclusive education results in teachers being more competent. Teachers' attitudes toward inclusive education may be influenced by issues such as inadequate knowledge of instructional methods or curriculum changes, which lowers confidence (Janney, 1995; Lesar et al., 1997). The curriculum should be adaptable enough for teachers to feel comfortable teaching learners with disabilities in an inclusive classroom. According to Miller (2005), the competence and desire of general education teachers to make the necessary adjustments to account for individual variations is a key factor in the success of inclusive schooling initiatives. Hamre-Nietupski, McDonald, & Nietupski (1992) examined several difficulties and potential solutions when integrating learners with disabilities into the regular classroom in order to ensure that the needs of all learners will be satisfied. These difficulties include: 1) delivering a practical curriculum in a traditional classroom; and 2) offering teaching centred in the community. An individual with a significant handicap, such as an intellectual disability, might, for instance, struggle with basic hygiene skills. If these deficiencies are not corrected, the learner may become more hostile. The teacher might take advantage of this chance to emphasize acceptable behaviour for both the class as a whole and the learner with disability. The topic of cleanliness, including proper table manners and daily grooming techniques, can be covered in the class's "health"

curriculum. Then, without being singled out in front of their peers, the learner with disability can concentrate on the area of deficit while the rest of the class benefits from having these abilities reinforced. Offering teaching based in the community was a different strategy description. This might be characterized as giving the community individuals or organizations the chance to enrich a lesson with real-world examples. For instance, if a lesson on fire safety is included in the curriculum, this might be the ideal time for local firefighters to address the class. Frequently, the experts may bring fire apparatus or a movie to help emphasise the lesson. This type of multisensory method, which synchronises the visual aids with the lecture, is beneficial to all learners. If teachers are able to modify the curriculum in this way, inclusive practices may be improved. Many teachers believe it to be challenging to evaluate and grade both learners with and without disabilities in the general classroom. For teachers, assessment is a challenging procedure. Because classroom practices ultimately lead to grades that affect promotions, status, and future opportunities for learners, teacher training and assessment is crucial (O'Connor, 2007). Teachers utilize assessment tools to track learner progress and then issue grades to each learner that are meant to sum up and reflect the depth of the learner's learning. The most popular way to determine whether a learner has acquired new knowledge is through grading (Allen, 2005). Grades are a summary of the evaluation performed for learners by teachers and other professionals at the conclusion of a predetermined period of time (Allen, 2005; O'Connor, 2007; Tomlinson, 2005). Classroom assessment and grading procedures are intended to improve learning, facilitate education, and promote opportunities for acquiring new knowledge (Davies, Herst-Luedke & Reynolds, 2008). In an inclusive classroom, assessment may be formative, which means it should concentrate on each learner individually and include a wide range of collaborative tactics used by teachers and

learners, or summative, also known as assessment of learning (Harlen, 2005; Klecker, 2002). It serves to verify what learners know and how well they have adhered to curriculum requirements (York, 2003). It evaluates how effectively learners have achieved their own unique programme goals or decides where they will be placed in future programmes. It is utilized to share success with parents, other teachers, employers, the government, and the general public (York, 2003). These evaluation procedures appear to be challenging because individual teachers may not be qualified to do this kind of examination. Formative evaluation is also known as evaluation for learning. (Davies, Herst-Luedke & Reynolds, 2008).

Although learners learn in a variety of unique ways, formative assessment recognizes that there are still predictable patterns that they will follow as they gain mastery. Teachers effectively assist learners and adjust to meet them where they are in their learning process because they are aware of this universal process. This calls for patience, learner knowledge and understanding, development, and the capacity for regular, appropriate adaptation (Boston, 2002). Formative evaluation upholds the learner's participation in the main learning process. In order to attain the intended results, learners accept responsibility for their own learning while the teacher offers advice, direction, and feedback. This is a very difficult and time-consuming endeavour for teachers in inclusive classrooms (Weston, 2004). Therefore, in order to improve learning for learners and make inclusive classroom assessment meaningful, these assessment procedures will need to change. Teachers may construct assessment systems that produce trustworthy, valid, and relevant learning opportunities that communicate achievement, despite the fact that doing so may be difficult. It can be detrimental for some teachers who have never worked in a classroom with learners with disabilities. Teachers must coordinate their efforts and comprehend the demands of the

classroom in terms of skill development and lesson ideas (Avramidis & Norwich, 2002). More accommodations and medical care are needed for learners with severe and profound disabilities than for normal learners. Teachers must be adept at managing learners with severe disabilities, develop lesson plans based on each learner's unique talents, and take into account their dietary requirements. Lack of experience may prevent a learner from advancing in their skills or contribute to unfavourable medical events (Ross-Hill, 2009). All activities in the classroom must be inclusive of learners with disabilities. Teachers must decide how to promote involvement and facilitate communication in the classroom. Lack of adaptive technology or communication and language aids makes it challenging for teachers to work as a cohesive team in the classroom (Sutherland, 2004). Learners in the centre might easily fall between the cracks in a classroom where there are learners of all physical and academic ability. These learners may struggle with learning disorders, hearing issues, or language problems, to mention a few. It might be difficult to provide each learner the proper amount of focus and adaptation, particularly when the teacher to learner ratio is large (Chambers, 2012). A regular teacher and a special needs teacher are typically present in inclusive classes. A sufficient number of teacher assistants must be present to help the teachers with daily tasks due to the nature of the classroom and its size (Sutherland 2004). Teachers are challenged since not all learners have had exposure to person with disabilities. Teachers must instil the idea that all learners should be treated with respect, regardless of ability, and must not accept insensitivity and cruelty (Ross-Hill, 2009).

Parents are not an exception, as some learners are not accustomed to interacting with people who have disabilities. Parents need to understand how the classroom is run and that all of their children's educational requirements will be satisfied. Furthermore, teachers may find it difficult to fulfil each learner's academic needs based on ability

because of the range of skills in the classroom (Graham, 2003). Although many schools are moving toward creating inclusive classrooms for learners with disabilities, there are still a number of problems or difficulties that must be resolved. Making inclusive classrooms for learners with disabilities successful begins with properly preparing and training teachers.

2.13 Services of teachers

Learners with disabilities are guaranteed specialized teaching tailored to their specific requirements through special education. Stakeholders in the educational field should be pleased with the successes of learners with a variety of disabilities. According to a 2016 study by the Laurent Cleric National Deaf Education Centre, there are about 2.5 million learners who are Deaf/Hard of Hearing (DHH) who attend classes with hearing learners in mainstream education settings. The term "inclusions" describes settings where learners with and without disabilities receive an equal education. In this approach, learners with special needs receive the help they need to enhance their learning (Antia & Stinson, 1999). The basic objective of inclusive education is to give learners with special needs equal educational opportunities so they can access general education material in the least restrictive setting (Blecker & Boakes, 2010; Heiman, 2004; Mastropieri & Scruggs, 2000). Friends and teachers provide kids with helpful contact and assistance, which reshapes their experiences and gives them purpose. The numerous problems they run into with the systems, organisations, curriculums, lecturers, and their fellow employees, however, require urgent attention. The many regulations and frameworks governing the implementation of inclusive education globally, and specifically in Ghana, must be streamlined in order to strategize and give meaningful meaning to inclusion. The educational system is created in an inclusive atmosphere focused on the needs of each learner, as this helps each learner advance

academically and socially. Therefore, the development of a more inclusive educational environment depends on the modification of the curriculum, which includes appropriate instructional methodologies, additional academic support, and the prevention of social isolation (Eriks-Brophy & Wliittingham, 2013; Thomazet, 2009). Contradictions in education policy, provision, and discourses on inclusion and abnormality/normality can lead to parents having trouble navigating the formal educational system or fighting the system continually (Rogers, 2007).

Making sure that learners with special needs and those with Learners with multiple disabilities (LWMDs) completely benefit from the educational system and its curricula should be the main goal. To achieve this, the focus must be shifted to ensure that laws strive to provide education for everyone (Deiner & Deiner, 2005). These discourses "should not be about inclusion or 'exclusion,' but rather about negotiating an appropriate education for all learners," according to Rogers (2007). With this, all learners will benefit fully from school, regardless of their handicap or biological, social, emotional, or linguistic hurdles. LWMDs will only be able to benefit from education through this strategy, as opposed to simply taking advantage of the wholesale promotion without necessarily gaining useful information and applicable life skills. Beyond the requirement to simplify the numerous legislative frameworks and policy restrictions, it is also necessary to implement particular programmes and approaches to improve the experience of LWMDs in the interim. Even though the number of learners who are Deaf and/or Hard of Hearing (DHH) in inclusive settings has increased, not all educational settings are well prepared to fulfil these learners' specific requirements (Berndsen & Luckner, 2010). Teachers should take into account the varying demands of learners while establishing their means of instruction because a classroom may have a variety of learner types. This is crucial to guarantee that all learners' learning requirements are

fulfilled through instruction, and it is possible to do so when teachers use instructional approaches that allow them to present material in a variety of ways (Cross, Salazar, Dopson-Campuzano, & Batcheldar, 2009). Learners and teachers who participated in a study on DHH learners who were successful acknowledged that additional instruction and vocabulary support had a significant impact on the learners' accomplishments (Ayantoye & Luckner, 2016). Additionally, teachers usually emphasised diverse tasks, repetition of material, and visual support as the most important facilitators in the aforementioned study. Resources will be available to assist with structures, infrastructure, proper service delivery, and rebranding (Deiner & Deiner, 2005). Johnsen (2001) also acknowledged the necessity for clear roles for parents and teachers in supportive environments. According to Johnsen (2001), even though the environment requires significant restructuring, those who work closely with LWMDs must change their moral acultural beliefs and become more receptive to the requirements of the learners. With these measures in place, it is certain that the micro, mezzo, and macro reformations will be felt as a single wave, enhancing LWMDs' opportunities for inclusive education (Deiner & Deiner, 2005).

2.15 Teaching Strategies mitigating the challenges

Australian Disability Clearinghouse on Education and Training's Teaching Strategies for Deafness or Hearing Impairments (ADCET,) has come with numerous inclusive teaching techniques that can help all learners learn, but there are some particular techniques that are helpful when instructing a group that includes learners who have hearing disabilities.

Encourage learners who struggle with hearing to sit near the front of the lecture hall so they can see everything clearly. This is crucial whether the learner is lip-reading, utilizing an interpreter, depending on visual cues, or using a hearing device with a restricted frequency range. Be mindful that some learners may not feel comfortable using this advice or may have alternative techniques. Regard their decisions. Use any induction loops or other assistive listening aids that are offered in the lecture hall. Transmitter/receiver systems with a clip-on microphone for the lecturer are sometimes included in hearing aids. It is not required to alter your speaking or teaching approach when using such a microphone. Make sure that any ambient noise is kept to a minimum.

Before responding, repeat any questions that learners in the lecture or class have asked in unambiguous terms.

When facing the chalkboard, keep your mouth shut. Be mindful that things like hands, books, beards, and microphones in front of your face can make it harder for lip readers to see your lips. Lip readers are unable to learn in dimly lit spaces. The lighting in your classroom might need to be changed. If a sign interpreter is used, make sure to abide by their working guidelines.

It is challenging for a learner to take notes from a chalkboard or overhead while also listening to an interpreter. A simultaneous translation of your speech and any information shown on an overhead is impossible for an interpreter. Therefore, it is crucial that all material be made available in the form of handouts.

To accompany all lectures, tutorials, and laboratory sessions, provide written materials. Both written and vocal announcements should be provided on class schedules, events, field trips, industry visits, etc.

Allow learners to record your lectures, or better yet, make copies of your lecture notes available. For learners who have trouble getting knowledge in the typical ways, flexible delivery of educational materials via electronic media is especially beneficial. New technology and the internet in particular, can fill many gaps for learners who have hearing loss.

Make sure that early in the course, lists of the subject-specific jargon and technical phrases that learners will need to learn are made available. Give this list to the staff members providing the service as soon as feasible if interpreters or captions are being used as an adjustment.

Any utilized movies or videos have to, whenever possible, have captions. If this is not possible, you will need to think of other options for learners who have hearing loss to obtain the content.

When giving tutorials, help lip-reading learners by having them sit directly across from you and making sure they can see everyone else, if at all possible. Make sure that no more than one participant speaks at a time during the conversation.

It may be preferable for learner with hearing loss; particularly those who also have speech difficulties, to have a different learner deliver their tutorial assignments.

Depending on the age of start, hearing loss frequently affects the ability to speak a language. Learners who had hearing loss early in life may experience literacy difficulties. In some circumstances, giving reading lists to learners with hearing loss before the start of a course might be helpful. When appropriate, take into account customizing these reading lists and offer advice on important literature.

2.16 Summary

This chapter reviewed relevant related literature on the research topic, teachers roles in inclusion of deaf learners in mainstream classroom in Offinso Municipality in the Ashanti region of Ghana. The chapter was discussed under the following keys: roles of teachers to deaf learners, services teachers can provide to deaf learners, challenges in teaching deaf learners and strategies that mitigate the challenges of teachers. Based on what has been discussed there seems to be inadequate roles of teachers to deaf learners in Offinso Municipality and Ghana as a whole as compare to those of other places in the world.

Again, parental involvement, providing frequent feed backs, organising and managing learners classroom were issues discussed. Also, the use of systematic processes, modifying the curriculum to suit needs of learners, breaking classroom sizes to smaller groups, providing instructional daily time for struggle learners and providing supplementary materials for learners were some of the services discussed that helped deaf learners excel in mainstream classroom. Even though literature has revealed teachers roles in inclusion of deaf learners in mainstream classroom. There are some challenges that inherent those roles of teachers in performing their roles to deaf learners in the mainstream classroom which was relevant the study.

The study was due outside Ghana. From the above literature none of the studies mentioned have tried to look into the roles of teachers in inclusion of deaf learners in the mainstream classroom in Offinso Municipality in the Ashanti Region, Ghana.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered are the overview of the research area, research approach, research design, population, sample size, sampling technique, instrumentation, data collection procedure, ethical consideration, and data analysis.

3.1 Over view of Offinso Municipal

Offinso is a town named after the river ofe (Offin) in the Ashanti region. They serves boundary with Afigya Kwabre district in the Ashanti Region. Offinso is divided into north and south, the north which is a district has it capital to be Akomadan and the south a municipal has it capital to be Offinso New Town. According to the 2021 population census in Ghana, there are about 137, 272 inhabitants living in Offinso. Offinso has several Government and private schools. It has 100 basic government schools and 35 private basic schools, with 3 Senior High Schools and 1 Technical Vocational School. The town also has a Collage of Education and Nursing and Midwifery School in the municipality. The municipality has about 1, 200 teachers teaching in municipality.

The researcher chose teachers from (4) four government basic schools out of 100 government basic schools in the municipality, because these were the schools that had deaf learners. The school were Offinso Training College Primary, Kokote Methodist Basic, Abofour Adams M/A Primary and Berekum M/A Basic schools for the study (Kwarteng, 2014).

3.2 Research approach

This study adopted the quantitative research approach, because the study involved many teachers and it was impossible to interview them all, hence the questionnaire was used. Quantitative research approach looks at objectives, measurement and statistics, mathematics or numeral analysis of data collected through polls, questionnaires and surveys or by manipulating pre-existing statistical data using computational techniques. (Creswell, 2012). The goal of quantitative research approach is to determine the relation between two variables. This research approach is between two variables independent and dependent, which is also called outcome with a population. Quantitative research approach is either descriptive or experimental of which this study looks at descriptive survey in the research design.

3.3 Research design

A descriptive survey research design was used to investigate the roles of teachers in the inclusion of deaf learners in mainstream classrooms in Offinso Municipality, Ashanti Region, Ghana. The descriptive survey was used because it described the roles teachers play in educating deaf learners since inclusive education is being practised and learners with special needs also have the right to be in school. Descriptive survey research design is a research design that involves observing and describing a subject's behaviour without influencing it in any way (Martyn, 2008). Martyn further went on to say that the descriptive survey research design is frequently used by market researchers to assess customer habits or by businesses to assess employee morale.

According to Ary, Jacobs and Rezavieh (2006), a survey allows the researcher to collect information from a large sample of people in a relatively short period of time and at a low cost.

According to Creswell (2005), a survey study can be completed in a short period of time in which investigators administer a survey to a sample or the entire population of people in order to describe the attitudes, opinions, behaviours, or characteristics of the population.

Morrison (2007) also claims that surveys are used to collect data at a specific point in time with the goal of describing the nature of existing conditions and identifying standards against which existing conditions can be compared, as well as determining the relationships that exist between specific events. The study's goal was to determine the extent to which teacher's play their roles when teaching deaf learners in the mainstream classroom.

This design is required because it allows the researcher to present the views of respondents while leaving no room for bias on the subject of study. This method is also used to help people understand the day-to-day experiences of people who are deaf or hard of hearing in their personal, social, economic, political, and legal contexts. Creswell (2009) also noted that a survey data is self-reported information, reporting only what people think rather than what they do. Survey is also deemed appropriate for the study as the current views, attitudes and opinion of teachers will be gathered from the respondents.

3.4 Population

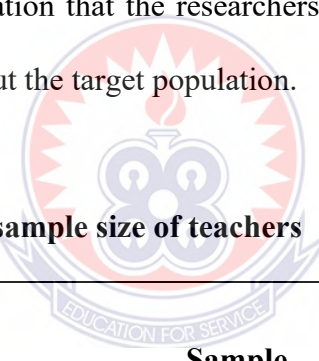
The population for the study comprises 100 teachers from four schools in the municipality. This comprised of 25 teachers from Offinso Training College Primary School, 25 teachers from Offinso Kokote Methodist Basic School, 23 teachers from Abofour Adams Primary School and 23 teachers from Berekum Basic School.

Population refers to a group of element or cases, whether individuals, objects or events that conforms to a specific criterion and to which a researcher intends to generalize the results of a research, (McMillan & Schumacher, 2001).

3.5 Sample size

The study had 100 participates of which eighty (80) teachers agreed to participate in the study; those teachers who agreed were teachers who teach learners with deafness, of these 30 were male and 50 females. Their ages were between 25-59 years with the average age been 45years. Kothari (2002) defines sample size as the number of items to be selected from the universe. Creswell (2005) also stated that, sample refers to a sub-group of target population that the researchers plan to study for the purpose of, making generalisation about the target population.

Table 1: Population and sample size of teachers



Name of School	Sample	Population
Offinso Training College Primary	20	25
Offinso Kokote Methodist Basic	20	25
Abofour Adams M/A Primary	18	23
Berekum M/A Basic School	18	23
Headteachers	4	4
Total	80	100

Source: Field Data 2022

3.6 Sample technique

The sampling technique used for selecting the sample size was purposive sampling. Therefore all the teachers who were used for the study met the criteria as (1) being teachers in the inclusive mainstream; (2) teachers with deaf learners in their classroom who taught deaf learners. A Simple random sampling technique is a non-probability sample that is selected based on characteristics of a population and the object of the study. Simple random sampling technique is also known as judgement selective or subjective sampling.

There are a number of purposive sampling techniques, but this study used the total population sampling technique. With total population sampling a researcher chooses to examine the entire population that has one or more shared characteristics, this kind of sampling technique is used to generate views of events or experiences which is to say, it is common to a study of particular group within a large population this sampling technique was used because all the teachers in the four (4) selected schools agreed to part take in the study.

The simple random sampling technique was used to select the 80 participants as the sample size. The teachers were told the purpose of the study, they were told it was not compulsory to take part in the study but 80 teachers out of 100 willing volunteered and participated.

3.7 Instrumentations

Questionnaire was the only instrument used for data collection. A questionnaire is a method of data collection that asks participants to give written or verbal replies to a written set of questions (Parahoo, 2006). It is a quick, convenient and inexpensive method of collecting standardized information (Jones & Rattray 2010).The

questionnaire was adopted from a researcher in another district, because questions from the researcher was similar to the study.

The questionnaire consisted of two main parts; A and B. Part A captured bio data of respondents consisting of gender, class assigned and level of education. Part B contained 25 Likert scale rated questions. Awanta and Siedu-Addo (2008) explained Likert scale as a type of scale that measures the difference between individuals and effectively asks respondents to indicate their level of agreement with statements of interest, opinions and /or attitudes. Thus, teachers were expected to make their choices from a Likert scale rated items by ticking (√) in the created boxes of columns where they strongly agree; agree; disagree and strongly disagree to the given statements. The core issues captured on this part comprised the roles of teachers to deaf learners in inclusive mainstream classroom, the services teachers' provide in teaching deaf learners in inclusive mainstream classroom, challenges teachers face in teaching deaf learners in inclusive mainstream classroom and the strategies that mitigate those challenges in teaching deaf learners in inclusive mainstream classroom

3.8 Validity

Since the questionnaire was validated on Ghanaian teachers in Volta Region (Ankuste, 2016), I adopted and administered same at the Offinso Municipal which fitted the study. I also applied contents validity where the expert's opinions were sought. Those special units, which were involved in the pilot study, were not included in the main study. The items were pre-test with 20 teachers from Offinso State 'A' Primary School in the Offinso Municipality. The school was used because it has learners who have special needs. Twenty-five (25) items were used in the per-testing to rate the roles of teachers in inclusion of deaf learners in mainstream classroom. These respondents as well as

their responses were not part of the actual study process and were only used for testing purposes. After all questionnaire items had been answered, the researcher asked the respondents for suggestions or necessary corrections that had to be made considering difficult terminologies and ambiguity.

This pilot test helped the study on where the targeted teachers were going to have problems when answering the questionnaires, because some of the teachers tested on, found some of the terminologies unfamiliar in the questionnaire and some sentences were not clear and straight forward to them. For example a question under research question two, “I use instructional daily time for struggle learners” was not clear to respondent and there was also typographical errors.

3.9 Reliability

Seidu (2006) defines reliability as the consistency of the instrument providing results of teachers that teach learners with special needs but not deaf. Based on the questionnaire adopted from Ankuste of Ghana Education Service, Ho, Twenty teachers (males = 6 or 30% and females = 14 or 70%) from Offinso State A primary school in the Offinso municipality answered questions they were given along with instructions on how to complete it. The reliability of the completed instrument's items were assessed. This was done to ensure that the questionnaire would be appropriate for use in the main study.

The statistical reliability of the questionnaires was computed using Cronbach's Alpha reliability test. After computation, the reliability coefficient was found to be 0.759 which showed the instruments were reliable. This made the researcher to go ahead with data collection.

3.10 Procedure for data collection

Before the study would begin, permission was obtained from the heads of the schools where the sample was found. The researcher personally attended their meetings with a written letter from the Department of Special Education, seeking permission from the Headteachers and discussing the study's purpose. This procedure was not difficult because I have a good standing with the schools in the municipality, so seeking permission to collect data was not a problem.

This was followed by a visit to their meetings three days later to meet all the teachers who teach deaf learners in the inclusive mainstream classroom for briefing on the purpose of the study and to win their full assistance. In order to solicit their cooperation and assistance, the questionnaire items were delivered personally to the eighty (80) respondents who agreed to participate in the study. The purpose of the study was explained to them that it was not compulsory to take part in the study and also responded to pertinent questions from the participants and assured the participants of the necessary confidentiality on the information to be gathered. After the discussion with them, completed in one week's time.

The questionnaire included the bio-data of the respondents and Likert scale rated questions. The researcher personally went to their meeting a week later and collected the entire completed questionnaires to further solidifies the issues raised in the adopted questionnaires. The questionnaires were structured into four sections. Section A was devoted to the roles of teachers in teaching deaf learners. Section B was on the services of teachers in teaching deaf learners. Section C concentrated on the challenges teachers face in teaching deaf learners in inclusive mainstream classroom. While section D focused on the strategies use to mitigate the challenges teachers face in teaching deaf learners in inclusive mainstream classroom. Section A consisted of 8 questions, section

B, 6 questions, C, 6 questions and section D, 5 questions. In all, there were 25 questions items.

3.11 Data analysis

The total number of responses for each item was analysed using descriptive statistics such as percentages and frequency tables. This provided a quick visual reference to the responses.

This was done so that the collected data could be fed into the computer. The statistical package for the social sciences (SPSS) software version 16.0 was used to analyse the data. The completed questionnaires were assigned serial numbers based on the number received. Following that, a coding sheet was created for all of the responses to each item, with the appropriate rate of the Likert scale.

3.12 Ethical considerations

Ethical issues in research are very crucial as asserted by Polit and Beck (2010). They contended that, confidentiality and respect for persons should be the hallmark of the researcher. Thus, consent was obtained from the head teachers and teachers at the various selected schools to conduct my research. I did not have much difficulty with the gatekeepers because I have a good standing with the various head teachers, teachers and even learners in the schools in the municipality, from the gatekeepers was not very difficult to obtain. With regard to respect, participants were given adequate time to consider their participation and check out if they so desire of which 80 took part.

Respondents were not forced to participate in the study as a result of this. Participants were also informed about the study's confidentiality and were instructed not to reveal their names or personal information on the questionnaire. They were told any information they provided would be kept confidential, and that only the supervisor

would have access to the study data. At every stage of this study, the respondents' and other parties' rights were treated with the utmost care. It was important to keep their cultural values in mind. Only pertinent information that aided in answering the research questions was included.



CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. It began with the background information of teachers followed by the teachers' roles, effective service of special education teachers, challenges of special education teachers and strategies special education teacher use.

4.1 Background Information of Teachers

Table 2: Profile of teachers who taught in inclusive class

Variable	Description	Frequency	Percentage
Sex	Male	15	18.75
	Female	65	81.25
	Total	80	100
Age	25-35	10	12.5
	36-40	25	31.25
	41-50	35	43.75
	Above 51	10	12.5
	Total	80	100
	Educational qualification	Diploma certificate	42
First degree		38	47.5
Master's degree		-	-
Total		80	100
Class assigned	Lower Primary	17	21.25
	Upper Primary	28	35
	JHS	35	43.75
	Total	80	100

Source: Field Work 2022

To analyze the data from deaf learners, and see the challenges of the learners from different angles, the responses from the teachers of the inclusive classes were gathered through questionnaire. Accordingly, the profile of the teachers is presented in Table 2. In terms of sex, 18.75% of the participated teachers were male and 81.25% were females indicating the wide gender gap in teaching occupation in the school. Regarding the age category of the teachers, 43.75% were in the age range of 41-50 years, 31.25% of them were in between 36-40 years of age, 12.5 % sample teachers were in between age category of 25-35 years and above 55 years of age equally.

Regarding the teachers' academic qualification, 53% of them were Diploma holders and 47% have first degree. In terms of class assigned, 43.75% of the teachers were assigned to JHS, 32% of teachers assigned to upper primary and 21.25% for lower primary.



4.2 Teachers' roles to deaf learners

Table 3: Teachers' role to deaf learners

Statements	1	2	3	4	5
I ensure involvement of parent of learners.	45(56%)	22(28%)	-	13(16%)	-
I frequently give feedback to deaf learners	60(75%)	18(22%)	2(3%)	-	-
I demonstrate the ability to use body language	38(47%)	20(25%)	22(28)	-	-
I organize and manage learners class room	30(37.5%)	30(37.5%)	20(25%)	-	-
I check understanding of learners by using probing questions	45(56%)	35(44%)	-	-	-
I do not use different teaching strategies to teach learners	80(100%)	-	-	-	-
I do not identify and assess difficulties of learners	53(66%)	20(25%) 2(2%)	6(7%)	-	-
I teach lessons based on what I have learnt and can deliver	80(100%)	-	-	-	-
I monitor the behaviour of learners	35(44%)	6(7%)	-	25(31%)	14(18%)
I ensure involvement of parent of learners.	42(53%)	20(25%)	-	14(18%)	4(4%)
I monitor the behaviour of learners	42(53%)	20(25%)	-	14(18%)	4(4%)

(Source: Field data collection ,2022)

Key=Frequency; %=Percentage

The special support services that deaf learners deserve are mostly from the teachers. Hence, teachers who are teaching in inclusive classes were also asked to indicate their role of special education teachers the statement of inclusive involvement in providing special supports to deaf learners,. Their responses are mentioned below using 5-point Likert scale.

As presented in Table 3, 56% of the respondent teachers strongly disagreed, 28% disagreed and 16% agreed ($m=1.75$, $SD= 1.08$) that they ensure involvement of parent of learners, 75 % strongly disagreed, 22% disagreed and 3% agreed ($m=1.31$, $SD= .65$) that they frequently give feedback to deaf learners and 47% of teachers strongly disagreed, 25% disagreed and 23% agreed ($m= 2.09$, $SD= 1.3$) that they demonstrate the ability to use body language.

Majority of teachers (37.5% strongly disagreed, 37.5% disagreed and with 25% agreed) reported that they organize and manage learners in the class room, 56% of them strongly disagreed and 44% disagreed ($m=1.4$, $SD=.5$) that they check understanding of learners by using probing questions; and 100% teachers strongly disagreed that they do not use different teaching strategies to teach learners ($M= 1.0$, $SD= 1.0$).

Again, 66% of teachers strongly disagreed , 25% disagreed, 2% neutral and 7% agreed ($m=1.53$, $SD= .92$) that they do not identify and assess difficulties of learners, 100% of them disagreed ($M= 1.0$, $SD= 1.0$) that they teach lessons based on what I have learnt and can deliver; and 53% strongly disagreed, 25% disagreed, 18% agreed and 4% strongly agreed that they ensure involvement of parent of learners and also 53% strongly disagreed, 25% disagreed, 18% agreed and 4% strongly agreed that they monitor the behaviour of learners.

Discussions

Findings of research question 1:

The study was cross-section survey that explained the roles teachers played in teaching deaf learners.

The analysis revealed there is inadequate roles played by teachers of the deaf learners'. For instance, there is no parental involvement in the teaching of deaf learner making teacher's role difficult. This finding goes with Calderon (2000) that parents' involvement in the learners learning is significant positive prediction to early reading skills and other learning skills. There should be parental involvement in the teaching and learning process so learners can achieve their potential.

The findings further revealed that learners' classrooms are not well organised and managed. This affirms the opinion of O'Connell, Pepler and Craig (1999) that teachers do not organise and manage the inclusive classroom well to suite learners with disabilities, making teaching and learning difficult for the deaf learners.

It is evident also from the data; there is inadequate assessment and identification difficulties of deaf learners by teachers. It is noted that teachers teach deaf learners just like other learners without disabilities without doing any proper assessment or identifying the various difficulties the deaf learners have.

The analysis further revealed from the findings that teachers teach based on what they have learnt and can deliver, Bolkan and Griffin (2017) state that teachers' teaching style and knowledge can impact learners' learning and motivation. When teachers have knowledge on the subject to be taught and have the style to be used to deliver the lesson, learners benefit greatly especially the deaf learners.

Furthermore, the findings revealed, that majority of teachers do not monitor the behaviour of learners. Monitoring and managing behaviour should be a top priority of teachers especially with deaf learners in the classroom (O'Connell, Pepler & Craig (1999). This when properly done helps teachers correct undesirable behaviours that can hinder teaching and learning and other habits.

4.3 Service of teachers to deaf learners

Table 4: Services of teachers to deaf learners

Statement	1	2	3	4	5
I make teaching and learning easy by using systematic processes	-	-	-	11(34%)	21(66%)
I do not modify the curriculum to suite learners	-	-	-	23(72%)	9(28%)
I break class into smaller groups	-	-	-	12(38%)	20(62%)
I use instructional daily time for struggle learners	-	-	-	4(13%)	28(87%)
Supplementary learning materials are provided to learners	5(16%)	7(22%)	-	11(34%)	9(28%)

Source: Field Work 2022

Table 4, 66% of the sample teachers strongly agreed and 34% agreed ($m=4.65$, $SD=.48$) that they make teaching and learning easy by using systematic processes. Regarding "I do not modify the curriculum to suite learners", 72% respondent teachers agreed and 28% strongly agreed ($m=4.34$, $SD=.48$) that they do not modify the curriculum to suite learners. Again, all teachers (62% of them strongly agreed and 38% agreed) that they break class into smaller groups.

Among teachers, 87% strongly agreed and 13% agreed ($m=4.87$, $SD= .34$) that they use instructional daily time for struggle learners, 28% of teachers strongly agreed and 34% of them agreed ($m=3.38$, $SD= 1.5$) that Supplementary learning materials are provided to learners.

Discussions

Findings of research question 2:

The data gathered in Table 4 indicates that the effective services of teachers to deaf learner in the mainstream classroom. Therefore it suggested that teacher effective services making teaching and learning easy by using systematic process. This goes to confirm the views of (Farrell, Alborz, Howes & Pearsan ,2010) that teaching from known to unknown improves academic performance significantly where the curricular intervention from teachers effective services is targeted and directed at identified difficulties in learning

The findings further revealed that majority of teachers do not modify the curriculum to suite learners. Eriks-Brophy & Wliittingham, (2013) are of the opinion that the curriculum adaptation including appropriate instructional strategies is central to the creation of a more inclusive educational environment.

Furthermore the study revealed that when the class is grouped into smaller sections it helps learners understand what is been taught since every learner is given the necessary attention needed in the teaching and learning process.

The study finally revealed that instructional time for struggle readers and supplementary learning materials are provided to support learners.

4.4 Challenges of teachers teaching deaf learners

Tale 5: Challenges of teachers teaching deaf learners

Statements	1	2	3	4	5
Teacher's classroom size is too large	-	-	-	10(12.5%)	70(87.5%)
There is insufficient resources and non-inclusive curriculum for teaching learners	-	-	-	25(31%)	55(69%)
I do not have knowledge in class management	80(100%)	-	-	-	-
I have necessary skills to manage deaf learners	-	-	-	-	80(100%)
I get support from stakeholders	45(56%)	20(25%)	15(19%)	-	-
I do not have difficulty in preparing lesson plan	30(37%)	15(19%)	20(25%)	-	15(19%)

Source: Field Work 2022

The teachers were asked to show their agreement with the challenges of Special Education Teachers and they indicated their level of agreement by using 5-point Likert scale: 1- Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree.

As reported in Table 5, all teachers showed agreement that Teacher's classroom size is too large and it is challenging (87.5% strongly disagreed and 12.5 % disagreed). Again, all teachers showed agreement that there is insufficient resources and non-inclusive curriculum for teaching learners (69% strongly disagreed and 31% disagreed).

With respect to 'I do not have knowledge in class management', all teachers strongly agreed (100%) (m= 1.00, SD=.00). Regarding 'I have necessary skills to manage deaf learners', again all (100% strongly agreed) teachers reported that they have the necessary skills in taking part in practical work.

In addition, 56% of respondent teachers strongly disagreed and 25% disagreed ($m=1.62$, $SD=0.80$) to the statement “I get support from stakeholders” and reported that it was as one of academic challenges and 19% reported agreed. Similarly, 37% strongly disagreed and 19% disagreed ($m=2.31$, $SD=1.25$) to ‘I do not have difficulty in preparing lesson plan’. On the same problem teachers of which, 25% strongly agreed and 19% reported agreed ($m=3.00$, $SD=1.5$) that they do not have difficulty in preparing lesson plan. Also, teachers who were teaching in integrated classes expressed the strategies that they use.

Discussions

Finding of research questions 3:

The data analysis in Table 5 revealed challenges teachers face in teaching deaf learners. It is clear from the findings that teachers are overburdened with large class size of learners, who have varied learning needs and behaviour problems. This confirms the study of (Ocloo, Hayford, Agbeke, Gadagbui, Boison, Opong & Essel 2002) that any learner who offers him/her in the rural and semi-urban area is granted admission and not denial access. This has created a situation where learners with various degrees of Special needs are formed in the mainstream settings. It also confirms what Grace and Gravestock, (2009) have explained that the achievement of learners increase as the number of learners in the classroom decreases because controllable class size allows for effective class management.

Hunt, Soto and Maiser (2002) were of the view that the choice of instructional material materials, availability of it and non-inclusive curriculum influence content, quality and efficiency of the instructional programme. Teachers and schools must be provided with relevant materials and curriculum that meet the needs of learners.

The findings again revealed that teachers do not have the competence to manage deaf learners. This supports the research conducted by Hardman, Drew and Eghan (2004) that mainstream teachers need the challenge of achieving increased academic excellence as well as responding to the various needs in the mainstream classroom. The authors observed that teachers who go through colleges of education and those who pursue other courses in the universities do not have in-depth competence in the specific areas of disabilities such as deafness and consequences are not able to cater for all learners.

The data below presented the strategies.

4.5 Strategies use to mitigate challenges

Table 6: Strategies of teachers teaching deaf learners

Statements	1	2	3	4	5
I collaborate with professionals to help learners	11(69%)	3(19.5%)	-	2(12%)	-
I support administration in performing their roles	14(87.5%)	2(12.5%)	-	-	-
There is positive learning climate in the classroom for deaf learners	11(69%)	2(12.5%)	-	3(19.5%)	-
I give clear and systematic directions for learning task	13(81.5%)	3(19.5%)	-	-	-
Instructional task is short while still attaining the learning objectives	15(94%)	1(6%)	-	-	-

Source: Field Work 2022

All teachers come into inclusive class settings with deaf and hearing learners, from special classes so as to put in place strategies from stakeholders, school management and professionals working in the area. Accordingly, the types and extent of access to these support services were analyzed by using 5-point Likert scale.

As indicated in Table 6, 69% of teachers strongly disagreed and 19% disagreed ($m=1.56$, $SD= 1.03$) that they collaborate with professionals to help learners and; 87.5% of them strongly disagreed and 12.5 disagreed that they support administration in performing their roles. Again, 69 % of the teachers strongly disagreed and 12.5 % disagreed that there is positive learning climate in the classroom for deaf learners, all teachers (81.5% strongly disagreed and 19.5% disagreed) that they give clear and systematic directions for learning task; and all teachers (94% strongly disagreed and 6% disagree) ($m=1.06$, $SD=.05$) that instructional task is short while still attaining the learning objectives.

Special strategies were supposed to reduce the challenges. However, teachers were not collaborating with professionals to help learners and was not given to them any support administration; there is no positive learning climate in the classroom for deaf learners. Poor systematic and clear directions for deaf learners. It was indicated that instructional task is short while still attaining the learning objectives.

Discussions

Finding of research question 4:

The findings from analysis in Table 6 showed the extent to which respondents agreed with some statements on the various ways teachers improve their roles in teaching deaf learners. Since no one teacher can be skilful at teaching learners with varied learning needs, teachers collaborate with other professionals to help learners with deafness. This confirms (Hardman, Drew and Eghan (2005) views that collaboration is an effective educational programme designed to meet individual needs .It also supports what Baine (2001) contended, that collaborative is a promising approach to meeting the needs of

many special needs learners in mainstream settings. What further revealed from the analysis was that teachers support the administration in providing for deaf learners.

According to Hardman, Drew and Egan (2005), effective integration of learners with special needs in the mainstream classroom is characterized by a school wide support system that uses both general and special education resources to benefit all learners in the school. According to the authors, leadership openly supports the inclusion of all learners in the activities of the school. It was revealed in the findings from the analysis in Table 6 that there is positive learning climate in the class for learners with deafness. This support the research conducted by Joyce and Choate (2000). According to them, the environment must be warm and supportive, demonstrating care and concern for learners, secure working conditions boost learners' confidence and improve social skills.

Furthermore, if the classroom is conducive, that is well furnished and spacious, the teacher is able to move freshly in the class and attend to individual learners. The data also revealed that teachers give clear, brief and short instructional task while attaining learning objectives. This confirms comments from Lewis and Doorlag (2003) that the teacher should set and enforce classroom behaviour limits, give clear, brief direction of learning task and keep instructional task short while attaining the learning objective.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter of the study is composed of the summary of the findings. This is followed by the conclusion and recommendations to help improve teachers' role in inclusive education in Ghanaian schools.

5.1 Summary of the findings

This research focused on identifying academic challenges of deaf learners, in inclusive class. From the result of this study and relating it with others' research works during discussion, the following conclusion was drawn.

Teachers classroom size been too large has not been solved because inclusive education is been practice. In comparison to staying home and totally lacking access to public services of education, inclusion is being considered relatively good for deaf learners. Again, these teachers were facing problems with class management, non parental involvement, not providing frequent feedback to deaf learners, non-inclusive curriculum and insufficient resources and other challenges are the main problems that deaf learners, are facing in inclusive classes.

Teachers skills for academic works for deaf learners, is more significantly less when compared to hearing peers in inclusive classes. Because of impressing challenges in inclusive class, deaf learners, are not able to withstand academic competition from hearing learners,. The academic performance during their special class was preferred well in comparison by both deaf learners and their parents.

To address all these challenges, teachers are expected to get supports from different stakeholders including teachers, school management, hearing peers and others. But teachers are not getting the support of academic advising from professionals, Poor systematic and clear directions for deaf learners. It was indicated that instructional task is short while still attaining the learning objectives. All teachers consider these deaf learners, as equal to their hearing peers and ignore the special teaching methods deserved by them. In addition, school management is simply implementing inclusion as a policy obligation without arranging needed facilities like resource rooms and equipping all class with sign language interpreters.

5.2 Conclusion

The idea of inclusive education is very recent, and it is this idea that gave rise to the phenomena of respect for the inherent dignity of all people. The inherent dignity of all persons or "all human beings" notion emphasises everyone's active engagement in society, regardless of their traits. The phrase "to all learners, young people with or without appropriate network of support services" is used to describe inclusive education. According to this theory, a learner's inability to learn is not caused by a disability, but rather by the educational system. The school is responsible for organising instruction so that all learners' requirements are satisfied. Every educational program's success is based on the calibre of the teachers and their attitudes. An inclusive curriculum acknowledges the need for schools to be set up with the unique diversity of learners in mind and to use flexibility to help all learners succeed. The goal of providing high-quality education would remain elusive without a number of changes in the current teaching practices, curriculum content, evaluation procedures, and resources available at the school level. These changes would be necessitated by the implementation of an

inclusive curriculum. It is crucial to enlist the help of the community, special schools, and parents. There is currently a global trend toward "inclusive education" that calls for an end to the special schools model. According to the inclusive education system, a learner's inability to learn is the fault of the educational system, not of the learner's disability. The focus shifts away from holding the education system accountable as a result of the rigid methods and curricula, the inaccessible environment, the untrained teachers and poor quality of instruction, the lack of proper attitudes on the part of the teachers, the lack of support from public agencies, etc. Learning styles differ; some people pick things up quickly while others take their time. From learner to learner, different subjects are understood differently. Some learners are far more adept at understanding mathematical concepts than their peers are, while others might have strong language abilities. The responsibility of the teacher goes beyond merely imparting knowledge; it also includes offering additional training in areas like mobility, self-care, adaptation of lesson plans to the needs of learners with disabilities, usage and upkeep of assistive devices. Training should be giving on how to handle difficulties when teaching difficult method. It is frequently suggested that the biggest obstacles to inclusion are a lack of understanding on the part of classroom teachers, which is attributed to a lack of training. The use of support, how teachers address individual differences during whole class instruction, their decisions on group work, and their use of specialised expertise are all part of inclusion.

The following roles are preferred by teachers in regular inclusive classes as a means of fostering a positive learning environment for deaf learners: ensuring parental involvement, providing frequent feedback to deaf learners, demonstrating the use of body language, utilizing various teaching techniques, basing lessons on what learners

have learned and can deliver, identifying and assessing learners' difficulties, and supervising learners' behaviour.

5.3 Recommendations

- In light with the findings of the study, it is recommended that teachers are encouraged to use appropriate teaching strategies such as seating deaf learners in front so they can lip-read, using visual aids when possible and classroom management skills in teaching deaf learners in the mainstream classroom.
- There should be services such as modification of the curriculum to suit deaf learners
- Stakeholders like parents and government should be made to understand their roles in educating the deaf learner and should shoulder their responsibilities accordingly.
- Teachers should apply diverse strategies such as systematic direction in learning task to help deaf learners achieve their potential.

5.4 Suggesting for future research

Further studies could be conducted on teachers roles in inclusion of deaf learners in mainstream classroom in Offinso Municipality.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS IN MAINSTREAM CLASSROOM

SECTION A

As part of my one year M.ED top-up research thesis at the University of Education Winneba. I am conducting survey on teachers' role in inclusion of dead learners in mainstream classroom.

I will appreciate if you complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential.

Direction: Please check (√) and rate yourself honestly based on what you actually do give the statement using the following scales.

Respondent's Details:

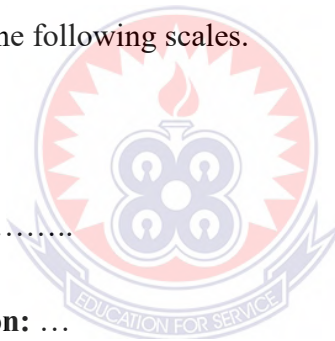
Age:

Sex: Male/Female

Educational Qualification: ...

Class assigned:

Religion:



SECTION B**QUESTIONNAIRE**

QUESTIONNAIRE						
S/N	STATEMENT	SA	A	N	D	SD
TEACHERS' ROLES						
1	I ensure involvement of parent of learners					
2	I frequently give feedback to deaf learners					
3	I demonstrate the ability to use body language					
4	I organise and manage learners classroom					
5	I check understanding of learners by using probing questions					
6	I do not use different teaching strategies to teach learners					
7	I do not identifies and assess difficulties of learners					
8	I teach lessons based on strength and weakness of learners					
9	I monitor the behaviour of learners					
EFFECTIVES SERVICES OF TEACHER						
10	I make teaching and learning easy by using systematic processes					
11	I do not modify the curriculum to suite learners					
12	I breaks class into smaller groups					
13	I use Instructional daily time for struggle learners.					
14	Supplementary learning materials are provided to learners					

CHALLENGES OF TEACHERS						
15	Teachers Classroom size is too large					
16	There is insufficient resources and non-inclusive curriculum for teaching learners					
17	I do not have knowledge in class management					
18	I have necessary skills to manage deaf learners					
19	I get support from stakeholders					
20	I do not have difficulty in preparing lesson plan					
STRATEGIES TEACHER USE						
21	TI collaborate with professionals to help deaf learners					
22	I support administration in performing their roles					
23	There is positive learning climate in the classroom for deaf learners					
24	I give clear and systematic directions for learning task					
25	Instructional task is short while still attaining the learning objectives					

APPENDIX B

LETTER OF INTRODUCTION



**DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
(UEW)**

OFFICE OF THE HEAD OF DEPARTMENT

8TH February, 2022

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

LETTER OF INTRODUCTION

I write to introduce to you, Ms. Doris Asare an M.Phil student of Department of Special Education of the University of Education, Winneba, with registration number 202145325.

She is currently working on the “*Roles of Teachers in Inclusion of Deaf Learners in Mainstream Classroom in Offinso Municipality Ashanti Region*”.

I should be grateful if permission would be granted her to enable her carry out her studies in your institution.

Thank you.

A handwritten signature in blue ink, appearing to read 'Daniel Fobi', written over a horizontal line.

.....
Dr. Daniel Fobi PhD (ToD), MPhil, BEd (SPed)

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