UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS ATTITUDES TOWARDS INCLUSIVE EDUCATION IN EFFUTU MUNICIPALITY

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of the requirements for the award of the degree of Master of Education (Early Childhood Education) In the University of Education, Winneba

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DECLARATION

Student's Declaration

I, Zuweira Bukari Agenga, hereby declare that this thesis with the exception of quotation and references contained in published works which have all been identified and dully acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ....

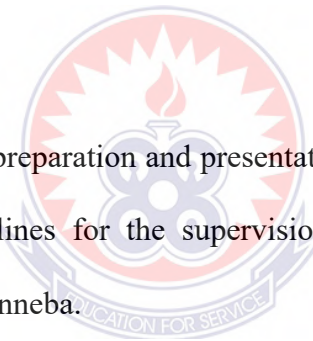**Date:** ....

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines for the supervision of thesis as laid down by the University of Education, Winneba.

Supervisor: Dr. Awini Adam

Signature: ....

Date: ....

DEDICATION

I humbly dedicate this research work to my husband, Sule Mahamadu.

ACKNOWLEDGEMENTS

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ABSTRACT

The study entailed teachers' attitude towards children with disabilities in inclusive education within the Effutu Municipality in the central region of Ghana. Cross sectional survey design was used to guide the study. Data was gathered via questionnaire and interview. The qualitative data were analyzed using thematic approach and descriptive methods whereas quantitative data were analysed using simple percentages. Participant stated that there was no problem including children with disabilities with the other children in general classroom settings. Also, teachers were happy when they see children with disabilities willing to learn with other students. The study further revealed training, availability of educational resources, past experiences, and gender as some of the factors that influence attitude of early grade teachers in the Municipality towards inclusive education. Lastly, lack of training, competencies and inadequate teaching and learning materials impededd the implementation of inclusive education. The study recommended, among other things that teachers in the mainstream schools be provided with intensive training on teaching children with disabilities to enable them effectively handle all categories of children with disabilities in their classroom. Also, GES should endeavour to supply appropriate and adequate teaching and learning resources to enhance the work of teachers. In addition, teachers should be encouraged to develop attitudes towards students with disabilities so as to help augment inclusive education.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The inclusion of students with disabilities in mainstream education has been a major cause of concern for many governments around the world. It is a national and international development that is supported in national legislation and in statements and reports that have been issued by international bodies such as the United Nations and Council of Europe. The Salamanca Statement (UNESCO 1994) advocated that, children with special educational needs (SEN) should have access to mainstream education so as to provide a basis to combat discriminating attitudes. The statement is, therefore, conceived as forming the basis for inclusion and a shift from segregation by creating a welcoming community, building an inclusive society and achieving education for all.

Inclusion in education means "full inclusion of children with diverse abilities in all aspects of schooling that others are able to access and enjoy" (Loreman, Deppeler & Harvey, 2005, p.2). The government of Ghana has since attained independence from the British in 1957, has regarded education as a fundamental human right for its citizens, and it has enshrined this right in the legal framework of education. The 1961 Act is the principal legislation concerning the right to education for all children in Ghana which states that:Every child who has attained the school going age as determined by the minister shall attend a course of instruction as laid down by the minister in a school recognized for the purpose by the minister. (Ghana Education Service GES, 2004, p.2)

This statement gives a legislative backing for every child to be in school. The concept of inclusive education is aligned with the 10-year Free Compulsory Universal Basic

Education (FCUBE) programme in 1996, which is a policy framework that increases access, retention and participation of all children of school going age in education.

Inclusion is a widely accepted programme, according to United Nations Education, Scientific and Cultural Organization (UNESCO, 2005). Gadagbui (2008) opined that inclusive education ensures the participation of all students in school and involves restructuring the culture, policies and practices in schools so that they can respond to the diverse needs of students in their localities. The goal of inclusive education is to break down barriers that separate general and special education and make the included students feel liked, and become members of the general education classroom. This inclusive system provides individual students with disabilities opportunities and confidence in learning independently concepts, skills and strategies that their counterparts without disabilities are exposed to. The fundamental principle of inclusive education is that all children should learn together, wherever possible, regardless of difficulties or differences they may have. As such, inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different learning needs, pace and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities.

The Act 715 of the Republic of Ghana, entitled Disability Act, 2006, emphasizes inclusive education for children with disabilities. Section 20 of the Act states that; The individual in charge of admitting students to a school or any educational institution must not deny admission to a person with a disability solely due to their disability, unless a joint assessment conducted by the Ministry of Education in conjunction with the Ministries of Health and Social Welfare determines that the individual should be placed in a specialized school for children or individuals with disabilities. Asante, & Sasu, (2015). Children with disabilities deserve

proper education; and they have a right to it, so those who are able to work in the normal classroom environment should be included. As teachers who are willing to teach these children would face many challenges and issues, they may need specialised training, and develop personal attributes such as patience to deal with these children. To achieve this, teachers need to work with children's disabilities and develop awareness of inherent challenges and changes it could lead to (Graham, Harris & Larsen, 2001).

Many researchers emphasize teachers" attitudes as a decisive component in ensuring the successful inclusion of students with special education needs (De Boer et al., 2011; Dulčić & Bakota, 2008). Simply put, attitudes of teachers can enhance or impede the implementation of inclusion. Teachers who personally support inclusive practice and accept the concept of inclusion can more readily adapt the learning environment to the diverse needs of students and use a variety of approaches and teaching strategies (Ryan, 2009). In addition to general attitudes towards inclusion, researchers most frequently study factors that have an impact on teacher attitudes, such as their gender, age, experience, professional training and education, as well as the types and level of impairments that children have (Forlin, 2005; Scruggs & Mastropieri, 2006). Other factors that influence teachers" attitudes towards inclusion have also been studied, such as the implementation of inclusion at school, sources of support and the distribution of resources, support from the school administration and colleagues, organization framework (Jerlinder, Danermark, & Gill, 2010; Morley, Bailey, & Tan, 2005). The statement means that persons with disabilities have the right to be in regular schools and no head of the learning institution should deny them admission. It also means that, the implementation of inclusive education is now mandatory and, therefore, teachers, parents, and all stakeholders should unite to make it a reality. Beliefs about disability, ethnicity and teachers" attitudes can influence the practice of inclusive education, the quality of

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educational materials and instruction students receive (Leyser & Tappendorf, 2001; Sharma & Desai, 2002). Many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitudes. Additionally, access to resources and specialist support affects teachers" confidence and attitudes towards inclusive education (Wolery, Anthony, Snyder, Werts, & Katzenmeyer, 1999).

Avramidis, Buylis, and Burden (2000) argued that when teachers gain extensive professional knowledge needed to implement inclusive education, they may succumb to it. Similarly (Kincheloe, Shapiro & Steinberg, 2003), reported that as teachers have experience with students, specifically those with disabilities, their confidence to each of them is likely to grow, which could alter their negative attitudes. General classroom teachers need to be willing and able to teach children with disabilities in their classrooms. If these teachers are unwilling to teach children with disabilities or have unrealistically low expectations of themselves when considering teaching children with disabilities, mainstreaming will not be successful. Therefore, the researcher wanted to investigate the attitudes of regular or general education teachers towards inclusion of children with special educational needs in inclusive basic schools within the Effutu Municipality. Teachers' attitudes are influenced by the nature and severity of the disabling condition presented to them (child-related variables) and less by teacher-related variables (Avoke, 2008). Furthermore, educational environment-related variables, such as the availability of physical and human support are associated with attitudes to inclusion. Therefore, there is the assumption that the successful implementation of any inclusive policy is largely dependent on educators being positive about it.

In the Effutu Municipality, for instance, there are few special education resource teachers attached to selected regular schools that work hand in hand with general education

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teachers and are responsible for teaching and meeting the learning needs of children with disabilities in classrooms. Special education resource teachers are trained to operate in inclusive schools, where they serve children with their specific categories of disabilities whilst regular classroom teachers are trained to operate in regular education classrooms. Gadagbui (2008) was of the view that, "…unless all teachers are fully prepared, inclusive education will not be realized" (p. 2). This suggests that teachers" attitudes are critical in ensuring the success of inclusive practices since teachers" acceptance of the policy of inclusion is likely to affect their commitment to implementing it.

1.1 Statement of the Problem

Every child has the right to education as stipulated in the Convention of the Rights of the Child. That universal principle applies to children with disabilities too (McNair & McKinney, 2015). The Convention of the Rights of Persons with Disabilities affirms the rights of persons with disabilities to education and specifically outlines that person with disabilities should not be excluded from the general education system on the basis of disability. However, a number of children with disabilities remain excluded from the education system due partly to school factors. For instance, as many as one-third of 58 million children of primary school-age, currently estimated to be out of school, are children with disabilities. A failure to address inequalities, stigmatization and discrimination linked to wealth, gender, ethnicity, language, location and disability is holding back progress towards quality education for all. Disability is strongly linked to poverty and marginalization (McNair & McKinney, 2015).

According to Sayed et al (2000), education for pupils with disabilities in Ghana had been bedevilled by problems of availability, accessibility, adaptability and acceptability. Additionally, the Ghana Education Service (2004), stated that the challenges of inclusive education in Ghana is perceptual, architectural, curricula and the training of teachers.

The Disability Act (Act 715) was passed in 2006 by the Republic of Ghana, which makes inclusive education mandatory. Therefore, attitudes of teachers should be examined to determine whether they are ready to embrace its implementation or not.

To understand teachers' attitude towards children with disabilities in inclusive schools, the Government of Ghana has made various attempts to implement inclusive education, but teachers have different understanding and perceptions towards including students with disabilities into the main classroom. Certain factors underpin teachers" attitude towards inclusive education. The success of inclusive education depends on the attitude of teachers on many factors and on the quality of instruction they give to their students (Leyser & Tappendor, 2001).

Elliot (2008) examined the relationship between teachers" attitudes toward the inclusion of children with mild to moderate mental disabilities in physical education settings and the amount of practice attempts performed and the levels of success attained by these students compared to their peers without disabilities. The findings suggested a relationship between teacher attitude toward inclusion and teacher effectiveness. Teachers with a positive attitude toward inclusion provided all of their students with significantly more practice attempts, at a higher level of success. In a study carried out by (Fakolade, Adeniyi, & Tella, 2009) on the attitude of teachers towards the inclusion of hard-of-hearing students in general education classroom, it was revealed that the attitude of teachers indicated hesitancy of the teachers to accept the hard-of-hearing unless the communication barrier was obviated.

Again, researchers have attempted to discover the factors associated with the successful inclusion of students with disabilities. The role of teachers" attitudes has been studied. The majority of these studies in physical education have assumed that a positive attitude

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towards inclusion was necessary for the successful inclusion of children with disabilities into physical education (Combs, Elliott & Whipple, 2010).

It is that inclusive education which is considered as human right-based approach to education, is very crucial in educating children with diverse needs and therefore, the right attitude of the teachers towards including children with disabilities enable successful inclusion of children with disabilities. However, it appears that this is not the case with children with disabilities in Effutu Municipality, in the Central Region of Ghana. This is probably because the attitude and concerns of teachers towards inclusive education is generally not positive.

Also, it seems regular education teachers do not send children with disabilities on errands during break time because they presume that it is unpleasant to send them. In the classrooms, regular teachers hardly put such children in the same group with their non-disabled peers during group work. In the nutshell, attitudes of regular education teachers towards children with disabilities remain a problem for successful implementation of inclusive education. As a result of negative attitudes of regular education teachers towards inclusive education, many children with disabilities do not attend school regularly, and they usually do not stay at school until closing time.

1.2 Purpose of the Study

The purpose of the study was to investigate the attitudes of early grade teachers towards inclusion of children with disabilities educational needs in inclusive basic schools within the Effutu Municipality.

1.3 Objectives of the Study

Objectives of the study wer.e to:

1. Find out how the attitudes of early grade teachers' in the Effutu Municipality influence their ways of teaching children with disabilities in inclusive schools.

2. Examine the factors influence the attitudes of early grade teachers in the Effutu Municipality towards inclusive education

3. Investigate any inherent challenges that early grade teachers face in teaching children with disabilities in inclusive schools.

1.4 Research Questions

The current study was guided by the following research questions:

1. In what ways do early grade teachers' attitudes influence their teaching of children with disabilities in inclusive schools?

2. What factors influence the attitudes of early grade teachers in the Effutu Municipality towards inclusive education?

3. What inherent challenge do early grade teacher face in teaching of children with disabilities in inclusive schools?
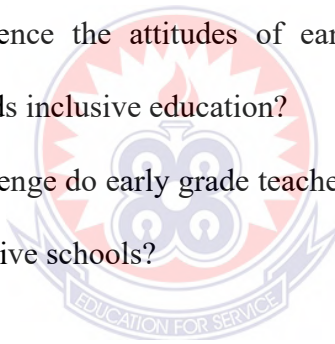
1.5 Significance of the Study

This study would help to find out early grade teachers" attitudes towards inclusive education and children with disabilities in inclusive schools within in the Effutu Municipality. This would enable the schools to find suitable means of including all children in the teaching and learning process. In addition, the results of the study would reveal how attitudes of teachers in the Effutu Municipality influence their teaching of children with disabilities in inclusive schools. Besides, the findings would enable teachers to explore factors that influence their attitudes in the Municipality towards inclusive education. It will also enable teachers to investigate any inherent challenges which they face in teaching children with disabilities in inclusive schools.

The findings would also enable the teachers to find ways of eliminating any inherent challenges which they face in teaching children with disabilities in inclusive schools. In conclusion, the study would help school administrators to develop appropriate ways of encouraging general education teachers towards inclusion of children with special educational needs in inclusive basic schools within the Effutu Municipality.

1.6 Delimitation of the Study

The study was delimited to teachers in inclusive schools in Effutu Municipality in Central Region. The study was also delimited to only some selected inclusive public basic schools in the Effutu Municipality of the Central Region in Ghana. Besides, the study was delimited to the attitudes of early grade teachers towards inclusive education in the Effutu Municipality. The study was delimited to those schools because they were the only schools practicing inclusive education in the Municipality.

1.7 Limitations of the Study

There was difficulty in conducting interviews and distributing questionnaire to the participants in the study, as a result of interruptions in the school calendar. Even though, this limitation was overcome, it affected the period of submission of the thesis, in the long run.

1.8 Operational Definition of Terms

Education: may be defined as the process of imparting knowledge, skills, values, norms and culture from one generation to another in a society. In the context of this study education is the process of receiving or giving systematic instruction, especially at a school.

Inclusive Education: Inclusion according to UNESCO (2005) is associated with commitment to the term "Education for all" by identifying the requirement and urgency

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of providing education for all children, youth and adults with disabilities. In the context of this study inclusion is the action or state of including or of being included within a group or structure.

Children with Disabilities: It refers to a wide range of disabilities and conditions that place limitations on children's learning of school tasks. These children include those with hearing problem, children with intellectual disabilities and children with intellectual disabilities.

Person with Disabilities: Is defines as a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

1.9 Organisation of the Study

The study is organized in five (5) chapters. Chapter One of the study introduces the study. It presents the background to the study, the statement of the research problem, the aim and objectives of the study, the significance of the study as well as the scope of the study. Chapter two reviews relevant literature to ascertain what other researchers have already done in this field and as well make it easier for easy comprehension of concepts that run through the entire study. The gap in the literature is also identified and clarified through the review. The third Chapter focuses on the methods adopted to conduct the study. This chapter presents the profiles of the study area, the research approach, research design, sampling method and sampling size, data sources and how data obtained from the field is analysed and presented for easy comprehension and discussion. Chapter four of the study presents the findings along the four research objectives/questions and also discusses the findings of the study in relation to existing literature. Chapter five of the study presents the summary of findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The review first covered the theoretical framework followed by a review on the key themes raised in the research questions. These were:

- Theoretical framework.

- The concepts of inclusive education

- Inclusive education in Ghana

- Benefits of Inclusive Education

- Attitudes of teachers towards children with disabilities in inclusive schools.

- The influence of teachers' attitude towards teaching of children with disability in inclusive schools

- The factors that influence teachers attitude towards inclusive education

- The challenges teachers face in teaching children with disability in inclusive schools

- Summary of literature review.

2.1 Theoretical Framework

The theoretical framework for this study is the self-determination theory by Deci and Ryan (1985). Self-determination theory is an empirically derived theory of human motivation and personality in social context that differentiates motivation in terms of being autonomous and controlled (Van Lange, Kruglanski, & Higgins, 2012). Deci and

Ryan (2000) proposed a self-determination continuum to describe motivational variables with different degrees of self-determination. In explaining the concept of self-determination, Deci and Ryan identified three types of motivation; namely, intrinsic motivation, extrinsic motivation and amotivation. Intrinsically motivated behaviours are those that are engaged for their own sake; in other words, for the pleasure and satisfaction derived from performing them (Deci, 1975). Extrinsic motivation refers to activities that are carried out as a means to an end and not for their own sake. Deci and Ryan (2000) further proposed a self-determination continuum to describe different forms of extrinsic motivation that vary in their relative autonomy or self-determination. From the least autonomous to the most autonomous, they are external regulation, introjected regulation, identified regulation, and integrated regulation.

The first two types of extrinsic motivation fall into the category of controlled (non-autonomous) motivation, whereas the latter two, along with intrinsic motivation, fall into the group of autonomous motivation. Both external and introjected regulations are controlled types of motivation since, in both cases, individuals do not identify with the value of a behaviour for their own self-selected goals (Deci & Ryan 2000). When a person engages in a behaviour because he or she finds it interesting (intrinsic motivation) or personally meaningful (identified and integrated regulation), then he or she is motivated by autonomous types of motivation. In contrast, if a person engages in a behaviour because he or she feels pressured by an external force, whether it is other people's demand or threat, an imposed reward contingency (external regulation), or his or her own sense of guilt, anxiety or ego-involvement (introjected regulation), then he or she is motivated by controlled types of motivation (Guo, 2007).

Based on White's (1959) conceptualization, individuals are intrinsically motivated if they

perform a certain activity for its own sake, and the pleasure and satisfaction derived from engaging in the activity. On the other hand, they are extrinsically motivated if they act in order to achieve some objective that is separable from this activity. The theory asserts that the effect of rewards on intrinsic motivation depends on how the recipients cognitively interpret the rewards. Specifically, every reward has both a controlling aspect (i.e., the reward contingency separating desired from undesired action) and an informational aspect (i.e., the feedback conveying information about the actor‟s competence). Its controlling aspect is believed to thwart individuals‟ need for autonomy, thus undermining intrinsic motivation, whereas its informational aspect (assuming the reward is obtained) is believed to increase their perceived competence, thus enhancing intrinsic motivation. Therefore, the relative salience of these two aspects will determine whether a reward undermines or enhances intrinsic motivation.

Motivation, according to Bhatnagar and Das, (2014). results from perceptions of helplessness or lack of self-efficacy, competence or valuation of the activity. According to Bhatnagar and Das, (2014), people have not only different amounts, but also different kinds of motivation. That is, different people have different orientations of motivation – intrinsic or extrinsic –well as different levels of motivation. In context of this study, regular teachers are not motivated to teach special education needs children in inclusive schools because of limited knowledge on inclusion, resource constraints, and other challenges. Hence, they have poor attitudes towards inclusion.

2.2 The Concepts of Inclusive Education

Inclusive education means that everyone should take part in society on an equal basis-academically, socially and culturally Miles & Singal, (2010). According to the Pandit, & Mishra (2016). Norwegian Directorate for Education and Training (2008), Inclusion is

both a process and a goal, where the educational institution should accommodate the individual's aptitudes and needs in the best possible manner. This requires diversity and adaptation in the educational program to enable each individual to participate more and receive more benefits from being an active member of community.

UNESCO (2005) elaborate on how an inclusive education system should be by stating that: "An inclusive education system can only be formed if normal schools become more inclusive". The Conference proclaimed that: regular schools with an inclusive direction are the most active means of fighting discriminatory attitudes, building welcoming societies, establishing an inclusive society and attaining education for all. Moreover, they provide an effective education to many children and improve competence and ultimately the cost-effectiveness of the whole education system.

Avoke (2008) defined inclusive education as a process of increasing the participation of all learners in schools including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of learners in their locality. According to Peters (2007), inclusive education concept focuses on those groups which, in the past, have been excluded from educational opportunities. The groups include children living in poverty, children from ethnic and linguistic minorities, girls, children from remote areas, children with disabilities and other special educational needs, and children who are gifted and talented.. The two latter groups, according to Avoke, are often the most marginalised, both within education and I the wider society.

Mmbaga (2002) argued that inclusive education needs to be part of the whole school equal opportunity policy; and in this case, children with learning difficulties, girls" and boys' learning needs would be incorporated into the curriculum and the school learning environment. According to Ainscow and Miles (2008), inclusion means that students

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with disabilities attend general school programmes and are enrolled in age- appropriate classes for 100% of their schooling. UNESCO (2005) described inclusive education as a process of strengthening the capacity of the education system to reach out to all learners.

Kauffman, Lloyd, and McGee (2009) opined that education is a fundamental right of every child. Some children experience difficulties in school, ranging from problems with concentration, learning, language, and perception to problems with behavior and/or making and keeping friends. Regular education is designed to meet the needs of average learners. Children with disabilities may not profit fully from the regular classroom experiences. Due to the inclusion movement in education, learners with disabilities are attending public school with typically developing peers. These learners are also attending general education classes together. In the past, students with disabilities were taught in separate classrooms, and in some cases separate schools. The transition to inclusive education has not been easy for these two diverse groups of students, both academically and socially. For many reasons, students with disabilities have socialization issues. Many have behaviour problems or act inappropriately in social situations which calls for effective behavioural management strategies by teachers. These types of behaviours are disconcerting to typically developing children who do not have experience interacting with individuals with disabilities. This can make having peers with disabilities in the classroom an uncomfortable experience for many students without disabilities. The experience can be equally uncomfortable for learners with disabilities who are lonely and depressed because they are unable to make friends in their classes. Many students with disabilities may not understand why they are unable to socialize. Unfortunately, they do understand what it feels like to be rejected. The emotional pain from rejection and friendlessness can have damaging consequences on the psychosocial development of children (Bandy & Boyer, 2004). These consequences can perpetuate throughout

adolescence and into adulthood. In view of this, the study seeks to investigate teachers' behavioural management strategies that are useful for learners with intellectual disability. However, due to increasing demands on teachers to raise achievement scores on state-wide testing, little time remains to provide social skills instruction. Life skills and social skills training programs have been placed on the backburner in special education and have been replaced with an emphasis on raising test scores. While student academic achievement is a crucial component of special education, behavioural management, life skills and social skills training are areas that are necessary to promote a healthy and successful life after the school years are over (Westwood & Graham, 2003).

Students with disabilities have a wide range of needs and most exhibit behavioural problems. Training them to overcome the limitations in adaptive behaviour is the primary aim of any individual who is working for persons with Intellectual disability. A few of them also have problem behavioural posing challenges to the educator. A problem or a challenging behaviour in the individual interferes with his acquiring new skills, or strengthening old skills or it interferes in someone else"s activities. The behaviour may be harmful to him or may cause harm or disrespect to others. If the problem behaviour occurs more frequently or for longer period of time or is very severe in nature, then they do require management. It is important to manage problem behaviours in children because problem behaviours may interfere with learning, social acceptance, harm the child or others and at severe level they contribute to the burden of care-giving and also institutionalisation. To be successful in inclusive settings intellectually disabled students need to demonstrate classroom behaviours that are consistent with teacher"s demands and expectations and that promote socializations with peers (Kauffman et al., 2009).

It is important to manage problem behaviours in children because problem behaviours

may interfere with learning, social acceptance, harm the child or others and at severe level they contribute to the burden of care-giving and also institutionalization. To be successful in inclusive settings disabilities students need to demonstrate classroom behaviours that are consistent with teachers' demands and expectations and that promote socializations with peers (Gadagbui, 2008). Appropriate social and behavioural skills will allow intellectually disabled to fully integrate into the social fabric of the class, the school, and the community. Unfortunately due to factors both internal and external to the classroom, intellectually disabled students may exhibit behaviours that interfere with their learning and socialization and disrupt the learning environment (Ocloo & Subbey, 2008). Therefore, teachers may need to employ a variety of strategies to increase appropriate and decrease inappropriate social and behaviour skills. So the inclusive education programme should focuses on establishing and maintaining positive peer relationship of the children with intellectual disability. Strengthening the capacity of the education system as an overall principle which should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. Inclusive education acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status (Daily Graphic, May 20, 2008 p. 9 as cited in Gadagbui, 2008).

In Ghana, education of children and youth with disabilities started in 1936 and led to the establishment of a school for the blind at Akropong-Akwapim in 1946. Other Schools were built for the deaf, and the intellectually disabled in the sixties. These schools were mostly segregated. The children grew up with their peers and developed a common culture. The schools developed as centres of excellence. There was concentration of expertise on specific impairments and student-teacher ratio enables each child to have more attention. On the other side of those provisions, the schools are usually not available

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in the child's immediate environment. The expertise is only available for a small group of children

- System of teaching is very expensive. It is, therefore, not affordable.

- Children find it hard to re-adopt to life with their families, peers and communities.

The cost of special education per child is too high for most countries. Governments are recognising the need to develop a more affordable system which will provide quality education for all children, hence Inclusive Education. In the light of this global development since Ghana was a participant at the Salamanca and Dakar Conferences, the Ministry of Education pursued those rights hence the Ghana Education Service in its Education Strategic Plan of 2003–2015 adapted Inclusive Education. . Inclusive education is a relatively new concept emerging in education with the focus of enabling children with disabilities gain access and enrolment in regular schools. The effective practice and achievement of inclusive education rest on regular classroom teachers in reference to what knowledge they may have and how prepared they are. This calls for understanding of teachers' view about inclusion and how their preparedness is educators and regular class peers become more accepting as they learn more about the abilities and problems of special learners, (Lewis & Doorlag, 2001). The knowledge that a learner is handicapped may raise the anxiety level of teachers', for example knowledge that a learner is visually handicapped, causes tension and anxiety in the teacher (Lipsky & Gardner, 2013).

According to Gersten and Dimino (2001), the fundamental of inclusion is the supposition that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) stated "the task of initial teacher education is to prepare people to enter a

profession which accepts individual and collective responsibility for improving the learning and participation of all children" (p. 596).

Fontdevila & Verger, (2015), also noted that teachers play a crucial role in quality education and quotes McKinsey and Company who said, "The quality of an education system cannot exceed the quality of its teachers" (p. 16). For instance, studies of Canales & Maldonado, (2018) suggest that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background. The need for „high quality" inclusive teachers becomes evident to provide not only equal opportunities for all, but also education for an inclusive society.

According to Reynolds (2009), it is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of inclusion oriented schools. Similarly, Darling-Hammond & Lieberman, (2013) noted that "concentration on initial teacher education seem to provide the best means to create a new generation of teachers who will ensure the successful implementation of inclusive policies and practices" (p. 35). Also, the Organisation for Economic Co-operation and Development (OECD) report Teachers Matter" recognized that the hassles on schools and teachers are becoming more complex as society now expects schools to deal effectively with different languages and learners' backgrounds, to be complex to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged learners and students with learning or behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment.

To OECD, teachers, therefore, need confidence in their ability and the knowledge and

skills in inclusive education to meet the challenges that they will encounter in the present school climate. Goldhaber and Brewe (2000) were also of the view that changes in education and in society place new demands on the teaching profession. They contended that "*classrooms now contain a more heterogeneous group of young people from different backgrounds and with different levels of ability and disability. As a result of these changes, teachers are not only supposed to acquire new knowledge and skills but are also to develop them continuously*" (p. 43). They stated that teachers have a key role to play in preparing pupils to take their place in society and in the world of work and pointed out that teachers in particular need the knowledge necessary to:

a   identify the specific needs of each individual learner, and respond to them by deploying a wide range of teaching strategies.

b   support the development of young people into fully

c   autonomous lifelong learners.

d   work in multicultural settings.

e   work in close collaboration with colleagues, parents and the wider community.

f   possess pedagogical skills as well as specialist knowledge of their subjects.

g   have access to effective early career support programmes at the start of their career.

h   have sufficient incentives throughout their careers to review their learning needs and to acquire new knowledge, skills and competence.

i   be able to teach competency and to teach effectively in heterogeneous classes.

j   engage in reflective practice and research.

k   be autonomous learners in their own career-long professional development. (p. 14)

Participants concluded that dealing with a culturally diverse classroom means much more

than dealing with pupils who have a poor grasp of the language of instruction. The Gay and Howard, (2000) concluded that teacher education should provide teachers with knowledge about intercultural issues in school and society and engage teachers' commitment to working in a culturally diverse society. Several basic teaching skills were felt to be particularly important in this context: Schepens (2009) contended that current teacher education programmes have been influenced by a number of pedagogical traditions in past years, for example academic, practical, technological, personal and critical/social re-constructionist traditions.

Similarly Pitt & Britzman, (2003) described practices in institutions holding onto the positivist or academic tradition as providing knowledge through various, often fragmented courses while schools provide the setting where student teachers are expected to apply those theories and integrate knowledge and practice by themselves. Ferreira and Graça (2006) recommended that, to take full account of the diversity of the current school population, the following aspects should be included in teacher education: learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; symbolic representation, signification and multiculturalism; different curricula; teaching methods and techniques and educational relationships. To ensure culturally responsive teaching, Gay and Kirkland (2003) said that teacher education must include critical cultural self-reflection that takes place in a context of guided practice in realistic situations and with authentic examples and Baglieri (2007) proposed the incorporation of Disability Studies in teacher education.

2.3 Benefits of Inclusive Education

Inclusion may appear inappropriate or may appear not to meet all the educational needs in the classroom, but in fact, segregated special education classrooms isolate students

from peers who are different from them. There are many benefits of inclusion for both learners with and without disabilities as well as society. The benefits of inclusion of students with and without disabilities are social benefits.

2.3.1 Academic benefits

One study by Hammond & Ingalls, (2003) reported on many academic benefits of inclusion. One benefit found by Hunt et al (1994), was that learners with disabilities spend more time engaged in learning than in special settings. This finding indicates that the students are engaged in learning more in the general education setting because they are receiving a variety of experiences they may not receive in the special education settings. Sharpe, et al (1994), reported that inclusion of students with disabilities is not associated with a decline in the academic or behavioural performance of students without disabilities on standardized tests or report cards. Students with disabilities are more likely to succeed in effective inclusion schools because teachers, administration, specialists, volunteers and typical classmates are working together to ensure that every student is valued, respected, and accepted for who he or she is and is provided with meaningful and appropriate learning experiences. Emerging data suggest that students with disabilities do better academically in inclusive settings (McLeskey, Waldron, Spooner, & Algozzine, 2014). Studies have shown that, high-achieving students are not harmed in the inclusion process (Litvack, Ritchie & Shore, 2011).

Emerging studies also suggest that the presence of identified students in general education settings may enhance classroom learning experience for peers who may be at risk academically (Eklund, Tanner, Stoll & Anway, 2015) as well as high achieving students (Stevens & Slavin 1995). This is understandable, this is because given the extra help to all class members when a learning specialist is present who can target specific problems as students work and develop appropriate intervention strategies immediately

to address these concerns, Menzies & Bruhn (2010). Research has also shown that inclusion has had a positive academic impact on all students. For example when students in a general classroom were assigned to cooperative learning groups in mathematics, there were no significant difference for groups that had a child with disability compared to those groups that did not have a child with disability (Godeau, Vignes, Sentenac, Ehlinger, Navarro, Grandjean & Arnaud, 2010).

Mcleskey and Waldron (2002) reviewed the achievement levels of students with disabilities educated in a resource centre. The results indicated that the students with disabilities educated in the general classroom, alongside non-disabled peers educated showed a significantly greater improvement in reading than they did with their disabled peers educated in the resource centre. These findings show that, students with disabilities can also perform better in the other subject areas. Additionally, there has been research on the effect inclusion has on the performance of students with and without disabilities on standardized test. Odom et al (2000), concentrated on the results of standardized tests, which measured cognitive, language and social development for the educationally disabled students and compared those results to non- disabled children in both inclusive and non-inclusive settings. They reported that there were no significant differences between the two groups with regard to developmental progress.

Moreover, Sharpe et al (1994) reported the findings of a study conducted to compare the overall performance of students in elementary classrooms. The results indicated that having students with special educational needs in the general classroom did not yield a significant decline in the academic or behavioural performance of their non-disabled peers on measures of standardized tests. The results above indicate that students with disabilities in the general classroom would not lower the academic standards of the non-

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disabled students. On the contrary, many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitudes toward inclusive education because they believe it could lead to lower academic standards (Parveen, A., & Qounsar, T. (2018).

2.3.2 Social benefits

It is instructive to note that, inclusive education has several benefits among which are; Inclusion in general classroom can help the learners to socialize and interact with each other, for all learners to be appreciated. Thus; it provides the opportunity to develop friendships and this may not be actualized if learners with disabilities are separated from other students without disabilities, these experiences are critical to the social development of students, which can lead to the student becoming an active member of society. Children without disabilities have reported to benefit from the exposure to disabled students in an inclusive setting; students of different abilities have the opportunity to appreciate the fact that not all learners are created equal.

Having both non-disabled learners integrated into an age-appropriate classroom has resulted in positive outcomes, which assisted in the development of social networks and friendships D'Alonzo et al (1995). When adequate supports are provided by learners without disabilities, their peers with disabilities can benefit from inclusion effectively. Adults in inclusive schools provide learners with on-going support, models of caring and accepting behaviours, constructive feedback, and encouragement to be supportive of one another (Corbett (2002).

When inclusion is implemented effectively, daily involvement in each other's lives helps learners to become more emphatic and understanding as they develop a better appreciation for unique qualities that all people possess (Kunc, 1992).

Lawson et al (2017) reported that high school students had relationships with learners with disabilities that resulted in more positive attitudes, increased response to the needs of others and increased appreciation for diversity. Lawson et al, further found that, learners with severe disabilities developed social networks, positive interpersonal relationships and friendships with students without disabilities. This study suggests that for some learners with disabilities, increased interaction with their peers will increase their self-esteem and make them feel that they are truly part of the school. Bosea-Gyinantwi (2009) also observed that, inclusive setting makes the child with disabilities sociable, and receive a lot of assistance from his/her peers without disabilities. This happens because inclusive schools design academic work to use structures that facilitate social interactions among students (e.g. peer tutoring, cooperative learning). Through these interactions, all students have the opportunities to develop or enhance their communication, problem-solving and relationship building skills (Yeo, Neihart, Tang, Chong & Huan, 2011).
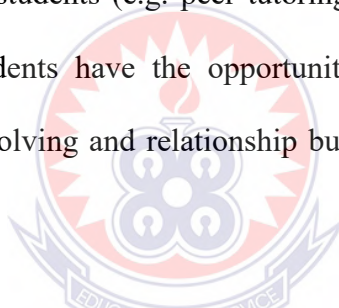
2.4 Attitudes of teachers towards children with disabilities in inclusive schools

There is a body of literature on teachers' attitudes on inclusive education. Chambers and Forlin (2010) defined attitudes as a "learned, evaluative response about an object or an issue and a cumulative result of personal beliefs." (p. 74) Forlin adds that beliefs influenced teachers' attitudes to inclusive education that in turn, influence their intentions and behaviours. Attitudes are formed by experience as well as by implicit learning and may reflect an individual's personality (Zimbardo & Lieppe, 1991). Howell et al (2009) contended that attitudes may be seen to have three related components: cognitive (the idea or assumptions upon which the attitude is based), affective (feelings about the issue), and behavioural (a predisposition toward an action that corresponds with the assumption or belief). As a result, the formation and modification of teacher attitudes are important

areas of education research (Weisman & Garza, 2002). Osterman (2010), noted the need for positive teacher attitudes and for teachers to create a sense of belonging to support effective inclusive practice. In relation to the assertion, Monsen, & Frederickson (2004) pointed out that teachers' attitudes directly affect their behaviour with students, and so have a great influence on classroom climate and student outcomes.

Several studies show that teachers' understanding and perception contribute to success of inclusion and that positive perceptions and understanding are linked to a range of factors, including training in special or inclusive education, experience in working with learners with disabilities, and close contact with students with disabilities. Also, beliefs about disability, ethnicity, attitudes, and concerns of teachers can influence the practice of inclusive education, the quality of educational materials and instruction students receive (Leyser & Tappendorf, 2001; Nieto, 1997; Sharma & Desai, 2002).

Although it seems that teachers generally endorse inclusion as a social and educational principle, their level of support for its practical implementation varies based on the nature and severity of disabilities. They tend to be less enthusiastic about including learners with more severe disabilities or those with behavior issues (Scruggs & Mastropieri, 1996; Avramidis & Norwich, 2002).The nature and severity of the disability appears to be related to teacher's willingness to accommodate students with disabilities in general classrooms. Horn & Banerjee (2009), noted that the highest-level support was given to the inclusion of learners with mild disabilities who require the least amount of modification in curriculum and instruction. The researches indicated that the severity level of student disability and the amount of additional teacher responsibility required were the two factors that appeared to be related to the belief that including students with disabilities would have a negative effect on general education classroom. Learners with mild disabilities (e.g. learners with learning disabilities) have been portrayed as not being

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significantly different from students without distinguished disabilities (Wang, Reynolds & Walberg, 1998) and therefore were more likely to be welcomed in the inclusive classrooms. Conversely, children with emotional and behavioural problems have typically been rated less positively in relation to perception and understanding about inclusion (Soodak, Podell, & Lehman 1998, Stoiber, Gettinger, & Goetz, 1998).

In general, teachers believe that learners with the most challenging behaviour require additional teacher responsibility and that they are difficult to support. Other studies have revealed that inclusion of learners with disabilities into the general education classroom brings about larger classes which increase the teachers' work-load; large classes may be viewed as an obstacle to the successful implementation of inclusive education (Agran, Alper, & Wehmeyer, 2002). Larger classes place additional demands on the regular educator, while reinforcing concern that all learners may not receive proper time or attention, Mandina (2012). Cornoldi, et al (1996) noted that, classes cannot exceed 20 if there is one student with a disability in an inclusive classroom. Some teachers are also with the view that the classroom time will be insufficient when students with disabilities are included in the general classroom.

Scruggs and Mastropieri (1996) indicated that teachers believed that the classroom time is insufficient for inclusion efforts. Similarly, Downing et al (1997) found positive perspectives toward inclusion as teachers were more concerned about the classroom time required to support students with disabilities that might limit their ability to provide an appropriate education for general education learners in the inclusive classroom. Insufficient classroom time available for teachers in inclusive classroom was, therefore, a major concern to teachers. Positive attitudes and beliefs combine to play a major part in support diversity in inclusive education (Booth & Ainscow, 2002). According to Loreman, and Earle, (2007), training in special and inclusive education has consistently

been found out to have influenced educators' attitudes either in a single course or through a content-infused approach. Also, Lancaster and Bain (2007) agreed that in general, there is a positive change in attitudes after undertaking an inclusive and special education unit of study across a number of contexts and countries. However, Akerson et al (2006) found some research evidence to demonstrate that theoretical classes and reading are not sufficient to modify teachers' and students'' negative attitudes towards students with special educational needs.

Mahat (2008) noted that in order to investigate the attitudes of teachers towards students with disabilities, a comprehensive research study will be conducted. In his view, Mahat suggested that attitudes of mainstream teachers toward the inclusion of learners with disabilities were influenced by past experiences (previous experience with teaching learners with disabilities), previous knowledge (training in the field of inclusive education) and newly-acquired knowledge (professional development or training modules). Avramidis and Norwich (2002) noted the importance of positive attitudes of beginning teachers in inclusive settings has been well documented. However, both pre-service and in-service courses that address the skills and the attitudes of teachers towards students with disabilities are frequently deemed insufficient by teachers (Westwood & Graham, 2003).

Finally, inclusive education can be achieved depending on teachers' positive attitudes towards teaching disabled children without exhibiting certain stereotypical patterns in students' academic behaviour (Jordan et al, 2001). In other words, teachers stereotypical and self-imposed perceptions of considering their pupils as one good or bad from the others closes their own motivation to be adaptable to each of their pupils' needs (Kelchtermans, 2017).

2.5 Factors Influencing Teachers' Attitudes

Research has suggested that teachers' attitudes might be influenced by a number of factors which are, in many ways, interrelated. For example, in the majority of integration attitude studies reviewed earlier, responses appeared to vary according to disabling conditions. In other words, the nature of the disabilities and/or educational problems presented have been noted to influence teachers' attitudes. In conclusion, even though in Bowman (2006) study the opposite was true, teachers seem generally to exhibit a more positive attitude towards the integration of children with physical and sensory impairments than to those with learning difficulties and emotional-behavioural difficulties (EBD).

2.4 Teacher-related variables

A great deal of research regarding teacher characteristics has sought to determine the relationship between those characteristics and attitudes towards children with disabilities. Researchers have explored a host of specific teacher variables, such as gender, age, years of teaching experience, grade level, contact with disabled persons and other personality factors, which might impact upon teacher acceptance of the inclusion principle (Avramidis & Norwich, (2002).

2.4 1 Gender

With regard to gender, the evidence appears inconsistent; some researchers noted that female teachers had a greater tolerance level for integration and for disabilities persons than did male teachers (Rizzo & Sirotnik, 2001). Avramidis & Norwich (2002), for example, found that there was a marginal tendency for female teachers to express more positive attitudes towards the idea of integrating children with behaviour problems than male teachers.

2.4 2 Teaching experience

Teaching experience is another teacher-related variable cited by several studies as having an influence on teachers' attitudes. Younger teachers and those with fewer years of experience have been found to be more supportive to integration (Lindsay, 1991). Forlin's (1995) study, for example, showed that acceptance of a child with a physical disability was highest among educators with less than six years of teaching and declined with experience for those with six to ten years of teaching. The most experienced educators (greater than 11 years of teaching) were the least accepting. Forlin also obtained a similar result for the integration of a child with intellectual disability. His study seemed to indicate that as educators gained experience in teaching, they became less accepting of integration.

Leyser et al. (1994) also found that, in general, teachers with 14 years" or less teaching experience had a significantly higher positive score in their attitude to integration compared with those with more than 14 years. They found no significant differences in attitudes to integration among teachers whose teaching experience was between one and four years, five and nine years and ten and 14 years (no mention was made based on individual country). Another study by Avramidis & Norwich (2002), compared the willingness of teacher trainees and primary teachers to accept children with SEN in their classes. His findings indicated that there was a clear reluctance on the part of the more experienced primary teachers compared to teacher trainees in their willingness to integrate such children. In this respect, it would not be unreasonable to assume that newly qualified teachers hold positive attitudes towards integration when entering the professional arena. However, although the above studies indicated those younger teachers and those with fewer years of experience are more supportive of integration; other investigators have reported that teaching experience was not significantly related

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to teachers' attitudes (Avramidis et al., 2000).

2.4 3 Grade level taught

The variable grade level taught and its influence on teachers' attitudes towards integration has been the focus of several studies. Leyser et al, (1994) international study found that senior high school teachers displayed significantly more positive attitudes towards integration than did junior high school and elementary school teachers, and junior high school teachers were significantly more positive than elementary school teachers (again, no mention was made based on individual country).

Other American studies revealed that elementary and secondary teachers differed in their views of integration and the kinds of classroom accommodations they make for learners who are integrated (Chalmers, 1991), with elementary teachers reporting more positive views of integration and its possibilities than did their secondary counterparts (Avramidis, & Norwich, 2002). Avramidis, E., & Norwich, B. (2002), in their review, concluded that as children's age increased, teacher attitudes became less positive to integration, and attributed that to the fact that teachers of older children tend to be concerned more about subject-matter and less about individual children differences. This was also supported by Clough and Lindsay (1991) who claimed that, for teachers more concerned with subject-matter, the presence of children with SEN in the class is a problem from the practical point of view of managing class activity. In this, it could be argued that primary school ethos is more holistic/inclusive, while secondary is subject-based, and that might impinge on teachers' attitudes. Although there are studies which have not found a relationship between grade and attitude (Dowker, Cheriton, Horton, & Mark, (2019).).

2.4 4 Experience

Experience of contact with children with SEN or disabled persons was mentioned by several studies as an important variable in shaping teacher attitudes towards integration. Here, the contact hypothesis' suggests that as teachers implement inclusive programmes and, therefore, get closer to students with significant disabilities, their attitudes might become more positive (Avramidis & Norwich, (2002). Janney et al. (1995) found that experience with low ability children was an important contributing factor to their eventual acceptance by teachers. Already wary of reforms and overloaded with work, general education teachers' initial balancing of the anticipated high cost of integration against its uncertain benefit created hesitation or resistance. Following their implementation experiences, teachers re-evaluated the balance between the cost of teachers' time and energy as compared to the benefit for students, and judged the integration effort successful (p. 436).

Leyser et al. (1994) found that, overall; teachers with much experience with disabled persons had significantly more favourable attitudes towards integration than those with little or no experience. Findings of several other studies conducted in the USA by Rodgers, (2003) and in the UK by Shimman (1990), have also stressed the importance of increased experience and social contact with children with SEN, in conjunction with the attainment of knowledge and specific skills in instructional and class management, in the formation of favourable attitudes towards integration. These studies seem to suggest that contact with students with significant disabilities, if carefully planned (and supported), results in positive changes in educators' attitudes. These studies, coupled with more recent ones on teachers" attitudes towards inclusion presented earlier, indicate that as experience of mainstream teachers with children with SEN increases, their

attitudes change in a positive direction (LeRoy & Simpson, 1996).

However, it is important to note here that social contact per se does not lead to favourable attitudes.

Avramidis, & Norwich (2002) for example, found no significant correlation between reported contact with students with significant disabilities and teachers' attitudes towards integrating these students into regular classrooms. Another study by Center and Ward (1997) showed that primary teachers were more tolerant of integration if no special class or unit was attached to their school: they claimed that contact experience with children with SEN did not result in the formation of more positive attitudes. Surprisingly, there is evidence in the literature that social contact could even produce unfavourable attitudes; Forlin's (1995) study, for example, indicated that there were differences between teachers who were currently involved with the policy of inclusion and those who were not. Those not involved (but who were aware of the concept of inclusion) believed that coping with a child with SEN and with a mainstream child was equally stressful. Those who were involved considered the stress of coping with the child with SEN to be greater than for dealing with a mainstream child. Thus this study indicated that experience of a child with SEN might not promote favourable acceptance for inclusion, due to the stress factor

2.4 5 Training

Another factor which has attracted considerable attention is the knowledge about children with SEN gained through formal studies during pre- and in-service training. This was considered an important factor in improving teachers' attitudes towards the implementation of an inclusive policy. Without a coherent plan for teacher training in the educational needs of children with SEN, attempts to include these children in the mainstream would be difficult. The importance of training in the formation of positive attitudes towards integration was supported by the findings of Beh-Pajooh (1992) and

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Shimman (1990), based on teachers in colleges. Both studied the attitudes of college teachers in the UK towards learners with SEN and their integration into ordinary college courses. Their findings showed that college teachers who had been trained to teach learners with learning difficulties expressed more favourable attitudes and emotional reactions to students with SEN and their integration than did those who had no such training.

Several other studies conducted in the USA Van-Reusen, Shoho and Barker (2000), tend to reinforce the view that special education qualifications acquired from pre- or in-service courses were associated with less resistance to inclusive practices. Dickens-Smith (1995), for example, studied the attitudes of both regular and special educators towards inclusion (not integration). Her respondents were given an attitude survey before and after staff development. Both groups of respondents revealed more favourable attitudes towards inclusion after their in-service training than they did before, with regular education teachers showing the strongest positive attitude change. Dickens-Smith concluded that staff development is the key to the success of inclusion.

2.4 6 Teachers' beliefs

More recently, Canadian research has identified another factor that influences not only teachers' reported attitudes towards inclusion, but their actual teaching styles and adaptations in heterogeneous classrooms; that is, their views about their responsibilities in dealing with the needs of learners who are exceptional or at risk. Jordan, Lindsay and Stanovich (1997) found that teachers holding a pathognomonic perspective, in which the teacher assumes that a disability is inherent in the individual student, differed in their teaching instruction from those closer to an „interventionist perspective, in which the teacher attributes student problems to an interaction between student and environment. Teachers with the most pathognomonic perspectives demonstrated the least effective interaction patterns, whereas those with interventionist perspectives engaged in many more academic interactions and persisted more in constructing student understanding. This This study was further reinforced by another study by Stanovich and Jordan (1998), which attempted to predict the performance of teacher behaviours associated with effective teaching in heterogeneous classrooms. This investigation on Teacher attitudes to integration/inclusion was more sophisticated than previous ones because it was not only based on self-reports and interviews, but also on observation of actual teaching behaviours.

The results revealed that the strongest predictor of effective teaching behaviour was the subjective school norm as operationalized by the principals' attitudes and beliefs about heterogeneous classrooms and his or her pathognomonic/interventionist orientation. Moreover, teachers' responses on the pathognomonic/interventionist interview scale were also found to be important predictors of effective teaching behaviour. It can be said that teachers who accept responsibility for teaching a wide diversity of students (recognizing thus the contribution their teaching has on the students' progress), and feel

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confident in their instructional and management skills (as a result of training), can successfully implement inclusive programmes (Soodak, Podell & Lehman, 1998) where receptivity towards inclusion was associated with higher teacher efficacy.

2.4 7 Teachers' socio-political views

There have been a few studies of integration attitudes in relation to educators' wider personal beliefs (political outlook, socio-political views) and attitudes. Avramidis & Norwich (2002). In a US study, found that attitudes to integration were more positive when teachers believed that publicly funded schools should educate exceptional children. Avramidis, & Norwich (2002), in another study in the United States, found that classroom teachers with abstract conceptual systems held more positive integration attitudes depending on the ethnic origin of the integrated child. Teachers with abstract conceptual systems showed less need for order, less pessimism and less interpersonal aggression, characteristics which have been related to low levels of authoritarianism.

In this study, integration attitudes were related to sociopolitical views only in the UK sample. Avramidis, & Norwich (2002), concluded that while educators' socio-political or ideological beliefs and values have some relation to integration, attitudes cannot be considered as a strong predictor alone and other situational factors (provision in the two areas and cultural issues) needed to be taken into consideration.

2.5 Educational Environment-Related Variables

A number of studies have examined environmental factors and their influence in the formation of teachers' attitudes towards inclusion. One factor that has consistently been found to be associated with more positive attitudes is the availability of support services at the classroom and the school levels (Avramidis, & Norwich, 2002). Here, support could be seen as both physical (resources, teaching materials, IT equipment, a

restructured physical environment) and human (learning support assistants, special teachers, speech therapists). Janney et al. (1995) found that the majority of teachers in their study were hesitant initially to accept children with SEN in their classes, because they anticipated a worst case scenario where both they and the children with SEN would be left to fend for themselves. Later, these teachers were receptive towards these children after having received necessary and sufficient support. Respondents acknowledged that the support received from the relevant authorities was instrumental in allaying their apprehension that part-time integration would result in extraordinary workloads.

A significant restructuring of the physical environment (making buildings accessible to students with physical disabilities) and the provision of adequate and appropriate equipment and materials were also instrumental in the development of these positive attitudes. Besides those mentioned by Janney et al. (1995), other forms of physical support, such as availability of adopted teaching materials (LeRoy & Simpson, 1996), and smaller classes (Avramidis, & Norwich, 2002), have also been found to generate positive attitudes towards inclusion. Another type of support, that of the continuous encouragement from the head teacher, has also been mentioned in several studies as being instrumental in the creation of positive attitudes to inclusion.

Support from specialist resource teachers was also identified as an important factor in shaping positive teacher attitudes to inclusion (Pappas et al., 2009). Janney et al. (1995) found that one of the factors cited by their respondents that had contributed to the success of the part-time integration programme they were implementing was the existence of effective support, both interpersonal and task related, provided by the school's special education teachers. Avramidis, and Norwich, (2002) argued that special education specialist teachers are important co-workers in providing advice to subject specialist

teachers on how to make a particular subject accessible to children with SEN. Centre and Ward (1997) found that children with a mild sensory disability integrated in mainstream classes did not cause anxiety to mainstream teachers because of the confidence generated by the presence of itinerant teachers for these children. Their study showed that experience of working with itinerant teachers positively affected teachers' attitudes. The importance of support from specialist resource teachers was also highlighted in another study conducted in the USA (Minke et al., 1996), which compared the attitudes towards inclusion and 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. Regular teachers in inclusive classrooms reported positive attitudes towards inclusion and high perceptions of self-efficacy, competence and satisfaction Weber & Greiner, (2019). Regular teachers in traditional classrooms held less positive perceptions and viewed classroom adaptations as less feasible, and less frequently used, than did teachers in classrooms with the protected resource of two teachers Jelińska & Paradowski, (2021).

Other aspects of the mainstream school environment have also been identified in the studies as being obstacles that have to be surmounted in order for inclusive programmes to be successfully implemented; for example, more often than not, teachers report overcrowded classrooms, insufficient pre-prepared materials (differentiated packages), insufficient time to plan with learning support team, lack of a modified/flexible timetable, inadequately available support from external specialists and lack of regular INSET (Avramidis et al., 2000). In particular, the need for more non-contact time so they can plan collaboratively has been stressed in a number of American studies (Diebold & von Eschenbach, 1991; Semmel et al., 1991).

In the Ormsbee et al (1999) investigation, for example, 48 out of 55 teachers (87.2 per cent) reported their perceived need for 1 hour or more of daily planning time for inclusion. It could be said that mainstream teachers feel that implementing an inclusive programme would involve a considerable workload on their part, as a result of increased planning for meeting the needs of a very diverse population. In this respect, human and physical support can be seen as important factors in generating positive attitudes among mainstream teachers towards the inclusion of children with SEN.

2.6 The influence of Teachers' Attitude towards Teaching of Children with Disability in Inclusive Schools

The Salamanca Statement highlights the need to provide education for all children in an inclusive school (UNESCO, 1994). As a result, the implementation of inclusive schools has been a goal in many countries (Leyser & Kirk, 2004). Inclusion is based on the concept of social justice; wherein all learners are entitled to equal access to all educational opportunities, irrespective of disability or any form of disadvantage (Organization for Economic Cooperation and Development, 2005). In Australia, the Commonwealth and State educational governments advocate for the inclusion of children with disabilities within regular classrooms (UNESCO, 1994). Nevertheless, advocacy alone does not ensure that the policy is favourably accepted by those on the frontline of implementation, namely, classroom teachers. UNESCO reported about studies that concluded that teacher attitudes and expectations are significant barriers to the successful implementation of inclusive classrooms (Avramidis & Norwich, 2002) and equitable participation of all students. Attitudes are conceptualised as relatively stable constructs comprising cognitive, affective, and behavioural components (Bizer, Barden, & Petty, 2003). Teachers' attitudes towards inclusion are often based on practical concerns about how inclusive education can be implemented, rather than be grounded in any particular

ideology (Burke & Sutherland, 2004). Common practical concerns raised by teachers include: accommodating the individualised time demands of students with disability without disadvantaging other students in the classroom; being apprehensive of the quality and quantity of work output of children with disabilities; lacking adequate support services; and limited training and competence in supporting inclusive educational practice (Bender & Fink, 1995).

The severity of the disability that teachers are required to accommodate within their classroom is inversely associated with their attitude towards inclusion. That is, the more severe the child's disability; the less positive their attitude is towards inclusion (Forlin & Chambers, 2011). The type of disability also appears to influence teachers" attitudes. For example, teachers were found to generally be more supportive of including children with physical and sensory disabilities than those with intellectual, learning, and behavioural disabilities (Avramidis & Norwich, 2002; Ellins & Porter, 2005). Teacher education is viewed to be pivotal in developing the affirmative attitudes and skills required for successful inclusion, with formal educational training being identified as one of the main factors that promote an inclusive attitude (Bender et al., 1995). Similar findings have been found with trainee teachers Westwood and Graham (2003) where the inclusion of a compulsory module on diversity in a postgraduate degree promoted having an inclusive attitude. Pedagogies that combine formal training and planned hands-on experience with people with disabilities have been shown to improve preparedness and positive attitudes towards inclusion. Moreover, irrespective of degree type, trainee teachers had a better understanding of the potential of children with disabilities after completing a unit of study with a strong focus on inclusive education (Campbell et al., 2003).

However, some authors argue that improving knowledge of and confidence in inclusive

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education alone is insufficient in improving a positive attitude towards inclusion and reducing related anxiety. They highlight the finding that there is a gradual decline of positive attitudes towards inclusion in trainee teachers as they advance in their training years (Costello & Boyle, 2013). Perhaps an increased awareness of the challenges one is likely to face by including all students with disabilities might dampen teachers' openness towards being inclusive (Campbell et al., 2003). The influence of age, gender and role on having an inclusive attitude is largely mixed. Some studies reported no significant effect of teachers" age on having an inclusive attitude Costello & Boyle, (2013). While others suggest training in inclusive practices significantly improves the attitudes of younger trainee teachers, but not older ones (Forlin, Loreman, Sharma, & Earle, 2009).

Female teacher trainees are reported to be more tolerant in implementing inclusive education. (Avramidis et al., 2000) while other studies reported no effect of gender (Alghazo et al., 2003; Van Reusen, Shoho, & Barker, 2000). Following training, teachers with less experience have been shown to have a more positive attitude towards inclusion when compared with their more experienced counterparts" education (Campbell et al,2003), while other studies reported no effect of gender (Alghazo et al., 2003; Van Reusen et al., 2000). Following training, teachers with less experience have been shown to have a more positive attitude towards inclusion when compared with their more experienced counterparts (Campbell et al., 2003). Conversely, some studies found that teachers who have been exposed to people with disabilities (i.e., friend or family member) were found to be more open to inclusion (Vaz, Wilson, Falkmer, Sim, Scott, Cordier, & Falkmer, 2015) whereas other studies do not report any influence of prior exposure to disability (Alghazo, et al., 2003). A recent cross-cultural study on trainee teachers" attitudes toward multiple aspects of diversity found that overall attitudes toward people who differed from them were predominantly acceptance regarding

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disability, gender and special talents; with over 80% of the participating trainee teachers upholding a positive attitude (Gao & Mager, (2011). In recent years, there has been growing interest in studying the pragmatic side of implementing inclusive education by measuring teachers" sense of self-efficacy of implementing inclusive education (Sharma et al., 2012). Self-efficacy in teaching is the belief that one's teaching can influence how well all students learn, including those who are unmotivated or demanding. Sharma and colleagues observed that the importance of self-efficacy emerges from its cyclic nature, whereby proficiency in performance creates a new mastery experience which, in turn, influences self-efficacy beliefs Empirical findings validate the associations between high self-efficacy in teachers and openness to implement varied instructional strategies for learners of all ability levels, including those with learning difficulties (Chester & Beaudin, 1996), and more positive attitudes toward inclusive education **(**Meijer & Foster, 1998). Conversely, teachers with low self-efficacy in their teaching are more likely to see difficulties in learning to be attributable to the child (i.e., internal to the child) and less willing to adapt their teaching methods to suit the needs of learners with learning difficulties (Weisel & Dror, 2006).

Teachers with a higher efficacy attribute learners" difficulties more to external factors than those with a lower efficacy, suggesting that teachers who feel more competent are more comfortable in accepting some responsibility for students' difficulties (Brady & Woolfson, 2008). Emerging evidence suggests that teachers" self-efficacy beliefs are a better predictor of the attributes they uphold regarding inclusive education than their role (i.e., whether a teacher works in a special education setting, a mainstream setting, or a learning support setting. Inclusion of learners with and without disabilities requires changes in classroom infrastructure, the teaching methodologies, the attitude of teachers and instructional materials since the classroom contains mixed students with different

disabilities, teachers will therefore need some in order to handle the classroom diversity.

Banks (2002) noted that, despite the apparent benefits of inclusion, and regardless of teachers' commitment and positive perception, and notwithstanding their having the knowledge and skills necessary to meet the educational needs of diverse learners with disabilities, teachers were concerned about the academic, social, and behavioural adjustment of the learners with disabilities in inclusive classroom. Charley, (2015) studied special and general education teachers" attitude toward inclusion using survey as the research design. The researcher sampled 65 teachers and administered close- ended and open ended questionnaires for the respondents to show their level of agreement. The researcher observed that the general education teachers lacked training and in-services for successful inclusion of students with disabilities in the general classroom. Twenty-seven point two percent (27.2%) of the teachers surveyed indicated they agreed that general education teachers and other staff were provided with the training and in-services needed in order to feel competent to teach students with disabilities. Seventy-two point eight percent (72.8%) of the teachers indicated that they lacked appropriate training to handle students with disabilities. It must be noted that, Charley study is similar to this one where the researcher also used survey as the research design, and close- and open-ended questionnaires as the instrument for the survey. A study by Layser and Tappendorf (2001) reported that teachers needed various activities included in in-services or pre-services such as simulations, discussions, panel presentation, and relevant information about disabilities. Other teachers stressed their concern that, as more students were included, teachers would need additional tools and skills for coping with the social and emotional problems that accompany inclusive schooling (Ali, Mustapha & Jelas, (2006). This is because of the changes that inclusion demands in general education classrooms.

Some researchers have attributed teachers" negative responses toward inclusion to the teachers" lack of positive experience with well-designed inclusive programs (McLeskey, Waldron, So, Swanson & Loveland, 2001; Schumm, Vaughn, & Saumell, 1996) inclusion will, therefore, require training of general education teachers to manage the classrooms that contain students with and without disabilities.

McLeskey et al. (2001) further compared the perspectives of teachers, who were not working at the time of the investigation, were not working in inclusive settings with those who were working with well-designed inclusive programs. The results indicated that teachers in well-designed inclusive programs had significantly more positive perspectives and understanding toward inclusion compared to teachers who lacked this experience. Center and Ward (1997) indicated that teachers who were anxious about including student with disabilities in their general education classroom exhibited lack of confidence in their instructional skills and the quality of support services available at the classroom and school levels.

Center and Ward (1997) indicated that teachers who were anxious about including student with disabilities in their general education classroom exhibited lack of confidence in their instructional skills and the quality of support services available at the classroom and school levels. Similarly, Scruggs and Mactropieri (1996) reported that teachers believed that sufficient resources were not available to support inclusion efforts, although more teachers agreed they were provided physical support than human support. Because positive perception and understanding towards inclusion among teachers appear to be a necessary factor for successful inclusion, them education should invest in teacher preparation activities that can help teachers to teach learners with disabilities in inclusion settings (Bullough, 1995). These programs have adopted many reforms to impact positively the perception, understanding and the instructional skills of the future teachers.

The majority of these programs have examined the impact of special education courses on the perception of general education teachers towards inclusion of students with disabilities in general education classrooms (Carrol, Forlin, & Jobling, 2003).

Several studies in general and special education have reported that teachers" preparation has been characterized by a lack of effectiveness to meet the challenge of inclusive education. Lambard, Miller, and Hazelkorn (1998) conducted a study in 45 states in the U.S to explore the perception of teachers regarding the inclusion of learners with disabilities. The researchers reported that in general, teachers did not feel prepared to meet of students with disabilities, especially those who had received little or no in-service training regarding inclusive practices, and had not participated in developing individual education programs for learners with disabilities.

Similarly, in Northern Ireland and Scotland, 231 teacher trainees were surveyed and almost all believed that their preparation did not enable them to meet the demands of inclusive education (Wishart & Manning, 1996). Agbenyega (2007) also noted that, teachers as a result of their level of training are unable to teach adequately students with disabilities. Matinez (2003) sought to assess the effectiveness of an introductory special education course of student teachers' perception towards inclusion, their sense of teaching efficacy and their knowledge about adapting instruction of children with disabilities. The result revealed that the special education course did not have statistically significant positive effects on the teachers" perception towards inclusion or their perception of teaching competence, Ross-Hill (2009).

Tait and Purdie (2000) concluded that the one year general teacher training course was ineffective in influencing students' perception in a positive way. Moreover, the research were not sure whether a longer teacher training program would lead to positive results,

and recommended that further research was needed to address this issue. Heiman (2002) noted that teachers may resist inclusive practices on account of inadequate training. It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Bender et al., 1995; Daane et al., 2000).

Inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education (Schumm et al., 1994). Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen, et al., 2001), while increased training was associated with more positive perception towards inclusion of students with disabilities (Goff et al., 2002; Powers, 2002). Training in the field of special education appears to enhance understanding and improve perception regarding inclusion (Ballew, 2000; Power, 2002). Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion (Wolfberg, et al., 2009).

On the other hand, some studies also reported that, there are no significant differences between special educators and general classroom teachers. Dicksons-Smith (1995) studied the perception of 200 general and special educators toward inclusion of all students, regardless of their disabilities. The results indicated that both groups of teachers exhibited more positive perception towards inclusion after the in-service training than they did before. The studies and the findings above indicate that, more teachers are of the view that, when given appropriate training and skills, they can teach effectively in inclusive settings.

Thus, while the impact of teacher attitudes on the implementation of inclusion policies is widely recognized, the factors shaping these attitudes are poorly understood. The

current study aimed to identify the factors associated with primary school teachers' attitudes towards inclusion of students with all disabilities in mainstream schools Vaz, Wilson, Falkmer, Sim, Scott, Cordier & Falkmer, (2015).

2.7 Challenges Teachers Face in Teaching Children with Disability in Inclusive Schools

Some teachers are of the view that educating students with and without disabilities in the same classroom faces some challenges such as modification in the curriculum and instruction, teachers' confidence level, collaboration between the teachers and the school administration, experience in dealing with students with disabilities and assessment and grading practice in an inclusive classroom. Loreman et al., (2007) found that, factors such as close contact with a person with disability, teaching experience, knowledge of policy and law, and confidence levels of significant impact on student teachers perception towards inclusion. Bones and Lambe (2007) have reported that training in special or inclusive education and experience teaching or relating to students with disabilities have positive impact on attitude and perception.

In addition, such positive perception supports the potential for more successful inclusive programs or experiences for students (Kuyini & Desai, 2008; Subban & Sharma, 2006). Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education (Bhatnagar & Das (2014). It would appear that previous contact with persons with disabilities allows regular education teachers to feel comfortable within the inclusive classrooms. Direct experience of including students with disabilities into mainstream settings appeared to be an essential factor in shaping teachers views toward inclusive settings (Giangreco et al., 1993) Brown (1996), in her 4-nation UNESCO study of approximately 1000 teachers with experience in teaching

children with disabilities, reported a wide difference in perceptions regarding inclusive education. These teachers favoured inclusion of different types of children with disabilities into the general classroom. Brown noted that in countries that had a law requiring inclusion, teachers expressed favourable views ranging from 47% to 93%. However, teachers from countries that offered mostly segregation education were less supportive to inclusion with their favourable views ranging from 0% to 28%. These findings show that, when teachers are exposed to teaching student with disabilities, they will develop positive perceptions for inclusion. Cook and Landrum (2000) found that teachers with seven or more years of teaching experience with students with disabilities in inclusive classrooms felt that they could potentially meet the needs of more students with disabilities in their classrooms than did teachers with fewer years of inclusive experience.

Good and Brophy (1992) also documented that experienced teachers provide students with disabilities in inclusive settings with more teacher praise, encouragement to do their best, opportunities to answer questions, and more carefully monitoring their performance Wang & Kuo, (2019). However, other researchers have noted that the mere experience of contact with students with disabilities not lead to the formation of more positive perception toward inclusion (Center & Ward, 1997). David & Kuyini (2012), reported a non- significant correlation between contact with student with disabilities and teachers' perception towards inclusion. In contrast, some studies reported that teachers with more experience hold more negative perception towards inclusion (Avramidis & Kalyva, (2007).

Some mainstream teachers claimed that they had chosen to teach a specific discipline and not special education, and inclusion policy forced them to enter areas they were

unsure about or not interested in it (Ali, Mustapha & Jelas, 2006). Forlin (1995) found that the most experience educators (i.e., teachers with more than 11 years of teaching experience) reported the lowest level of acceptance for inclusion. Moreover, the highest level of acceptance was found among teachers with less than six years of teaching experience in an inclusive classroom. Based on these inconsistent findings, it seems that nature of the inclusion practice or experience, whether pleasant or not, is what determines the impact on perception. Successful implementation of inclusive education demands collaboration between the school administration and the teachers. The administration should be committed in providing the appropriate materials necessary for inclusive practices as this could be a challenge to teachers. Administrative support has also been cited as a significant factor in determining teacher perception towards inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Subban, P., & Sharma, U. (2005).

Teachers believe that the support of the principal and other school leaders are critical in order for them to implement inclusive practices (Hammond & Ingalls, 2003). Principals need to accept ownership of all students and support inclusive placement in order to inspire these feelings among other schools personnel (Gameros, 1995; Idol, 1994). However, research suggests that administrators" perception towards students with disabilities is less than positive; thereby impacting on the process of inclusion in schools (Daane et al., 2000). Clayton (1996) noted that the administrative staffs lack sufficient understanding and expertise regarding the delivery of services to students with disabilities. Further research commented that administrators may hold positive views of inclusion as they are further eway than mainstream teachers, in terms of actual experience (Larrivee & Cook, 1979). Lack of administrative support may lead to lack of teachers' confidence and may feel reluctant to give their best in an inclusive classroom.

Sigafoos and Elkins (1994) concluded that mainstream educators generally lacked confidence as they attempted to include students with disabilities into their classes. This may be as a result of lacking proficiency about modifying the regular education curriculum to suit students with individual learning needs. Further, Avramidis et al. (2000) supported the view that teachers who perceive themselves as competent inclusive educators often have more positive perception towards inclusive education.

Inadequate knowledge with regard to instruction techniques of curricular adaptations which contribute to decreased confidence may be factors which influence teachers' perception toward inclusive education (Janneyet al., 1995; Lesar et al., 1997). For teachers to feel confident to teach disabilities student, they should be able to modify the curriculum to suit every individual in an inclusive classroom.

Miller and Savage (1995) indicated that, the success of inclusive schooling efforts is largely dependent on the general education teachers' ability and willingness to make appropriate modifications to accommodate the individual differences. Ensuring that the needs of all students will be met with inclusion, Hamre-Nietupski, McDonald, and Nietupski (1992), reviewed some challenges along with possible solutions when integrating students with disabilities into the regular classroom. These challenges include; 1) providing functional curriculum in a regular classroom, and 2) providing community based instruction. For example, a student with severe disability such as an intellectual disability may have trouble with routine hygiene skills. These deficits may alienate the child more if not addressed. The teacher can use this opportunity to reinforce appropriate behaviour for the disabled student as well as the entire class. The issue of hygiene, whether it is daily grooming skills or appropriate table manners can be incorporated in the class health curriculum. The disabled students will then work on the

area of deficit without being singled out in front of their peers while the rest of the class has the benefit of having these skills reinforced.

Another strategy outlined was providing community-based instruction. This can be defined as allowing the community, whether individual or agencies the opportunity to enhance a lesson with real-life experiences. For example, if there is a fire safety lesson in the curriculum, this may provide the perfect opportunity for local fire fighters to present to the class. Often the professionals will bring fire equipment or a video, which will help reinforce the lesson. All students benefit from this type of multi-sensory approach (i.e. coordinating the visual aids with the lecture. If teachers are able to adapt the curriculum in this way, they could enhance inclusive practices.

Assessment in an inclusive classroom could be formative which means that, the assessment should focus on the individual learners and incorporate wide variety strategies that teachers and learners use in collaboration or summative which is called assessment of learning (Harlen, 2005; Nakamura, R., Baumjohann, Klecker, Bogdanova, Balogh, Rème & Runov 2002). It assesses how well students have met their own personalized programme goals or determines future placement in programs. It is used to communicate achievement to parents, other teachers and institutions, employers, government, and general public (Ruble, McGrew, Wong, Adams & Yu, (2019). These assessment practices seem to be difficult as the individual teachers may not be competent enough to carry out this type of assessment. Formative assessment is typically called assessment for learning (Xu, & Brown, (2016).

Formative assessment acknowledges that students learn in diverse and individual ways, but there are still predictable patterns that they will follow in increasing their proficiency. Teachers are aware of this universal process and effectively guide students and adapt to

meet them where they are at their learning process. This requires time, knowledge and understanding of student development and ability to adapt regularly and appropriately (Boston, 2002; Davies et al., 2008). Formative assessment maintains that the student is in the central learning process. Students take ownership for their own learning as the teacher provides direction, guidance and feedback to achieve the desired outcomes. These assessment practices will therefore require changes which enhance learning for students and to make inclusive classroom assessment meaningful. Even though it may be challenging, teachers can develop assessment tools that create reliable, valid and meaningful learning opportunities that communicate achievement. Some teachers have not been exposed to disabilities classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans (Avramidis & Norwich, 2002). Learners with severe and profound disabilities require more adaptation and medical attention than the average learners. Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child. Lack of experience can lead to the child not progressing with skills or cause of adverse medical incidents (WHO, 2016).

Disability inclusion classrooms must be able to involve its learners in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is a lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom (Burke & Sutherland, 2004). When there are children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children can have learning disabilities, hearing impairments, ADD or language delays to name a few. Providing the right amount of attention and adaptation

can be challenging, especially if there is a higher teacher to student ratio (Forlin & Chambers, 2011). Normally, inclusive classrooms have a regular educator and special needs educator. Due to the nature of the classroom and size, it is imperative that there be an appropriate number of teacher aides to assist the teachers with day to day activities (Burke & Sutherland 2004). Not all students have been exposed to persons with disabilities and this becomes a challenge to teachers. Teachers must not tolerate insensitiveness and cruelness and teach that all students are to be treated with respect, regardless of ability (WHO, 2016).

As some learners are not used to dealing with persons with disabilities, parents are no exception. Teachers need to convey to parents how the classroom is conducted and that all educational needs will be met. Further, because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability (Westwood & Graham, 2003). Although many schools are moving towards disability inclusive classrooms, there are a number of issues or challenges that need to be addressed. Preparing and training a teacher is the first step in making disability inclusive classrooms a success.

2.8 Summary

This chapter reviewed the related literature on the research topic, the theoretical framework. The chapter was discussed under the following subthemes: (1) the concepts of inclusive education; (2) inclusive education in Ghana among their children with hearing impairment; (3) benefits of Inclusive Education; (4) attitudes of teachers towards children with disabilities in inclusive schools; and (5) The influence of teachers' attitude towards teaching of children with disability in inclusive schools. Also, the factors that influence teachers' attitude towards inclusive education was highlighted. In addition, the

challenges teachers face in teaching of children with disability in inclusive schools was also looked at. Even though the literature on attitudes of regular or general education teachers towards inclusion of children with special educational needs in the inclusive basic schools has revealed the benefits of inclusive education, attitudes of teachers towards children with disabilities in inclusive schools, influence of teachers' attitude towards teaching of children with disability in inclusive schools, factors that influence teachers attitude towards inclusive education and challenges teachers face in teaching of children with disability in inclusive schools and educators, those findings cannot be emphatically related to the situation in Ghana because almost all of the studies were done outside Ghana. Furthermore, none of the few studies done in Ghana has tried to look into the attitudes of regular or general education teachers towards inclusion of children with special educational needs in the inclusive basic schools within the Effutu Municipality. Therefore, there is a need for further research on the attitudes of regular or general education teachers towards inclusion of children with special educational needs in the inclusive basic schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

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

3.1 Research Design

The design employed for the study was a cross-sectional survey because the focus of the study was to gain insight into the attitude of regular early grade teachers towards inclusion of children with special educational needs in the inclusive basic schools within

the Effutu Municipality. According to Hesselink, (1980), cross-sectional survey research involves the collection of data in order to test hypothesis or answer research questions concerning the current status of the subject of study. Surveys can, he stated, be useful for gathering facts in order to establish important and useful information for the educational purposes. Survey methods collect data through questionnaires or/ and interviews (Orodho, 2005).

According to Gay (1992), cross-sectional survey design studies can provide information about the naturally occurring behaviour, attitude or other characteristics of a particular group. Surveys attempt to collect data from members of a population for the purpose of establishing the current status of that population with respect to one or more variables. The cross-sectional survey design was selected for this study because surveys are frequently used to collect information on attitudes and behaviours of phenomena (Polland, 2005). This method (survey) was supported by Kofuji, (2000) who believed that a survey research uses a smaller group of selected people, but generalizes the results to the whole group from which the small group was chosen. A cross sectional survey design was used because it is fact finding in nature. Cross-sectional studies are usually relatively inexpensive and allow researchers to collect a great deal of information quite quickly. Data is often obtained using self-report survey and researchers are then able to amass large amounts of information from a large pool of participants.

3.2 Research Approach

This research approach will involve conducting a literature review to gather existing knowledge on teachers' attitudes towards inclusive education in the Effutu Municipality. Additionally, interviews or surveys will be conducted with a diverse group of teachers to

gain insights into their experiences and attitudes towards inclusive education in the Effutu Municipality.

3.3 Study Area

According to Eshun (2023), the population of Effutu Municipality from the population and Housin Census, is 68,592 representing 3.1 percent of the region's total population of 2,201,863. Males constitute 48.8 percent and females represent 51.2 percent. The majority (93.3%) of the population in the Municipality live in urban areas. The Municipality has a sex ratio of 91.6. The Municipality has a youthful population with one third of the population below 15 years. The total age dependency ratio for the Municipality is 61.

Ghanaians constitute the highest proportion (98.2%) of the population in the Municipality. Non-Ghanaians constitute population less than two percent (1.8%) of the population. Among the Ghanaian population, majority are Ghanaians by birth (95.7%), More than three quarters (80.7%) of the population aged 11 years and older in the Municipality are literate. Of the literate population, majority (63.6%) are literate in English and Ghanaian

About third (33.8%) of the population currently in school are in primary school with 13.3 percent at the junior high school (JHS) level. Less than one tenth (6.9%) of the population currently in school are senior high school (SHS) students. Close to 28 (27.8%) are at the tertiary level. The high proportion recorded for tertiary level could be due to the location of the University of Education in the Municipality. Apart from the tertiary level where the proportion of males is higher than that of females, at each of the lower levels, the proportion of females is higher than that of males. A higher proportion of females (36.3%) than males (31.6%) are enrolled at the primary level. Similar patterns are observed for

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females who constitute 13 percent and males 12.9 percent at the junior high and senior high school (SHS) levels.

More than half (56.2%) of the population aged 15 years and older in the Effutu Municipality are economically active. Of the economically active population, 93 percent are employed. Males (47.7%) are more likely to be economically inactive than the females (40.4%). For the economically not active population, the majority (69.4%) of them are in full time education with a small percentage being disabled (2.4%). In terms of occupation of the employed population, (31.4%) are engaged in craft and related trades, followed by service and sales (24.9%). 27 percent of the male population are into fishing, with a higher percentage of females (37.3%) in service and sales than males (9.0%).

Of the population 12 years and older, 59.1 percent have mobile phones which is higher than the regional average of 47.7 percent. Males who own mobile phones constitute the majority (51.7%) as compared to 48.3 percent of females. 23 percent of the population 12 years and older use internet facilities in the Municipality. Males (60.4%) are more likely to use the internet than females (39.6%). The proportion of households in the Municipality that own desktop or laptop computers is 13.8 percent, which is higher than the national (7.9%) and regional (5.3%) averages.

About 3.7 percent of the Municipality's total population has one form of disability or the other. The proportion of the female population with disability is slightly higher (2.8%) than males (2.5%). The most common type of disability is visual or sight impairment (41.8%); followed by the physically disabled (31.9%). There are more PWDs in the urban localities (2.5%) than in the rural localities (0.2%).

MAP OF EFFUTU MUNICIPAL
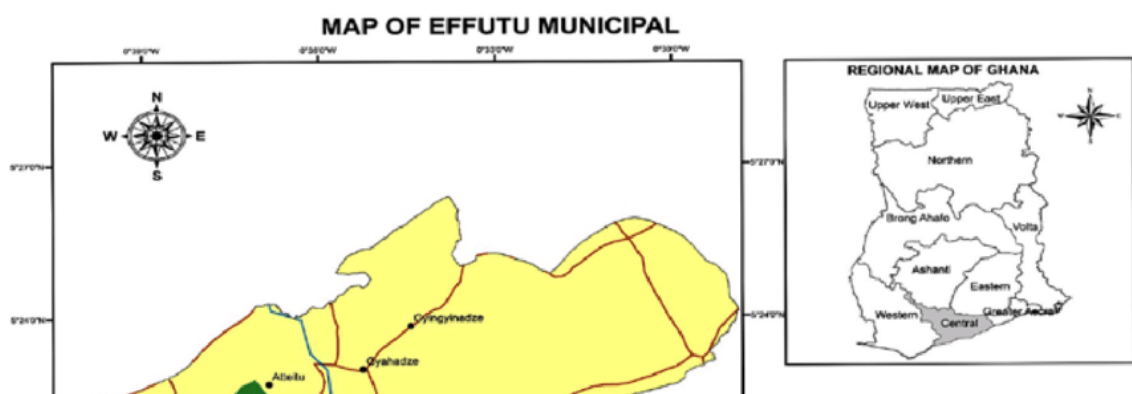
Figure 3.1 Map of Effutu Municipality

3.4 Population for the Study

The population for the study comprised 164 Early Grade Teachers and headteachers in 12 basic schools in the Effutu Municipality in the Central Region of Ghana. A sampling frame is a list of all the items in a population. It is a complete list of everyone or everything a researcher wants to study (Sarndal, et al., 2003). It is the listing of all units in the population from which the sample will be selected (Beardsworth & Bryman, (2001). The need for sampling frame identification for a research project has been agued by Cohen, Manion, and Morrison (2000). Cohen et al. mentioned that upon identification of a population, researchers must select sampling technique early in the planning process to manage time, accessibility issues, and expenses. The basis of Cohen et al.'s argument underscores the reality that it has always been difficult to study an entire population in a research.

A population can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested (Kusi, 2012). According to Maduekwe (2011), population is the larger group to which a researcher wishes to

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generalise the study. Kankam and Weiler (2010) explained that a population refers to all the people who you will focus on in a study. It includes all members of a defined class of people, events or objects. In research parlance, population is defined as the larger group upon which a researcher wishes to generalize: it includes members of a defined class of people, events or objects (Creswell, 2009).

3.5 Sample and Sampling Technique

There are 8 educational circuits in Effutu Municipal. Five (5) schools were selected from each circuit for a total of 8 schools. The main criteria for selection were that: (a) the school has been designated for "inclusive school" by Municipal Education Office; (b) each circuit has a model school, namely, having good facilities, well- staffed and usually used as a center for teacher in-services, one such school was selected and; (c) a school that has average performance, facilities and staffing. Specifically, simple random sampling technique was used to select (142) teachers from the various schools to respond to the questionnaire while purposive sampling was used to select the 15 head teachers (participants) who formed part of the respondents sampled for the study to participate in the one on one interview.

Table 3.1: Gender of the Respondents

Variable	Frequency	Percentage
Female	112	79.0
Male	30	21.0
Total	**142**	**100**

Table 3.2: Professional Level of Respondents

Professional Level	Frequency	Percentage
Cert "A"	17	11.9

Cert in Pre-School	9	6.3
Diploma in ECE	24	16.9
Diploma in Basic Education	70	49.3
Degree in ECE	22	15.5
Total	**142**	**100**

3.5.1 Instrumentation

Survey questionnaire was adopted to aid in the quantitative data collection. The questionnaire consisted of five sections. The first section comprised the demographic characteristics of the respondents, and the second section focused on attitudes of teachers towards inclusion of children with disability. The third section dealt with factors that influence teachers' attitudes towards inclusion of children with disability. The fourth section also focused on challenges of inclusive education. The fifth section dealt with teacher attitudes towards inclusion of children.

This was a Likert scale questionnaire with options presented in four-point scale ranging from: Strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SA) respectively. Correspondingly each of those options were rated the following: SA (4), A (3), D (2) and SA (1).

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2008).

3.5.2 Semi-Structured Interview

The researcher adopted a semi-structured interview for the qualitative data collection from the senior and junior staffs. This interview guide was based on the further exploration of the quantitative findings of the study. The purpose of this semi structured interview was to identify and examine the nature of administrative support that head

teachers have shown towards the inclusion of children with disabilities in Efutu metropolis. According to Greeff (2005), semi-structured interviewing is more appropriate when one is particularly interested in pursuing a specific issue. In the study, semi structured interview was considered to be appropriate in eliciting information about teacher attitudes towards inclusion of children with disabilities. For this study, the semi-structured interview was constructed by the researcher based upon the research questions. Interview is used as the most preferred means by gathering information or collecting data (Robson, 2002; Avoke, 2003) which has direct link or bearing on the research objectives. The researcher used one-on-one interview as an ideal for interview participants who were willing to speak, articulate and share freely their ideas.

3.5.3 Validity of the Questionnaire

Validity is seen as a single unitary concept, rather than three types. Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. Thus, a focus is on the consequences of using the scores from an instrument (Hubley & Zumbo, 1996; Messick, 1980; Creswell, 2014). The researcher validated the research instruments in terms of content and face validity. The content related technique was used to measure the degree to which the question items reflect the specific areas covered. The validation of the questionnaire was done through the following ways: the researcher requested research experts, professionals of basic education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study.

They were asked to read, judge, make recommendations and give feed back to the researcher. Face validity concerns the extent to which the researcher judges that the instrument is appropriate. After the construction of the questionnaires, the researcher

reviewed the items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.5.4 Reliability of the Questionnaire

The term reliability points to the level of internal consistency or stability over time of a research instrument. Therefore, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples that have been drawn randomly from the same population (Mugenda & Mugenda, 1999). The instrument was pilot tested in Winneba Presby School in the Effutu Winneba Township. This school was selected because it had similar characteristics with the actual schools selected for the study. The data that was generated from this pilot test was entered into the Statistical Product and Service Solutions (SPSS version 25) to compute the reliability co-efficient. The Cronbach Alpha reliability co-efficient was .84 which indicates high level of reliability.

3.5.5 Trustworthiness of the Qualitative Data

Streubert-Speziale and Carpenter (2003) described trustworthiness as "establishing the validity and reliability of qualitative research". Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Four criteria were used to measure the trustworthiness of data collected: credibility, dependability, transferability and confirmability that is Guba's model for establishing trustworthiness of qualitative research (Vishnevsky & Beanlands, 2004). Credibility is demonstrated when participants recognise the reported research findings as their own experiences (Streubert & Carpenter, 2011). The following strategies were applied to ensure credibility: Prolonged engagement requires that the investigator be involved with a site long enough to detect and take into account distortions that might otherwise creep into the data (Lincoln &

Guba 1985). The researcher engaged in prolonged engagement with the participants to detect distortions in the data. Peer debriefing exposes a researcher to the searching questions of others who are experienced in the methods of enquiry, the phenomenon or both (Clark, G. (2016; Ingham-Broomfield, 2008).

In this study, the researcher exposed the research work to colleagues for constructive criticism. Member check was used to establish the trustworthiness of the semi-structured interview. Member check is whereby data, analytical categories, interpretations and conclusions are tested by members of those stakes- holding groups from whom the data were originally collected (Henry, 2015). The transcription and audio recording were given to the interviewee to test the audio recording and to read the transcription to ascertain the authenticity of the recording and the transcription. Confirmability is a neutral criterion for measuring the trustworthiness of qualitative research. If a study demonstrates credibility and fittingness, the study is also said to possess confirmability (Lincoln & Guba, 1985; Speziale & Carpenter, 2011). The study established rigour with the decision trial and proved confirmability through credibility, transferability and dependability.

3.6 Data Collection Procedure

In conducting a study, Creswell (2005) advised researchers to seek and obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. In line with this, an introductory letter was obtained from the Head of Department of Early Childhood Education, University of Education Winneba. This was used to obtain permission from the Municipality Director of Education and head-teachers of the selected schools to conduct the study. The letter provided the details of the study, including data collection, and issues of confidentiality and anonymity. An

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approval letter was given to the researcher before data collection. After permission was granted, the researcher informed the study participants of the impending interview and questionnaire. The interviewees were contacted to verify the appointment before engaging them. The face-to-face interview was done personally at the various schools, and on scheduled date and time. The interviews were taped recorded and played back to them, transcribed, coded and edited. Notes were taken to complement the taped data. The researcher assured respondents of the confidentiality of whatever information they provide. The respondents who answered questionnaire were contacted and permission sought before the questionnaires were administered and collected soon after the respondents had completed it.

In ensuring trustworthiness, an introductory letter from the Department of early childhood Education, University of Education, Winneba was sent to seek permission from the headteachers of the schools who later upon confirmation informed their staff. The various schools received copies of the introductory letter. All participants were addressed with pseudonyms in place of their real names. Only the researcher has access to all the data. In this study the researcher maintained all formalities in relation to anonymity and confidentiality. Also, the participants were made to be aware that the information gathered were for the purpose of research and nothing else.

3.7 Data Analysis and Presentation

Data Analysis

The qualitative data were analyzed using thematic approach and descriptive methods. Quantitative data were analysed using Statistical Product and Service Solutions (SPSS version). Yin (2003) stated that before interpretation takes place, data should be analysed statistically and presented. For the qualitative (interview) data, responses by the

interviewees to each question were categorized into themes according to research questions. Hence, the qualitative data was analysed thematically. Thematic organization and analysis is the process that identifies analyses and reports the occurrence of themes in the data collected from the research areas. According to Braun and Clarke (2006), thematic analysis follows six basic steps.

1. Familiarizing with the data through thoroughly reading the transcriptions. This helps the researcher to have in mind what exactly is in the data.

2. Generation of initial codes. Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.

3. Searching for themes. Related codes are organized under different themes.

4. Reviewing the themes. The themes developed are reviewed for their relevance and legitimacy of being called themes.

5. Defining and naming themes developed. Defining the overall content of the themes and the message it carries in it before producing a report

6. Producing a report (p. 56).

The interview data were checked and presented in relation to the research questions. In reporting the information collected, some direct quotations were used. Reporting direct statements from research participants is important, because it helps to maintain the originality of data collected (Cohen et al., 2007). In the analyses of the quantitative data, the questionnaires were categorized under themes with respect to the research questions. Editing and coding were made, after which, the data were entered into the computer using the Statistical Product and Service Solutions (SPSS). Before performing the desired data transformation, the data were also cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the

database was generated. The data were represented using descriptive statistics involving mainly frequency distribution tables and percentages, bar and pie chart.

3.8 Ethical Considerations

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Resnik (2009) defined ethics in research as the discipline that study standards of conduct, such as philosophy, theology, law, psychology or sociology. Babbie (2007) defined ethical issues as the general agreements, shared by researchers about what is proper and improper in the conduct of scientific inquiry. These include seeking permission, voluntary participation, and no harm to participants, informed consent, anonymity and confidentiality (Punch, 2009). In other words, it is a method, procedure or perspective for deciding on how to act and for analysing complex problems and issues.
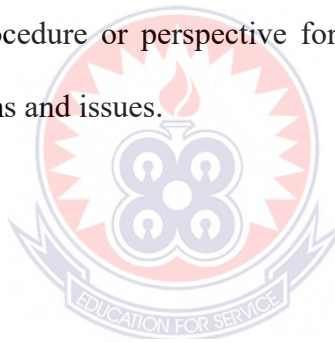
CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents results of data collected from the respondents based on the research questionnaire administered. The presentation of the findings was guided by these research questions

a. In what ways do early grade teachers' attitudes influence teaching of children with disabilities in inclusive schools in the Effutu Municipality?

b. What factors influence the attitudes of early grade teachers in the Effutu Municipality towards inclusive education?

c. What challenges do early grade teachers face in teaching children with disabilities in inclusive schools?

In this chapter, demographic information of the teachers was analysed. The three research questions were also analysed. The data gathered by the questionnaire was analysed using frequencies and percentages, and the result presented in tables. This section discusses the demographic characteristics of the teachers involved in the study. The parameters discussed include, age, marital status, academic status and length of teaching experience.

4.1 Analysis of Interview Data

Research Question One: ways early grade teachers' attitude influence the teaching of disabled children in inclusive schools.

These questions sought to find out from the study participants how their attitudes influence their teaching of disabled children in inclusive schools. Respondents were, therefore, required to express their views on the issue.

On the theme attitude of teachers, being a factor, which influence their teaching of disabled children in inclusive schools for the comments of the respondents, it was learned that the kind of perception teachers exhibit influence their teaching and how they will include students with disabilities in school.

For instance, a teacher remarked as follows:

> *Education is the right of all children, and inclusive schools aim to ensure that all children have equal access to education. I consider the needs of all the children when teaching (Teacher 1)*

Another teacher intimated that:

> *Inclusive education means giving opportunity to students with special needs to attend general or regular school to be taught the same teachers, the way I teach is child centred because I have the needs of the pupils in the classroom at heart. Teacher 2)*

The view of one teacher is noteworthy here:

> *Inclusive schools strengthen the capacity of the education system to reach out to all learners and my attitude in teaching is very important for positive result" (Teacher 3)*

Another teacher stated that:

> *In the past, students with disabilities were taught in separate classrooms, and in some cases separate schools. Due to the inclusion education students with disabilities are attending public school with typically developing peers and this has influence my methods of teaching, I make sure that all pupils are able to perform the instructional objectives of lessons taught (Teacher 4)*

A teacher also has this to say:

> *Inclusive Schools place students with disabilities in classroom with peers who do not have disabilities now I teach all pupils in a way they understand I show concern about the children with disabilities (Teacher 5)*

The view of another teacher is noteworthy here:

> *Inclusive education accommodates all students, regardless of their abilities or disabilities. It is education for all so the programme has really influence my method of teaching (Teacher 6)*

Responses captured from the teachers suggested that inclusive schools ensure that all children have equal access to education. Also, education is a right for all children, therefore, they exhibit positive perception toward their student. Inclusive education has

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influence their methods of teaching; they make sure that all pupils are able to perform the instructional objectives of lessons taught.

The interview data presented and analysed in this section show that the teachers believed their perception influenced their teaching methodology. They, therefore, exhibited positive perception toward their students. They seemed to suggest that children with disabilities have a right to education just like any other regular children as stipulated in the Article 26 of the Moyn, (2014).

Education is a fundamental human right: Every child is entitled to it. This is in consonance with Kumar, (2004) defined inclusive education as a process of increasing the participation of all students in schools including those with disabilities. According to Kumar, (2004), the inclusive education concept focuses on those groups which, in the past, have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic and linguistic minorities, girls, children form remote areas, children with disabilities and other special educational needs, and children who are gifted and talented. Kumar, (2004) concluded that, children with disabilities, as well as children who are gifted and talented, are often the most marginalized, both within education and society, in general. Kumar's assertion also supports the findings of UNESCO (2009) that described inclusive education as a process of strengthening the capacity of the education system to reach out to all learners.

The right to education is now accepted as a fundamental human right for everyone and important development have taken place which aim at addressing the educational needs of persons with disabilities, Anwar et al (2009). The 1994 Salamaca World Conference on Special Needs Education Framework for Action stated that ordinary schools should accommodate all students, regardless of their physical, intellectual, social, emotional,

linguistic or other conditions. The framework emphasized on the education for all disabled children in an inclusive environment within the regular education system.

The Salamanca Statement has been a considerable source of influence in the formulation of local educational policies and has rekindled Ghana's commitment to improve her access, quality and provision of equal educational opportunities for all children, including those with disabilities. In particular, the Education Strategic Plans (ESP) of 2005 to 2015 and 2010 to 2020 have decreed inclusive education as the most appropriate educational provision for students with disabilities, with the goal of achieving an inclusive education system by 2015 (Mensah. (2016). The recently drafted inclusive education policy of Ghana is founded on the premise that every child has the right to education. This policy therefore seeks inclusive education for all persons with mild as well as severe Special Education Needs (SEN) at all levels of education (Ministry of Education, 2013).

What Factors Influence Teacher's Attitude towards Inclusion of Children with Disability among Selected Schools in the Effutu Municipality?

Table 4.1 Factors that Influence Teachers Attitude towards Inclusion of Children with Disability

Statements	Agree		Disagree		Total	
F	F	%	F	%		%
Knowledge about various forms of disabilities influence teacher attitudes positively towards inclusion of children with disability.	129	90.8	13	9.2	142	100
Gender disposition determines teacher attitude towards the inclusion of children with disability	133	93.6	9	6.7	142	100
Beliefs and cultural background bring about negative teacher attitude towards the inclusion of children with disability.	140	98.6	2	1.4	142	100
The practical nature of early childhood curriculum results in a positive attitude towards the inclusion of children with disability	132	93.0	10	7.0	142	100
Professional training in special education promotes positive teacher attitude towards the inclusion of children with disability.	100	70.4	42	29.6	142	100
Expectations of children influence teacher attitude towards the inclusion of children with disability.	128	90.1	14	9.9	142	100
Lack of support and resources for teachers brings about negative teacher attitude towards the inclusion of children with disability	111	78.1	31	21.9	142	100
The physical and cognitive limitations of children impede teacher attitude towards inclusive education.	129	90.8	13	9.2	142	100
The behavioural and emotional limitations of children with disability results in negative teacher attitude towards inclusion education.	95	66.9	47	43.1	142	100
. Lack of physical and human support brings about negative teacher attitude towards the inclusion of children with disability	88	62.0	54	48	142	100
. Lack of infrastructure and appropriate equipment results in negative teacher attitude towards the inclusion of children with disability	96	67.6	46	42.4	142	100

This section dealt with the various factors which influenced the attitude of teachers towards inclusion of children with disability. These factors were associated with teacher-related factors and the school's positive attitude toward the inclusion of children with disabilities. Beliefs and cultural background bring about positive attitude of teachers towards the inclusion of children with disability, 140(98.6%) of the respondents confirmed it. The respondents 132(93%) confirmed in agreement that the practical nature of the early childhood curriculum result in a positive attitude towards the inclusion of children with disability. One hundred of the respondents representing 70.4%, were of the view that, professional training in special education promotes positive teacher attitude towards the inclusion of children with disability. Teacher expectations of children agreed upon to influence a positive teachers' attitude towards the inclusion of children with disability by 128 (90.1%).

Majority of the respondents, 111 (78.1%), agreed that the lack of support and resources for teachers brings about negative teacher attitude towards the inclusion of children with disability. Concerning physical and cognitive limitations of children with disability impede teacher negative attitude to inclusion education. 129 (90.8%) of the respondents agreed that teachers' attitude resulting in a negative attitude towards the inclusion of children with disability. With regard to behavioural and emotional limitations of children with disabilities resulting in negative teachers' attitude towards inclusion education, 95(66%) of the respondents agreed that it influences their attitude. The respondents 88 (62%) agreed that the lack of physical and human support brings about negative teacher attitude towards the inclusion of children with disability. Concerning the lack of infrastructure and appropriate equipment resulting in negative teacher attitude towards the inclusion of children with a disability 96 (67.6%) of the respondent confirmed that negative teacher attitude towards inclusion of children with disability. Factors that

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emerged as influencing teacher attitude towards inclusion of children with disability were related to teacher's knowledge about children with disability, gender of teachers' beliefs and cultural context, the nature of early childhood programs been less content and more process oriented, teaching in rural and urban settings, teacher expectations of children and disabled children's physical and cognitive dimensions. To further explore the quantitative findings of the study, the study employed an interview. The following themes emerged from the exploration.

Teacher Related Factors

According to the interview data which was based on an exploration of the quantitative findings, teacher related factors were amongst the major significant contributors to the attitude of early grade teachers towards inclusion of children with disability in the mainstream school. The findings of the study revealed that the chief factor was the lack of requisite knowledge about the integration of children with disability in the main stream classroom. Teachers complained about the non-existence of in-service training for the integration of children with disability. They emphasized that most of these children with disability have diverse special needs which cannot be handled by a teacher who has no expertise in special education. The findings of the study suggest that because of the nature of early childhood education, there is the need for well trained teachers to cater for the need of children who have disabilities. They highlighted that the children are very fragile and unable to assist themselves, as such, without training, assisting such children could worsen their situation.

One of the respondents articulated:

It is difficult to deal even with the normal children without disability, how much more these disabled children. Beliefs and cultural background bring about positive attitude of

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One of the interviewee articulated:

> *It is difficult to deal even with the normal children without disability, how much more these disabled children. As teachers, we were only given a brief introduction to special education in the University and this is not sufficient in assisting the children in real life situation.* (Teacher # 1).

There were very little room for in-service training on disability and children with special needs. How do we integrate these children we know nothing about them?
Their abilities, inabilities, needs, behaviour and the like?

> *It is quite impossible to do any significant good job without proper training* (Teacher # 2).

Another interviewee also added:

> *I have a problem with inclusion, how do we integrate these little ones without proper training to cater for them. There are also the issue of resources and availability of infrastructure and space to facilitate inclusion. The main issue here is the requisite knowledge. These disabled children have different special needs and without training, how will I know their needs. It is a difficult thing to assist someone who cannot communicate and is not able to assist him/herself. Though we are prepared to assist, we need to be trained for the job* (Teacher # 3).

A third interviewee also commented:

> *I have very little understanding of disability, I know there are different forms, but I am yet to know how to assist them in the classroom. How do I teach a child who is blind or a child who has intellectual disability, or the child who has autism? These are special needs teacher's expertise.*
> *They are well trained to take good care of these children. I am not qualified to, there is even the tendency that the only children may copy what they see these children do if proper care is not taken, thus worsen the situation* (Teacher # 4).

The findings of the study also suggested that variables like gender, professional and social experience, beliefs, values, culture and the learning capability of the children with disability influenced the attitudes of the teachers towards inclusion. The finding of the study reveal that some of the female interviewee felt uncomfortable teaching children with disability, especially female interviewee who had no children. They harboured fears of conceiving a similar baby though this had no rational relationship. They emphasized

that it could be spiritual. Most of the interviewee also perceived disabled children as a curse, outcast, and unexpected in the society. They highlighted that the values, beliefs and culture of the Akans consider disability as a miserable person who constantly need assistance to function. The finding of the study also showed that society associates ill faith with disabilities.

A interviewee shared her view:

> *People cannot associate themselves with children with disability; they do not feel fine in their presence. During social gatherings people are surprised that they are there. Society shuns their company. They perceive them as a curse from the spirits, they are considered unfit to mingle.* (Teacher # 5).

> *As a teacher, I know better, but it is still not easy to overcome the tendency to treat them differently. I sometimes feel that associating with them can affect your children, I have heard people say such things and they could be true* (Teacher # 6).

A interviewee also commented that:
> *Can these children learn at all, are they capable of making progress in education? It is basically the culture and the values of the society that makes us question inclusion. Society's perception of disability is primitive and discriminatory. They consider them as outcast, continuously needing assistance and support. Though integrating them has its own benefits, sometimes, the general perception affects their overall treatment and the quality of education* (Teacher # 7).

The finding of the study presented suggests that interviewee have little knowledge of disability which makes it practically difficult to assist them if there is the need. The finding of the study also confirms the quantitative findings that suggest that gender, values, culture and social and professional experience, and children's ability to learn makes them have a mixed feeling about inclusion education especially at the early childhood level. The interview findings revealed that the nature of the disability experienced by the children, which includes the severity and type influences the attitude of the early grade teachers towards inclusion. The finding of the study show that interviewee considered some children with severe disability as not capable of engaging

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in active learning processes. They perceived them as prone to negative emotions. The finding of the study also reveal that these children may interfere in the learning process because of the severity of their disability. The finding of the study also suggested that the social and school environment was not conducive for disabled children. The findings of the study show that the physical environment of the school is not conducive for children with disability, especially the visually impaired children and the autistic. The psychological environment was considered as a hazard for these children. They are considered as disabled, incapable, incomplete and outcast. This perception makes integrating them difficult and as such, the attitude of the teachers is influenced since they need a working environment for teaching.

One of the interviewee stated:

> *I have some little experience with disabled children. Some disabilities are manageable in the classroom, but with others, I believe they cannot participate in the main stream school. The autistic for example has very wired behaviours and needs that makes it difficult to meet. If you are not trained like us, you will have a permanent negative attitude towards them. They are very difficult to deal with, especially when they are agitated* (Teacher # 8).

A interviewee also articulated:

> *They will interfere in the learning process with their special needs. The conventional school environment is not conducive for the holistic development of these children with disability. They will be mocked and shunned by their friends if they are not maltreated by their own teachers.*
> *There is a general lack of information about disability and it makes it difficult to assist them without training. The physical environment is also not tailored to cater for the disabled children. I will prefer a class with no disabled children* (Teacher # 9).

A third interviewee also commented that:

> I *have an issue with the physical, social and even the psychological environment of the school. Children are children and they can hardly assist themselves, catering for them will be very difficult, because even the so-called normal children are quite a burden to control, how much more the disabled. They cannot communicate if they need assistance, how do I assist or know they need assistance.*

> *It will be more difficult for even the severally disabled ones;*
> *I will feel uncomfortable. I believe they will find it very difficult to sit through*
> *the whole day with demanding for assistance or even interfering with class*
> *activities* (Teacher # 10).

The finding of the study suggests that the severity and the school psychical and psychological environment was a concern for interviewees. This concern influenced their attitude and belief about disability inclusion. The data further suggested that children with disabilities could negatively affect the teaching process.

Research Question Three: what Challenges do Early Grade Teachers Face in teaching of children with disabilities in inclusive schools?

Table 4.2 Challenges of Inclusive Education

Statements	Agree		Disagree			
	F	%	F	%	%	
1. Competing policies in the Ghanaian educational setting poses a challenge to inclusive education	120	84.5	22	15.5	142	100
2. A lack of funding and resources possess hinders inclusion education with children with disability.	140	98.6	2	1.4	142	100
3. The negative existing special education practices hinders inclusion education with children with disability.	98	69.0	44	31	142	100
4. The absence of research institutions on special education hinders inclusion education with children with disability.	100	70.4	42	29.6	142	100
5. Lack of knowledge and skills about inclusive education hinders its practice.	137	96.5	5	3.5	142	100
6. Inadequate teacher training challenges inclusion education with children with disability.	134	94.4	10	5.6	142	100
7. Negative perception towards inclusive education hinders inclusion education with children with disability	88	62.0	52	48	142	100
8. Lack of classroom space and instructional materials hinders inclusion education with children with disability.	133	93.7	9	6.3	142	100
9. Children with severe cognitive disabilities make it difficult to include them in the mainstream classroom.	140	98.6	2	1.4	142	100
10. Lack of funding and government support hinders inclusion education with children with disability.	123	86.6	19	23.4	142	100
11. Lack of knowledge of legislation about inclusion education hinders including children with disability in the main stream.	129	90.8	13	9.2	142	100
12. Low level of confidence in teaching children with disabilities hinders inclusion education with children with disability.	136	95.7	6	4.3	142	100

Table 4.2 shows a description of the various challenges facing the implementation of the inclusion of children with disability in the mainstream schools in the Municipal. It

suggests that 120(84.5%) of the respondents agreed that competing policies in the Ghanaian educational setting hinders inclusion education with children with disability. A majority of the respondents, 140(98.6%), were of the view that a lack of funding and resources possess hinders inclusion education with children with disability. Ninety-eight of the respondents representing 69% approved that negative existing special education practices hinders inclusion education with children with disability. Many of the respondents 100(70.4%) stated that the absence of research institutions on special education hinders inclusion education with children with disability. The respondent 137(96.5%) accepted that lack of knowledge and skills about inclusive education hinders its practice. Concerning inadequate teacher training possessing a challenge to inclusion education with children with disability, the respondents 134(94.4%), of the respondents agreed that it hinders implementation. Most of the respondents 88(62%) concluded that the negative attitude towards inclusive education hinders inclusion education with children with disability. Lack of classroom space and instructional materials was considered by 133(93.7%) as a barrier to the practice of inclusion education with children with disability. Concerning children with severe cognitive disabilities making it difficult to include them in the mainstream classroom, 140(98.6%) agreed that, it was a challenge. The respondents 123(86.6%) agreed that lack of funding and government support hinders inclusion education with children with disability. Majority of the respondents 129(90.8%) agreed that lack of knowledge of legislation about inclusion education hinders including children with disability in the main stream. Concerning the low level of confidence in teaching children with disabilities, 136(95.7%) agreed that it possesses a challenge to the practice of inclusion education with children with disability.

The finding of the study reveal that lack of funding and resources, Lack of requisite knowledge, skills and attitudes about inclusive education, non-existent or inadequate

teacher training, classroom space and instructional materials, children with severe cognitive disabilities, financial costs and lack of government support, Knowledge of legislation about inclusion, level of confidence in teaching children with disabilities were some of the predominant challenges hindering the implementation of inclusion of children with disability.

Lack of Infrastructure

According to the interview finding of the study, apart from all the various challenges to inclusive education, the unavailability of infrastructure was one of the predominant issues hindering the smooth implementation of the policy. The qualitative data of the study suggest that there is evidence of lack of resources, lack of training for teachers, negative teacher attitude and low levels of confidence of teachers, but the unavailability of infrastructure was a huge set-back to the actual realization of significant progress in inclusive education. The finding of the study reveal that in most of the schools, even children without disability have no available infrastructure to use. There are no appropriate playing fields, chairs, working movable tables, toys, books, television and the like. They highlighted that children with special needs are going to have challenges, learning the necessary tools and equipment to assist stimulate them to learn. The data further show there are also no supply of resources and support from the Ghana Education Service for teachers to enable the smooth operation of the teachers.

An interviewee claimed that:

> *There are policies all over enforcing the implementation of inclusive education and the right of people with disability to education. These are all paper work with not physical manifestation on the ground. There are no supplies of teaching and learning materials for children with disability. There are no infrastructures, even the normal children have no chairs to sit on, they buy their chairs, they are overcrowded, and the classroom cannot contain them. This school is a school in the town and the population of the*

children expected are great. But the government and the Ghana Education Service has done nothing about these well-established facts (Teacher # 1).

Another interviewee asserted:

There is always legislation to back every policy in Ghana, but nothing is done to actually make sure that the policy is implemented for the benefit of the people. There are no infrastructures in my school, teachers even sit under trees to mark books, how much more kindergarten children. We sometimes buy toys, detergent to wash their hands and even have to give them money for drinks and others when they are sick. These are even normal children, what they will happen to the children with disability. The available infrastructure is over used because of the population of these children and this will make the children with disability uncomfortable, especially the autistic and intellectually disabled (Teacher # 2).

A third interviewee also shared her experience:

Without the necessary infrastructure, assisting children with special needs is impossible, because the conventional classroom possesses a challenge for the learning and integration into the learning environment. But in Ghana, the government does not see it that way. Even the normal provision for the normal children is lacking, sometimes we the teachers use our monies to assist these children. There is some key infrastructure that are lacking, example is an accessible washroom, accessible classroom for the physically disabled, and learning materials for the visually and intellectually disabled. All these things are not available, so how can we implement inclusive education (Teacher # 3).

The findings of the study presented revealed that there are no infrastructures, especially accessible infrastructure for the children with disability and materials to aid them in the learning process. The finding of the study suggests that without these, very little could be achieved in the area of inclusion in the Municipal.

Lack of Government Support

According to the interview findings, there is compelling evidence pointing to a lack of support and the government's incapacity to foster the development of inclusive education in the Municipality. The findings of the study reveal that the Ghana government and the Ministry of Education have policy provisions concerning the implementation of inclusive

education, but hardly include these policy implementations in their budget statement for parliamentary consideration. The findings of the study suggest that there are virtually no considerations for the provision of infrastructure for the disabled or the provision of teaching and learning materials to make it more attractive for the disabled to also effectually participate in quality education as labelled by many. The findings of the study further show that because children or people with disabilities are in the minority, they seem to be conveniently neglected by the government and significant stakeholders.

One interviewee expressed her frustration by stating:

> *The government says Ghana is broke, so since we were children, nothing was done till now. The only assured word you are given is that the economy is not strong enough to cater for other less important sectors as classified by the politicians. Even the normal children do not have the infrastructure, how the socially neglect minority of disabled people. The notion must be changed if there will be any significant success in this area of education. The government and Ghana Educational Service have together, totally neglected the disabled for long (Teacher # 4).*

A participants also commented that:

> *Politicians consistently make grand promises but often fail to deliver on them. This deliberate and severe discrimination against children with disabilities has led to a situation where many of them don't even attempt to attend school, knowing they won't receive the necessary support. In most instances, we only admit those with milder disabilities, such as physical disabilities, out of sheer necessity, as there is no adequate government provision to cater to their needs. (Teacher # 5).*

Other interviewee also shared her view saying:

> *There are countless policy frameworks supporting the implementations of inclusive education, but do we have the financial will power. I believe that though the government is always complaining about the nonexistence of funds to support the implementation of inclusive education. They could find a way if they want to. The government is unwilling to cater for the very few disabled children in society who did not do anything wrong to face such neglect (Teacher # 6).*

Lack of Regular Training

Lack of teachers' training emerged as sub theme on inherent challenges regular classroom teachers face in teaching of special needs children in inclusive schools.

A teacher commented that:

> *In order to achieve professional skills, one has to go through training. When teachers do not receive regular training it does not help them in discharging their duties because constant training equips teachers with the necessary skills to handle the students with diverse needs (*Teacher *1)*

A interviewee commented on this sub-theme by saying that:

> *I am not trained for inclusion education therefore I am not well equipped about how to handle an inclusive classroom. Workshops should be on ongoing basis until we feel that we are well equipped to teach inclusive classrooms effectively. In service training also goes a long way on the part of an inclusive curriculum. (*Teacher *2)*

It is clear that most teachers do not have the requisite training as far as inclusive education is concerned and this poses much problem to the implementation of the programme. The findings above are in line with Heiman (2002) who noted that teachers may resist inclusive practices on account of inadequate training. It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Beggs, 2017).

Inadequate training relating to inclusive education (Schumm, Vaughn & Gordon, 1994). Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative perceptions toward such inclusion (Van Reusen, Shoho, & Barker, 2001).

Lack of Competencies

Lack of competencies also emerged as sub theme on inherent challenges regular classroom teachers face in teaching of disabilities children in inclusive schools.

The view of one teacher is noteworthy here:

> *Competency and satisfaction are panacea to successful inclusion. In order for the inclusion to be successful the teachers who are handling them should be competent so as to help achieve the aim of inclusive education.* (Teacher 1)

Another teacher intimated that:
> *Teaching in the inclusive classroom is very tedious therefore it requires teacher who are competent in order to handle all children equal. Thus, the lack of training will impede the effective implementation of the programme.* (Teacher 2)

Judging from the interviewees it is clear that competency helps in successful inclusion of students. Without competency the teachers cannot achieve their competency. The assertion above is in line with Minke et al, (1996) who contended that the importance of support from specialist resource teachers was also highlighted in another study conducted in the USA which compared the perception towards inclusion and the perceptions of self-efficacy, competence, teaching satisfaction and judgements 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. Early grade teachers in inclusive classrooms reported positive perceptions towards inclusion and high perceptions of self-efficacy, competence and satisfaction early grade teachers in traditional classrooms held less positive perceptions and viewed classroom adaptations as less feasible, and less frequently used, than did teachers in classrooms with the protected resource of two teachers.

Lack of Teaching and Learning Materials

Lack of teaching and learning materials emerged as another sub theme on inherent challenges early grade teachers face in teaching of children with disabilities in inclusive schools.

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The view of one teacher is noteworthy here:

> *Unless the government of Ghana has enough funds to provide learning facilities like computers, tape recorders, Braille, hearing aids, overhead projectors the issue of inclusion will always remain on paper. (*Teacher 1*).*

Another teacher intimated that:

> *Teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. These are essential to effective instruction as they assist to reinforce and supplement the instructor's communication during the presentation of the lesson. Therefore, if the materials are not available it will not help to achieve the objective of the inclusive education programme.* (Teacher 2).

Grounded from the interviewees it is obvious that TLMs enhances teaching and learning because pupils are able to see and often feel what the teacher teaches and this go a long way to stimulate pupils' interest and increase understanding and retention. TLM, therefore, serve as multi-sensory approach of teaching. Janney et al. (1995) who stipulated that other forms of physical support, such as availability of adopted teaching materials (LeRoy & Simpson, 1996); and smaller classes (Keller, 1991), have also been found to generate positive perceptions towards inclusion.

One factor that Clough & Lindsay, (2003) consistently found to be associated with more positive perceptions is the availability of support services at the classroom and the school levels. Here, support could be seen as both physical (resources, teaching materials, IT equipment, a restructured physical environment) and human (learning support assistants, special teachers, speech therapists) (Clough & Lindsay).

The findings of the study suggested that there is a gross intentional neglect by the Government of Ghana and the Ministry of Education towards the inclusion of children with disability in the mainstream schools. The findings further suggested that these neglect affects the implementation of inclusive education and deprives the disabled child from accessing quality education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, recommendations and suggestions for further studies based on the findings from the study.

5.1 Summary of the Study

This study sought to examine teachers' attitudes towards persons with disabilities in inclusive schools within Effutu Municipality. Three research objectives guided the study. They were to;

1. explore the factors which influence the attidutes early grade teachers in the Municipal have towards inclusive education.

2. examine the attitudes early grade teachers in the Municipal have towards inclusive education

3. investigate the challenges facing early grade teachers in the implementation of inclusive education in the Municipal.

The study was a mixed research that employed cross-sectional survey design. The population of interest was early grade education teachers. Data were collected using semi-structured interview and questionnaire from a sample of 142 respondents which comprised 30 males and 112 females. Descriptive statistics, such as frequency counts and percentages were used to analyse the quantitative data, while content analysis was used to analyse the qualitative data. The data were analysed using thematic approach and descriptive method involving percentages and frequencies and the findings were observed:

5.2 Summary of Key Findings

On attitudes of early grade teachers in the Municipal towards inclusive education; the study found that they believe children with disability need to be given special attention by their teachers in inclusive education. Also, they wish they could spend more time teaching children with disabilities in my class/school. Besides, there is nothing wrong with including children with disabilities with other children in general class setting.

Again, on the way early grade teachers' attitudes influence the teaching of children with disabilities in inclusive schools the study found that inclusive schools ensured that all children have equal access to education. Also, the researcher found that teachers exhibited positive attitudes towards all of their students. Besides, inclusive education has influenced their methods of teaching, such that they made sure that all pupils were able to meet instructional objectives of lessons taught.

Furthermore, the study unveiled that level of training, availability of educational resources, age and teaching experience, motivation and encouragement from head-teachers and disability education coordinators, past experiences and gender as some of the factors that influenced attitudes of early grade teachers in the Municipal towards inclusive education. Regarding challenges early grade teachers faced in the implementation of inclusive education in the municipal the following findings were identified

- Lack of regular training impede the implementation of inclusive education;
- Lack of competencies affects implementation of inclusive education; and
  Lack of teaching and learning materials could impede the implementation of inclusive education.

5.3 Conclusion

The following conclusions were drawn from the findings of the study as reported by the interviewees in this work piece, the teachers and the head teachers were influenced by teacher related factors, pupil related factors and environmental related factors.

Early-grade teachers' attitudes can significantly influence their teaching of children with disabilities in inclusive schools in various ways. These influences can have both positive and negative effects on the educational experiences of students with disabilities. The interview data presented and analysed in this section show that the teachers believed their perception influenced their teaching methodology. They, therefore, exhibited positive perception toward their students. They seemed to suggest that children with disabilities have a right to education just like any other regular children as stipulated in the Article 26 of the Moyn, (2014). Education is a fundamental human right: Every child is entitled to it. This is in consonance with Kumar, (2004) defined inclusive education as a process of increasing the participation of all students in schools including those with disabilities.

According to Kumar, (2004), the inclusive education concept focuses on those groups which, in the past, have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic and linguistic minorities, girls, children form remote areas, children with disabilities and other special educational needs, and children who are gifted and talented. Kumar, (2004) concluded that, children with disabilities, as well as children who are gifted and talented, are often the most marginalized, both within education and society, in general. Kumar's assertion also supports the findings of UNESCO (2009) that described inclusive education as a process of strengthening the capacity of the education system to reach out to all learners.

The attitudes of early-grade teachers in an Effutu Municipality towards inclusive education are influenced by a variety of factors. These factors can impact how teachers perceive and approach the inclusion of students with disabilities in their classrooms. According to the interview data which was based on an exploration of the quantitative findings, teacher related factors were amongst the major significant contributors to the attitude of early childhood teachers towards inclusion of children with disability in the mainstream school. The findings of the study revealed that the chief factor was lack of requisite knowledge about the integration of children with disability in the main stream classroom. Teachers complained about the non-existence of in-service training for the integration of children with disability. The findings of the study also suggested that variables like gender, professional and social experience, beliefs, values, culture and the learning capability of the children with disability influenced the attitudes of the teachers towards inclusion. The finding of the study reveals that some of the female interviewee felt uncomfortable teaching children with disability, especially female interviewee who had no children. They harboured fears of conceiving a similar baby though this had no rational relationship. They emphasized that it could be spiritual. Most of the interviewee also perceived disabled children as a curse, outcast, and unexpected in the society. They highlighted that the values, beliefs and culture of the Akans consider disability as a miserable person who constantly need assistance to function. The finding of the study also showed that society associates ill faith with disabilities.

Early-grade teachers face several inherent challenges when teaching children with disabilities in inclusive schools. These challenges can make it more complex to provide quality education for all students. The finding of the study reveal that lack of funding and resources, Lack of requisite knowledge, skills and attitudes about inclusive education, non-existent or inadequate teacher training, classroom space and instructional materials,

children with severe cognitive disabilities, financial costs and lack of government support, Knowledge of legislation about inclusion, level of confidence in teaching children with disabilities were some of the predominant challenges hindering the implementation of inclusion of children with disability. The findings of the study presented revealed that there are no infrastructures, especially accessible infrastructure for the children with disability and materials to aid them in the learning process. The finding of the study addressing these inherent challenges in inclusive education requires a combination of improved training, resource allocation, support systems, and a commitment to fostering inclusive practices. It is essential to recognize and address these challenges to ensure that children with disabilities have equal access to a quality education in inclusive settings.

5.4 Recommendation

The following recommendations were drawn from the findings of the study:

1. The Effutu Educational Directorate should collaborate with the various selected schools to consider the various teacher related factors, pupil related factors and environmental related factors to come up with special education workshops to effectively re-orient teachers' knowledge towards inclusion of children with disability to modify their attitudes.

2. The Ministry of Education should collaborate with the various implementing agencies to evaluate the challenges identified in this study.

3. The Effutu Municipality should collaborate with the various selected schools to consider organising structured teacher professional development programmes directed towards equipping teachers with special education skills to assist modify their attitude towards children with disability.

4. Ghana Education Service should collaborate with the various agencies under it to consider the role of professional experience in modifying the attitude of teachers

towards inclusion of children with disability. This should inform them to educate teachers on the significance of exhibiting positive attitude toward these children and assisting them without showing partiality.

5. The issues acknowledged in this study regarding teachers' attitudes, and the challenges hindering the implementation of inclusion of children with disability in a regular kindergarten classroom are critical, therefore, it should be looked at critically to ensure successful inclusion.

5.4 Suggestions for Future Research

Future studies should specify a particular disability to help identify it Special needs and the possibility of inclusion in the early childhood settings. Future studies should also consider including the parents of the child with disability to ascertain the various challenges they face in assisting their children remain in main stream schools. Again, future studies should also consider focusing on the neglect of the government and the Ministry of Education to identify the various issues associated with the neglect
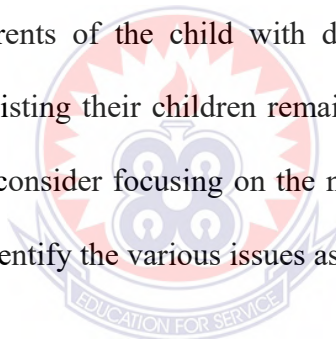
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APPENDICES

APPENDIX A

Questionnaire for Teachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

I Zuweira Bukari Aganga Graduate student of the University of Education, Winneba. As part of the academic requirement, I am conducting a research on teachers attitudes towards inclusive education of persons with disabilities in inclusive schools within Effutu Municipality. I assure you that any information provided shall be used sorely for academic purposes, confidentiality is assured.

Please tick and specify when appropriate Section A: Background characteristics.

1.   Gender: (a) Male   (b) Female

2. Age: (a) Less than 30 years [   ] (b) 30-39 years [   ] (c) Divorced [   ] (d) Separated [   ] (e) Widowed [   ] & above [ ]

3. Marital status (a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) Separated [ ]

(e) Widowed [ ]

4. Educational qualifications (a) Teacher certificate [ ] (b) Diploma in education [ ]

(c)   First Degree (d) Masters (e) Postgraduate Diploma [ ] (f) others

 5.   Teaching Experience (a) 1- 5years [ ] (b) 6— 10 years. [ ](c). I1   15 years [ ]

(d)   16-20yrs [ ] (e) 21 years and above [ ]

6.   How many pupils with disabilities do you have in your class?

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7.   Which types of disabilities do pupils have in your class, and which are you familiar with?

Spinal Bifida [ ] Cerebral Palsy [ ]   Duchene Muscular Dystrophy [ ]

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Epilepsy [ ] Musclosketal Conditions [ ]ADHD [ ] Visually Impaired [ ] Language

Impairment [ ] Hard of Hearing [ ]   Speech Impediments [ ]

Section B: Main Research Objectives

8.   What is your understanding of inclusive education?

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Attitudes of early grade teachers towards inclusive education. Respond to each statement

by indicating whether you SD =Strongly Disagree; D=Disagree; U =Undecided,

A=agree; SA= Strongly Agree.

Statement	SD	D	U	A	SA
9. I believe children with disability should be given special attention by their teachers					
10. I wish I could spend time teaching children with disabilities in my class/school					
11. There is nothing Wrong with including children with disabilities with other children in general class setting					
12. If I have my way, -I will avoid teaching children with disabilities					
13. I naturally feel excited when l see children with disabilities that wants to learn with other students					
14. I try as much as possible to encourage co-teachers to attend to the needs of children with disabilities					
15. I believe all children (whether disabled or able should enjoy equal right from teachers)					

16.   Generally, how would you describe your attitude towards the education of pupils

with disabilities in an inclusive classroom?

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17.   In what ways do your attitude influence your teaching of special needs children in inclusive schools?

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18.   What factors influence the attitudes of early grade teachers in the Municipal towards inclusive education?

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19.   What challenges do you face in teaching of special needs children in inclusive schools?

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20.   What factors can contribute to the successful Inclusion of children with disabilities in your class) school?

APPENDIX B

Interview Guide for Teachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

What attitude do early grade teachers in the Effutu Municipality have towards children with disabilities in inclusive schools?

What is your understanding of inclusive education?

- Do you believe children with disabilities need to be given special attention by their teachers?

- Is there something wrong with including children with disabilities with other children in general class setting?

- Do you naturally feel excited when you see? Children with disabilities that want to learn with other students?

- Do you try as much as possible to encourage co-teachers to attend to the needs of children with disabilities?

- Do you believe all children whether disabled or able should enjoy equal right from teachers?

In what ways do early grade teachers attitudes influence their teaching of special needs children in inclusive schools?

a.   Do you wish you could spend more time teaching children with disabilities in my class/school?

b.   If you have your way, will you avoid teaching children with disabilities?

Do your perception towards children with special needs influence your teaching? Give reasons for your answer.

What factors influence the attitudes of early grade teachers in the Effutu Municipal towards inclusive education?

4. Does training influence your Attitude towards inclusive education?

5. Does availability of educational resources influence your perception towards inclusive education?

6. Does age-teaching experience influence your Attitude towards inclusive education?

7. Does motivation and encouragement from head teachers and special needs education coordinators, influence your Attitude towards inclusive education?

8. Does your past experiences influence your Attitude towards inclusive education?

9. Are there any things that influence the attitudes of early grade teachers in the Municipal towards inclusive education? please specify.

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What inherent challenges do early grade teachers face in teaching of special needs children in inclusive schools?

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What challenges do you face in, teaching of special needs children in inclusive schools?

APPENDIX C

Observation Guide (Field Note)

OBSERVATION IN THE CLASSROOM

Pupils with disabilities answer teachers" quotations in the classroom

Pupils with disabilities feel comfortable sitting beside their non-disabled peers

Pupils with intellectual disabilities participate in the group discussion with their non-disabled peers

Pupils with disabilities minutiate interaction with their non-disabled peers

Pupils with disabilities sustain interaction with their non-disabled peers

Observation outside the classroom

7. Pupils with disabilities play with peers with their non-disabled peers

8. Pupils with disabilities participate in, grounds work

9. Pupils with disabilities socialize with their non-disabled friends

10. Pupils with disabilities feels happy playing with their non-disabled peers