UNIVERSITY OF EDUCATION, WINNEBA

ATTITUDES OF PRIVATE SCHOOL TEACHERS TOWARDS EARLY GRADE LEARNERS WITH DISABILITIES IN BOLGATANGA EAST DISTRICT.

ABDUL RAHAMANI TAHIRU

MASTER OF EDUCATION

2022

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A dissertation in the Department of Early Childhood Education, Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfillment of the requirements

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

NOVEMBER, 2022

DECLARATION

Students' Declaration

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

Signature: …………..………………..……

Date………………….…..…..………….……….

Supervisor's Declaration

I, hereby declare that the preparation and presentation of the dissertation was supervised in accordance with guidelines and supervision of dissertation laid down by the University of Education, Winneba.

Name of Supervisor: Patricia Ananga Ph.D.

Signature: …………..………………...……..

Date: …………………...…..……………..……

DEDICATION

To my wife Naana Aisha, my son Abdul Hakim and the early childhood coordinator of

Bolgatanga East Education Directorate, Madam Belinda Akazabre.

ACKNOWLEDGEMENTS

I wish to express appreciation to my supervisor, Dr. Patricia Ananga for her encouragement, time, patience and willingness to help me at all times. Her strong support gave me the self-esteem I needed to finish the task.

I sincerely express my profound gratitude to her, for her many in-depth constructive criticisms and valuable suggestions and directions which have immensely contributed to the success of this work. I am also grateful to all my lecturers. God bless you all for your support.

My deepest thanks and love go to my family because this accomplishment could not have come without their support, encouragement and willingness to sacrifice their own interest for me. No words can express the love and gratitude I feel towards them. They offered support, encouragement and willingness to bear any pressure for me to come this far.

Again, my appreciation goes to the private basic school teachers in the Bolgatanga East District in the Upper East Region of Ghana for their immense contribution in the data collection. Finally, to all who helped in diverse ways to make this research successful, I say thank you.

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ABSTRACT

This study examined the attitudes of private school teachers towards early grade learners with disabilities in Bolgatanga East District. The sample size was twenty-eight (28) basic private school teachers which comprised of fourteen (14) males and fourteen (14) female teachers with average ages between twenty (20) and fifty (50) years. The study employed concurrent mixed method design, underpinned by the pragmatic philosophical thought. Data were collected in two phases using a three-point Likert-type questionnaire and observation schedule. At the quantitative phase, a questionnaire was administered to teachers while the qualitative phase involved observation and interview of class teachers. Descriptive statistics in simple frequency and percentages were used for quantitative data while the qualitative data were thematically analyzed to explain issues as they emerged from the quantitative data. The findings of the study showed that attitudes of private school teachers in the Bolgatanga East District towards early grade learners with disabilities were as follow; first, the study found that private school teachers believed that children with disability need to be given special attention by their teachers in inclusive education. Also, they wished they could spend more time teaching children with disabilities in their class/school. Besides, private school teachers also felt there is nothing wrong with including children with disabilities with other children in general class setting. Lastly, it was also found out that the teachers held a strong view that both able and disable learners must be given same and equal right in school and teachers encourage their co-teachers to always attend to the needs of learners with disabilities. It was therefore among other things recommended that education and regular training should be given to teachers by appropriate stakeholders such as the Ghana Education Service, educational non-governmental organizations so as to enable teachers exhibit positive attitude towards all of their students and to ensure that all children have equal access to education. Private school teachers' attitudes should be reoriented to positively influence the teaching of children with disabilities in inclusive schools. This will enhance their competencies in handling early grade learners with disabilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A lot of research has been done on the attitudes of teachers towards students with disabilities in Ghana and many parts of the world. Agbenyega (2005), Avoke (2002) noted that negative attitude and persistent low regard for students with disabilities poses a serious barrier to social and educational inclusion in Ghana. The challenge is how to remove these barriers to open the way for social and educational inclusion. Some disability organizations in Ghana; Ghana society for the Physically Disabled (GSPD) and Ghana Society for the Blind (GSB) all called for inclusion of students with disabilities in society and regular schools. These requests are important and necessary as it is noted that traditional representations and practices of special education do not offer persons with disabilities opportunities for social and educational inclusion (Johnson, 1994; Kochhar, West, & Taymans, 2000; Koray, 2003; Loreman, 1999). Inclusive schooling offers new hope for school success and social integration for Persons with and without disabilities (Bennett, DeLuca, & Bruns, 1997; Cowne, 2003; Gable & Hendrickson, 1997).

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 those children with special educational needs (SEN) should have access to mainstream education so as to provide a basis to combat discriminating attitudes. This is therefore

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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 has been considered as the "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 attaining 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 of Education shall attend a course of instruction as laid down by the minister of Education in a school recognized for the purpose by the minister of Education (Ghana Education Service GES, 2004, p.2) This directive gives a legislative backing for every child to be in school.
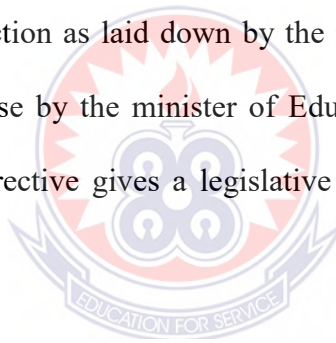
The concept of inclusive education is aligned with the 10-year Free Compulsory Universal Basic Education (FCUBE) programme in 1996, which is a policy framework that increases access, retention and participation of all students of school going age in education. Inclusion is a widely accepted program according to The 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 who have 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, by way of 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; A person who is responsible for admission into a school or other institution of learning shall not refuse to give admission to a person with disability on account of the disability unless the person has been assessed by the Ministry responsible for education in collaboration with the Ministries responsible for health and social welfare to be in a special school for children or persons with disability (Disability Act, 2006).

Children with disabilities deserve proper education and they have a right to it. Thus, 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, they may need specialized training to enable them develop personal attributes such as patience to deal with these children. To achieve this, teachers need to work with children with disabilities and develop awareness of inherent challenges and changes it could lead to (Coles, 2009).

Many researchers emphasize on teachers' attitudes as a decisive component in ensuring the successful inclusion of students with special education needs (De Boer et al., 2011; Dulcic & 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, these include 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, J., 2005).

This implies that persons with disabilities have the right to be in regular schools as such 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 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.

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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, Cook, Tankersely, Cook and Landrum (2000) 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.

In Bolgatanga East District, for instance there are no special education resource teachers teaching at the basic private schools where we have students with different disabilities. The Researcher upon a follow up of admission denial of a physical disable child into two different   private school in the Bolgatanga East District realized that there is the need to research into the attitudes of private school teachers towards early grade learners with disabilities else the consequences may lead to the defeat of the purpose of inclusive education

1.2 Statement of the Problem

Teachers' attitudes towards students with disabilities have been a topic of research in almost every developed and developing country. There are numerous studies that

demonstrate the reluctance of teachers and their insecurity in the implementation of integration policy, even when it is a state law.

The overview of Boer, Pijl and Minnaert (2011) showed that the majority of teachers adopt neutral or negative attitudes regarding inclusive education. In like manner, a survey by Rakap and Kaczmarek (2010) showed on average a 'slightly negative attitude' towards inclusive education of the participating teachers.

Moreover, Sari, Çeliköz and Seçer (2009) concluded that the educators participating in their study were 'undecided' on the idea of inclusion of students with disabilities.

In contrast, there are numerous research attempts that present slightly positive to very positive teachers' attitudes: A meta-analysis by Avramidis and Norwich (2002), although incorporating relatively dated research (1984-2000), resulted in positive outcomes in the sense that attitudes of teachers are supportive towards inclusion. However, teachers seem to partially support inclusion, since they express their opposition to the inclusion of each and every student and suggest specific training for certain student groups. The findings of the aforementioned literature review are confirmed by more recent studies (Haq & Mundia 2012; Khochen & Radford 2012).

Additionally, a number of studies suggest that the teachers' agreement with the philosophy of integration in theory and their willingness to teach these students may be quite distant from the application of inclusive education in practice, where the role of the state is dominant. The meager government grant, which leads to deficits in personnel and equipment, seems to cause uncertainty among teachers (Koutrouba, Vamvakari & Theodoropoulos 2008; Memisevic & Hodzic 2011; Zoniou-Sideri & Vlachou, 2006). A further adverse factor is the concern of teachers with regard to their

own ability, and the appropriateness of schools, to develop an inclusive learning environment (Shevlin, Winter & Flynn 2013). Nevertheless, there are cases where teachers report that inclusion is being successfully implemented in their school (Humphrey & Symes, 2013) and their attitude is identified as 'very positive' (Jerlinder, Danermark & Gill, 2010).

In 2007, the U.S. Congress reported that "approximately 48% of children ages 3-5 years with disabilities spent at least 80% of their time in inclusive settings with typically developing Peers, while 25% received services in specialized or self-contained settings" (Souakou, 2012, p. 478). However, it appears that this is not the case with Early Grade Learners with disabilities in the Bolgatanga East District, in the Upper East Region of Ghana. There seem to be gaps in literature too, so far as the attitudes of private school teachers towards early grade learners with disabilities, especially, in the Bolgatanga East District of Ghana is concerned. The major question that drove this study was what are the attitudes of private school teachers towards early grade learners with disabilities in the Bolgatanga East District of the Upper East Region? After a physically disabled child was denied admission into a private basic school twice for no good reason.

1.3 Purpose of the Research

The purpose of the study was to investigate the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in the Bolgatanga East District.

1.4 Objectives of the Study

Objectives of the study were to:

1. Find out the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in Bolgatanga East District.

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2. Explore the factors that influence the attitudes of private school teachers towards Early Grade Learners in inclusive classrooms in the Bolgatanga East District.

3. Investigate any inherent challenges that private school teachers face in teaching early grade learners with disabilities in inclusive classrooms.

1.5 Research Questions

The current study was guided by the following research questions:

1. What are the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in Bolgatanga East District?

2. What factors influence the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in Bolgatanga East District?

3. What inherent challenges do private school teachers face in teaching Early Grade Learners with disabilities in inclusive classrooms in Bolgatanga East District?

1.6 Significance of the Study

This study would help to find out the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in Bolgatanga East District. This would enable the schools to explore suitable means of including all students with disabilities in the teaching and learning process. In addition, the findings of the study would reveal how attitudes of private school teachers in the district influence their teaching of children with disabilities in inclusive schools. Besides, the findings will enable teachers to be aware of the factors that influence teachers' attitudes in the district towards inclusive education. 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 classrooms.

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The study would finally help school administrators and policy makers to develop appropriate ways of encouraging teachers to have positive attitudes towards inclusion of children with disabilities in inclusive classrooms.

1.7 Delimitation of the Study

The study was delimited to private school teachers in inclusive schools in the Bolgatanga East District of the Upper East Region of Ghana after a physically challenge student was denied admission into a basic private school twice with no good reason. The study was also delimited to seven (7) selected private schools out of the fourteen (14) private school in the Bolgatanga East District of the Upper East Region in Ghana.

1.8 Limitation of the Study

Access to information from some respondents was difficult; interviews were scheduled and were cancelled by some respondents a couple of time; the researcher persisted and persuaded the respondents until the interviews were conducted.

Also, some respondents failed to respond to their questionnaires and return same to the researcher, the researcher had to look for other respondents within the population to administer the questionnaires. Fourteen respondents at a time opted out of the study, the researcher approached them again for discussion on the importance of the study and got six back into the study. Time was a restrain to this study, during school holidays most of the respondents were not available for interviews, the researcher had to wait for school to resume to be able to get the respondents.

1.9 Operational Definition of Terms

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 Physical disabilities

Attitude: a set of emotions, beliefs and behavior towards a particular object, person, thing or event.

SEN: Special Education Needs

TLMS: Teaching and Learning Materials

S/N: Serial number

UNCRPD: United Nations Convention on the Right of Persons with Disabilities

DFID: Department for International Development

EFA: Education for All

MOE: Ministry of Education

1.10 Organization of the Work

The study was arranged in five (5) chapters. Chapter one was the introduction which dealt with the background to the study, statement of the problem, the purpose of the study, objective of the study, research questions, and significance of the study.

Delimitation, limitation of the study and operational definition of terms are all part of chapter one. Chapter Two covered the review of literature, which mostly deals with the writing of scholarly works in earlier studies conducted on the topic. Chapter Three discusses the methodology and deals with issues such as the philosophy, research

design, study area, population, sample and sampling techniques, instruments for data collection, data collection procedure, validity and reliability of the study, pretesting, data analysis and ethical issues. The results and discussion were focused on the Chapter Four. Chapter five summarizes the findings, drew conclusion, gave recommendations and provided Suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A number of studies have established that behavior is a potent determinant of teacher expectations. The behaviors influencing teachers' attitudes become increasingly important as special educators attempt to include persons with disabilities into the regular education system. The literature was reviewed under the following sub-headings

- Theoretical framework of the study.

- Conceptual framework.

- Concept and definition of disability.

- Attitudes of teachers towards students with disabilities.

- Factors influencing teachers' attitudes.

- Challenges teachers face towards teaching pupils with disabilities

- Interventions to improve teachers' positive attitudes towards students with disabilities

- summary

2.1 Theoretical Framework of the Study

The theory that guided this study was that of Vygostsky's socio-cultural theory. Vygostsky's theory is a theory in psychology that looks at important contributions that society makes to the development of an individual. This theory stresses the interaction between developing people and the culture in which they live. Socio-cultural theory grew from the work of seminal psychologist, Lev Vygotsky, who believed that parents, caregivers, peers, and the culture at large were responsible for the development of

higher order functions. Socio-cultural theory focuses on how adults and peers influence an individual's learning.

It is a theory of social interaction which was applied to the problem of educating all children with and without special educational needs in the same classroom. The research on inclusion for students with disabilities has a consistent theme running through most of the studies; namely, inclusion is beneficial for students with disabilities. Not only do students benefit academically when included in the general education classroom, they also benefit socially.

Vygotsky's Sociocultural Theory was propounded by Lev Vygotssky in 1934. The theory encourages all educational stake holders to accept and embrace inclusion for students with disabilities. Kearsley (2009) also states that learning is embedded in social interaction, and this observation further supports inclusions of students 'with disabilities. Self- contained settings limit the amount of social interaction for students with disabilities. Kearsley (2009) posited that the range of skills that can be developed with adult guidance or peer collaboration exceeds what the child can master on his or her own. Dahms et al. (2007) stated that when a student with disabilities copies a typically developing peer, the student with disabilities will have higher performance. Vygotskian theory explores learning, human action, and socio-cultural influences.

According to Udvari-Solner (1996), Vygotsky believed that (a) education is intended to develop one's personality, (b) personality is linked to potential, and (c) inner values are developed through teaching. The teacher guides and directs and the learning must correspond to individual characteristics. Vygotsky's socio-cultural theory helps educators to see the differences in learning styles and promote differentiated curriculum.

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Vygotsky's theories offer the fundamental basis for inclusion by showing the importance of interactions that facilitate learning. To facilitate learning through effective interactions among learners with and without special needs, regular education teachers ought to have positive perceptions towards inclusive education. By embracing inclusion, regular education teachers will be able to show commitment, preparation and planning by recognizing and responding to the diverse needs of their students with and without special needs, accommodating different styles and rates of learning, and ensuring quality education to all learners through appropriate classroom arrangements and teaching strategies. Any discussion of teachers' perception towards inclusion should include the teachers' attitudes towards Vygotsky's Socio-cultural Theory

2.2 Conceptual Framework

In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid or provide a picture or visual display of how ideas in a study relate to one another (Grand & Osanloo, 2014). Conceptual framework makes it easier for the researcher to easily specify and define the concepts within the problem of study (Luce, Mennecke & Townsend, 2012)

CONCEPTUAL FRAMEWORK
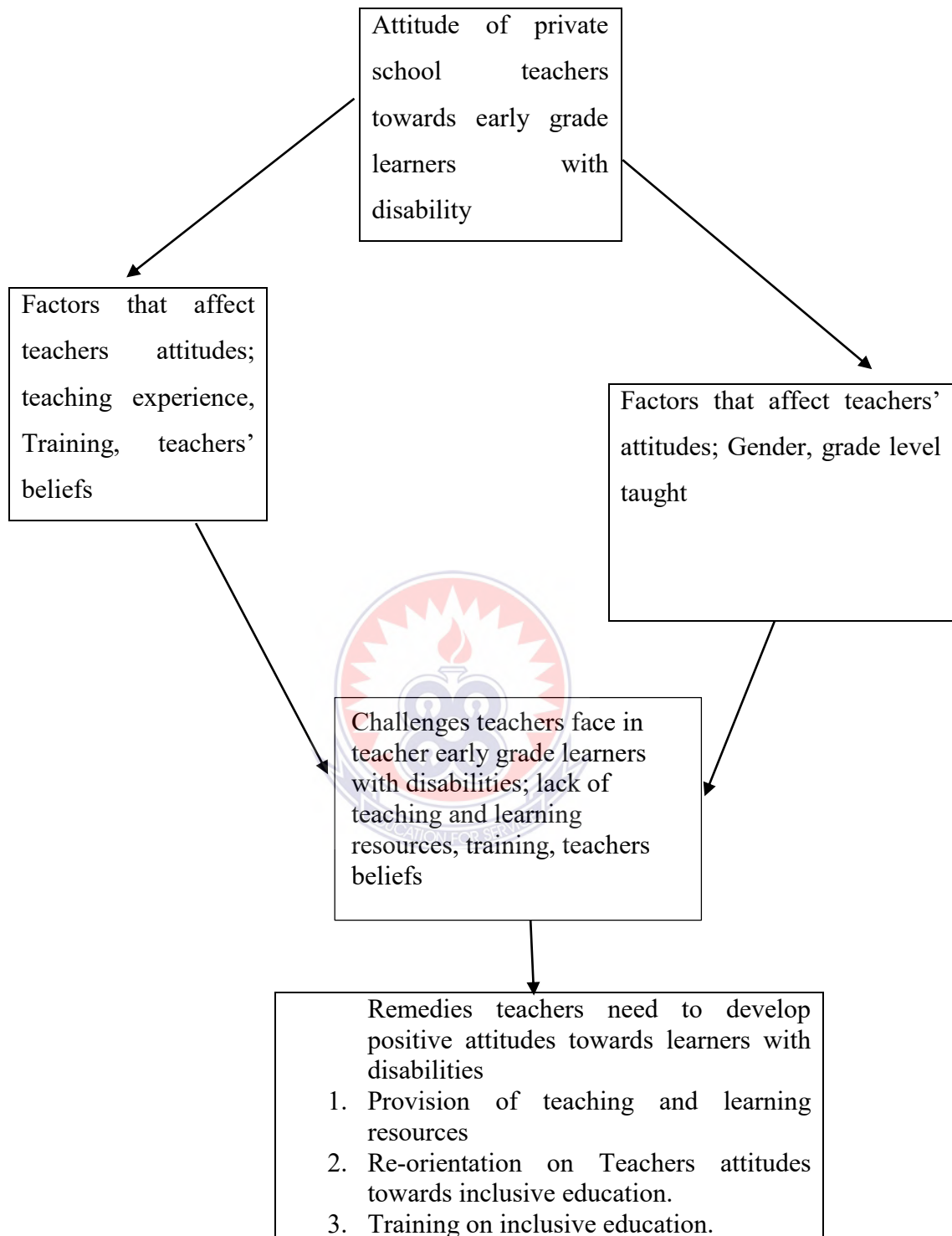
Figure 1. Attitudes of private school teachers towards early grade learners with disabilities

Source: Researcher's construction (2022)

The above figure shows a diagrammatic description of the attitudes of private school teachers towards early grade learners with disabilities. The diagram depicts the attitudes of teachers towards learners with disabilities and the factors that influence these attitudes and the challenges teachers face in teaching learners with disabilities as well as the remedies teachers   need in order to develop positive attitudes towards learners with disabilities.

2.3 Concept and Definition of Disability

According to the World Health Organization (WHO) the term disability is an Umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which they live. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.

Disability is part of the human condition. Everyone is likely to experience it, either permanently or temporarily, at some point in their life (WHO & World Bank, 2011, p. 3). People with disabilities are diverse and not defined by their disability (Al Ju'beh, 2015, p. 14; WHO & World Bank, 2011, p. 7). Disabilities may be visible or invisible, and onset can be at birth, or during childhood, working age years or old age.

There is no single definition of disability (Mitra, 2006, p. 236). Defining disability is complicated as it is 'complex, dynamic, multidimensional and contested' (WHO & World Bank, 2011, p. 3).

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The UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes that 'disability is an evolving concept' (UNCRPD, 2006, p. 1). 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others' (UNCRPD, 2006, p. 4).This fluid definition accommodates different understandings of disability or impairment (Schulze, 2010, p. 27, pp. 35-36), but by defining disability as an interaction, makes clear that disability is not an attribute of the person (WHO & World Bank, 2011, p. 5).

'An impairment on its own would not lead to disability should there be a completely inclusive and comprehensively accessible environment' (Al Ju'beh, 2015, p. 13), which includes addressing attitudinal barriers such as stereotypes, prejudices and other forms of paternalistic and patronizing treatment (Schulze, 2010, p. 27). It enshrines the social model of disability (Schulze, 2010, p. 27).

Charity Model

The charity model of disability focuses on the individual, and tends to view people with disabilities as passive victims – objects of pity who need care, and whose impairment is their main identifier (Al Ju'beh, 2015, p. 20).

Medical Model

The medical (or biomedical) model of disability considers 'disability a problem of the individual that is directly caused by a disease, an injury, or some other health condition and requires medical care in the form of treatment and rehabilitation' (Mitra, 2006, p. 237). It assumes that addressing the medical ailment will solve the 'problem' – that disability needs to be fixed or cured (Al Ju'beh, 2015, p. 20).

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This model is widely criticized on different grounds, including for not considering the important roles of environmental and social barriers (Mitra, 2006, pp. 237, 82; Rimmerman, 2013, p. 27). Medical and charity models of disability have led to 'development interventions based largely on impairment needs assessed by "expert" personnel, involving specialist services that are often severely limited in geographical, age, and impairment reach, as well as generally being expensive to run' (Coe, 2012, p. 402).

Social Model

The social model of disability developed as a reaction to the individualistic approaches of the charitable and medical models (Al Ju'beh, 2015, p. 20; Rimmerman, 2013, p. 28). It is human rights driven and socially constructed (Woodburn, 2013, p. 85). It sees disability as created by the social environment, which excludes people with impairments from full participation in society as a result of attitudinal, environmental and institutional barriers (Mitra, 2006, p. 237). It places emphasis on society adapting to include people with disabilities by changing attitudes, practice and policies to remove barriers to participation, but also acknowledges the role of medical professionals (DFID, 2000, p. 8; Al Ju'beh, 2015, pp. 20-21, 83).

The social model has been criticized for ignoring the personal impact of disability and for its emphasis on individual empowerment, which may be contrary to more collective social customs and practices in many developing countries (Al Ju'beh, 2015, p. 83-86; Rimmerman, 2013, p. 30).

Human Rights Model

This model of disability is based on the social model and also seeks to transform unjust systems and practices (Al Ju'beh, 2015, pp. 20-21, 87). It takes the UNCRPD as its

main reference point and sees people with disabilities as the 'central actors in their own lives as decision makers, citizens and rights holders' (Al Ju'beh, 2015, pp. 20-21, 87).

The social and human rights models form the basis of many disability policies and practices (Kett & Twigg, 2007, p. 88). As development professionals may identify with the individual models of disability, it is important not to alienate them when introducing them to disability as a human rights issue, but to 'help them to see that barriers are a more helpful and respectful lens with which to view disability' (Al Ju'beh, 2015, p. 23).

Interactional Models

Interactional models recognize that disability should be seen as neither purely medical nor purely social, as people with disabilities can experience problems arising from the interaction of their health condition with the environment (WHO & World Bank, 2011, p. 4). The most commonly used interactional model is the model underlying the International Classification of Functioning, Disability and Health (ICF) (WHO & World Bank, 2011, p. 5).

This views disability as arising from the negative interaction between health conditions and the context – including environmental factors (products and technology; the natural and built environment; support and relationships; attitudes; services, systems, and policies) and personal factors (e.g., age, sex, motivation and self-esteem) (WHO& The World Bank, 2011, p. 5).

2.4 Attitudes of Teachers towards Students with Disabilities

The 2008 Education For All (EFA) Global Monitoring Report, published mid-way between the Dakar World Education Forum of 2000 and the EFA target date of 2015, notes the substantial progress made towards universal enrolment and gender parity in

primary education in developing countries. Progress has also been made on access to secondary education.

However, over 69 million children are still out of primary school, the quality of learning in many countries remain low and many significant social, geographic and other inequities remain high including those associated with disability (UNESCO, 2007, 2011). There are challenges in the implementation of inclusive education in Ghana (Agbenyega & Deku 2011; Anthony, 2009; Kuyini & Desai, 2007, 2008). These challenges include lack of professionalism and attitudes of teachers, which have resulted in separation and segregation of students with disabilities.

The implementation of public policy coupled with teacher attitudes toward persons with disabilities in Ghana has been saddled with problems. These findings raise concerns regarding the implementation of the Inclusive Education Program in Ghana, Anthony (2011), Ofori-Addo (1994) and O'Toole, Hofslett, Bupuru, Ofori-Addo, & Kotoku (1996).

According to Grum (2012, p. 111) "A founding principle of inclusion is to give children with special need equal opportunities to participate fully in regular education classrooms with children who do not have any special needs." Inclusive education, as a principle, is not always implemented and practiced in schools. One of the reasons is that perception and attitudes of teachers in inclusive education is not always positive and not consistent with the principles of inclusive education (Ali, Mustapha, & Jelas, 2006; Ocloo & Subbey, 2008; Newton et al., 2014; Lam, Chuen & Ching, 2015; Chaudhary, 2016). In qualitative research within six schools of Slovenian primary schools, teachers' perception was mixed.

Results revealed that some of the teachers were positive about the practice of inclusive education, but the majority of them displayed negative perception due to the additional burden and dissatisfaction with school systems (Suc, Bukovec, Zveglic&Karpljuk, 2016). In examining Spain regular teachers' perception of inclusion; however, Chiner and Cardona (2013) used stratified random sampling, the sample size was (n=336). Findings indicated that teachers accepted the inclusion principles in their regular primary schools. Similarly, in Bangladesh elementary schools, teachers exhibited positive perception about the concept of inclusive education.

However, teachers' knowledge about how to instruct learners with special needs at a time in a large classroom was very limited. Most of the teachers displayed sympathy and at times, irritating behavior towards learners with special needs due to a large number of students in a class (Chowdhury & Hasan, 2013). Some of the research findings also exhibited neutral perceptions. In Singapore for instance, Poon, Ng, Wong & Kaur (2016) using a sample size of (n=131), regular primary school teachers were not accepting nor rejecting but showed neutral perception towards the inclusion of learners with disabilities (Poon, Ng, Wong, & Kaur, 2016).

In contrary to the above finding, Bahamian teachers' perception on inclusive education using a qualitative study revealed that the majority (90%) of the regular primary school teachers were against the movement towards including learners with disabilities. This finding shows that primary school teachers expressed negative perceptions of inclusion (Hunter-Johnson et al., 2014).

Teachers' perceptions of inclusion in a pilot inclusive education in one region of Cameroon also showed that teachers suggested that learners with special needs ought to be in special schools rather than being included with non-disabled peers. The finding

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further showed that still, teachers acknowledged the benefits of inclusive education. Nevertheless, their negative perception towards inclusion has been due to teachers' lack of confidence about their ability to manage and teach learners with disabilities (Mngo & Mngo, 2018).

In a longitudinal analysis to explore the perception of teachers of inclusive education, Stanley (2015) found that teachers view inclusion as inappropriate for every learner with special needs. Hallahan and Cohen (2008) also asserted that inclusion is not best for all learners. Their finding on learners with learning disabilities revealed that minor attention was given to the learners with learning disabilities, due to their placement in general classrooms.

However, positive perceptions were also expressed by primary school teachers. Odongo and Davidson (2016) examined Kenyan primary school teachers' perception of inclusive education using a sample size of (n=142). Results showed that regular primary school teachers have a positive perception of inclusion. Overall, the study concluded that the acceptance and commitment were based on the teachers' attitude and perception. The concept of inclusion with the objectives of permitting all learners in the regular classroom was mainly determined by teachers' being optimistic about the expectation. Likewise, Odebiyi (2016) also established that the majority of pre-primary and primary school teachers (76.1%) were found to be enthusiastic about implementing inclusive education in Nigerian schools.

Finally, Mackenzie, Cologon, and Fenech (2016) also showed that teachers' perception tends to be favorable if the implementation of inclusive education were practiced effectively. Further, they indicated that as long as teachers' beliefs and practices aligned with the positive perception of learners with a disability, inclusive education can be

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successful. A study conducted by Maria (2013) also discovered that significant confusion within the concept of inclusive education affects teachers' perception towards the implementation of inclusive education.

In Eritrea, inclusive education is implemented to renovate the education policy flexibly to include all learners with disabilities. Despite progress in increasing the access to and quality of education, there are pervasive challenges in the implementation of inclusive education in schools (MOE, 2005). Various documents of the MOE reports showed that regular primary school teachers have limited knowledge on how to teach learners with disabilities and this hinders the process of inclusion (Belay, Asefaw, Zerai, Kidane, Ogbazghi, Semere, Moham,Tekletsion, Yohannes, Eskela-Haapanen & Leppanen, 2017).

2.5 Factors influencing Attitudes of Teachers towards Students with Disabilities

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 natures of the disabilities and/or educational problems presented have been noted to influence teachers' attitudes.

2.5.1 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 taught, contact with disabled persons and other personality factors, which might impact upon teacher acceptance of the inclusion principle (Harvey, 2005).

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2.5.2 Gender

With regard to gender, the evidence appears inconsistent; some researchers noted that female teachers had a greater tolerance level for integration and for disable persons than male teachers (Rizzo & Sirotnik, 2001). Harvey (2005), for example, found that there was a marginal tendency for female teachers to express more positive attitudes towards the idea of integrating children with behavior problems than male teachers (Beh-Pajooh, 1992; Leyseret al., 1994). However, did not report that gender was related to attitudes (see also reviews by Hannah, 1988, & Jamieson, 2004)

2.5.3 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

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and four years, five and nine years and ten and fourteen years (no mention was made based on individual country).

Another study by Harvey (2005) 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 to teachers' attitudes (Avramidis et al., 2000).

2.5.4 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 the 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 students who are integrated (Chalmers, 1991), with elementary teachers reporting more positive views of integration and its possibilities than their secondary counterparts (Savage & Wienke, 1999). Salvia and Munson (1996), in their review, concluded that

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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's 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 (Hannah, 1998).

2.5.5 Experience of Contact with Disable Person

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 programs and therefore get closer to students with significant disabilities, their attitudes might become more positive (Yuker, 1998).

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 teacher 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 favorable attitudes towards integration than those with little or no experience. Findings of several other studies conducted in the USA by Leyser and Lessen, (1995) 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 favorable 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 favorable attitudes. Stephens and Braun (2000), 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 unfavorable 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

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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 favorable acceptance for inclusion, due to the stress factor.

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

Several other studies conducted in the USA Van-Reusen, Shoho and Barker (2000), and the UK Avramidis et al. 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 favorable attitudes towards inclusion after their

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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.

2.5.7 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 students 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 finding was further reinforced by another study by Stanovich and Jordan (1998), which attempted to predict the performance of teacher behaviors 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 behaviors. The results revealed that the strongest predictor of effective teaching behavior 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 behavior.

2.6 Challenges Teachers face in Teaching of 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 lack of or insufficient teaching and learning resources, 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.

Inclusion of learners with special needs in a regular classroom can be effective if teachers are equipped with certain facilities and resources. The resources can influence teachers' perception of including learners with disabilities (Leatherman, 2007). Hunter-Johnson et al. (2014) found that the lack of teaching and learning resources negatively influenced teachers' perception of including learners with disabilities among Bahamian primary school teachers.

Fuchs (2010) also found in the USA that teachers felt the shortage of resources in the school prevented them from adequately implementing inclusive education in general classrooms. More findings from the African continent revealed a lack of teaching-learning resources as a factor influencing the perception of teachers towards inclusive education. A study conducted to find out the determinants of inclusive education in Nigeria using a sample size (n=227) for example, revealed that material, experience, mind-set and manpower conjointly determined the accomplishment of inclusive

education. Out of the four significant factors, material or facility was found to be the most significant factor in the inclusive education movement (Samuel, Josiah & Kehinde, 2015).

A study conducted in Lesotho using a sample size (n=154) also found that teachers' perception, knowledge and resource availability were the main determinant variables for successful inclusion. However, contrary to the earlier finding, the resource factor was the least to influence teacher perception towards inclusion (Johnstone & Chapman, 2009).

Engelbrecht, Nel, Nel and Tlale (2015) in South African study, environmental factors like resource, fund and stuffing were found to be among the determinants of teacher perception towards inclusive education. Similarly, by adopting a qualitative method, Ntuli and Traore (2013) found that insufficient teaching and learning facilities were the most detrimental factor to the teachers' perception towards including learners with disabilities in Ghana.

A study carried out to examine teachers' perceptions of inclusion in Cameroon found, the importance of resources and facilities in shaping teachers' perception. Findings showed that it is not only the willingness of teachers, schools should also be equipped with proper resources and trained teachers and paraprofessionals to make the difference in inclusive education (Mngo & Mngo, 2018). Similarly, Salami (2014) also found that a lack of proper infrastructure hinders the implementation of inclusive education in public primary schools of Nigeria.

The World Bank studies in many Sub-Saharan African countries showed that lack of resources, especially at the primary level hinders the learning of learners with

disabilities (Marope, 2005). The Eritrean education system faces challenges such as inadequate teaching and learning materials, limited access, inefficiencies and low quality of teachers at all levels of the school system (MOE, 2015). The Eritrean Ministry of Education reports (MOE, 2016) also revealed that "regarding the extent of teachers' use of teaching aids and materials in Eritrean elementary schools indicated that only a few use aids in their teaching or use them infrequently." (MOE, 2016, p.23). Further, the MOE (2016) report concluded that the majority of the primary schools in Eritrea are not child-friendly. The schools are congested and in need of maintenance. Besides, the availability of basic amenities like toilets and clean water is also inadequate. Nevertheless, the impact of teaching and learning resources on teachers' perception of inclusive education has not well explored.

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 (Hodge & Jasma, 2000). 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 favored 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 favorable views ranging from 47% to 93%. However, teachers from countries that offered mostly segregation education were less supportive to inclusion with their favorable views ranging from 0% to 28%. These findings show that, when teachers are exposed in 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 teacher 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. 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). Stephens and Braun (2000) 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 (Forlin, 2005).

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 (Vaughn, 1999). 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. Global studies revealed that school administrative support is highly influential in changing perceptions of teachers on the inclusion of learners with disabilities.

According to Goley (2013), for inclusive education to be effective and sustained in schools, head teachers must first make a personal commitment to the success of the program through understanding the expected outcomes and support needed for teachers in order to teachers have a positive perception. A study conducted in Bangladesh, for example, dealing with the influence of school administrative support in the context of primary education was found crucial in shaping teacher perception. Participants (n=738) revealed that "perceived school support for inclusive teaching practice" was one of the main determinant variables of teachers' perception on including learner with disabilities (Ahmmed, Sharma, & Deppeler, 2012).

Bock (2015) also stipulated that the absence of support from school management was one of the challenges facing the United Arab Emirate education system and inclusive education. Similarly, Hwang & Evans (2011) proved related findings with Korean primary school teachers on the importance of school administrative support. Research on the perspectives of administrators in innovative, inclusive services provided for learners with disabilities in China, Hu and Roberts (2011) found that administrative support and commitment towards including learners with disabilities were the critical factors in the movement towards inclusive education in China.

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Mckenzie (2016) found that management and support were factors that influence schools during the inclusion of learners with special needs. Mckenzie has explored factors influencing perceptions of teachers for implementing successful inclusion in USA schools. The findings of the study showed that school administrative support played a significant role in changing teacher perception towards including learners with disabilities. In descriptive research conducted to study the perception of regular educators in Texas, USA Stidham-Smith (2013), also found that the implementation of inclusive education mainly relied on the school administrative support. In a similar study, Kurt, Duyar and Calik (2012) established a link between teachers and administrators' role as a significant element in the implementation of inclusive education. Researchers suggested that head teachers should help teachers by distinguishing their challenges and areas they need assistance to integrate learners with disabilities in regular classrooms.

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 behavior 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 student 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 outline 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' benefits 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.

Assessing and grading of students with and without disabilities in the general classroom seems to be difficult to many teachers. Assessment is a complex process for teachers. Teacher training is assessment is important because, ultimately, classroom practices result in grades that impact promotion, standing, and future opportunists for students, (McMillan, 2007; O'Connor, 2007). Teachers use assessment tools to monitor learning and then they assign grades to students which areas supposed to summarize and capture the extent to which students have learned. Grading is the most common method of communicating student learning whether a student has learned something or not (Allen, 2005).

Grades summarize assessment, made by teachers and professionals for students at the end of a specified time (Allen, 2005; McMillan, 2007; O'Connor, 2007; Tomlison, 2005). Classroom assessment and grading practices are meant to enhance the learning process, facilitate instruction, and encourage opportunities for new knowledge to be gained (Campbell & Collins, 2007; Davies, Herst-Luedtke, & Reynolds, 2008).

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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; Klecker, 2002). It is used to confirm what students know and how well they have met curriculum guidelines (McMillan, 2007; York, 2003). 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 (McMillan, 2007).

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 (Davies, Herst-Luedtke & Reynolds, 2008). 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; McMillan, 2007).

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. This a complete time consuming, and challenging task for educators in inclusive classrooms (Weston, 2004). 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). Students with severe and profound disabilities require more adaptation and medical attention than the average student. 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 (Ross-Hill, 2009). Disability inclusion classrooms must be able to involve its students 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, attention deficit disorder 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 (Ross-Hill, 2009) As some students are not use 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.

2.7 Interventions to Improve Teachers' Positive Attitudes towards Students with Disabilities

Numerous researchers (Lieberman, James, & Ludwa, 2004; Pavri, 2004; Schepis, Reid, Owenbey, & Clary, 2003) have recommended that school staff be trained to help promote cooperative relationships between students with disabilities and students without disabilities. They suggested that successful interactions between these students often do not occur naturally, and teachers must be able to facilitate interactions effectively if they want students with disabilities to engage socially with their peers.

Additionally, Salend (1994) indicated that successful inclusion for students with disabilities into regular education classrooms (i.e., students succeeding academically and socially) requires cooperative interactions between students with disabilities and students without disabilities. Pavri (2004) found that both general and special education teachers needed ideas for initiating and supporting cooperative social interactions between students with disabilities and students without disabilities.

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Additionally, through their research Schepis et al. (2003) found that preschool teachers who completed a professional development training designed to give them strategies for helping students interact were able to increase the interpersonal interaction between students with disabilities and those without disabilities. Over time the student interactions increased both when the teachers were present and when they were not, suggesting that teachers can learn to facilitate cooperative relationships among these students and that students can learn how to interact if they are provided with opportunities and/or encouragement. Professional development activities also can be designed to help teachers in the classroom.

Vaughan (2002) and Corbett (2001) suggested that schools can better address the needs of all learners if teachers learn to modify classroom lessons in ways that will benefit the range of learning styles present in any classroom. Students with disabilities are not the only students who can benefit from creative methods of instruction and assessment, and perhaps helping teachers reframe the way they approach teaching in general will result in less frustration related to having to accommodate students with disabilities. School principals can model or co-teach in an effort to train teachers in new techniques (Doyle, 2002). It seems likely that the majority of teachers would be more positive if they had more knowledge about students with disabilities and effective strategies for working with those students.

How can school counselors, who also might have limited knowledge of this type of content, take any sort of leadership role in the process? First, they might bring to the attention of administrators the need for training and support in this content area and advocate that in-service time be devoted to addressing effective practices for working with students with disabilities. School counselors then might serve as coordinators and

collaborators, identifying individuals who can provide this type of training. School counselors with limited knowledge about students with disabilities also will likely learn a lot in the process. As advocates for students with disabilities, school counselors are positioned to take the lead in their buildings to ensure that these students have positive school experiences, develop skills for future academic and career success, develop social skills, and enjoy emotional health.

A number of programs could be initiated in an effort to address the training needs of school personnel and to facilitate positive interactions among all students. Self-awareness is important, however, and school counselors can benefit from taking time to honestly assess their own beliefs about and attitudes toward students with disabilities prior to accepting or volunteering to work on school-based interventions. School counselors who possess negative attitudes might consider participating in professional development activities (see Milsom, 2002) to address their own biases. Because school counselors are responsible for meeting the needs of all students, comfort with and positive attitudes toward working with students with disabilities can be viewed as important qualities of a professional, ethical, and multicultural competent school counselor.

2.7.1 Targeting School Personnel

Given the limited amount of training related to students with disabilities completed by many school personnel, and given the research suggesting that more positive attitudes are associated with greater amounts of pertinent pre-service education, in-service or other professional development activities can be viewed as a critical intervention related to creating positive school experiences for students with disabilities.

Praisner (2003) advocated in-service training related to students with disabilities in general, and Pace (2003) found professional development seminars effective in increasing awareness about students with disabilities among regular education student teacher supervisors. However, other researchers have recommended identifying one specific content area (e.g., behavioral interventions for students with disabilities) as important for teacher professional development. Numerous researchers (Lieberman, James, & Ludwa, 2004; Pavri, 2004; Schepis, Reid, Owenbey, & Clary, 2003) have recommended that school staff be trained to help promote cooperative relationships between students with disabilities and students without disabilities.

They suggested that successful interactions between these students often do not occur naturally, and teachers must be able to facilitate interactions effectively if they want students with disabilities to engage socially with their peers. Additionally, Salend (1994) indicated that successful inclusion for students with disabilities into regular education classrooms (i.e., students succeeding academically and socially) requires cooperative interactions between students with disabilities and students without disabilities.

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2.7.2 Intervening with Students

Teachers are being encouraged to help students develop cooperative relationships, and research examining student attitudes toward their peers with disabilities has suggested

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that contact with students with disabilities might lead to positive attitudes. In fact, Lieberman et al. (2004) noted that positive contact with students with disabilities is the only effective way to help students gain an understanding of and knowledge about students with disabilities. Therefore, student interaction seems an important goal, and structured activities have been recommended with regard to helping students develop skills to successfully interact with each other. A number of specific suggestions have been provided in the literature. Salisbury, Gallucci, Palombaro, and Peck (1995) provided recommendations for promoting social interactions between students with and without disabilities. Included in their list were cooperative learning groups, which they indicated could provide both social and academic benefits to students with disabilities.

Additionally, they suggested that teachers engage students in collaborative problem-solving (e.g., through regular classroom meetings) in order to provide students a voice for concerns related to students with disabilities and to help them develop understanding or empathy. More specifically, students who must generate possible reasons for a student with a disability behaving in a particular way might develop a greater understanding of and empathy for that student. Peer tutors also were suggested as a way both to assist students with disabilities academically and to promote positive interactions between students. Finally, Salisbury et al. recommended modeling from teachers as an effective way to teach students how to interact.

Through watching a teacher interact with a student with a disability, other students not only will learn how to interact with that student (e.g., perhaps it is important to interact with a student who has a right-eye visual impairment by remaining visible to the student's left eye), but also will see that the student is similar to them in many other

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ways. Research examining student attitudes toward their peers with disabilities has suggested that contact with students with disabilities might lead to positive attitudes.

In addition to being able to interact cooperatively with each other, students benefit from gaining an appreciation for diversity in general. Heinrichs (2003) suggested that schools can help students develop tolerance and respect for differences by teaching empathy and anger-management skills and promoting respect for others via the general curriculum. The variety of character education programs available can be used as a foundation from which discussions and activities specific to students with disabilities can be incorporated.

School counselors can promote similar agendas (i.e., diversity and cooperation) via direct service activities with students. Both small group and classroom guidance activities can be designed to promote respect for differences and interaction among students with and without disabilities. Additionally, school counselors could serve as coordinators of peer tutoring programs and collaborate with teachers in the implementation of classroom-based activities.

2.7.3 School-Wide Considerations

Successful implementation of any type of programming depends on support from administrators and cooperative efforts from school personnel. Vaughan (2002) recommended that schools make time to assess their cultures (i.e. attitudes and beliefs about students with disabilities) as well as existing policies and procedures. Negative messages can unintentionally be communicated to students via language or procedures. For example, schools that single out students with disabilities as different (e.g., issuing special diplomas for students in special education), rather than acknowledge that all students learn differently, might unintentionally communicate to those students that

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they are less worthy than other students. Students are savvy to the beliefs of school personnel, even when those beliefs are not verbalized. Educators should "show high levels of personal commitment, hope, and optimism" (Attfield & Williams, 2003, p. 32) so that students do not limit their aspirations. For example, by inviting and encouraging all students to participate in college fairs or register for college admissions exams, school personnel communicate their belief that all students have a right to pursue post-secondary education.

In another effort to prevent students with disabilities from being singled out, school personnel might examine their enforcement of school rules. All students should be expected to adhere to school rules, and disciplinary actions should be equitable (Salisbury et al., 1995). Bullying and teasing will likely ensue when some students are held to different standards than others. Similarly, high expectations for all students with regard to both behavior and academics (Corbett, 2001; Salisbury et al.) will help students with disabilities reach their potential and help other students develop an understanding that students with disabilities do not need special treatment in every area of their life.

Finally, School wide initiatives to promote and celebrate diversity have been encouraged (Kugelmass, 2001). For example, student projects, school activities, and artwork on the walls can be highlighted. McDougall et al. (2004) recommended the implementation of school-based programs that emphasize success for all students rather than competition as well as programs that focus on respect and cooperation.

2.8 Summary

Beliefs about disability, ethnicity, attitude and concerns of teachers can Influence the practice of inclusive education, the quality of educational materials and instruction

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students receive (Leyser & Tappendorf, 2001; Nieto, 1997; Sharma & Desai, 2002; Wilczenski, 1992). Many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards (Gary, 1997; Tiegerman-Farber & Radziewicz, 1998). Additionally, access to resources and specialist support affects teacher confidence and attitudes toward inclusive education (Bennett, DeLuca, & Bruns, 1997; Wolery, Anthony, Snyder, Werts, & Katzenmeyer,1997). It is argued that when teachers gain extensive professional knowledge needed to implement inclusive programs, they may succumb to it (Avramidis, Buylis, & Burden, 2000). Similarly, LeyRoy & Simpson (1996) reported that as teachers experience with students, particularly those with special needs intensify, their confidence to teach them is likely to grow which invariably alter their negative attitudes.
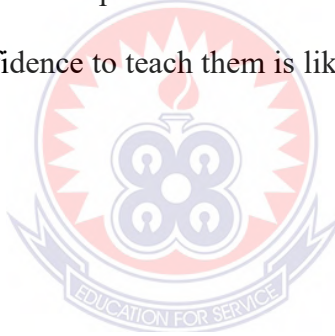
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered are Philosophical foundation of the study, research design, study area, population, sample size, sampling technique, instrumentation, procedure for data collection, validity and reliability, pre-testing, data analysis, ethical consideration, and summary.

3.1 Study Area

Bolgatanga East District is one of the fifteen districts in the Upper East Region of Ghana. Originally it was formerly part of the then larger Bolgatanga District in 1988; until part of the district was later split off to create Bolgatanga East District on 15 March 2018. The district is located in the central part of Upper East Region and has Zuarungu as its capital town. Below is the population and map of Bolgatanga East District. The population development of Bolgatanga East as well as related information and services (Wikipedia, Google, and image)

Table 1. Study area of the research

Area covered and population	Distance convered and population
Area	70.80 km2
Population	38,824 population (2021) census
Annual population change	3.0% (2010-2021)
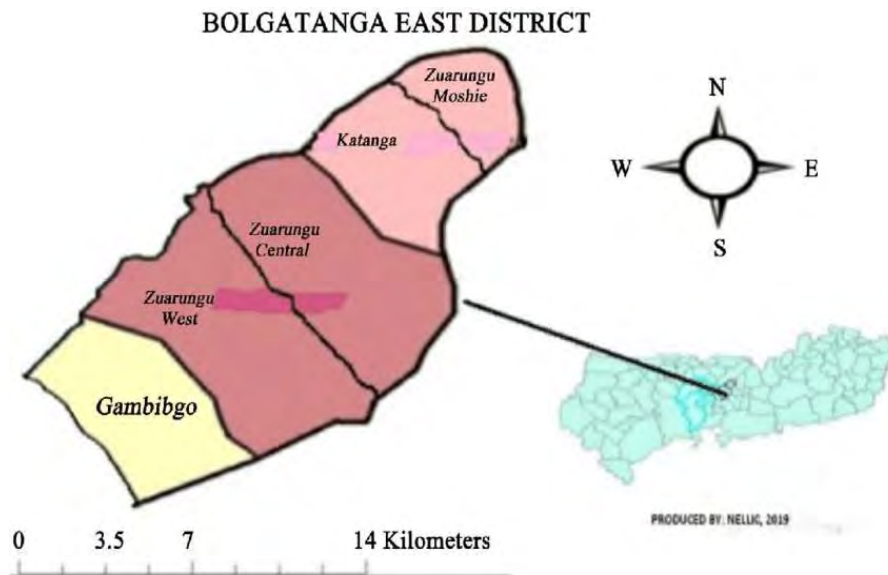
3.2 Philosophical Foundation of the Study

The methodological choices of every study are underpinned by philosophical positions regarding how knowledge is gained. Pragmatism is a research philosophy based on the believe that there is no single way to learning but many different ways of understanding because there are multiple realties (Saunders, et al. 2012; Collin, et al. 2014 and Wilson 2010). Knowledge of the multiple realities is therefore gained through an integration of multiple research methods encompassing both qualitative and quantitative research methods.

The researcher used the pragmatic philosophy because it goes in line with the mixed method approach which enhances a more detailed understanding of research questions and results leading to a balance conclusion on the challenges and opportunities about the research problem.

3.3 Research Design

In relation to the objectives of this study, the researcher selected a concurrent mixed method research design (Creswell, 2009; Creswell & Plano Clark, 2011). This approach

requires the researcher to collect both quantitative and qualitative data simultaneously, and analyze them at the same time (Creswell, 2014). This design helps to explain more fully the richness and complexity of human behavior by making use of both quantitative and qualitative data (Cohen, Manion, & Morrison, 2007).

Also, the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014). Thus, in this approach, one set of data compliments the other, helping to overcome any weakness associated with each other (Creswell, 2014). This design was chosen to enable the researcher   achieve his   research objective.

3.4 Population

The target population for the study comprised all the sixty (60) private basic schoolteachers in fourteen (14) schools in the Bolgatanga East District of the Upper East Region of Ghana, but the accessible population was twenty-eight (28) basic private schoolteachers which comprised of fourteen (14) males and fourteen (14) female teachers with an average age of below forty (40) years teaching at the lower primary level. This can be seen in the table below.

Table 2 below present the population of the study

SN	Name of school	Number of teachers
1.	ST. John international catholic school	4
2.	Ideal citizens academy	4
3.	Eureca academy	6
4.	Life care academy	4
5.	Kings international	4
6.	Benim preparatory academy	4
6	Quality brain academy	4
8.	Christ frontier mission	4
9.	Divine power Christian academy	4
10.	Pealsung academy	4
11.	Word international	6
12.	God love shining star	4
13.	Sky educational complex	4
14.	Rev, Fr. James Browne memorial	4
Total		**60**

3.5 Sample Size

The sample size was twenty-eight (28) basic private school teachers which comprised of fourteen (14) males and fourteen (14) female teachers with average ages between twenty and fifty years and teaching experiences between one and ten years. Sommer (2003) also stated that in order to have appropriate sampling, at least 10% of the target population should be considered.

Table 3 below presents the sample size selected for the study.

S/N	Names of School	Number of Teachers
1.	Pealsng academy	4
2.	Word international	4
3.	Benin preparatory academy	4
4.	Eureca academy	4
5.	Kings international	4
6.	Sky educational complex	4
7.	Ideal citizens academy	4
	Total	**28**

3.5 Sampling Technique

In this study, simple random sampling which is a probability sampling was used for the quantitative data. A simple random sample is a subset of statistical population in which each member of the subset has an equal opportunity of being chosen. It is meant to be an unbiased representation of a group. The researcher folded 50 pieces of papers in a transparent container which contained 28 'YES' and 22 'NO'.

Any member of the population who picked yes became part of the sample and anybody who picked no was excluded as a participant in the study. Simple random sampling was used because it is less complicated as compared to other methods Such as the stratified sampling and it lacks bias because individual chosen are chosen at random and each individual in the population has the same probability of being chosen (Thomson, 2012).

At the qualitative phase, the researcher adopted convenience sampling technique which is a non-probability sampling. Convenience sampling sometimes called accidental or opportunity sampling involves choosing the nearest individual to serve as respondents and continue that process until the required sample size have been obtained or those who happen to be available and accessible at that time (Subbey, 2019). In convenience

sampling people are sampled because they are convenient source of data for researchers.

3.6 Instrumentation

In a mixed method, it is necessary to indicate the type of instruments that was used for collecting data in a quantitative and qualitative phase. After carefully examining the research questions, the type of information the researcher wants to obtain and the purpose of the study it was appropriate to use a questionnaire for the quantitative phase, semi-structured interview guide and observational guide for the qualitative phase.

3.6.1 Questionnaire

At the quantitative phase, a three-point Likert-type scale and closed-ended questions were used to sample respondents' view for the study because it was quick and easy to use and also help to get rid of irrelevant answers.

, 1994). The three Likert-type scale was scored as: "Agree" =1, "Disagree" =2, "undecided" =3. The questionnaire contains thirteen (13) items. Section A (questions 1-6) elicits background information on, Gender, Age, Marital status, Educational Qualification, Teaching Experience and Class taught. Section B (7-13) solicits information on the attitudes of private school teachers towards early grade learners with disabilities in Bolgatanga East Districts.

3.6.2 Semi-Structured Interview

A semi-structured interview schedule was used to collect the qualitative data. In semi structured interviews, researchers must develop, adapt and generate questions and follow-up probes appropriate to the central purpose of the study (Rubin & Rubin, 2005). O'Leary (2005, p. 164) argued that: "Semi-structured interviews are neither fully fixed

nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop". Twenty-four respondents were interviewed face to face by the researcher and it lasted between thirty and sixty minutes on different days and time scheduled.

3.6.3 Observational Schedule

Observation was used to look out for the attitudes of private school teachers towards early grade learners with disabilities. Section A dealt with the demographic information of the respondents' whiles Section B was the observation on the attitudes of the respondents towards early grade learners with disabilities. Marshall and Rossman (1995, p.79) defined observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". Fieldwork involves "actively looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience"(Dewalt & Dewalt, 2002, p.7). Non-participant observation was used to enable the researcher to observe the displayed attitudes of the sampled.

The observation was done once a week for three periods, each period lasted for thirty (30) minutes duration of 30 minutes. The researcher used observation as methods to develop a holistic understanding of the phenomena under study that is, as objective and accurate as possible given the limitations of the method (Dewalt & Dewalt, 2002). They suggested that observation is used as a way to increase the validity of the study, as observations may help the researcher to have a better understanding of the context

and phenomenon under study. The researcher selected 6 basic schoolteachers from 14 schools to observe how they display their attitudes towards learners with disabilities in their classroom and 28 teachers to be interviewed. The researcher used convenience sampling technique to select the respondents. The available respondents who were ready to be used for this study were used.

3.7 Data Collection Procedure

The data for the research was collected using questionnaires, semi-structured interviews and classroom observations. The questionnaires were given to the respondents to respond to them at their convenient time within a week. The researcher called a day before a week to remind them that he will be collecting the questionnaires tomorrow. The interviews were done face to face which lasted between thirty (30) minutes and an hour. The interviews were done in the respective schools of the respondents and their responses were recorded in the questionnaires.

The observations were done in the classrooms of the respondents once a week for three periods, each period lasted for thirty (30) minutes.

3.8 Validity and Reliability

Validity is the indicator for how successfully the research captures the information it's meant to capture. It is defined by Orodho (2003) as the correctness and significance of inferences drawn from research. Non-statistical techniques such as peer and/or expert review, as well as pilot testing, are used to assess content and construct validity (Klassen, 2008).

The Guba criteria for validity of qualitative research were used to guarantee the research's validity, Credibility, dependability, transferability and conformability. The

researcher   under credibility made sure the study was piloted using four   kindergarten centers. For dependability the piloted questionnaires were fined tuned after the pilot and   for transferability the questionnaires were used   in the main research work. The qualitative and quantitative data were analyzed separately to ensure conformability

3.9 Pre- Testing

The test-retest approach was used to determine reliability. This allowed the researcher to check the questionnaire's consistency. The questionnaires were given to respondents to respond; same questioners were given to them a week later to identify if their responses will be the same.

Table 3 shows a summary of scale of pilot test results from the instrument. Comparing the results computed for alpha 1 and alpha 2 showed consistency of teachers' response to the issues in the instrument. For instance, Section B recorded alpha level of 0.74 for test one and 0.76 for test two, which has an average of 0.75. For Section C Alpha 1 recorded 0.86 and Alpha 2 recorded 0.89 which has an average of 0.82. The internal consistency was computed by finding the average of the two tests which was 0.75 and 0.88 = 0.82.

To establish the internal consistency of the instruments it was pre-tested among (4) purposively selected private basic school teachers in Bolgatanga East District. Analysis of the pre-test data established a Cronbach alpha reliability coefficient of 0.82. George and Mallery (2003) would interpret this to mean that the internal consistency of the items in the scale was good, and Gliem and Gliem (2003) would describe it as high. Therefore, the research instrument was acceptable.

This shows the instrument was reliable. The pre-test instrument serves as the preliminary testing of the research questions to provide insights into ideas not yet considered and problems unanticipated, with data collection and data analysis in the main work.

Table 4: Summary of pilot test results

Scale	Number of items	Alpha 1.	Alpha 2.
Section B	7	0.74	0.76
Section C	10	0.86	0.89

3.10 Data Analysis

In concurrent mixed method research design approach, the researcher requires knowledge and strategies used in analyzing quantitative and qualitative data. This may involve the interpretation and functions that may be assigned to the data. The background information from the questionnaire was primarily analyzed using descriptive statistics.

The data was organized into frequency counts and converted into percentages. The results were presented in tables, bar and pie charts. Looking at the nature of research questions 1, 2, and 3, descriptive statistics were employed, where the researcher used frequency and simple percentages to make the interpretation of the results more meaningful, conclusions were drawn and recommendations were made from the data. The observation data was also presented in frequency and percentages whiles data on the interview were analyzed thematically.

3.11 Ethical Consideration

Creswell (2008) said that it is unethical to enter into an organization or social groups to collect data without permission from the 'gate-keepers' of the organization. An introductory letter was collected from the Department of Early Childhood Education to grant the researcher access to the study. The researcher sought permission from the District Education Directorate of the Bolgatanga East District.

The researcher discussed when and how data would be collected from the schools. When access was granted, the researcher then discussed other ethical issues with the participants of the study. It was important to gain the informed consent of the target participant of the study. Informed consent is an ethical requirement which demands that respondents be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Makore-Rukuni, 2001). The participant is free to decline to participate or withdraw from the study at any time (Tuckman, 1994).

In this study, the researcher informed selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not in the study. The next ethical issue discussed was confidentiality. Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Babbie, 2001). Cohen, Manion, and Morrison (2007, p. 65) concluded that confidentiality: Means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection known publicly, the boundaries surrounding the shared secret will be protected. In this study, the researcher ensured that the information provided is not shared with any other user. The information was used for the purpose

of the research. The next ethical issue that was discussed is anonymity. Anonymity was used to protect respondents' 'right of privacy'. A respondent was therefore considered anonymous when the researcher or another person cannot identify the respondents from the information provided (Cohen et al., 2007).

In this study, anonymity was achieved by not asking participants to write their names on the questionnaires or mention their school during the observation session. Anonymity was guaranteed through grouping data rather than presenting individual responses Furthermore, all the materials used and cited for this research have been duly acknowledged.

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:

1. What are the attitudes of private school teachers towards early grade learners with disabilities in inclusive schools in Bolgatanga East District?

2. What factors influence the attitudes of private school teachers towards early grade learners with disabilities in inclusive schools in Bolgatanga East District?

3. What inherent challenges do private school teachers' face in teaching early grade learners with disabilities in inclusive schools in Bolgatanga East District?

4.1 Demographic Data of Respondents

In this chapter, demographic information of teachers was analyzed using the quantitative data. The three research questions were also analyzed using the qualitative data. The data gathered by the questionnaire was analyzed using frequencies and percentages, and the result presented in tables, pie and bar charts. The parameters used in discussing the demographic data of the respondents were gender, age, marital status, academic status, length of teaching experience and class taught and they are shown in figures 2,3,4,5, and tables 4 and 5 as analysis for the quantitative data.
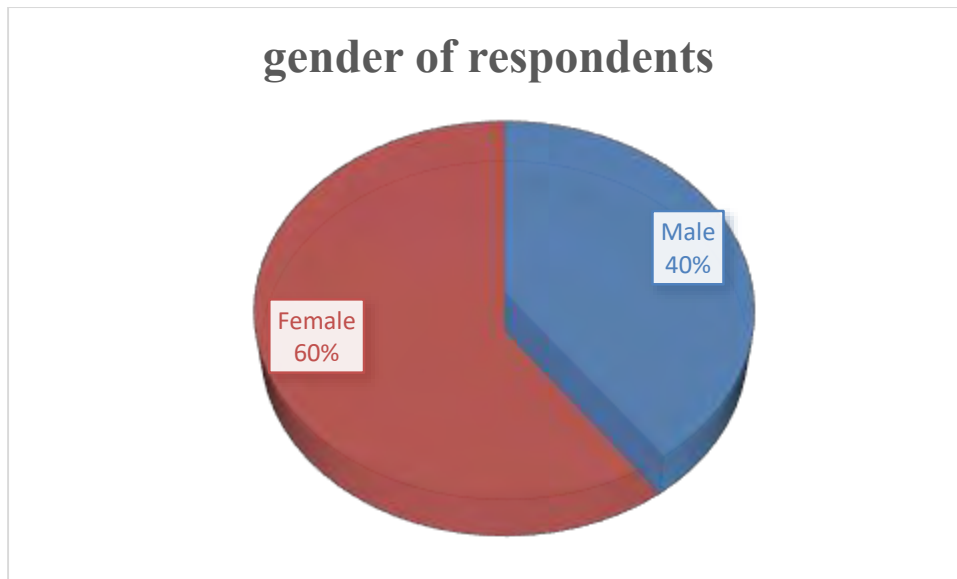
Figure 2: Demographic data of Respondents Gender

Figure 2 above showed the demographic data of the respondents' gender. From the data above eight (8) respondents representing 40% were male whiles 12 respondents representing 60% were females. This indicated that more females were involved in this study than their male counterparts.
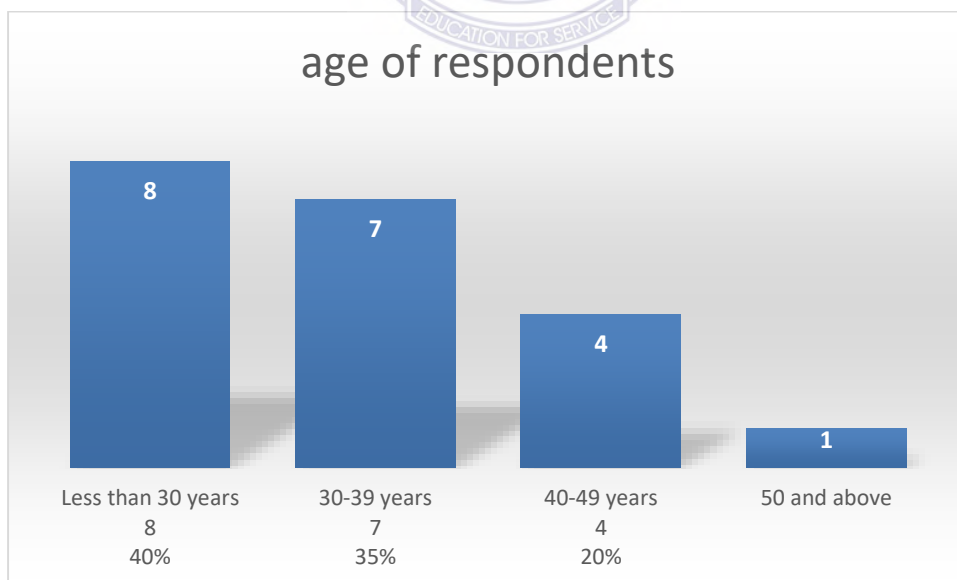
Figure 3: Demographic data of respondents' age

Figure 3 above showed the ages of respondents for the study. Eight (8) respondents representing 40% were between the ages 20 and 29 years. Seven (7) respondents representing 35% fell within 30 to 39 years, four (4) respondents representing 20% were between the ages of 40 and 49 years whiles one (1) respondent representing 5% fell between the ages of 50 and above years. From the data, most of the respondents fell within the ages of less than 30 years. An indication that majority of the private school teachers in the Bolgatanga East District are made up of the youth.

Table 5: Demographic data of respondents' marital status

Marital status	Frequency	Percentage (%)
Single	8	40%
Married	12	60%
Divorced	0	0%
Separated	0	0%
Widowed	0	0%
Total	**20**	**100%**

Table 5 above showed the demographic data of the respondents' marital status. From the data eight (8) respondents representing 40% were single. Twelve (12) respondents representing 60% were married. No person representing 0% was divorced. None of the respondents representing 0% were separated whiles nobody among the respondents also representing 0% was widowed. From the data above most of the respondents were married.
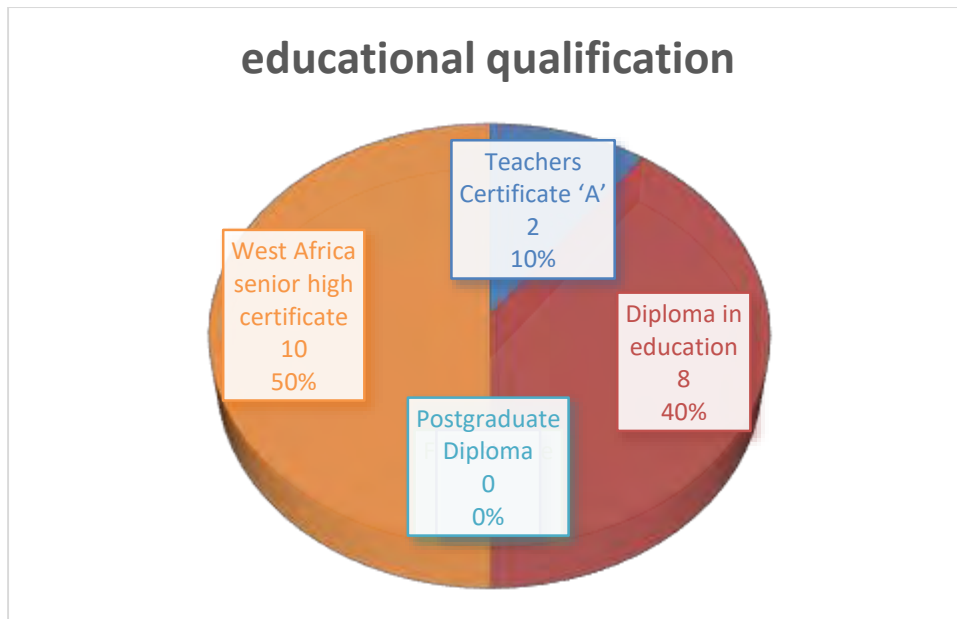
Figure 4: Demographic data of respondents' Educational Qualification

From the data in figure 4, two (2) respondents representing 10% of had Teacher's certificate 'A'. Eight teachers representing 40% of the respondents had Diploma in Education certificates. None of the respondents representing 0% had a First Degree. Nobody among the respondents representing 0% had a Master's degree. None among the respondents representing 0% had a Postgraduate Diploma. Ten respondents representing 50% had West Africa senior high certificate (WASSCE). From this analysis half of the respondents have no professional certificates. This indicates that most of the private school teachers in Bolgatanga East District could not proceed for further professional studies after they wrote their West Africa Senior High Certificate Examinations.

Table 6: Demographic data of respondents teaching experience

Teaching Experience	Frequency	Percentage (%)
1-5 years	15	75%
6-10 years	5	25%
11-15 years	0	0%
16-20 years	0	0%
21 years and above	0	0%
Total	**20**	**100%**

From the data in table 6, fifteen respondents representing 75% had teaching experience between 1-5 years. Five respondents representing 25% had teaching experience 6-10 years. None of the respondents representing 0% had teaching experience between 11-15 years. Nobody among the respondents had teaching experience between 16-20 years and none of the teachers had teaching experience above 21 years. From this analysis majority of the teachers had experience of teaching below five years.
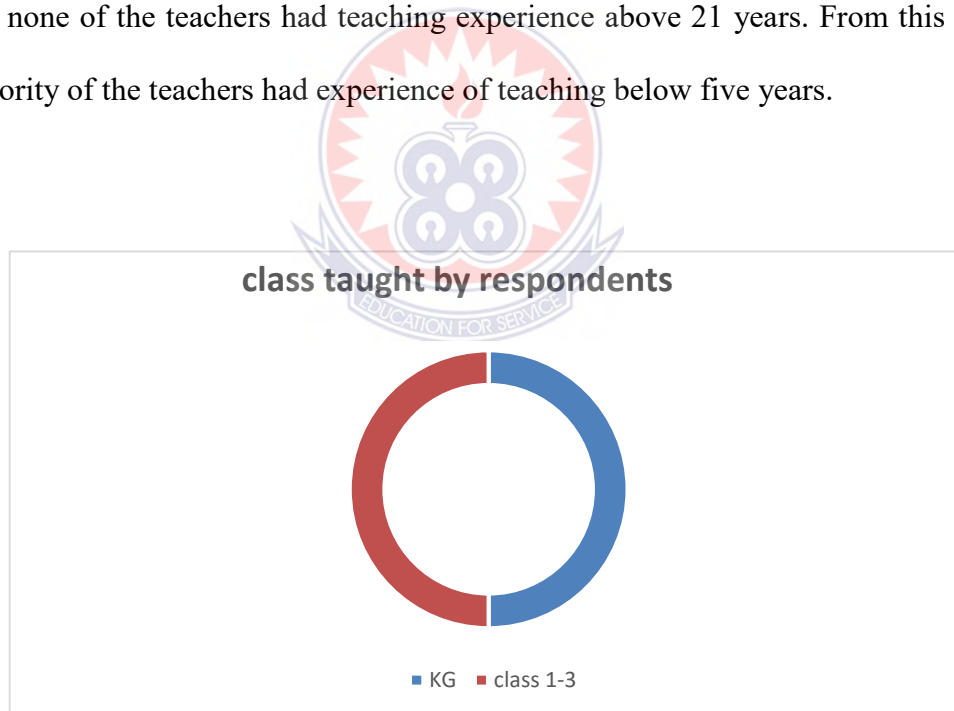
Figure 5: Demographic data of the class respondents taught

From the data in figure 5, ten respondents representing 50% of the respondents teach at the kindergarten as at the time of the research whiles 10 respondents representing the

other 50% also were teaching either basic one, basic two or basic three. An equal representation of the lower primary

4.2 Attitudes of Private School Teachers

Theme one, analysis of the quantitative data

Theme one, research question one: What are the attitudes of private school teachers towards early grade learners   with disabilities in inclusive classrooms in Bolgatanga East District? This question required teachers to respond to statements that sought to assess their attitudes towards early grade learners with disabilities in inclusive classrooms. The results were as follows:

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Table 7: Attitudes of private school teachers towards early grade learners with disabilities

S/N	Statements	A	D	U	M	SD
7	I believe children with disabilities need to be given special attention by their teacher	12(60%)	6(30%)	2(10%)	1.50	.688
8	I wish I could spend more time teaching children with disabilities in my class/school	14(70%)	6(30%)	0(0%)	1.30	.470
9	There is nothing wrong with including children with disabilities with other able children in inclusive classrooms	15(75%)	5(25%)	0(0%)	1.25	.444
10	If I have my way, I would avoid teaching children with disabilities	17(85%)	3(15%)	0(0%)	1.15	.366
11	I naturally feel excited when I see children with disabilities that wants to learn with other able students	4(20%)	16(80%)	0(0%)	1.80	.410
12	I try as much as possible to encourage my co-teachers to attend to the needs of children with disabilities	18(90%)	2(10%)	0(0%)	1.10	.308
13	I believe all children whether disable or able should enjoy equal rights from teachers	20(100%)	0(0%)	0(0%)	1.00	.000

Decision rule, Mean ranges: Agree (A) = 0.1-1.0 Disagree (D) = 1.1-2.0 Undecided = (U) = 2.1-3 M=Mean SD=Standard Deviation

From the analysis in table 7, twelve (12) respondents representing 60% believe that teachers must give special attention to early grade learners with disabilities whiles eight (8) respondents representing 40% disagree. None of the respondents was undecided,

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this recorded a Mean and Standard Deviation of (M=1.5 SD=.688), a clear indication that majority of the respondents believe that children with disabilities need to be given attention by their teachers. The response to the statement I wish I could spend more time teaching children with disabilities in my class recorded a Mean and Standard Deviation of (M=1.3 SD=.470).

Fourteen (14) teachers representing 70% of the respondents indicated that they wished they could spend more time teaching students with disabilities in their class or school and six respondents (30%) thought otherwise, and o% were not decisive, a clear indication that most respondents agreed to the statement.

For including children with disabilities with other children in a general class setting, a Mean and Standard Deviation of (M=1.25 SD=.444) was recorded. Fifteen (15) respondents (75%) of the participants felt that there was nothing wrong to include children with disabilities with other children in general class setting, and five respondents (25%) disagreed, whiles (0%) were undecided an obvious indication that, most respondents agreed to the statement.

Additionally, seventeen respondents (85%) of the participants suggested that if they had their way, they would avoid teaching children with disabilities whiles three respondents (15%) disagreed and 0% were undecided, this recorded a Mean and Standard Deviation of (M=1.15 SD=.366), an indication that most of the respondents agreed.

In response to the statement, I naturally feel excited when I see children with disabilities that want to learn with other able students a Mean and Standard Deviation of (M=1.80 SD= .410) was recorded, four (4) respondents (20%) agreed and sixteen respondents (80%) disagreed, an indication that most respondents disagreed.

In response to the statement, I try as much as possible to encourage my co- teachers to attend to needs of children with disabilities a Mean and Standard Deviation (M=1.10 SD=.308) was recorded, eighteen (18) respondents (90%) disclosed that they naturally did not   feel excited when they saw children with disabilities that wanted to learn with other able students, however, four respondents (20%) did not think same, an indication that most respondents agreed to the statement.

Eighteen respondents representing 90% agreed that they encourage their co-teachers to attend to the needs of children with disabilities whiles two respondents (10%) disagreed, this recorded a Mean and Standard Deviation (M=1.10 SD=.308) an indication that most respondents agreed to the statement. The question to ask is   why it is that majority of teachers will want their co-teachers to attend to the needs of students with disabilities and yet if they had their way, they would avoid teaching students with disabilities as analysis above.

Finally, all the twenty respondents representing (100%) agreed to the statement that I believe all children whether able or disabled should be given equal rights, this recorded a Mean and Standard Deviation of (M=1.00 SD=.000) an indication that all the respondents agreed. This is probable because of their awareness of the fundamental human rights guaranteed by the 1992 constitution of the republic of Ghana.

Finally, these responses indicated somewhat negative attitudes of the respondents towards the early grade learners with disabilities in the Bolgatanga East District of the Upper East Region.

4.3 Analysis of interview data

Research question two: *What factors influence the attitudes of private school teachers in Bolgatanga East District towards early grade learners with disabilities in their school?*

This question under theme two sought to find out from the respondents what factors influence their attitudes towards teaching early grade learners with disabilities in their class or school. Respondents were therefore required to express their views on the issue. The data gathered from the interviews were categorized under these themes: gender: teaching experience, grade level taught, experience of contact with this able persons, training and availabilities of educational resources.

4.3.1 Gender

From the discussions below and according to the respondents, gender appeared to be a factor that influences the attitudes of private school teachers in the district towards inclusive education. Some teachers shared similar views relating to the issue of gender, a respondent for instance commented on this sub-theme and said that:

> *I have realized that the female teachers especially are very patient and sympathetic towards the children with disabilities than the male teachers* (Verbatim comment from teacher 1).

Another respondent asserted that:

> *I have realized that the female teachers understand inclusive education better; they understand children with disabilities and handle them better. They are more responsive to their needs than the male teachers* (Verbatim comment from teacher 2).

Inferring from the above, it is clear that the female teachers understand inclusive education better and exhibit positive attitude towards it. These findings corroborate with Harvey (2005), who found that there was a marginal tendency for female teachers

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to express more positive attitudes towards the idea of integrating children with behavior problems than male teachers.

4.3.2 Teaching Experience and Age

Teaching experience and age was another teacher-related variable identified by respondents as having an influence on teachers' attitudes. Some interviewees intimated that:

> *Some of the teachers especially the older ones feel reluctant to accept the children with disabilities in their class meanwhile they are more experienced and must have positive attitude.* (Verbatim comment from teacher 1)

Another teacher opined that,

> *The young teachers who have just been recruited have very good attitude towards the children with disabilities and always willing to assist.* (Verbatim comment from teacher2)

Grounded from the comments above it is clear that the young teachers who have just been recruited have very good attitude towards the children with disabilities and always willing to assist. This could be due to them wanting to secure their jobs. The findings support Lindsay, (1991) who observed that younger teachers and those with fewer years of experience have been found to be more supportive to integration. Forli'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.

4.3.3 Grade Level Taught

Some teachers said the grade level or class taught influence their attitudes towards learners with disabilities. For instance, a teacher said that:

> *I have realized that at the early childhood level the learners whether able or disable needs your support and guidance all the*

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time and kids at this level are so inquisitive such that it is time consuming to handle them (Verbatim comment from a teacher).

This indicated that such teacher perceives handling the lower primary as a tedious task and will wish to avoid teaching such class.

4.3.4 Experience of Contact with Disabled Persons

Some teachers indicated that it is easy to handle and help learners with disabilities if one has a direct contact with such children either as a family member or has taught such children before. This assumption discourages such teachers the first time they come in to contact with such children in their class or school.

> *I have realized that it is simple dealing with students without disabilities than their disabled peers* (verbatim comment from a respondent).

Mahat (2008) suggests that the attitudes of mainstream teachers toward the inclusion of students with disabilities are influenced by past experiences, (previous experience with teaching students with disabilities), previous knowledge (training in the field of inclusive education) and newly acquired knowledge (professional development or training modules).

4.3.5 Training

Some of the teachers said training influenced their attitude towards inclusive education. 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 very challenging. For instance, a teacher remarked as follows:

> *I have realized that training is very important, I have not acquired enough special or comprehensive training on how to teach children with disabilities, and that makes my attitude towards them unsatisfactory, the government and other policy makers should come to our aid* (verbatim comment from teacher 1)

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The view of one teacher is noteworthy here:

> *I have realized inadequate knowledge, skills and training discourages me from accepting inclusive education and playing my part well. The Ministry of Education and Ghana Education Service should organize regular inclusive education training for teachers for us to develop positive attitude towards the inclusive program.* (Verbatim comment from teacher 2)

Deducing from the above, it is clear that regular training for teachers help develop positive attitudes towards inclusive education. This is because training about inclusive education help them to develop skills in handling special need children and therefore exhibit positive attitude towards inclusive education. The above findings support Gallagher (2004), who indicated that despite the efforts of policymakers, head teachers and teachers, many children still need teachers who are adequately trained and supported to meet their needs.

Besides, the importance of training in the formation of positive attitudes towards integration was supported by the findings of Beh-Pajooh (1992) and Shimman (1990). Their findings showed that college teachers who had been trained to teach students with learning difficulties expressed more favorable attitudes and emotional reactions to students with SEN and their integration than those who had no such training.

Also, 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 favorable 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.

4.3.6 Availability of Educational Resources

Availability of educational resources emerged as one of the sub themes on factors which influence the attitudes of regular classroom teachers in the district towards inclusive education. The view of one teacher is noteworthy here:

> *I have realized that we have not been provided with enough resources to support inclusive education, so how do you expect me to take inclusive education seriously. When we have enough educational resources, they make teaching and learning in the inclusive setting less cumbersome* (Verbatim comment from teacher 1).

Another teacher intimated that:

> *If government expects positive attitude from teachers towards inclusive education, then the Ministry of Education should be committed and provide all the necessary educational resources. When adequate and relevant teaching and learning materials are made available in schools, they augment teaching because they cater for all the senses* (Verbatim comment from teacher 2)

Grounded from the comments above teachers acknowledge that availability of educational materials make teaching and learning in the inclusive setting less cumbersome Here, participates identified resources and support as both physical (resources, teaching materials, IT equipment, a restructured physical environment) and human resources. The above findings support Clough and Lindsay (1991) who opined that a number of studies have examined availability of resources 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 resources or support services at the classroom and the school levels (Clough & Lindsay, 1991). The study revealed availability of educational resources as one of the factors that influence the attitudes of regular teachers in the district towards inclusive education.

More so, Janney et al. (1995) also 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. Jenney et al (1995) further asserted that 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.

4.4 Theme Three

What inherent challenges do private school teachers face in teaching early grade learners with disabilities in inclusive schools in Bolgatanga East District?

Teachers agreed that they experience some challenges in trying to implement inclusive education. The result from the interviews included, lack of regular training, lack of competencies and lack of teaching and learning materials.

4.4.1 Lack of Regular Training

Lack of teachers' training emerged as a sub theme on inherent challenges private school teachers face in teaching early grade learners in inclusive schools in Bolgatanga East District.

A teacher commented that:

> *I have realized 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 helps them with necessary skills in teaching* (Verbatim comment from teacher 1).

A respondent commented on this sub-theme and said that:

> *I have realized that 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 to help on the part of an inclusive curriculum.* (Verbatim comment from teacher 2).

Deducing from the above 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 program. The findings above are in line with Heiman (2002) who noted that teachers may be resisting 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 (Daane, Beine-Smith & Latham, 2000).Inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education (Schumm, Vaughn & Gordon, 1994).Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen, Shoho, & Barker, 2001),

4.4.2 Lack of Competencies

Lack of competencies also emerged as sub theme on inherent challenges regular classroom teachers face in teaching children with disabilities 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.* (Verbatim comment from teacher 1).

Another teacher intimated that:

> *I have realized that teaching in the inclusive classroom is very tedious therefore it requires teachers who are competent in order to handle all*

children equal. Thus, the lack of training will impede the effective implementation of the program. (Verbatim comment from teacher 2).

Judging from the above it is clear that Competency helps in successful inclusion of students. Without competency the teachers cannot achieve their goal.

4.4.3 Lack of Teaching and Learning Materials

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

The view of one teacher is noteworthy here:

> *I have realized that 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.* (Verbatim comment from teacher1).

Another teacher intimated that:

> *I have realized 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 program.* (Verbatim comment from Teacher 2).

Grounded from the above it is obvious that TLMs enhance 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. TLMs therefore serve as multi-sensory approach of teaching.

4.5 Observation

Again, an observation was made to attain first-hand information on the attitudes of private school teachers towards early grade learners with disabilities in the sampled schools. The analysis of the observational can be found in Table 7.

Table 8: observation on the attitudes of private school teachers towards early grade learners with disabilities

S/N Statement	O		S		N	
	F	%	F	%	F	%
26. Teacher spends time with disable Students during lessons.	3	50	3	50	0	0
27. Teacher gives special attention to disable Students in class.	3	50	3	50	0	0
28. Teacher gives equal right to both able and disabled Students in class.	6	100	0	0	0	0
29. Teacher engages able and disable students evenly in class.	3	50	3	50	0	0

KEY: O=Often S= Sometimes= N= Not at all S/N= Serial Number= Frequency %= percentage

From the analysis in table 8, three (3) teachers representing 50% of the sampled observed were seen to have often spent time with students with disabilities during lessons whiles three (3) teachers representing 50% of the sampled observed were also seen to sometimes spend time with students with disabilities with none of the teachers observed as not at all spending time with students with disabilities.

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This is an indication that all the teachers somewhat spend time with students with disabilities either often or sometimes. Three (3) teachers making up 50% of those observed were seen to be given special attention to students with disabilities in the class often whiles three (3) teachers representing 50% observed were seen to been given special attention to students with disabilities in the class sometimes with none of the teachers not given special attention at all to students with disabilities in their class during lessons, this analysis to an extend confirms the respondents response on question eights (8) of the interview guide where twelve respondents representing 60% believes that students with disabilities be given special attention.

All the six (6) teachers representing 100% were observed to be respecting and given equal rights to both able and students with disabilities in class during lessons, this manifested when all students were allowed to pick TLMs of their choice during lessons, this also affirms the respondent's response to question thirteen (13) of the interview guide where all the 20 respondents believes that all learners whether able or with disabilities must enjoy same equal right. Three (3) teachers representing 50% of those observed were seen to be often engaging and distributing their questions evenly in class among both able students with their disable counterparts, even during group works able students and students with disabilities were all put together in various groups. The other three (3) teachers also representing 50% of those observed were seen to be sometimes engaging and distributing questions in class evenly with none of the teachers been observed to not doing it at all.

In analyzing the interview data, which sought to identify some factors which influence the attitudes of private school teachers in Bolgatanga East District towards early grade learners with disabilities, gender was one of the factors identified. The female teachers

were more willing to participate in this research than their male counterparts and they indeed were made up of 60% of the sample. A verbatim comment of one of the male teachers affirms this:

> *I have realized that female teachers understand inclusive education better; they understand children with disabilities and handle them better. They are more responsive to their needs than the male teachers* (Verbatim comment from teacher 2).

In analyzing research 3. what inherent challenges do private school teachers face in teaching early grade learners with disabilities? Lacks of regular training for teachers in inclusive schools about inclusiveness as well as lack of TLM were some challenges identified. A respondent for example said that:

> *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.* (Verbatim comment from teacher 1).

From the analysis of the observation, another positive attitude displayed by the respondents is that all the respondents never compromise on the right of early grade learners with disabilities. They were all observed to be given equal rights to both able as well as students with learning disabilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, recommendations and suggestions for further studies based on the findings from the study. This study sought to examine private school teachers' attitudes towards early grade learners with disabilities in inclusive schools in Bolgatanga East District. Three research objectives guided the study. They were to:

- Find out attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive schools in Bolgatanga East District.

- Explore the factors that influence the attitudes of private school teachers towards Early Grade Learners with disabilities in inclusive classrooms in the Bolgatanga East District.

- Investigate any inherent challenges that private school teachers face in teaching early grade learners with disabilities in inclusive classrooms.

The study was a concurrent mixed method research. The population of interest was private school teachers. Data were collected using questionnaire, semi structured interview and observational guide from a sample of 20 respondents which was comprised of 8 males and 12 females. Descriptive statistics, such as simple frequency counts and percentages were used to analyze the quantitative data, while content analysis was used to analyze the qualitative data.

5.1 Summary of Key Findings

The data were analyzed using thematic approach and descriptive method involving percentages and frequencies and the findings were observed on the attitudes of private school teachers in the Bolgatanga East District towards early grade learners with disabilities to be as follows:

First, the study found that private school teachers believed that 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 their class/school. Besides, private school teachers also felt there is nothing wrong with including children with disabilities with other children in general class setting. Lastly, it was also found out that the teachers held a strong view that, both able and disable learners must be given same and equal right in school and teachers encourage their co-teachers to always attend to the needs of learners with disabilities though most of them did not feel excited seeing children with disabilities who want to learn with their peers who have no disabilities.

Secondly, on the factors that influence the attitudes of private school teachers towards early grade learners with disabilities in inclusive classrooms in the Bolgatanga East District the findings were that gender, teaching experience, grade level taught, training and availability of educational resources, were some of the factors that influenced attitudes of private school teachers towards early grade learners with disabilities in inclusive schools in the Bolgatanga East District.

Finally, on the inherent challenges that private school teachers face in teaching early grade learners with disabilities in inclusive classrooms, the following findings were identified: lack of regular training impeded the practical implementation of inclusive

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education in the private schools, lack of competencies affects implementation of inclusive education and lack of teaching and learning resources were some challenges private school teachers' faced in teaching early grade learners with disabilities in Bolgatanga East District.

5.2 Conclusion

In this study the general attitude of inclusion was not very encouraging; teachers appear to recognize the value and benefits associated with inclusive practice in classrooms. The study did report on inherent challenges private school teachers faced in teaching early grade learners with disabilities in inclusion classrooms; the most common concern being inadequate training in inclusive practice. Overcoming this barrier requires the development of teachers' competences to better meet the needs of students with special educational needs. Thus, appropriate training and professional development are significant to the success of inclusion. Support in a form of provision of teaching and learning materials by all stakeholders is also required, on a regular basis to ensure successful inclusive practice within inclusive private basic schools. These findings may help to highlight the importance of teacher attitudes to successful inclusion in Ghana.

5.3 Recommendations

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

- Teachers should be reoriented into believing that inclusive education as a policy in Ghana do not necessarily call for special training for inclusive classroom teachers and also be encouraged to exhibit positive attitudes to both abled and disabled students in the same class since the findings indicated that teachers found nothing wrong with having both students in same class.

- Female teachers with teaching experience of at least three years should be more preferably assigned to teach classes having   early grade learners with disabilities and such classes be provided with adequate teaching and learning resources.

- It is also recommended that in order to minimize   the challenges the teachers face in teaching early grade learners with disabilities stake holders should provide up to dated training on inclusive education policy in all the private school.

5.4 Suggestions for Further Research

The following areas are suggested for further research:

- Attitudes of pre-service teachers towards early grade learners with disabilities.

- The challenges and concerns faced by teachers in inclusive classrooms is required.

- Finally, further research on the topic should be conducted with a larger sample drawn from a widely distributed population to determine more attitudes of teachers in general towards early grade learners with disabilities.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Questionnaire for Teachers

I am Abdul Rahamani Tahiru, a second-year graduate student of the University of Education, Winneba. As part of the academic requirement, I am conducting a research on the " attitudes of private school teachers' towards early grade learners with disabilities in inclusive schools within the Bolgatanga East District". I assure you that any information provided shall be used sorely for academic purposes, confidentiality is assured.

SECTION A: Background Characteristics (Please tick and specify when appropriate)

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

2. Age: (a) Less than 30 years [ ] (b) 30-39 years [ ] (c) 40-49 years [ ] (d) 50

&Above [ ]

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

(e) Widowed [ ]

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

(c) First Degree (d) Masters [ ] (e) Postgraduate Diploma [ ] (f) others (please specify)………………………………………………………….

5. Teaching Experience. (A) 1- 5years [   ] (B) 6 – 10 years. [   ] (C). 11 – 15 years [   ]

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

6. Class taught.   (a) Kindergarten [   ]   (b) Basic 1-3

SECTION B

Attitudes of private school teachers towards early grade learners with disabilities in inclusive classroom/schools. Respond to each statement by indicating whether you A = Agree; [   ] D=Disagree; [   ] U =Undecided]

S/N	Statement	A	D	U
7	I believe children with disability need to be given special attention by their teachers.			
8	I wish I could spend more time teaching children with disabilities in my class/school.			
9	There is nothing wrong with including children with disabilities with other children without disabilities in general class setting.			
10	If I have my way, I will avoid teaching children with disabilities.			
11	I naturally feel excited when I sees children with disabilities that wants to learn with other students.			
12	I try as much as possible to encourage co-teachers to attend to the needs of children with disabilities.			
13	I believe all children whether disabled or able should enjoy equal right from teachers.			

THANK YOU

APENDIX B

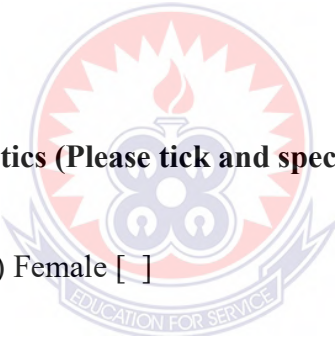**UNIVERSITY OF EDUCATION, WINNEBA**

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

INTERVIEW GUIDE

I am Abdul Rahamani Tahiru, a second-year graduate student of the University of Education, Winneba. As part of the academic requirement, I am conducting a research on the '' attitudes of private school teachers' towards early grade learners with disabilities in inclusive schools within the Bolgatanga East District". I assure you that any information provided shall be used sorely for academic purposes, confidentiality is assured.

SECTION A:

Background Characteristics (Please tick and specify when appropriate)

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

2. Age: (a) Less than 30 years [ ] (b) 30-39 years [ ] (c) 40-49 years [ ] (d) 50

&Above [ ]

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

(e) Widowed [ ]

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

(c) First Degree (d) Masters [ ] (e) Postgraduate Diploma [ ] (f) others (please specify)…………….……………………………………….

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5. Teaching Experience. (a) 1- 5years [ ] (b) 6 – 10 years. [ ] (c). 11 – 15 years [ ]

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

6. Class taught.   (a) Kindergarten [   ]   (b) Basic 1-3

SECTION B

Interview Guide for Teachers

What attitudes do private school teachers in the Bolgatanga East have towards early grade learners with disabilities in inclusive schools?

7 • what is your understanding of inclusive education?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………….

8 • Do you believe children with disability need to be given special attention by their teachers?

…………………………………………………………………………………………

…………………………………………………………………………………………

9 • is there something wrong with including children with disabilities with other children in general class setting?

…………………………………………………………………………………………

…………………………………………………………………………………………

10 • Do you naturally feel excited when you see children with disabilities that want to learn with other students?

……………………………………………………………………………………………

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

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

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

……………………………………………………………………………………………

……………………………………………………………………………………………

SECTION C

What factors influence the attitudes of private school teachers in Bolgatanga East District towards early grade learners with disabilities in their class/ school?

13 • Do gender has any influence on your teaching of early grade learners with disabilities?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

14 • How do your age and teaching experience of early grade learners with disabilities influence your attitudes towards inclusive education?

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…………………………………………………………………………………………

…………………………………………………………………………………………

15. How does the class or grade level you teach influence your attitudes towards early grade learners with disabilities?

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…………………………………………………………………………………………

………………………………………………………………………………………

16 • to what extend does training influence your attitudes towards early grade learners with disabilities in your class?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………
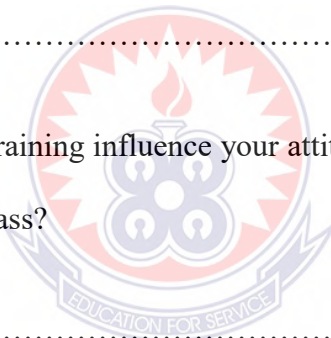
17• Are there any factors that influence the attitudes of private school teachers in the district towards early grade learners with disabilities in inclusive classroom/school either than the above? Please specify.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION D

What inherent challenges do private school teachers face in teaching early grade learners with disabilities in inclusive schools?

• What challenges do you face in teaching early grade learners with disabilities in inclusive schools?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

THANK YOU
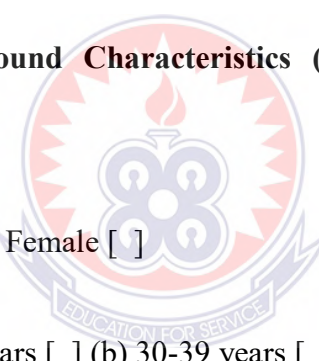
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APPENDIX C

OBSERVATIONAL GUIDE

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

I am Abdul Rahamani Tahiru, a second-year graduate student of the University of Education, Winneba. As part of the academic requirement, I am conducting a research on the ˮattitudes of private school teachers' towards early grade learners with disabilities in inclusive schools within the Bolgatanga East District". I assure you that any information provided shall be used sorely for academic purposes, confidentiality is assured.

SECTION A: Background Characteristics (Please tick and specify when appropriate)

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

2. Age: (a) Less than 30 years [ ] (b) 30-39 years [ ] (c) 40-49 years [ ] (d) 50

& Above [ ]

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

(e) Widowed [ ]

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

(c) First Degree (d) Masters [ ] (e) Postgraduate Diploma [ ] (f) others (please specify)……………..………………………………………….

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5. Teaching Experience. (a) 1- 5years [ ] (b) 6 – 10 years. [ ] (c). 11 – 15 years [ ]

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

6. Class taught.   (a) Kindergarten [   ]   (b) Basic 1-3

SECTION B

Observation Guide inside the classroom (Field Note)

S/N	Statement observed	O	S	N
1.	Teacher spends time with disable Student during lessons.			
2.	Teacher gives special attention to Students in class.			
3.	Teacher gives equal right to both able and disabled Students in class.			
4.	Teacher engages able and disable students evenly in class.			

KEY: O=Often S= Sometimes N- Not at all

THANK YOU

APPENDIX D

Letter of introduction

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
P. O. Box 25, Winneba, Ghana
+333 (020) 2041072

FES/DECE/S.6

17ᵗʰ November

The District Director
Ghana Education Service
P. O. Box 224
Bolgatanga
Upper East Region

Dear Sir/Madam

INTRODUCTORY LETTER

We write to introduce to you **Mr. Abdul Rahamani Tahiru** with index number **200049563** wh
Ed student in the above department. He was admitted in 2019/2020 academic year and has su
completed his course work and is to embark on his thesis on the topic: "*Attitudes of private school
towards early grade learners with disabilities in Bolgatanga East District.*

Mr. Tahiru is to collect data for his thesis, and we would be most grateful if he could be given th

assistance.

Thank you.

Yours faithfully,

Samuel Oppong Frimpong, Ph. D
Ag. Head of Department

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