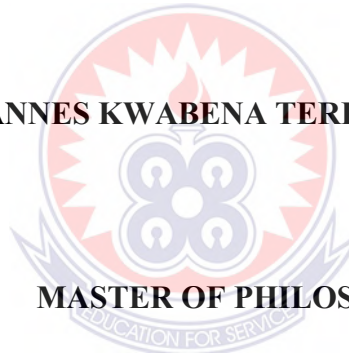


UNIVERSITY OF EDUCATION, WINNEBA

**PERCEPTION OF BASIC SCHOOL TEACHERS ON IMPLEMENTATION
OF INCLUSIVE EDUCATION IN OFFINSO NORTH DISTRICT**

JOHANNES KWABENA TERKPER PERRY



MASTER OF PHILOSOPHY

2022

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202146338



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

AUGUST 2022

DECLARATION

Student's Declaration

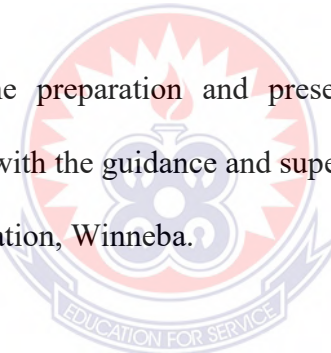
I, Johannes KwabenaTerkper Perry, hereby declare that except for references to other people's work which I have duly acknowledge, this dissertation is the result of my work and that it has neither in whole nor in part been presented elsewhere.

Signature:.....

Date:.....

Supervisor's Declaration

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



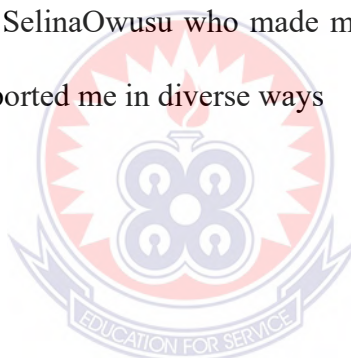
Name of Supervisor: Dr. Daniel Dogbe

Signature:.....

Date:.....

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It has become a tradition in academic circles to acknowledge the assistance one received from people in the writing of an academic document. Those who contributed in diverse ways toward the writing of this research merit more than mere acknowledgement for their time, support and encouragement. My sincere thanks go to my supervisor Dr. Daniel Dogbe of the Special Education Department, University of Education, Winneba who made time despite his busy schedule to attend to all necessary corrections and suggestions which led to the successful completion of this project work. Again, my gratitude goes to my dear wife, Mrs. Angela Perry and my daughters, Precious and Selina. My final thanks go to my dear parents, Deacon James K. T. Perry and Madam Selina Owusu who made my education their priority. Thank you to all those who supported me in diverse ways



DEDICATION

I dedicate this piece of work to my family for their support, encouragement and co-operation throughout the entire period of the programme.



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ABSTRACT

This study explored perceptions of basic school teachers on the implementation of inclusive education in the Offinso North District of Ashanti Region. Data was collected using questionnaires. A sample of 276 teachers randomly selected from basic schools in the Offinso North District in the Ashanti Region of Ghana was used for the study. Descriptive statistics such as frequencies and percentages were used in analysing the quantitative data. The study revealed that majority of teachers in the Offinso North District have theoretical understanding of inclusive education but lack professional training in inclusive techniques and practices. The study shows that majority of teachers do not believe inclusive education would be implemented successfully in the Offinso North District. They cited perceived challenges of inclusive education such as poor infrastructure, inadequate teacher preparation, lack of support services, rigid general curriculum, discrimination and stigmatization of children with special pupils, attitudes of teachers and other stakeholders towards special needs children, lack of commitment to implement the policy (political will) and attitudes of teachers towards pupils with disabilities. It was recommended that school environment, the curriculum, and teacher preparation must be looked at by stakeholders such as the government and its agencies to ensure the successful implementation of the policy.

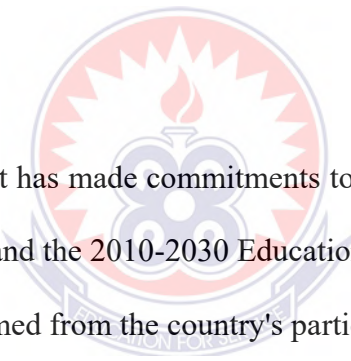


CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In recent years, there has been a global shift towards inclusive education, which aims to provide equal educational opportunities for all students, including those with disabilities or special educational needs. Inclusive education is a philosophy that promotes the placement of students with special needs in regular or mainstream classrooms, where they receive instruction from general education teachers. This approach emphasizes the restructuring and adaptation of mainstream classes to ensure that the educational needs of all children, including those with special needs, are adequately addressed.



In Ghana, the government has made commitments to inclusive education, as reflected in the 1992 Constitution and the 2010-2030 Education Strategic Plan. The initiation of inclusive education stemmed from the country's participation in international seminars and workshops organized by the United Nations, particularly those conducted under the activities of UNESCO. The World Declaration on Education for All, held in Jomtien, Thailand in 1990, focused on promoting integration initiatives and addressing equity issues for all individuals, including those with special needs. A subsequent commitment to education for all was underscored during UNESCO's sub-regional seminar on policy, planning, and organization of education for children with special needs, held in Harbin, China in 1993. The outcomes of these seminars and workshops concerning special education and Education for All paved the way for a shift in focus from integration to inclusion.

The concept of inclusion assumes that mainstream classes have the capacity to undergo restructuring and adaptation to effectively meet the needs of children with special needs. This paradigm shift towards inclusion was a significant topic of discussion at the seminar in Spain in 1994, which led to the formulation of the Salamanca statement on principles, policy, and practice in special needs education (Manisah, Ramlee&Zalizan, 2006). Ghana was one of the 92 countries and 25 international organizations represented at this seminar. In Ghana, the Anamuah-Mensah Committee's educational reforms in 2007 proposed several recommendations. One of these recommendations emphasized the need for teacher training programmes to equip educators with the skills to identify children with disabilities at the kindergarten level. The aim was to ensure that early intervention services are provided to address any challenges faced by these children. Additionally, the committee emphasized the importance of enhancing the curriculum related to special needs in colleges of education. This enhancement would facilitate the early identification and effective management of children with special educational needs. Furthermore, Ghana recognizes inclusive education as a viable approach for achieving the Millennium Development Goals, as highlighted by UNESCO in 2010. This recognition underscores the significance placed on inclusive education as a means of promoting equal educational opportunities and fostering the holistic development of all learners, including those with special needs.

The Offinso North District, located in the Ashanti region of Ghana, is one of the regions where inclusive education policies have been implemented. However, the successful implementation of inclusive education relies heavily on the attitudes, beliefs, and perceptions of teachers, who are the key implementers of these policies in

the classroom. Teachers play a critical role in creating an inclusive learning environment, adapting teaching strategies, and supporting the diverse needs of students. Therefore, understanding their perceptions and experiences regarding the implementation of inclusive education is crucial for its effectiveness.

Agbenyega and Deku (2011) highlighted that teachers face significant challenges when it comes to accepting and accommodating children with disabilities in regular classrooms. These challenges include a lack of training, negative attitudes, inadequate knowledge and skills, a lack of specialized teaching techniques, and a lack of awareness. Danso (2009) argued that many basic school teachers are ill-informed and lack the necessary expertise to meet the needs of children with disabilities in their schools. Mastropieri and Scruggs (2010) emphasized that teachers' perceptions play a critical role in the success of inclusive education. Their acceptance of inclusive policies can impact their commitment to providing meaningful instruction to students with disabilities, regardless of the quality of resources and infrastructure.

Hayford (2013) asserted that inclusive education aligns with Ghana's vision of quality education for all, as stated in the 1992 Constitution and the 2010-2020 Education Strategic Plan. Yekple et al. (2011) emphasized the need for schools and classrooms to be made accessible and suitable for children with special needs to ensure effective inclusive education. The willingness of teachers to accept students with special needs is fundamental to inclusive education. Their attitudes and knowledge about inclusive education serve as indicators of their willingness to embrace it. The success of inclusive education depends on the quality of teacher education and their perception

of it. Curriculum adaptations are necessary to cater for individuals with needs that require hands-on approaches (Manisah et al., 2006).

Although workshops and seminars on inclusive education are being organized in schools and churches in Ghana, there is limited knowledge about teachers' perceptions regarding its implementation in the Offinso North District. This study aims to explore teachers' perspectives on the implementation of inclusive education in this district of the Ashanti Region. It would also provide insights for stakeholders to adopt measures that can enhance successful inclusion.

1.2 Statement of the Problem

Despite the emphasis on inclusive education, there is limited information available about the perception of basic teachers in the Offinso North District regarding its implementation. It is essential to explore their attitudes, beliefs, and challenges they face in order to identify areas that require improvement and develop strategies to enhance the implementation of inclusive education in the district. Insufficient information exists regarding teachers' perceptions regarding the implementation of inclusive education. Through an inclusive education sensitization workshop, a diverse group of teachers was engaged, revealing that most teachers possess limited knowledge regarding the implementation of inclusive education in the Offinso North District of Ghana. Some teachers express concerns that inclusive education may have a short-lived existence due to the challenges currently faced by the general educational system. These findings have prompted the researcher to investigate the specific perception of teachers in the Offinso North District regarding the implementation of inclusive education. The aim is to prevent complete rejection of the

policy by teachers, as they play a crucial role as the final implementers of the inclusive education (IE) policy.

1.3 Purpose of Study

The study focused on investigating the perception of teachers regarding the implementation of inclusive education in the Offinso North District. The aim was to gain a better understanding of how teachers in this district perceive and approach inclusive education practices.

1.4 Objectives of the Study

The objectives of the study were to:

1. Examine the perception of teachers regarding the implementation of inclusive education in the Offinso North District.
2. Explore the challenges that teachers perceive in the implementation of inclusive education within the District.
3. Identify potential measures that can be taken to improve teachers' perception of the implementation of inclusive education in the District.
4. Investigate the benefits that can be derived from implementing inclusive education in the District.

1.5 Research Questions

1. What perception do teachers have about the implementation of inclusive education in Offinso North District?
2. What challenges do teachers have about the implementation of inclusive education in the District?

3. What measures can be taken to improve on teachers' perception about implementation of inclusive education in the District?
4. What perceived benefits can be derived from implementing inclusive education in the District?

1.6 Significance of the Study

Findings of the study would reveal the perception of basic school teachers on the implementation of inclusive education in Offinso North District. This would help the district appreciate the way the teachers perceive inclusion and the necessary steps that can be taken to collaborate with teachers and the stakeholders in ensuring the successful implementation of inclusive education. Also, the study findings will reveal the challenges teachers encounter in the implementation of inclusive education policy in the Offinso North District. It will help the district education directorate and headteachers devise strategies that would help mitigate the challenges teachers encounter in the implementation of inclusive education (IE). The findings of the research would be of immense benefit to policymakers, teachers and researchers and experts in the field of special education. It would also help managers of educational system to know whether the system is ready for inclusive education. This would enable the managers to intensify educational campaign on inclusive education to ensure total implementation throughout the country. Finally, the study would serve as a source of reference material for researchers and students who would conduct similar study in future.

1.7 Delimitation

While it would have been ideal for the study to encompass all basic schools in the Offinso North District, due to practical constraints, the study focused on a sample of 18 basic schools within the district. The researcher observed that teachers in the district demonstrated similar characteristics and attitudes, leading to the belief that the selected 18 schools would provide a representative understanding of teachers' behaviour and perception in the district. By including these 18 schools, the study aimed to obtain a fair and comprehensive understanding of the perceptions of teachers in the Offinso North District regarding the implementation of inclusive education.

1.8 Limitation

The uncooperative attitude of some of the teachers who were involved in the study and the scattered nature of the schools that were used for the study created some difficulties in administering the questionnaire. In spite of the challenges encountered, the results of the study were reliable and valid but can only be generalized to Offinso North District in the Ashanti Region of Ghana.

1.9 Operational Definition of Terms

Perception: It is the ability to see, hear, or become aware of implementation of inclusive education in the community. It also refers to the way in which the implementation of inclusive education is regarded, understood or interpreted.

Inclusive education: This means all children irrespective of age, creed, ability and disability educated in the same classrooms, in the same schools. It allows students of all backgrounds to learn and grow side by side, to the benefit of all. It also involves

changes and modifications in content, approaches, structures and strategies with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2004).

Implementation: is a process of putting a decision or plan into effect. Thus, the process of making inclusive education active or effective.

1.10 Organization of the Study

The study was organized under five chapters. Chapter one (1), which is the introductory chapter dealt with the background to the study, statement of the problem, aim of the study, the objectives of the study, research questions, significance of the study, limitations, delimitation and definition of terms. Chapter two (2) covered the theoretical and conceptual framework which supports the research. It also dealt with review of related literature, which mostly centred on the writings of scholars in the area of inclusive education. Chapter three (3) discussed the research methodology, which dealt with the research design, population, sample, sampling technique, instruments for data collection, data collection procedures and data analysis. The fourth chapter looked at the presentation, analysis and discussion of data and the fifth chapter dealt with summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter provides review of related literature. The discussion of the literature is guided by the conceptual framework and empirical studies, which encompasses;

- a) Theoretical framework on inclusive education
- b) The concept of inclusive education
- c) Teachers' perception about the implementation of inclusive education in Ghana
- d) Challenges of implementing inclusive education
- e) Measures to ensure the smooth implementation of inclusive education
- f) Benefits derived from inclusive education
- g) Summary of literature review



2.2 Theoretical Framework on Inclusive Education

A number of theories and remedial approaches have been developed to describe inclusive education as a phenomenon. Theories have their own philosophy on which they are based and which give them some specificity. Theories are associated with the view that underlying psychosocial provision (vision and auditory perception, memory, receptive and expressive language etc) determines learning, problems in learning and are also associated with dysfunction in some process (DuToit, 2006). This view is frequently associated with the education of children with learning disabilities.

According to Du Toit (2006), some theories are concerned with development and learning, whereas others focus on behaviour. Most children with behaviour disorders

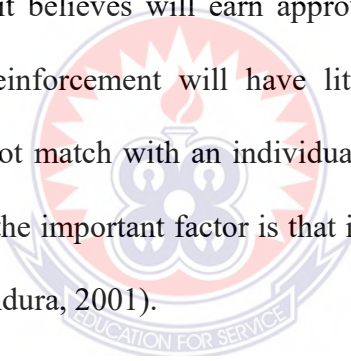
have a variety of non-adaptive behaviour that cause them trouble with their peers and teachers, and suffer from scarcity of positive social skills. Teachers have to enhance the use and practice of socially acceptable behaviour by drawing from learning-teaching theories. Learning theories seek fundamental understanding of the nature and cause of learning in children and theories relating to their correction.

2.2.1 The Social Learning Theory

The social learning theory states that behaviour is learned from the environment through the process of observational learning. The social learning theory was propounded by Albert Bandura. Bandura (2001) believes that humans are active information processors and think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work. Children observe the people around them behaving in various ways. Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, characters on children's television, friends within their peer group and teachers at school. These models provide examples of behaviours to observe and imitate, e.g., masculine and feminine, pro and anti-social etc. Children pay attention to some of these people (models) and encode their behaviour. At a later time, they may imitate (i.e. copy) the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modelled by people of the same sex.

Second, the people around the child will respond to the behaviour it imitates with either reinforcement or punishment. If a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. If parent sees a little girl consoling her teddy bear and says "what a kind girl you are", this is rewarding for the child and makes it more likely that she will repeat the behaviour. Her behaviour has been reinforced (i.e. strengthened). Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval. Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behaviour (Bandura, 2001).

The logo of the University of Education, Winneba, is a circular emblem. It features a central figure that appears to be a stylized person or a symbol, surrounded by a sunburst or starburst pattern. Below the central figure, the text "EDUCATION FOR SERVICE" is written in a curved banner. The entire logo is rendered in a light, semi-transparent grey color.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. This is known as vicarious reinforcement. This relates to attachment to specific models that possesses qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or elder siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess. Identification occurs with another person (the model) and involves taking on

(or adopting) observed behaviours, values, beliefs and attitudes of the person with whom you are identifying.

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. For example, they both involve internalizing or adopting another person's behaviour. However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Identity Theory the person (child or adult) can potentially identify with any other person. Identification is different from imitation as it may involve a number of behaviours being adopted whereas imitation usually involves copying a single behaviour. Vygotsky's Social Development Theory also supports Bandura's social learning theory. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes:

- a) Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development.
- b) Vygotsky (2004) mentioned that every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological).
- c) The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as

being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

- d) The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurs in this zone.

Vygotsky (2004) focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences. According to Vygotsky (2004), humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and the student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaningful construction in students. Learning therefore becomes a reciprocal experience for the students and the teacher.

In contrast with most classroom learning activities that involve abstract knowledge which is and out of context, Lave and Wenger (2005) argues that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and

culture. It is also usually unintentional rather than deliberate. Lave and Wenger (2005) call this a process of “legitimate peripheral participation”. Knowledge needs to be presented in authentic contexts-settings and situations that would normally involve that knowledge. Social interaction and collaboration are essential components of situated learning — learners become involved in a “community of practice” which embodies certain beliefs and behaviours to be acquired. As the beginner or novice moves from the periphery of a community to its centre, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert.

Other researchers have further developed Situated Learning theory. Brown et al. (2007) emphasize the idea of cognitive apprenticeship. They asserted that cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge.

Bandura’s Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. People learn through observing others’ behaviour, attitudes, and outcomes of those behaviours. Bandura (2001) mentioned that most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Social learning theory

explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

Necessary conditions for effective modelling:

- a) Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity, functional value. One's characteristics (e.g. sensory capacities, arousal level, and perceptual set, past reinforcement) affect attention.
- b) Retention — remembering what you paid attention to: includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, and motor rehearsal

Bandura believed in “reciprocal determinism”, that is, the world and a person's behaviour cause each other, while behaviourism essentially states that one's environment causes one's behaviour, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behaviour causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behaviour, and one's psychological processes (one's ability to entertain images in minds and language). Social learning theory has sometimes been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

2.2.2 Educational Implications of the Social Learning Theory

Bandura places primary emphasis on the role of observational learning and that most human behaviour is learned through observation, or by example. The author asserts that people learn not only through their experience but also by observing behaviours of others. At school, learners constantly observe the behaviour of their peers and teachers. The behaviour often serves as an example that learners tend to follow. Learners include pattern of a person's behaviour in their collection, if it is worth including by encoding, processing and storing the information presented by the behaviour. Encoding may encompass the observed behaviour or it may also include an explanation why, how and where something is done (Biehler & Snowman, 2006).

According to Biehler and Snowman (2006), the benefit to encode behavioural rules is the ability to generalize responses. The observer may engage in overt or covert rehearsal once the behaviour has been modelled. The social learning theorists propose that behaviour is learned and inappropriate behaviour may be decreased in frequency of occurrence and more appropriate behaviour may be learned through the use of the modelling technique. The behaviour the individual needs to engage in to reach a desired goal can be more easily learned by watching someone else engage in those behaviours and achieve the goal.

Including learners with barriers in learning in regular classroom may enable them to learn many skills and other forms of classroom behaviour by observing and imitating their able peers and teachers in an inclusive setting. Children with barriers in learning often behave illogically, immaturely (for their age), anxiously, in a reserved or depressed manner, or in a hostile and unpredictable way (Du Toit, 2006). Teachers

and able peers can provide direction and opportunity for learners with problems to copy and influence them. Children, at school learn academic skills through modelling.

According to Bandura (2001) models are effective if they are seen as having respect, competence, high status or power. Teachers are highly influential models and are more likely to get learners attention. Teachers can teach routine information, skills, and problem-solving strategies, moral codes, general rules, principles, performance standards and creativity through modelling. They can teach children to formulate goals that are achievable to reach a personal goal through reinforcement. Bandura emphasizes the importance of self-generated influence as a causal factor in all aspects of human functioning, motivation, emotion and action. This is evident in his concept of self-efficacy or the belief that one can exercise control over events that affects one's life. This means that an individual can execute behaviour relative to a task (Salend, 2000). Teachers believe the nature of the human mind influences effective teaching practices. Teachers accepting the Aristotle and Locke's position would specify educational objectives in behavioural terms and define kinds of experiences that would bring about desired behaviour.

Teachers holding a behavioural point or accepting a Gestalt point of view would use such strategies. The best teaching technique is the one that allows teachers to meet their course of objectives effectively and efficiently. Teachers must evaluate any method of teaching in terms of course objectives, that is, instruction must be able to determine whether or not and to what extent the objective of the course has been met (Mittler, 2000).

In spite of the above, the fact still remains that teacher training should be more integrated, such as what Allington and McGill-Franzen(2004) and others have advocated for. For instance, Allington and McGill-Franzen (2004) proposed merger of all instructional efforts for “low-achieving” students require general education and support teachers to work collaboratively on the design and delivery of instruction, ultimately developing the shared knowledge necessary to create coherent instructional opportunities across school settings. They envisioned teachers working as intact teams addressing the instructional needs of an intact set of children.

In order for collaboration in the field and the sharing of responsibility for instruction and achievement to occur, the field of education has been forced to make some very fundamental changes. Such changes assume that teachers are prepared to play a part in the change process or take on the role of change agent in addition to other critical roles and responsibilities. It has been incumbent on higher education to abandon traditional approaches to teacher preparation and move to one that includes and reinforces the concept of educational partnerships (Welch & Hardman, 2007). Leaders in teacher education began calling for unitary system of personnel preparation so that all teachers are able to provide education based on the unique needs of individual students. Collaborative preparation for both special and general education teachers allow for the development of collaborative partnerships and an opportunity to resolve role ambiguity so that once in the field, teachers’ effectiveness will not be hindered by role confusion. As the vision of an integrated educational system became more and more of a reality, schools and teacher preparation programme have been forced/challenged to adapt to the changing needs of integrated classrooms. A special education teacher must be prepared to assume a variety of roles, be it intervention

specialist, itinerant teacher, or resource room teacher. As seen in an early study done by Jackson (2005), efforts were made to train special education teachers, in segregated settings, set apart from the general education classroom.

Schum and Vaughn (2005) and Zigmond and Baker (2005) observe that increasing numbers of children with special needs are being served in regular classrooms which is dramatically changing the way special education service are being provided in schools. They stressed that this development must be addressed in pre-service and in-service teacher education programmes so that the next generation of education will be better prepared to work more efficiently and effectively. Therefore, the importance of changing the traditional ways of teaching in regular classroom cannot be overemphasized. Given the complex nature of classrooms, and the increasing demands on teachers, who often have little or no specialized training in working with exceptional students, structures should be set up to provide the necessary help and guidance for teachers to make changes in their instruction (Magg & Katsiyannis, 2000). With the increasing diversity among children in today's classrooms, teacher preparation programmes are increasingly called on to train teachers who are able to respond competently to the challenges of inclusive classroom (Munby, et. al., 2005). A major part of responding to the diversity found inside the classrooms is through effective and efficient teacher preparation. Regular and special education teachers often feel that they are inadequately prepared to address the needs of learners with various categories of exceptionalities. This calls for a change in the national teacher preparation programme for teachers (both regular and special education teachers). Teachers need to be flexible and willing to adapt classroom instruction to meet the learning needs of students both with and without disabilities (Hamill, Jantzen &

Baegerhuff, 2005). Before the passage of Act 715 of the Republic of Ghana (2006) which also serves as clear cut National Policy on the education of the individuals with disabilities in Ghana among others, the Ghana Education Service which is the supervisory body for teachers in the Ministry of Education had earlier on adopted inclusive education as the education policy for the country. Currently, the focus of the policy is on inclusion and mainstreaming of children with mild to moderate disabilities.

As seen in early study done by Jackson (2005), efforts were made to train special education preserve teachers, in segregated settings, set apart from the general education classroom. Jackson's study involved seven undergraduate preserve students in special education being paired with graduate students in special education who were currently employed. The graduate students' classrooms provided a setting for onsite collaborative practice for students. The results of the study indicated that a majority of the undergraduate students felt they had gained skills and knowledge that helped them feel more competent when consulting with other professionals. This study was limited in its sample size, yet it held promising implications for collaborative practices to be implemented, not only for special education preserve teachers, but general preserve teachers as well (Dianne, 2003).

Finally, such children should be placed in the age and ability appropriate environment (Turnbull, 2007). Curriculum adaptation could also be seen as a measure to ensure smooth implementation of inclusive education. With the adaptation of the curriculum due to the fact that teachers teach children with diverse needs, the regular school curriculum need to be adapted to meet the needs of all the children with or without disabilities that will be in his /her class. Obi and Mensah (2005) contended that

teaching and learning materials need to be adapted in order to suit each child regardless of their disabilities. Since this call for different and improved instructional materials, it will put strain on the student teacher. With regards to documenting cases of disabilities, Obi and Mensah (2005) stated that the teacher identifies suspected or documented cases of disabilities and begin to draw the attention of other professionals to the child. For example, a child may be identified as always asking other pupils to repeat teacher's instructions to him. The teacher documents this child's behavioural signs and begins to work with the audiologist to ascertain the fact that the child has hearing impairment or not.

According to Heiman (2004), students can be included in mainstream classes based on a multi-dimensional diagnosis including psychological and educational tests. The students usually receive additional academic support from a special flexible inclusion in the least regular classroom or a resource room. To provide flexible inclusion in the least restrictive environment, educational institutions need to train more regular school teachers adequately enough to handle and cope with children with special needs in their classes for the successful implementation of the inclusive policy in 2015. Enlightenment of members of the public so as to change their negative attitude towards the child with special needs.

2.3 The Concept of Inclusive Education

Inclusive education is often considered as a movement to merge special and regular education and include children with disabilities in the mainstream of education. Inclusion is therefore the restructuring of the schools to include all learners (Fuchs & Fuchs, 2006). Tilstone, Florian and Rose (cited in Avoke, 2005) refer to inclusive

education as the opportunity for all persons with disabilities to participate in all the education, employment, consumer, recreational, community and domestic activities that typify every society. Florian (2008) defines inclusive model as an educational model in which students with disabilities receive their education in a general education setting with collaboration between general and special education teachers. On his part, Mittler (2000) is of the opinion that inclusion involves a radical rethinking of policy and practice and reflects a fundamentally different way of thinking about the origins of learning and behaviour difficulties. In his opinion, inclusive education is socially based and that teachers in inclusive settings should teach according to the learning capability of each learner.

Also, inclusive education is said to be an adaptation of the school curriculum to make it accessible to children with disabilities (Gyimah & Vanderpuye, 2009). Gyimah and Vanderpuye further stated that, along with adapting the curriculum to suit the inclusiveness, the school environment, the climate, as well as the school plant should all be adapted to suit all children. From another perspective, Ikuji (2006) views inclusive education as the policy of placing children with disabilities into the general education classroom in their neighbourhood schools. The implication of the above definition is that, the regular classroom teacher will be charged with the responsibility of teaching both the special needs individuals and the regular school children. Similarly, Staubs and Peck (2004) explain inclusion as a placement alternative for accommodating all special needs children alongside their able-bodied counterparts in the same learning environment for instructional purpose. Ademokoya (2017) on the other hand, perceive inclusive education as relocating special needs children from their traditional learning setting and integrating them with normal students in the

regular education environment. From Allen and Schwartz (2008) cited in Marfo, Mensah and Nantwi (2020), inclusion in the context of education is the practice, in which students with special educational needs spend most or all of their time with non-disabled students. Implementation of this practice varies; schools can use it for selected students with mild to severe special needs.

According to Avoke and Avoke (2004), the idea of inclusive education has become part of the discussions in the development in education at an international level. They note that inclusive practices are at least a reality in some schools in many educational systems and that the more inclusive a setting, the more it is challenged by diversity and differences. Ballard argued that to be inclusive requires that we strive to identify and remove all barriers to learning for all children, and that this means we must attend to increasing participation not just for children with disabilities, but also for all those disadvantaged. Ballard (1999) notes that, inclusive education is about confronting all forms of discrimination as part of a concern to an inclusive society based on social justice, equality and democracy.

For their part, Hastings and Oakford (2003) hold the view that 'inclusive education' differs from previously held notions of 'integration' and 'mainstreaming' which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from student without disabilities. A premium is placed upon full participation by students with disabilities and upon

respect for their social, civil, and educational rights. Hasting and Oakford (2003) maintain that “inclusive schools no longer distinguish between ‘general education’ and ‘special education’ programmes; instead, the school is restructured so that all students learn together” (p.23). The fact of the matter is that proponent of ‘inclusive education’ want to maximize the participation of all learners in the community schools of their choice, make learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures, and to rethink and restructure policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin and nature of those needs (Bowe, 2005). The core issue involved in the philosophy of inclusive education is that all students can learn and benefit from education. Therefore, schools adapt to the needs of students, rather than students adapting to the needs of the school. Individual differences between students are a source of richness and diversity, and not a problem. The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses (so long as those responses do not include removing a student with a disability from a general education classroom). To this end, Kavale (2002) indicated that inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems. In conclusion, inclusive education is basically provisions to meet the educational needs of all children irrespective of their disabilities in the learning environments as their non-disabled peers.

2.4 Teachers' Perception about the Implementation of Inclusive Education

Teachers are recognized as persons who play a significant role in the process of delivering inclusive education. It is further asserted that this process of providing education to “all children” can become challenging and difficult to succeed, even with the most accurate plan, if teachers are unable to perform their duties with genuinely good intention and sincere commitment towards students with disabilities, especially those with severe or complex conditions (UNESCO, 2004). This is because teachers, in general, are expected to be able to comprehend diversities of various learning styles as well as different intellectual and physical development of their students in order to generate the learning environment.

Several studies have shown that primary and high school teachers share similar perceptions regarding inclusive education; some negative, and some positive as well (Dupoux, et. al, 2006; Ross-Hill, 2009). Wiggins (2012) found a significant relationship between high school teachers' perceptions of inclusion and classroom setting. This researcher concluded that teachers with experience in teaching within inclusive classrooms held more favourable perceptions toward inclusive education than those teachers who did not teach in inclusive classrooms.

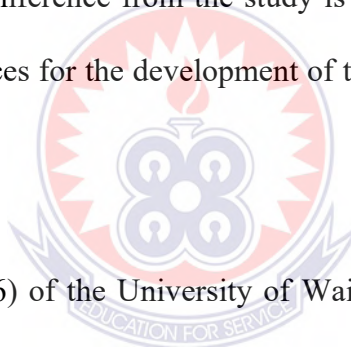
Mprah, et al. (2016) conducted a study to ascertain the level of knowledge and preparedness of teachers in five schools piloting inclusive education in the EjisuJuaben Municipality in the Ashanti Region of Ghana. The study utilized qualitative data collection method, and employed a purposive sampling technique to select 40 participants for the study. The findings of the study indicated that teachers in the schools chosen for the inclusive education programme had inadequate knowledge

of the programme before it was introduced. Responses from interviews revealed that all the classroom teachers did not have any idea on inclusive education prior to the introduction of the policy in the Municipality. Their lack of knowledge on the policy is attributed to the fact that although inclusive education was not part of their pre-services training, they were not given any in-service training on inclusive education.

Consistent with this finding, a comparative and cross-national study conducted by Cavusculu (2006) of the Hoges School, Zuyd, the Netherlands, focused on primary classroom teachers in Maastricht (the Netherlands) in general education and their counterparts in Ankara (Turkey). Questionnaires were administered to 80 teachers total: 40 teachers belonged to schools in Ankara and 40 teachers to schools in Maastricht. Thus, the total sample was 80 teachers out of about 400 teachers who were engaged in teaching assignments involving students with disabilities in mainstream classrooms. The purpose of Cavusculu's study was to investigate: (1) the current knowledge and views of primary school teachers about teaching students with special educational needs in mainstream schools; (2) to determine the possible challenges of teachers with this education system; and (3) to see whether or not there are resources to support teachers in inclusive settings while performing their assignments. Cavusculu found that teachers in neither country took courses about inclusive education during their attendance at the university and at the time they engaged in educational activities in the schools.

However, teachers in the Netherlands sometimes received assistance in inclusive education, in the classroom and outside of it, from the auxiliary professional members. To an extent, this closed the knowledge gap about inclusive education and

support. Teachers in Turkey reported trying to provide an inclusive education while lacking knowledge about it and not having any support. From the study it was concluded that the inclusive educational services in Turkey are facing many problems at the time of implementation. Teacher knowledge about inclusive education is insufficient and the supportive services are lacking. Therefore, this education is not successfully provided in Turkey. However, with the necessary supportive services for inclusive education and the supports that reduce the work load of the teachers, implementation of inclusive education by a majority of teachers in the Netherlands is noted to be progressing (Cavusculu, 2006). Persons having high level of knowledge relating to inclusive education are provided for the schools and there are fewer problems reported. The inference from the study is that inclusive schools will suffer setbacks if support services for the development of the teacher and the inclusive child are absent.



Moreover, Mapsea (2006) of the University of Waikato investigated primary school teachers' views and experiences in implementing the inclusive education policy in regular schools. The study was conducted in five districts of the Enga Province of Papua New Guinea. Six primary schools were selected and involved 77 teachers who responded to questionnaire items, while twelve teachers within the group were chosen to be involved in interviews. Data for the study were gathered and analysed from the questionnaires and the interview transcripts. The findings from the study revealed that most teachers supported the notion of inclusive education policy and would like to implement it. However, most teachers felt that there is the need to be aware of the principle and the importance of inclusion. Teachers' limited knowledge of teaching children with special needs was also highlighted. According to Mapsea, teachers

admitted that they needed more training in the field of educating children with special education in order to accommodate and teach children with special needs. Furthermore, colleges and universities need to have more trained lecturers to develop more courses in special education. Teachers expressed the concern that school inspectors do not know enough about the inclusive education concept and need to be trained as well, so that collaboratively they could implement the policy. Government support is also mentioned as needed to implement effectively the inclusive education policy. This includes training of specialists to support teachers, funds for teaching and learning resources and facilities in schools.

Nketsia and Saloviita (2013) studied 200 final-year pre-service teachers from three colleges of education in Ghana on their views and knowledge on inclusive education and special educational needs (SEN). The results showed that almost all of the participants had been introduced to the concept of inclusion during their studies. However, only one-third felt highly, or somewhat, prepared to teach children with SEN. The level of knowledge and feelings of self-efficacy were highest among those pre-service teachers who had personal experience of supporting children with SEN during their practicum. The participants tended to prefer those inclusive instructional strategies that were easiest to apply in general education classrooms. Significant differences in the outcomes were found between the three colleges studied indicating strong effects of the teacher education model applied in each college. The participants were asked if they had been introduced to inclusive education during their studies. Of the respondents, 90% answered yes and 10% no. These results indicated generally good knowledge on inclusive education with the exception of a small minority. On the knowledge of inclusive education (KIE) scale the students familiar with the concept

(n = 148) achieved higher scores (M= 42.3, SD = 6.6) than those (n = 17) who reported not being familiar with the concept (M= 33.0, SD = 9.1), $t(16,7) = 4.0$, $p=.001$. This confirmed the convergent validity of the scale. In the latter group, the mean corresponded the response “undecided” indicating a total lack of knowledge.

Similarly, Boakye-Akomeah (2015) conducted a study on the views of teachers of selected basic schools on inclusive education in Cape Coast Metropolis. The study adopted descriptive survey design to help find answers to the problem under investigation and a questionnaire was used to collect data for the study. Systematic random sampling technique was used to select 76 basic school teachers as the respondents for the study. The study revealed that almost all the respondents have knowledge and skills necessary to handle pupils with disabilities in inclusive settings. They were perceived to have the required knowledge and skills in handling pupils with disabilities in the Cape Coast Metropolis. The findings also revealed that teachers implement the curriculum by adopting strategies to suit learners and were using alternative assessment strategies in assessing pupils in the classroom. This also points to the fact that teachers at the basic level were prepared to collaborate with other professionals to enhance inclusive education in the Metropolis.

Newton, Cambridge and Hunter-Johnson (2014) also conducted a study which focused on teachers’ perception of adapting inclusive education policies and procedures in the Bahamas and its implication for adult education. The research methodology used in this study was a qualitative phenomenological design which was reflective of semi structured interviews with participants using preset questions outlined by the researchers. Data was collected through the use of semi-structured

interviews conducted with 18 public school teachers (ten elementary and eight secondary) throughout the New Providence District in the Bahamas. The results from the study revealed conflicting perceptions towards inclusive education at a primary and secondary level. At the primary level, the participants were very candid with their responses. However, while most of the teachers (60%) demonstrated negative attitudes towards the implementation of inclusive education within primary schools, some of the teachers (30%) displayed mixed feelings about the practice, and one teacher (10%) firmly support the practice of inclusive education. In general, the teachers viewed the idea of inclusive education as an extremely difficult feat due to the myriad deficiencies within the public education system, which, in their opinion, would impact the success of inclusive education. Teachers reported that at this present time, "it is not feasible for the government of The Bahamas to venture into such an undertaking because there are too many concerns in dire need of immediate resolution" (Hunter-Johnson, Newton & Cambridge, 2014, p. 8).

2.5 Challenges of the Implementation of Inclusive Education

The purpose of the study was to examine whether or not, teachers think the implementation of inclusive education in the Offinso North District is feasible. This sub-section of the study however focuses on the factors that teachers think can impinge on the implementation. Norway for instance, has adopted an inclusive education system which gives all learners rights to education. Inclusion in this context is based on teaching that is adapted to individuals' needs in the context of a mainstream class. The European Agency for Development in Special Education Report (2004) indicates that although there are success stories, the challenge

Norwegian schools face is to create an inclusive school and avoid learning difficulties developing which could lead to stigmatization.

The report shows that some of the factors that contribute to the successful implementation of classroom practice with adapted and inclusive tuition for learners with special needs in Norway include: Teacher attitudes that support the concept of inclusion; common understanding among teachers and school managers on what inclusion means; adequate teachers' knowledge and skills; teacher co-operation regarding the preparation of individual education plans; motivation relating to academic learning; and adaptation of individual plans to pupils' abilities and aptitude for learning and educational needs (European Agency for Development in Special Education Report, 2004). Spain, like Norway, has experienced success in the implementation of integration.

Positive factors contributing to this success include the existence of a unique educational system and one unique curriculum with shared goals for all students (European Agency for Development in Special Education Report, 2004). However, it seems that Spain is still experiencing difficulties and challenges with the implementation of inclusive education, especially in the secondary education phase. One of the challenges cited in the report is the challenge of responding to diversity in the mainstream class whilst the concept of inclusion is closely related to the medical model. The medical model is presented as viewing disability as a problem of the person, directly caused by disease, trauma, or other health condition which therefore requires sustained medical care provided in the form of individual treatment by professionals. In the medical model, management of the disability is aimed at a

"cure," or the individual's adjustment and behavioural change that would lead to an "almost-cure" or effective cure.

The concept of 'diversity' in Spain is still limited to learners with impairments, and more emphasis is still on segregated instructional processes. This seems to suggest that teachers are confronted by the challenge of implementing special education and regular education in the same classroom. The European Agency for Development in Special Education Report (2004) suggests that if schools want to pursue the direction of supporting heterogeneous characteristics of students, aspects such as, co-ordination and co-operative work among teachers, co-operation of the whole educational community, class size, and the use of resources, need to be considered.

One of the studies that provided comprehensive findings on these factors was conducted by Peters (2004) in developing countries. Peters proposes an Inclusive Education Framework as a conceptual guide to thinking about the network of relationships and factors inherent in inclusive education development. This framework contains value-added factors and insights from literature on inclusive education in countries of the South. Peters' Inclusive Education Framework includes four elements: inputs, processes, outcomes, and contextual factors in the system. With regard to inputs, Peters (2004) argues that provision of access is influenced mostly by socio-economic and cultural factors within the family. These factors include economic survival needs, and traditional societal attitudes towards disability. The factors combine with distance from school, accessibility of school buildings, discrimination, shortage of trained teachers, and resource support to address teachers' working conditions. The second critical input to be considered when developing

inclusive education is students' characteristics (Peters, 2004). She warns that the vast majority of learners in most countries of the South have mild impairments and is often neglected because more focus is given to learners with moderate to severe impairments. These learners, according to Peters, are likely to constitute a significant percentage of drop-outs and repeaters.

The third critical input cited by Peters is attitudes and lack of political will on the part of government officials and parents. The condition of teachers' work has been identified as a fourth critical input. Peters argues that the conditions within which teachers must carry out their work have a significant impact on their ability to provide effective teaching. She cites, among other conditions: class ratios, incentives for participation, administrative support, and sufficient time to develop confidence. Peters' (2004) Input-Process-Outcome-Context model for inclusive education asserts that school climate, as well as teaching and learning, are two domains that are critical in the process of inclusion. Within these domains, a whole school approach to inclusive education is a critical factor for effective implementation.

In addition to this approach, collaboration with other sectors in the community is viewed as critical in developing inclusion. With regard to the outcomes of inclusive education, Peters emphasizes the need for continuous evaluation of the implementation activities of inclusive education programmes. She argues that these evaluations are successful in promoting sustainability. One of the useful tools recommended by Peters is the Index for Inclusion developed by Ainscow and Booth(2001).The factors described above are listed below:

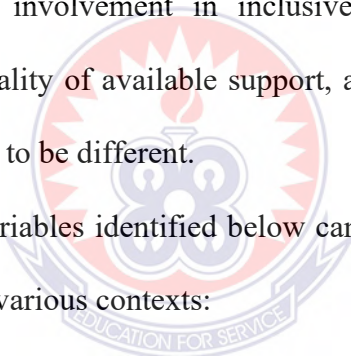
Inputs

Curriculum content, textbook and learning materials, teacher qualifications, training, morale and commitment accessibility of facilities, parent/community support, braille/sign language support, action plans and needs assessments, macro-economic and fiscal policy, political stability, decentralization, international coordination, data collection and analysis, management, parental and community participation, national goals and standards for inclusive education, sources of funding and allocation and systematic knowledge transfer.

Mitchell (2006) acknowledges that there are factors that tend to constrain the implementation of inclusion or are used as a justification for non-implementation. These include a “one size fits all curriculum”, lack of advocates for inclusion, a lack of coordination among government departments and non-governmental organizations, dominance of medical model, large classes, lack of appropriate assessment, parent resistance, media ignorance, negative attitudes in society and from teachers, inadequate monitoring of schools, and teachers’ lack of skills. Some of these factors resonate with the key barriers to learning and development identified in the NCSNET/NCESS Report (Department of Education, 2001). Ainscow (2005) focuses on the school and argues that policy documents, conferences and in-service training courses are low leverage activities which tend not to lead to significant changes in thinking. This author reinforces the notion that attempts towards inclusion should focus on increasing the capacity of local neighbourhood mainstream schools to support the participation of diverse range of learners.

Ainscow (2005) draws our attention to contextual factors that influence the way schools perform their functions. These factors include: ... views and actions of others within the local contexts, including members of the wider community that the school serves and the staff of the departments that have responsibility for the administration of the school system, and the criteria that are used to evaluate the performance of the school. Ainscow further contends that a move towards inclusion requires that a group of stakeholders within a particular context should look for a common agenda to guide their discussion and practice. Forlin (2004) cites six variables that impinge on school effectiveness in implementing inclusive educational practices. These are: attitudes of school staff, parents, students, and local community, prior contact with people with diverse needs, previous involvement in inclusive schooling, perceived personal efficacy, the type and quality of available support, and awareness and acceptance of people who are perceived to be different.

In conclusion, the key variables identified below can impinge on the implementation of inclusive education in various contexts:

- 
- The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a lamp, surrounded by a sunburst pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the top inner edge, and 'EDUCATION FOR SERVICE' is written around the bottom inner edge.
- a) Commitment to the policy of inclusion;
 - b) Content of the curriculum;
 - c) Attitudes towards inclusion;
 - d) Capacity to address the diverse needs of learners;
 - e) Support of learners and teachers in implementing inclusion;
 - f) Implementation context;
 - g) Collaboration between departments.

The reverse of above-mentioned issues will however impinge on the successful implementation of inclusive education.

2.6 Measures to ensure smooth Implementation of Inclusive Education in Ghana

The Government of Ghana's Education Strategic Plan 2003–2015 argues for inclusion for all children with disabilities by 2015 (Yekple et-al, 2011) and the Education Strategic Plan has identified the following principal issues:

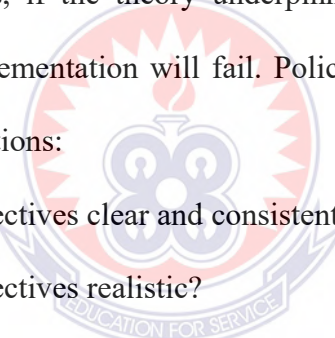
- a) Equitable education
- b) Educational management
- c) Science, technology, technical, vocational education and training.

2.6.1 Policy Content

Policy content is one of the critical pillars on which policy implementation is based. It is generally regarded as a crucial factor in establishing the parameters and directives for implementation, although it does not determine the exact course of implementation (Brynard & De Coning, 2006). The content of policy includes: what it sets out to do (objectives), how it relates to the problem to be solved (causal theory), and how it aims to solve the problem (methods). In top-down approaches to policy implementation, goal clarity is seen as an important variable that directly affects policy implementation. Matland (Marfo, Mensah and Nantwi, 2020), states that “goal ambiguity” is seen as leading to misunderstanding and uncertainty and often is culpable of implementing failure. Supporting this view, Gornitzka et al. (2005) note that clear and unambiguous policy goals are easier to implement than a set of complex and contradictory goals. Cerych and Sabatier (2002) begin from the premise that success or failure of policy is dependent on the extent of the changes required, and the clarity and consistency of policy goals. These authors argue that the more complex the changes required by policy are, the lower the degree of success of policy implementation. Also, there is more chances of success if the policy is clear and

consistent. The emphasis on consistent policy objectives as a condition for effective implementation was criticized by others such as Elmore (2000) who support a bottom-up approach to policy implementation. These scholars do not focus on policy objectives as prescribed by some governments, but rather focus on policy objectives as constructed by local implementers through the bargaining and negotiation process, as well as the initiatives from these actors.

Sabatier (2005) argues that with regards to causal theory, policies are sometimes ineffective, not because they are badly implemented, but because they may be based upon an inadequate understanding of the problem, its causes and the possible solutions. In other words, if the theory underpinning the policy is fundamentally incorrect, the policy implementation will fail. Policy content can be investigated by asking the following questions:

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- a) Are the policy objectives clear and consistent?
 - b) Are the policy objectives realistic?
 - c) Have participants reached a consensus on the meaning of policy?

However, Ghana is yet to officially launch the policy of inclusive education (Hayford, 2013).

2.6.2 Commitment of Implementers to the Policy

It is generally assumed that the most important factor in individual success is commitment. Commitment means pledging oneself to a certain purpose or line of action. Commitment, like all other abstract things, is subjective and very difficult to measure. However, there are indicators that show the level of commitment of an individual to a particular task. One indicator is fulfilling obligations and promises,

especially when one knows what one's roles and responsibilities are. Scholars who support both the top-down and bottom-up approaches to policy implementation consider commitment to be critical to effective implementation. These scholars argue that policy may be good, but if the implementers are unwilling to carry it out, implementation will not occur (Brynard & De Coning, 2006). UNESCO's Global Monitoring Report (2005) cited in (Brynard & De Coning, 2006) also notes that government commitment and leadership is crucial for policy success. Brynard and De Coning (2006) reinforce the importance of the commitment factor in policy implementation and make two propositions:

First, commitment is important not only at the "street level" but at all levels through which policy passes in cases of international commitments, this includes the regime level, the state level, the street level, and all levels in between. Second, in keeping with a web-like conception of interlinkages, commitment will influence and be influenced by all the four variables: content, capacity, context and clients and coalitions. Those interested in effective implementation cannot afford to ignore any of these linkages and are best advised to identify the ones most appropriate to "fix" particular implementation processes as stated earlier, commitment is difficult to measure but can be seen through a person's actions.

According to Brynard and De Coning (2006), there are critical questions that one can ask to determine whether there is commitment to the policy. For example,

- a) What resources do implementation parties have, and how much are they willing to engage in the implementation?

- b) To what extent are officials at national, regional, district and school levels willing to implement the inclusive education policy?
- c) Is inclusive education policy part of the national / regional / district / school development plans?

Elmore (2000) considers the formation of local coalitions of those affected by the policy to be one of the most crucial elements during implementation. The success or failure of policy depends on the support the policy generates among those who are affected (Brynard & De Coning, 2006; Maharaj, 2005). Christie (2008) states that though policy makers may prefer to emphasize structural changes, they cannot sidestep human agency and its influence on policy outcomes.

Inclusive education studies also assert that strong support at all levels of education is one of the key strategies to the successful implementation of inclusive education (Hay, 2003). These studies advocate a shift from a “patient – diagnosis- treatment” support system to a holistic framework (Hay, 2003). This implies that support professionals such as psychologists and therapists have to change their roles and work in collaboration with other structures in the system. One of the key strategies towards the attainment of this goal is to involve the strategic people in the support service field who can support the implementation. This can be done through the establishment of district-based support as a central part of the overall strengthening of education support services. According to Hay (2003), to investigate the support of different coalitions in the study, the following questions could be asked:

- a) Who are the potential clients?
- b) What parties (inside and outside government) are likely to support the policy?

- c) What support do they give to the implementation process?

2.6.3 Capacity to Implement Policy

Policy implementation studies have shown that the success of any public policy rests on the capacity to implement it (Fukuda-Parr, et al., 2004). It is generally known that many development efforts have failed in many countries because they lack institutions with the ability to implement and sustain policies, and one of the commonly cited reasons is lack of capacity to sustain the development. Capacity is generally defined as the ability to perform functions, solve problems and set and achieve objectives (Fukuda-Parr, et al., 2002). This concept is vague and means different things to different people.

Some people assume a narrower approach that does not go beyond individuals' abilities to perform certain functions, while others assume a broader and systemic approach. This systemic approach looks at the capacity of other subsystems as they interact with each other to produce outcomes. One such example is found in Brynard and De Coning (2006) who view capacity in terms of the general system's (structural, functional and cultural) ability to implement the policy objectives. Heiman (2004) views capacity as the ability to perform six tasks, namely: to anticipate and influence change, make informed decision about policy, develop programmes, attract and absorb resources, manage resources and evaluate activities. Willems and Baumert (2003), on the other hand, pay attention to all the dimensions of institutional capacity. These dimensions include: empowerment, social capital, an enabling environment, culture, values, and the way individuals and organizations interact in the public sector and within society as a whole. Willems and Baumert's capacity assessment

framework distinguishes between three levels of institutional capacity: micro level (individual); meso level (organisation) and macro level (broader context). The macro level is further divided into three distinct levels. These levels include: network of organisation, public governance and society, norms, values and practices. Inclusive education, with its focus on transforming all aspects of the education system, requires a systemic approach to the analysis of capacity which includes: individual, school, and district, regional and national levels. This study assumes a systemic approach that can investigate and analyse, among other things, the capacity of policy-makers and implementers to implement inclusive education policy. This study therefore utilizes Willems and Baumert's approach to institutional capacity.

Knight (2006) states that the capacity of individuals to perform their functions is the basis for the success of any action. The question is: What constitutes an individual's capacity to perform functions effectively in an inclusive education system? Teachers and schools are expected to cope with large class sizes, students from diverse cultural and linguistic backgrounds, developmental variations of student's skills, social problems, and what teachers label as unacceptable behaviour. To add to this list, teachers are expected to cater for students with high support needs that were previously taught in segregated settings. To impact on all this suggests that teachers need to be very organised, have expert skills, have routines well established and be adaptable to ever-changing factors and conditions in the regular classroom (Knight, 2006). Parental involvement depends on the parents' ability to make a meaningful contribution to the prevention, identification and removal or minimization of barriers to learning.

Elmore (cited in Christie, 2008) contends that it is easier to change school governance arrangements than it is to change classroom practices. He further suggests that structural changes have high symbolic value and are relatively easy to make, but they often give appearance of change without actually bringing change to teaching and learning. Christie (2008) contends that changing what teachers do in the classroom does not only involve policy. “It involves teachers learning how to do things differently”.

The performance of the organisation (the school in this instance) is regarded as a key factor in the implementation of any policy. An individual’s capacity can be undermined if the school as a collective institution does not have capacity (Willems & Baumert, 2003). However, the performance of a school is dependent on the broad institutional setting of the country, represented by national systems, public governance and social norms, values and practices (Willems & Baumert, 2003). What makes an organisation to perform and function effectively therefore depends on its history and setting.

These are some of the questions that can be asked in investigating or analyzing capacity at the organisation level:

- a) Does the school/district/region/nation have clear goals regarding the implementation of inclusive education?
- b) Does the school/district/region/nation have appropriate resources and management practices for the implementation of inclusive education?
- c) Have the school/district/region/nation been able to adapt to the new system?
- d) Is there any support between senior management and administrative staff?

Inclusive education requires collaboration between different government departments, directorates within the Department of Special Education in University of Education, Winneba, schools and communities, teachers and parents, teachers and teachers, and businesses or other non-governmental organisations, to ensure that inclusive education is supported in schools. According to Heiman (2004), the ability to collaborate and network with many departments or directorates and organisations depends on the ability to manage issues horizontally across departments or directorates, and not just vertically within departments or directorates.

2.6.4 Public Governance

The actions of individuals, organisations or networks of organisation are embedded in a wider institutional context, that is, the public sector setting as well as laws and regulations that exist in that country (Willems & Baumert, 2003). The overall effectiveness of the public sector in performing its function is the key to successful implementation of any policy, including inclusive education (Brynard & De Coning, 2006). The way institutions take decisions on policy issues has major implications for governance.

Political instability has been cited as one of the factors that makes it difficult for sound policies to be implemented (Brynard & De Coning, 2006; Willems & Baumert, 2003). The second factor that is essential for good governance is the ability of groups and organisations to make their voice heard, monitor government's actions, and participate in the decision-making process. This ability really depends on the availability of rights, media independence and the provision of transparent information regarding the reform. Willems and Baumert (2003), citing Brynard and

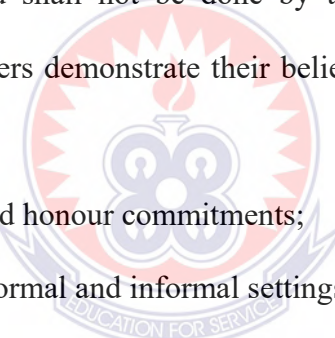
De Coning (2006), contend that in order to investigate the capacity of governing bodies and senior managers to implement inclusive education policy the following questions could be asked:

- a) Are regional/district senior managers able to make decisions about the implementation of inclusive education policy?
- b) Are the school governing bodies involved in making decisions about the implementation of inclusive education policy in their schools?
- c) Are school governing bodies able to monitor and support the implementation of decisions in their schools?
- d) Are the teachers/parents/learners involved in the implementation of decisions made by school governing bodies?

Lessons from policy implementation research show that the education system can provide good policy, education support, and resources and build the capacity of participants to implement the policy, but if attitudes have not changed, the implementation will fail (McLaughlin in Stofile, 2008). McLaughlin claims that success of any policy implementation depends on two broad factors: local capacity and will. She argues that training can be offered, consultants can be hired and funds can be made available, but if there is no willingness on the part of the implementers, implementation will not be successful. With regard to inclusive education, recent research indicates that the success of inclusive education programmes is dependent on teachers' attitudes to inclusion (Elhoweris & Elsheikh, 2006; Forlin, 2004; Salend, 2001; Van Reusen, et al., 2001).

Forlin (2004) includes attitudes and beliefs of the school staff, students, parents and the local community. She regards attitudes as one of the variables that impact on the school's effectiveness in implementing inclusive educational practices. While the attitudes of the teachers, parents and learners are emphasized as critical in most research, it is argued that the attitudes and beliefs of principals towards the philosophy of inclusive education is the key factor to successful implementation at school level (Hipp & Huffman, 2000; Praisner, 2003).

According to Praisner (2003), the leader of the school directly influences resource allocation, staffing, structures, information flows and the operating processes that determine what shall and shall not be done by the organisation. Praisner (2003) further contends that leaders demonstrate their beliefs and priorities in the following ways:

- 
- a) How they make and honour commitments;
 - b) What they say in formal and informal settings;
 - c) What they express interest in and what questions they ask;
 - d) Where they choose to go and with whom they spend time;
 - e) How they organize their staff and their physical surrounding.

The question is: How can one determine whether role players' attitudes are positive or not? It is generally accepted that the concept 'attitude' is a very complex phenomenon. It is complex in the sense that it is difficult to observe directly. One can only infer people's attitudes from their expressed viewpoints and from what they do. Attitudes are generally divided into three components: affective, cognitive and co-

native components. An attitude is therefore a combination of three conceptually distinguishable reactions to a certain object (Avramidis, Bayliss & Burden, 2000).

2.6.5 Context of Implementation

Researchers are in general agreement that policy implementation is affected by the context in which policies are implemented (Brynard & De Coning, 2006; Maharaj, 2005). Policies that work in one context may fail in another. Gornitzka et al. (2005) also state that the socio-cultural, socio-economic and socio-political conditions of the implementing agency shape the outcomes of policy implementation. Socio-cultural factors affect the way policies are implemented.

The inclusive education policy requires that parents must be involved in the education of their children. In some cultures, women assume subordinate roles in society and cannot be centrally involved in the education of their children. These women often manifest low levels of self-esteem and a lack of confidence in their knowledge and abilities (Cloete, 2006). In some cultures, learners with disabilities are regarded as a family curse and therefore they should not be sent to school or participate in any activities of the so-called 'normal' children. Also, large numbers of people in rural areas live in primitive conditions. Some of them survive on subsistence agricultural activities and farming. Some families expect their school-going children to leave school during harvest time and participate in the farming activities. Socio-economic factors also affect policy initiatives in various ways. Communities in lesser developed countries are often characterised by poverty and development constraints.

According to Cloete (2006), the development constraints influence public policy negatively. A widespread lack of infrastructure and funds for development impedes the capacity of the system to achieve policy objectives. With regard to socio-political factors, Cloete (2006) argues that: many of these policies are complex, requiring considerable changes in attitudes and behaviour. They also aimed at depriving powerful interest groups of their privileges. As a result, they are normally fiercely resisted by various vested interests and cannot be effectively implemented. According to Cloete, to investigate the socio-economic, socio-cultural and socio-political factors that affect the implementation of inclusive education, several factors could be considered. These are:

- a) The decisions that are being made at the national/regional/district/school/family level about inclusive education.
- b) The structures that influence policy implementation at the national, regional, district, school or community levels.
- c) Availability of finances to provide the services needed in the implementation of inclusive education.
- d) The influence of cultural practices on the implementation of inclusive education policy.

2.6.6 Curriculum

Research has shown that curriculum stands out as a key issue and a critical input when working with schools and educators in addressing the needs of learners (UNESCO, 2004). The National Commission on Special Needs in Education and Training and National Committee on Education Support Services Report argue that, in an inclusive education and training system, the curriculum needs to be accessible and

responsive to the needs of all learners. The report further suggests that in order to enable schools to accommodate the diversity in the learner population, overall curriculum transformation is required. This includes the review of various aspects of the curriculum such as the learning environment, learning programmes, teaching practices, capacity of teachers, assessment of learning outcomes, equipment, medium of teaching and learning, materials, and the nature of support provided to enable access to the learning programme (UNESCO, 2004).

Inclusive education emphasizes the right of all learners to gain access to the curriculum. This entails ensuring that the curriculum is responsive to the needs of all learners. A responsive curriculum is a differentiated curriculum that acknowledges learners' diverse strengths rather than their deficits, and provides flexibility in terms of content, processes, and products to cater for learners' individual needs (Noble, 2004). Educational contexts in South Africa are characterized by a diverse learner population in every classroom. This diversity has been further propagated by the inclusive education movement that advocates the inclusion of learners with disabilities and learning difficulties in the classroom (Noble, 2004). Although, Ghana has operated a common curriculum for basic education over the years, that common curriculum cannot be described as inclusive curriculum. An inclusive curriculum recognizes the need that schools be organized, with the individual differences of students in mind and allow for scope and flexibility to enable all students to achieve their goals (Hayford, 2013).

In addition to lack of provisions in the national curriculum for diversity, studies have shown that basic school teachers are also not empowered to adapt the national

curriculum to suit all learners including those with disabilities or special educational needs (Hayford, 2007; Hayford, 2013). The curriculum is therefore a critical variable for the effective implementation of inclusive education. Some of the key questions that could be asked are as follows:

- a) Do the classroom environments enable teachers to implement this approach?
- b) Are lessons built on the diversity of students' experiences?
- c) Are adaptations made to the curriculum for students who experience barriers to learning?

2.7 Perceived Benefits of Inclusive Education

Many researchers have empirically mentioned several importance of inclusive education. In Shogren et al. (2015), revealed that inclusive setting promotes students' sense of belonging and positive teacher practices. McHatton and Parker (2013) also asserted that inclusive setting creates positive peer interactions which enables students with disabilities meet academic standards with support service. Barth et al. (2019) mentioned that inclusion accepts students with diverse backgrounds, learning styles and needs. Shogren et al. (2015) opine that students in inclusive settings learned to develop relationships with peers who are different and gained a greater understanding of people with disabilities and their educational journey.

Federal mandates (e.g., IDEA, NCLB, and ESSA) have led to an increase in inclusive classrooms (Pierson & Howell, 2013). Conversely, before IDEA students with disabilities were separated from their general education peers, this structure was considered a restrictive environment (Bemiller, 2019). Ricci and Fingon (2017) noted the reauthorized IDEA Act of 2004 as the act that pushed inclusion to the forefront to

ensure students with disabilities are not segregated to learn in a self-contained special education classroom. Inclusive classrooms offer a more positive learning setting than self-contained special education classrooms (Young et al., 2019). Bemiller (2019) explained that because of acts such as, IDEA (2004), students with disabilities are no longer segregated to a special education classroom to receive their instruction. Special education teachers were responsible for delivering instruction to students with disabilities; likewise, general education teachers were accountable for general education students in separate classrooms.

Cameron and Cook (2013) researched general education teachers' goals and expectations for their included students with mild and severe disabilities and discovered that general education teachers believed that students with mild learning disabilities would make academic growth. Cameron and Cook explained mixed grouping provided the opportunity for high-performing students to assess and evaluate their knowledge by assisting students with disabilities learned from and interacted with their general education peers. Shogren et al. (2015) mentioned that students with disabilities like to learn alongside their peers. General education teachers in Cameron and Cook's (2013) study set goals for their students that included being socially accepted by their peers so that students could learn about and accept differences amongst them. Cosier, Theoharis-Causton, and Theoharis (2013) found that students with disabilities who had access to the general education curriculum had slightly higher mathematics and reading standardized test results for each hour spent in general education classes than their peers who did not have such access. Kurth, et. al. (2015) examined inclusive social and academic practices at six elementary schools. Kurth et al. argued that inclusive settings are beneficial for both students with mild

and severe learning disabilities. They maintained that inclusive settings can improve learning for both general education and students with disabilities. Inclusion is an approach that honors the abilities of all students (Hardy & Woodcock, 2015). Pierson and Howell (2013) added that the high school students that participated in their study preferred learning in inclusive classrooms because they had access to the same curriculum as their peers. In addition, the high school students noted they did not feel different because the co-teacher assisted all the students; therefore, no one was aware of their mild-to-moderate learning disabilities.

2.8 Summary of Literature Review

The key issues highlighted in this chapter included; the concept of inclusive education, teachers' views about the implementation of inclusive education, the challenges in implementing inclusive education and benefits derived from inclusive education. Most of these scholars whose ideas were used view inclusive education as basically provisions to meet the educational needs of all children irrespective of their disabilities in the learning settings as their non-disabled peers. They also look at the pillars of implementation of inclusive education in terms of policy content, commitment of implementers to the policy, support of client and coalition for implementation, capacity to implement the policy in terms of individual, organizational and networking. They also stressed on public governance, attitudes of implementers towards the policy, contexts of implementation and appropriate curriculum. Finally, the benefits derived from inclusive education were highlighted as providing the student with disability greater access to the general education curriculum, builds the self-confidence of the student with disability, helps students with special needs to better interact and function with peers and also helps teachers to

recognize that all students have strengths and weaknesses. The findings of the study indicated that teachers in the Offinso North District do not have adequate knowledge before the implementation of the inclusive education programme in the District.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter entails the methodology used for the study. It comprises the researchers' philosophy, research design, population of the study, sample, sampling techniques, instruments for data collection, procedures used for data collection and data analysis.

3.2 Researchers' Philosophy

The positivist paradigm was adopted for the study. Researchers of the positivist tradition argue that social reality is “out there”, external and independent of the researcher, and therefore it can be accessed through natural scientific approaches in physics, chemistry and biology that are objective in nature (Cohen, et al., 2011). The positivist paradigm asserts that real events can be observed empirically and explained with logical analysis (Gill & Johnson, 2010). Gill and Johnson explain that, the criterion for evaluating the validity of a scientific theory is whether our knowledge claims (i.e., theory-based predictions) are consistent with the information we are able to obtain using our senses. This study sees “perception of basic school teachers on the implementation of inclusive education” as social reality that could be investigated through the scientific approach. Researchers who subscribe to the positivist tradition are seen as adopting quantitative approach of research. Bryman and Bell (2012) posit that quantitative research methodology adopts mathematical and statistical methods to measure results. This implies that quantitative approach entails the use of measurement and testing and the use of numerical data to describe, explain and test relationships where computer programmes like the Statistical Package for the Social Sciences (SPSS) could aid the analysis of data. However, limitations of the

quantitative methodology have been identified to include more cost where large sample size is needed so as to generalize the results to the population, and low return rate. Besides, the study needs to be conducted in a contrived context.

3.3 Research Design

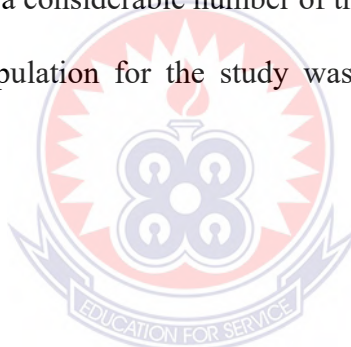
The survey research design specifically, the cross-sectional survey was used for the study. Gravetter and Forzano (2009) posit that the design that uses survey to obtain a description of a particular group of individuals is called the survey research design. The researchers adopted the cross-sectional survey design because, it gives an accurate picture of the individuals being studied. It provides a ‘snapshot’ of the group at a particular time. It is relatively inexpensive and allow the researcher to collect a great deal of information quite quickly. The survey design allows the researcher to amass large amount of information from a large pool of participants. Finally, it allows the researcher to collect data on some variables. The use of the survey design adopted by the researcher will help him to collect data on variables such as differences in sex, educational status and teaching experiences and how it might correlate with topic under study. Despite its strengths and useful for the study, it has some setbacks such as the potential for interviewer bias, especially when the close ended questions are used. Secondly, it can be time consuming. Also, it can be expensive, as a consequence of these setbacks, the cross-sectional survey can have low response rate and non-response bias, however, its numerous advantages cannot be overemphasized. Some of these advantages are that it is convenient and anonymous. It is non-threatening to participants. It is easy to administer. It is efficient to administer with groups. Participants can stay at their homes or offices and respond to the questionnaires.

3.4 Population of the Study

The target population for this research was all public basic school teachers in the Offinso North District. Offinso North District has six (6) educational circuits for the public basic schools with approximately 355 teachers. Three schools were selected from the six circuits using purposive sampling method. Thus, 18 schools were selected for the study. For this study, out of the total teacher population of 355 targeted for the study, 276 representing approximately 78% was identified as accessible population based on the following criteria:

- a) They are professionally trained teachers.
- b) They were accessible during the time of the study.
- c) They represented a considerable number of the target population.

Therefore, the study population for the study was 276 teachers selected from the Offinso North District.



3.5 Sample Size

The sample size for the study was two hundred and seventy-six (276) teachers in the Offinso North District. A sample consists of a carefully selected subset of the units that comprise the population. According to Paul and Ellis (2001), a sample is a number of individuals selected from a population for a study. Hayford (2013) also defines sample as the group of individuals or elements, or single individuals from whom data are obtained.

3.6 Sampling technique

The simple random sampling technique was used for selecting the sample size. Kulbir (2000) opined that the simple random sampling has the advantage of giving the

researcher the chance of selecting variables from a large population at convenient and easy circumstances. The technique was used to select two hundred and seventy-six (276) teachers. This was necessary due to the different experiential levels of these categories of people. To ensure that every professional teacher had the opportunity of being selected for the exercise, six (6) schools were selected randomly using the lottery method (In the lottery method, the researcher gives each member of the population a number. Researcher draws numbers from the box randomly to choose samples). The names of the schools were written on pieces of papers and with the help of a friend, six (6) schools were selected randomly.

3.6.1 Instrumentation

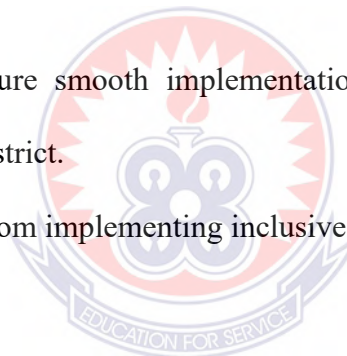
Questionnaire was used as the instrument for data collection. A questionnaire consists of a list of questions or statements relating to the aims of the study, the hypothesis and research questions to be verified and answered, to which the respondents are required to answer by writing. Data collection refers to obtaining relevant information regarding the major idea of the hypothesis or research questions for the purpose of answering them.

3.6.2 Questionnaire

Questionnaire was used because it allowed the researcher to cover a large number of respondents within a short period of time. A researcher-design questionnaire was the main instrument for data collection. The questionnaire was in two parts. The first part of the questionnaire was on the demographic data, which sought information on variables such as age, gender, qualification and teaching experience. The second part of the questionnaire describes teachers' perception of inclusive education, perceived

challenges, measures and benefits derived from inclusive education. The researcher developed the questions for each broad concept. However, since the focus of the study was on the implementation of inclusive education in the district, the researcher used the Index for Inclusion, the sub-section on Implementation (Hayford, 2013) to inform the designing of the items reflecting basic school teachers' opinions about the implementation of inclusive education. Materials from the index of inclusion enabled the researcher to focus on the implementation of inclusion. The items in the questionnaire sought respondents' perspectives about:

1. Perception of teachers on the implementation of inclusive education.
2. The challenges of implementing inclusive education in the Offinso North District.
3. Measures to ensure smooth implementation of inclusive education in the Offinso North District.
4. Benefits derived from implementing inclusive education in Offinso North District.



Both the closed-ended and open-ended questions were used for the study because the close-ended (structured) questions made the analysis easier while the open-ended questions brought about responses, which enriched the study. The first set of questions was in the form of checklist to which respondents were requested to choose one response as they deemed appropriate. Others were in the form of Likert scale with the following options; Strongly agree, Agree, Uncertain, Disagree or Strongly disagree.

3.7 Validity and Reliability of Instruments

In order to check for the consistency and reliability of the instrument for data collected, part of the population who are not among the main study but had similar characteristics were selected to pre-test the instruments. Validity of an instrument measures what it is designed to measure while reliability refers to the ability of a test to consistently measure what it is supposed to measure (Amedahe & Gyimah, 2016). Therefore, the researcher intended to set the items to reflect the objectives of the study.

To get the reliability of the questionnaire, they were pilot-tested on a sample of thirty (30) teachers from six (6) selected basic schools namely: Afrancho R/C Primary and JHS, Akumadan Adabiya Primary and JHS, Akumadan Presby Primary and JHS, Nkenkensu R/C Primary and JHS, Dwendabi D/A Primary and JHS and Nkwankwaa Primary A & B and JHS. This exercise was repeated for the second time by the same respondents. A time lapse of three days was given for the second exercise. This short duration of time was given so as to prevent respondents from interviewing experienced people on the subject in whom reliability can be measured. The focus of pre-test was to get feedback on individual items, whether each question is clear, simple and unambiguous (Hayford, 2013). Feedback from the pilot-testing showed that the items were clear and unambiguous to the respondents. To investigate the validity of the instrument, the researcher prepared the instrument in close consultation with supervisor who evaluated the relevant items in the instrument to the objectives. The supervisor gave expert judgement which helped in proving the validity of the instruments and this gave rationale for the choice of the technique.

3.8 Procedures for Data Collection

The questionnaires administration spanned three weeks and was delivered to the respective schools personally by the researcher for the teachers to respond to them. This was after permission has been sought and granted by the District Directorate of Education with a letter of introduction from the Department of Special Education at the University of Education. Upon reaching the schools, the researcher went to the headteachers to introduce himself and sought permission from the headteacher before administering the questionnaire. The distribution and collection of the questionnaire was done by visiting the respondents in the schools they teach. I visited the schools, which were involved in the study to administer the instrument to the various respondents concerned. The instruments were administered to all the sampled schools in two days and they were retrieved from the respondents four days later. In order to ensure that the instruments were well completed, enough time was given to the teachers so that they could have time to complete them well. The return rate for the instrument was 100% because all the questionnaires were retrieved from the teachers. Hence, the 276 questionnaires were screened for data analysis.

3.9 Data Analysis

Data collected with the questionnaire were arranged according to the research questions formulated to guide the study. Analysis of the main data collected was done both manually and electronically. The manual analysis took the form of grouping similar responses. The responses were re-grouped into simple coded sentences, which were keyed into variable and data views of the SPSS, The SPSS software was used to facilitate the analysis. With the SPSS analysis, responses for each item in the questionnaire were coded with numerical values that were used for the inputting

process into the SPSS. After the initial coding had been dealt with, they were inputted into the variable view of the electronic software for the 20 items. When that had been done, each of the 276 responses retrieved from the respondents were numbered and coded as per the coding plan and inputted into the data of the SPSS one after the other until all were keyed into the system. After the responses have been inputted, data were analyzed using descriptive statistical tools such as frequency tables and percentages to give a pictorial presentation of results. These methods are appropriate for this study because they can easily be understood by many readers when results are presented in that manner. Quantitative data obtained from closed questions on the questionnaire were coded and analyzed using descriptive statistics.

3.10 Ethical Considerations

As a researcher, I felt that to observe ethical issues in research, there should be negotiations, confidentiality, dissemination, respect and consent between the researcher and the respondents. Ethics in research ensures that the participants are treated with respect and sensitivity beyond what may be required by law (Patton, 2002: 9; Radnor, 2001: 34). Polit and Beck (2010) asserted that, confidentiality and respect for persons should be the hallmark of the researcher. The researcher obtained permission from the Offinso North District Education Officer, headteachers and teachers at the various schools selected. Both teachers and education workers were highly cooperative. To exhibit respect by the researcher, respondents were given adequate time to decide whether to partake in the research or not. Respondents were informed about the confidentiality of the study. Personal questions were avoided so as to ensure respect of respondents' privacy. Respondents as part of the dissemination processes were assured of feedback from the researcher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter expounds the findings from teachers in the Offinso North District on inclusive education based on the specific objectives of the study as outlined in chapter one. The data gathered from the field were analysed and presented with the aid of tables and figures. This chapter is divided into five main sections: the biographic data of participants or the demographic characteristics of respondents; the concept of inclusive education, measures to implement inclusive education in the Offinso North District, benefits of inclusive education and the perceived challenges of implementing inclusive education in the Offinso North District.

4.2 Bio-data of Participants (Demographic Characteristics of Respondents)

The demographic characteristics of 276 participants that were considered in the study include sex, age, educational background and years of teaching experience. Details are shown in Table 1.

Table 1: Biographic Data of Teachers

Biographic Data		Teachers	
		N	%
Sex	Male	204	74
	Female	72	26
	Total	276	100
Age	21 – 30 years	107	38.8
	31 – 40 years	99	35.9
	41 – 50 years	50	18.1
	51 – 59 years	20	7.2
	Total	276	100
Educational Background	Diploma	93	34
	Bachelor Degree	147	53
	Master's Degree	30	11
	Others	6	2
	Total	276	100
Teaching Experience	1 – 3 years	32	11.6
	4 – 6 years	110	39.9
	7 – 9 years	100	36.2
	10+ years	34	12.3
	Total	276	100

Source: Field Data, 2022

The background information of teachers who participated in the study have been highlighted in Table 1. Table 1 presents the analysis of the results of the demographic characteristics of the respondents. Results from the Table 1 indicate that all the teachers and education officers were professionally trained teachers. From Table 1 it was revealed that 204 (74%) of both teachers and the education officers were males and the remaining 72 (26%) were females. Gender disparity has been highly skewed in favour of males. This is because all the schools visited had males as the majority. Perhaps the preponderance of male participants in the schools was as a result of male teachers accepting postings to rural areas than their female counterparts. The probable reason mentioned by Deku & Vanderpuye (2017) is that female teachers tend to seek placement in schools located in the urban and semi-urban settlements, and also to be

with their spouses who are located in towns and cities where these schools are located. With regards to age, Table 1 indicate that the modal age group was 22 – 30 years (n = 107, 38.8%) with 51 – 59 years (n = 20, 7.2%) representing the least age group. Also, 99 (35.9%) of teachers falls within the ages of 31 – 40 years whereas 50 (18.1%) of the teachers falls within the ages of 41 – 50 years.

With regards to their educational background, the study found that 93 (34%) of the respondents had Diploma in Education while 147 (53%) had Bachelors' Degree. In addition, 30 (11%) hold a Master's Degree with only 6 (2%) having other qualifications (PhD Candidate and Certificate 'A').

Furthermore, from Table 1, 110 (39.9%) of teachers had taught for a period between 4-6 years, whereas 100 (36.2%) of teachers had taught for a period between 7-9 years. Again, 34 (12.3%) of teachers or respondents had taught for over 10 years whereas the remaining 32 (11.6%) had taught for a period between 1-3 years. Figures from the data collected indicates that majority (244) of the teachers had had 4-10+ years) teaching experience.

4.3 Research Question 1: What perception do teachers have about the implementation of inclusive education in the Offinso North District?

Inclusive education has been looked at and variously defined by numerous scholars across the globe. It was therefore pertinent to find out the understanding of the sampled teachers on the concept of inclusive education. The researcher also wanted to find out the level of teachers understanding about inclusive education or what they perceived about inclusive education. The researcher used descriptive statistics to

determine the frequencies, mean and standard deviation scores for each response from a 5-item questionnaire. The findings are summarized and presented in Table 2

Table 2: Teachers' Perception about Inclusive Education

Items	SA		A		U		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Placement alternative for accommodating all special needs children alongside their non-disabled counterparts	140	50.7	99	35.9	19	6.9	9	3.3	9	3.3	276	100
Restructuring of the school to include all learners	120	43.5	95	34.4	23	8.3	29	10.5	9	3.3	276	100
Relocating special children from their traditional learning setting and fully integrating them with non-disabled students in the regular education environment	87	31.5	120	43.5	31	11.2	24	8.7	14	5.1	276	100
The policy of placing children with disabilities into general education classroom in the neighbourhood schools	77	27.9	120	43.5	34	12.3	32	11.6	13	4.7	276	100
The opportunity for all persons to participate fully in the education, employment, consumer, recreational, community and domestic activities that typify every society	95	34.4	132	47.8	18	6.5	25	9.1	6	2.2	276	100

Key: SA (Strongly Agree), A(Agree), U(Uncertain), D(Disagree), SD(Strongly Disagree)

Source: Field Data, 2022.

Table 2 presents data on teachers' perception of inclusive education. From Table 2, it can be observed that majority of the teachers strongly agreed or agreed to each of the statements regarding how they perceived inclusive education. Majority (239, 87%) of the teachers however strongly agreed or agreed to the statement of inclusive education as a placement alternative for accommodating all special needs children alongside their able-bodied counterparts as defined by Staubs and Peck (2004) compared to all

the other statements. This indicated that among all the statements of inclusive education espoused, the teachers were more inclined to that given by Staubs and Peck (2004). This brings to the fore the understanding that inclusive education is mostly related to the integration of the persons with disabilities with their non-disabled counterparts.

4.4 Research Question 2: What challenges do teachers have about the implementation of inclusive education in Offinso North District?

Studies by Peters (2004) have showed that the implementation of inclusive education is plagued with some challenges which when addressed will promote the implementation of inclusive education. Some of the challenges identified were the content of the curriculum, attitudes towards inclusion, capacity to address the diverse needs of learners, support of learners and teachers in implementing inclusion, implementation context and collaboration between departments. In addressing the issue of teachers' perceived challenges associated with the implementation of inclusive education, a questionnaire was designed to solicit views from teacher respondents. A Likert scale ranging from (1) strongly agree to (5) strongly disagree was used to assess the extent to which the sampled teachers agreed to or disagreed to the perceived challenges of inclusion as experienced in other jurisdiction. The summarized data on the challenges is presented in Table 3.

Table 3: Challenges of implementing inclusive education in Ghana by teachers

Challenges of inclusive education	SA		A		U		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Lack of Political Will	177	64.1	67	24.3	16	5.8	8	2.9	8	2.9	276	100
Attitudes of teachers towards pupils with disabilities.	154	55.8	78	28.3	29	10.5	8	2.9	7	2.5	276	100
Inflexibility in the general curriculum	148	53.6	99	35.9	24	8.7	4	1.4	1	0.4	276	100
The level of commitment of teachers and other stakeholders	150	54.3	99	35.9	21	7.6	6	2.2	0	0.0	276	100
Attitude of stakeholders towards inclusion	154	55.8	92	33.3	21	7.6	9	3.3	0	0.0	276	100

Key: SA(Strongly Agree), A(Agree), U(Uncertain), D(Disagree), SD(Strongly Disagree)

Source: Field Data, 2022.

Data from respondents show that more than 90% of all the teachers acknowledged that inclusive education is likely to encounter some challenges with regards to its implementation. The level of commitment of teachers and other stakeholders towards pupils with disabilities was considered by approximately 90% of the teachers as a major challenge which might hinder the implementation of inclusive education in the Offinso North District. The ability to accept students with special needs and how to relate with them may be a challenge to most teachers. In addition, over 89% of the teachers foresee the attitude of stakeholders within the educational sector towards inclusion and inflexibility in the general education curriculum respectively to be challenges that inclusive education might face. Furthermore, the attitude of teachers towards students with disability as well as the lack of political will were strongly agreed or agreed to by 84% and 88% of the teachers respectively as perceived

challenges for the successful implementation of inclusive education in the Offinso North District (Refer to Table 3).

4.5 Research Question 3: What measures can be taken to improve on teachers' perception about the implementation of inclusive education in the Offinso North District?

Various measures have been identified for the successful implementation of inclusive education. Five of such measures were presented as individual statements to the respondents to express their views. These were Likert scale items ranging from (1) strongly agree to (5) strongly disagree. The summarized data is presented in Table 4.

Table 4: Measures to Implement Inclusive Education by the Teachers

Measures to implement inclusive education	SA		A		U		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Inter collaboration between departments and agencies	154	55.8	93	33.7	16	5.8	10	3.6	3	1.1	276	100
Implementation context	148	53.6	104	37.7	18	6.5	6	2.2	0	0.0	276	100
Policy content of inclusive education	135	48.9	108	39.1	21	7.6	9	3.3	3	1.1	276	100
Support services by all stakeholders of education	154	55.8	95	34.4	18	6.5	9	3.3	0	0.0	276	100
Adequate teacher preparation	180	65.2	77	27.9	10	3.6	8	2.9	1	0.4	276	100

Key: SA(Strongly Agree), A(Agree), U(Uncertain), D(Disagree), SD(Strongly Disagree)
Source: Field Data 2022.

The study gathered that more than 90% of all the teachers strongly agreed or agreed that the adequacy of teacher preparation, the context in which inclusive education is implemented and support services by all stakeholders of education are measures to ensure the successful implementation of inclusive education. The policy content of inclusive education was also strongly agreed to or agreed to by approximately 88% of the teachers as an important measure to ensure its successful implementation. Approximately 7.6% of the teachers were however uncertain about the context in which inclusive education is implemented and the policy content of inclusive education might affect the smooth implementation of inclusive education respectively (see Table 4).

4.6 Research Question 4: What perceived benefits can be derived from implementing inclusive education in the Offinso North District?

To examine the benefit of inclusive education in the Offinso North District, respondents were made to respond to some Likert scale items ranging from (1) strongly agree to (5) strongly disagree. The summarized responses to the various statements have been presented in Table 5.

Table 5: Benefits of Inclusive Education by Teachers

Perceived Benefits of Inclusive Education	SA		A		U		D		SD		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Helps teachers recognize that all pupils have strengths and weaknesses.	144	52.2	106	38.4	19	6.9	7	2.5	0	0.0	276	100
Children with special needs learn to better interact and function in a non-disabled world.	152	55.1	93	33.7	10	3.6	16	5.8	5	1.8	276	100
It provides the special needs child greater access to the general education curriculum.	120	43.5	97	35.1	30	10.9	24	8.7	5	1.8	276	100
It provides special attention to children with special needs.	124	44.9	79	28.6	27	9.8	43	15.6	3	1.1	276	100
Children with special needs have self-confidence.	100	36.2	85	30.8	43	15.6	39	14.1	9	3.3	276	100

Key: SA(Strongly Agree), A(Agree), U(Uncertain), D(Disagree), SD(Strongly Disagree)

Source: Field Data, 2022.

The study as shown in Table 5, disclosed that more than 90% of the teachers strongly agreed or agreed with the assertion that inclusive education helps teachers recognize that all pupils have strengths and weaknesses. Again, 89% are of the view that inclusive education helps children with special needs learn to better interact and function in a non-disabled world whereas over 78% asserts that inclusive education provides the special need child greater access to the general education curriculum. Whereas 73.5% and 63% of the teachers also strongly agreed or agreed that inclusive education provides special attention to children with special needs and provides special needs children with self-confidence respectively, meagre percentage (16.7% and 17.4%) of the teachers strongly disagreed or disagreed with this assertion. It can be inferred from this that the issue of paying attention to people with special needs

and the ability of inclusive education to develop self-confidence in these individuals is considered a daunting task which may account for that number disagreeing to it as a benefit of inclusive education.

In summary, the responses from teachers conclude that inclusive education helps teachers to recognize that all pupils have strengths and weaknesses, which will enable them to interact and function in a non-disabled world. This will help the child with special needs have a greater access to the general education curriculum and provision of special attention, which may eventually lead to the development of self-confidence.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the conclusions based on the recommendations and suggestions for future research and policy formulation. This chapter therefore comprises four main parts; summary, conclusion and recommendations and suggestions.

5.2 Summary of Study

The aim of the study was to examine the perspectives of basic schoolteachers and education officers about the implementation of inclusive education in the Offinso North District in the Ashanti region of Ghana. A sample of 276 respondents answered the questionnaire. The probability sampling, specifically the simple random sampling technique was used in selecting the sample. The respondents were given a set of questionnaire, which sought their views about the implementation of inclusive education. Data collected with the questionnaire were arranged according to the research questions formulated to guide the study. The SPSS software was used to facilitate the data analysis. After the responses have been inputted, data were analyzed using descriptive statistical tools such as frequency tables and percentages. The study found out that all the teachers sampled were professional teachers.

Adequate teacher preparation, the context in which inclusive education is implemented, inter collaboration between departments and agencies and provision of

support services by all stakeholders of education were factors identified to promote the smooth implementation of inclusive education.

Respondents also asserted that inclusive education has the following benefits:

- a) Helps teachers recognize the strengths and weaknesses of their pupils.
- b) Children with special needs learn to better interact and function in a non-disabled world.
- c) It provides a greater access to the general curriculum.
- d) It provides special attention to children with special needs.
- e) Children with special needs have self-confidence.

All the respondents agreed that lack of support service; rigid general education curriculum; discrimination and stigmatization of people with special needs; attitudes of teachers and other stakeholders; and lack of commitment of teachers and other stakeholders towards inclusion were the perceived challenges that affected the successful implementation of inclusive education.

5.3 Summary of Major Findings

5.3.1 Teachers' Perceived understanding of Inclusive Education in Offinso North

District

The research reveals that majority (239, 87%) of respondents perceived inclusive education as a placement alternative for accommodating all special needs children alongside their able-bodied counterparts as defined by Staubs and Peck (2004) compared to all the other statements. This indicated that among all the statements of inclusive education espoused, the teachers were more inclined to the definition given by Staubs and Peck (2004). This brings to the fore the understanding that inclusive

education is mostly related to the integration of children with disability with their non disabled counterparts. But it was discovered that most of the teachers did not have knowledge on the types of curriculum adaptation to implement the policy. The research also revealed that teachers perceived inclusive education as restructuring of the school to include all learners; policy of placing children with disabilities into the general education classroom in the neighbourhood; an opportunity for all persons to participate fully in the education, employment, consumer, recreational, community and domestic activities that typify every society; relocating special children from their traditional learning setting and fully integrating them with non-disabled students in the regular environment.

5.3.2 Teachers' Perceived Challenges of the Implementation of Inclusive Education in the Offinso North District

On the perceived challenges associated with the implementation of inclusive education in the Offinso North District, the teachers acknowledged that inclusive education is likely to encounter some challenges. They indicated that lack of political will, attitudes of teachers towards pupils with disabilities, inflexible curriculum, level of commitment of teachers and other stakeholders and attitude of stakeholders towards inclusion were identified as challenges that can affect the successful implementation of inclusive education. The study also unveiled that inadequate specially trained teachers, poor infrastructure, lack of commitment on the part of government and stakeholders of education and resources in terms of materials are the perceived challenges that may affect the successful implementation of inclusive education in the Offinso North District.

5.3.3 Measures to Implement Inclusive Education in the Offinso North District

Inter collaboration between departments and agencies, implementation context and policy content of inclusive education, support services by all stakeholders of education and adequate teacher preparation were measures identified to ensure the smooth implementation of inclusive education. However, adequate teacher preparation 257(93.1%) was considered the most important factor by the teachers.

5.3.4 Perceived Benefits of Inclusive Education in Offinso North District

More than 90% of the teachers and all the education officers were of the opinion that inclusive education is beneficial. According to them Inclusive education will:

- a) help teachers to recognize that all pupils have strengths and weaknesses
- b) help children with special needs to learn to better interact and function in the mainstream environment.
- c) provide the special needs child greater access to the general curriculum
- d) provide special attention to children with special needs
- e) helps children with special needs to have self confidence

5.4 Conclusions

From the study results and discussions, the following conclusions were drawn:

Analysis of the perceived views on inclusive education revealed that majority of the teachers and education officers in the Offinso North District agreed to all the definitions put forward by other scholars on inclusive education. Also, given the various definitions and explanations by the teachers and the education officers on the concept of inclusive education, the study concludes that teachers and education officers in the Offinso North District have insight in the concept of education.

In addition, the study shows that majority of the teachers and education officers sampled did not think inclusive education could be implemented successfully in the Offinso North District. They cited perceived challenges of inclusive education such as poor infrastructure, inadequate teacher preparation, lack of support services, rigid general education curriculum, discrimination and stigmatization of pupils with special needs, attitudes of teachers and other stakeholders towards special needs children, lack of commit to implement the policy (political will) and attitudes of teachers towards pupils with disabilities.

The study also indicates that the respondents were of the view that inclusive education can be implemented successfully. They cited reasons such as availability of professional teachers with knowledge in inclusive education and also the availability of support services in the district. The respondents mentioned that teachers in the district have the requisite expertise in special needs education to ensure the successful implementation of the inclusive education policy. The respondents again mentioned that the availability of support services in the district would drive the successful implementation of inclusion. They indicated that the availability of officers in charge of pupils with special needs (special education coordinators) in the district would help in the successful implementation of the inclusive education policy. It can therefore be concluded that when measures are put in place to avert or minimize these challenges inclusive education can be successfully implemented in the Offinso North District. Literature reviewed indicated that inclusive education has so many benefits and therefore it is strongly recommended that the policy of inclusive education should be implemented in the district and probably the whole country by extension.

5.5 Recommendations

The study reveals that majority of teachers in the Offinso North District had theoretical in-depth understanding of inclusive education but lacked professional training in inclusive techniques and practices. To achieve success in the implementation of inclusive education the following recommendations were made:

1. On the perception of teachers regarding the implementation of inclusive education in Offinso North District, teachers must be given adequate training in inclusive education through regular and in-service courses to help improve and reorient teachers' perception towards performing their duties in inclusive education. The study therefore recommends Offinso North Directorate of Ghana Education Service to collaborate with basic school heads in assisting teachers through the implementation of professional development/training programmes in order to employ adaptive instructional strategies to help children with disabilities.
2. Based on the perceived challenges faced by teachers during implementation, it was recommended that the Offinso North Education Directorate must improve the positive attitudes of school staff, parents, students and the local community towards the awareness and acceptance of people who are perceived to be different. The education directorate must also learners and teachers in implementing inclusion by improving the type and the quality of available support services. The state must design a curriculum that will meet the needs of all children. It is also recommended that the Offinso North District Assembly in collaboration with the Offinso North Education Directorate should redesign the classroom and school environment to accommodate

people with disabilities to meet the demands of inclusive learning. Schools should adapt the physical environment to help students with disabilities access their regular classes, for example, installing elevators in the schools makes it easy for students with physical disabilities and other students to move between floors. All new school buildings built by the Offinso North District should be disability-friendly.

3. On measures to improve teachers' perception about the implementation of inclusive education in the Offinso North District, it was recommended that practical and theoretical component of inclusive education should be taught in the Colleges of Education, the Universities and all training institutions to widen teacher trainees' teaching perspectives in order to equip them with the skills to enable them appropriately teach children with special needs.
4. Finally, on the issue of benefits of inclusive education in the Offinso North District, it was recommended that, there should be mass education on the achievements of some prominent persons in the country who are disabled in order to avert stigmatization and discrimination against individuals with disabilities.

5.6 Areas for Further Research

As tradition requires in research studies, the following areas have been suggested for further studies:

1. This topic concerning the implementation of inclusive education in the Offinso North District should be carried throughout the country.

2. Further research can be carried out on the challenges hindering the implementation of inclusive education in Ghana.



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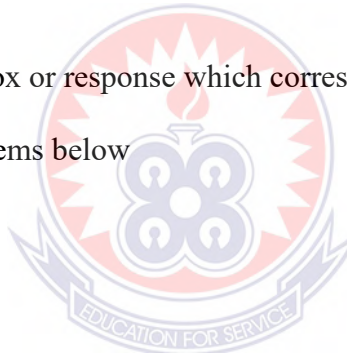


APPENDICES
APPENDIX A
QUESTIONNAIRE

Dear respondent this questionnaire aims at seeking stakeholders and teachers' views about the implementation of inclusive education in the Offinso North District. Your candid responses would assist the researcher arrive at a conclusion regarding the implementation of inclusive education in the Offinso North District. You are assured of confidentiality and anonymity as the results would be used for research purpose only. Your support is critical to complete this study. Thank you.

BIOGRAPHIC DATA

Tick the appropriate box or response which corresponds to your opinion concerning each of the items below



1. Gender:

A. Male

B. Female

2. Age:

A. 21 – 30 years

B. 31 – 40 years

C. 41 – 50 years

D. 51 – 59 years

3. Teaching experience

A. 1 – 3 years

B. 4 – 6 years

C. 7 – 9 years

D. 10+ years

4. Level of education

A. Diploma

B. Bachelor's Degree

C. Master's Degree

D. Others, please specify:.....

APPENDIX B

1. THE CONCEPT OF INCLUSIVE EDUCATION

Tick [✓] Strongly agree = A, Agree=B, Uncertain=C, Disagree=D, or Strongly disagree= E

No.	Statements	A	B	C	D	E
1	Inclusive education is a placement alternative for accommodating all special needs children alongside their non-disabled counterparts in the same learning environment for instructional purpose.					
2	Inclusive education is the restructuring of the school to include all learners.					
3	Inclusive education is relocating special children from their traditional learning setting and fully integrating them with non-disabled students in the regular education environment.					
4	Inclusive education is the policy of placing children with disabilities into the general education classroom in the neighbourhood schools.					
5	Inclusive education is the opportunity for all persons to participate fully in the education, employment, consumer, recreational, community and domestic activities that typify every society.					

2. CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

Tick [] Strongly agree = A, Agree=B, Uncertain=C, Disagree=D, or Strongly disagree= E

No.	Statements	A	B	C	D	E
1	Lack of political will can hinder the implementation of inclusive education.					
2	Attitudes of teachers towards pupils with disabilities will affect the implementation of inclusive education.					
3	Rigid general education curriculum can affect the implementation of inclusive education.					
4	The level of commitment of teachers and other stake holders can hinder the implementation of inclusive education.					
5	Attitude of stake holders towards inclusion will affect its implementation.					

**3. MEASURES TO IMPLEMENT INCLUSIVE EDUCATION IN THE
OFFINSO NORTH DISTRICT**

Tick [✓] Strongly agree = A, Agree=B, Uncertain=C, Disagree=D, or Strongly disagree= E

No.	Statements	A	B	C	D	E
1	Successful implementation of inclusive education depends on collaboration between departments and agencies.					
2	Implementation context can affect its success.					
3	The policy content of inclusive education is necessary for its implementation					
4	Support services by all stake holders of education will ensure smooth implementation of inclusive education.					
5	Adequate teacher preparation is relevant to its implementation.					

4. BENEFITS OF INCLUSIVE EDUCATION

Tick [] Strongly agree = A, Agree=B, Uncertain=C, Disagree=D, or Strongly disagree= E

No.	Statements	A	B	C	D	E
1	Inclusive education helps teachers recognize that all pupils have strengths and weaknesses.					
2	Children with special needs learn, interact and function in a friendly environment.					
3	Inclusive education provides the special needs child greater access to the general education curriculum.					
4	Inclusive education provides special attention to children with special needs.					
5	Children with special needs have self-confidence.					

