

UNIVERSITY OF EDUCATION WINNEBA

**KINDERGARTEN FACILITATORS' PERCEPTION OF THE PRACTICE OF
INCLUSION EDUCATION IN THE LAMBUSSIE DISTRICT IN THE UPPER
WEST REGION OF GHANA**



UNIVERSITY OF EDUCATION, WINNEBA

**KINDERGARTEN FACILITATORS' PERCEPTION OF THE PRACTICE OF
INCLUSION EDUCATION IN THE LAMBUSSIE DISTRICT IN THE UPPER
WEST REGION OF GHANA**

**WONTUODI CRISPEN MBATIEREFAA
(220034437)**

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a white background and a blue border. Inside the shield, there are four stylized human figures in blue, arranged in a cross pattern. Above the shield is a red sunburst or starburst design. The entire emblem is set against a light blue background.

**A Dissertation in the Department of Early Childhood Education,
Faculty applied Behavioural Sciences in Education, submitted to the
School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Education
(Early Childhood Education)
in the University of Education, Winneba**

MARCH, 2024

DECLARATION

Student's Declaration

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

Signature:

Date:

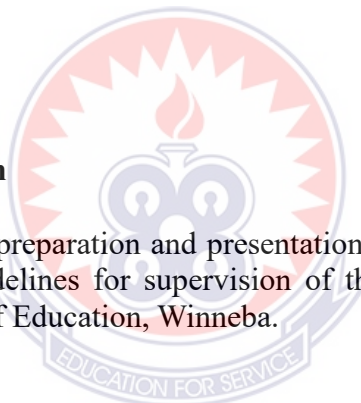
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Supervisor's Name: DR. MICHAEL SUBBEY

Signature:

Date:



DEDICATION

I dedicate this work to God and my late father; Mr. Wontuodi Boroh and my Mother Esi Asumah. my wife (Mrs. Maalaasoba Gladys) and lovely kids (John Francis Mbatierfaa, Jordan Kartha Mbatierfaa and Johanna Favour Mbatierfaa)



ACKNOWLEDGEMENTS

I extend my deepest gratitude to my research advisor and supervisor, Dr. Samuel Oppong Frimpong. Every meeting with you enhanced my own learning and professional growth. Thank you for providing countless opportunities for me to grow in Research. God bless you. I appreciate the singular effort of my dearest and lovely entire Boroh and Wontuodi family who have been a pillar that supported my stay in the graduate studies. I thank my dear wife Mrs. Gladys Maalaasoba for the confidence she had in me and her unending support throughout my life. God bless you. I thank my friends for their support.

I acknowledge the immense contribution of my department lecturers and all the staff of the Department of Early Childhood Education, for their advice, direction, guidance, feedback, and most importantly, for the accomplishment in their prior research that contributed to this research. I say thank you for the roles you played in making the work a success. My sincerest appreciation and deepest love are extended to my friend Marcellinus Tanzule and the entire staff of Lambussie Education Directorate. God bless you for your effort in proof reading my work.

TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	9
1.3 Purpose of the Study	13
1.4 Research Objectives	13
1.5 Research Questions	13
1.6 Significance of the Study	14
1.6 Delimitation of the Study	15
1.8 Limitations of the study	15
1.9 Operational Definition of Terms	16
1.10 Organisation of the Study	17
CHAPTER TWO: LITERATURE REVIEW	18
2.0 Introduction	18
2.1 Theoretical Framework	18
2.2 Preparations made for Facilitators toward the Practice of Inclusive Education	19
2.3 Facilitators Perceptions of the Practice of Inclusive Education and how it influences their behaviour in the classroom	29

2.4	How does the facilitators' perceptions of the practice of inclusion education influence their behaviour in the kindergarten classroom in the Lambussie District?	42
2.5	Specific factors that shape facilitators' perceptions of inclusive education	44
2.6	Support services facilitators need towards the practice of inclusive education	58
CHAPTER THREE: METHODOLOGY		62
3.0	Introduction	62
3.1	Research Design	62
3.2	Research Approach	63
3.3	Population	63
3.4	Sample Size	65
3.5	Sampling Technique	65
3.4	Research Instrumentation	66
3.7	Procedure for Data Collection	68
3.8	Data Analysis	68
3.9	Ethical considerations	69
3.10	Summary	69
CHAPTER FOUR: RESULTS/ FINDINGS		70
4.0	Introduction	70
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		85
5.0	Introduction	85
5.1	Summary of Findings	86
5.2	Conclusions	87
5.3	Recommendations	87
5.4	Areas for Further Studies	88



REFERENCES	89
APPENDIX: Questionnaire	103



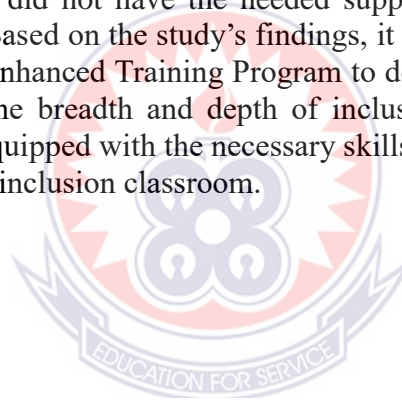
LIST OF TABLES

Table	Page
3.1: Distribution of the Target Population for the study	64
3.2: Distribution of the sample size for the study Population	65
4.1: Demographic information of respondents	71
4.2: Preparations made for Facilitators toward the Practice of Inclusive Education	73
4.3: How kindergarten facilitators perceptions of the practice of inclusive education influences their behaviour in the inclusive classroom	76
4.4: Specific factors that shape facilitators' perceptions of inclusive education	79
4.5: The support services that facilitator's need for the practice of inclusive education	81



ABSTRACT

This study investigated the perceptions of kindergarten facilitators regarding the practice of inclusive education in the Lambussie District, situated in the Upper West Region of Ghana. The study aimed to achieve several critical objectives. Firstly, the purpose of the study was to investigate Kindergarten Facilitators' perception of the practice of inclusion education in the Lambussie District in the Upper West Region and utilized a sample size of 60 kindergarten facilitators. The study adopted a descriptive survey research design through which perceptions were sampled from kindergarten facilitators. The data was analyzed quantitatively. The study found that kindergarten facilitators in the Lambussie District of the Upper West Region have not been given the needed preparation to handle inclusive education, accommodating special need learners in inclusive classroom depend on how Facilitators' perceptions of practice of inclusive education can influence their behavior towards inclusive education. Most of the facilitators were ready to accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively, professional development can enhance facilitator ability to implement inclusive education. Attitudes of parents can have impact on facilitators' perceptions of inclusive education and kindergarten facilitators confirmed that the kindergarten classroom facilitators did not have the needed support services for the practice of inclusive education. Based on the study's findings, it is recommended that the Ghana government should enhance Training Program to develop comprehensive training modules that cover the breadth and depth of inclusive education to ensuring that facilitators are well-equipped with the necessary skills and knowledge to enable them handle learners in the inclusion classroom.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The purpose of education, informal or formal, is to enable learners acquire the necessary skills for living effectively in their respective communities. Even though, formal education has been recognized as essential for the development of learners with or without disabilities, research results suggest that most learners with disabilities have for years experienced some exclusionary practice that estranged them from attending their regular community schools (Barnes, Mercer & Shakespeare, (2017).

The restrictive practices that led to inadequate access to education for learners with disabilities have led to the increasing awareness and the need to minimize or eliminate such practices completely. Inclusive education has, therefore, become the agenda to create access to education for learners with disabilities globally (Haskell, 2000). The current wave of thinking that seeks to open educational opportunities to all learners is derived from the principles of the Salamanca Statement (1994). The Salamanca Statement and Framework for Action on Special Needs Education, the World

Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994, which reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences.

The right of every child to education is proclaimed in the Universal Declaration of Human Rights and was forcefully reaffirmed by the World Declaration on Education for All. Every person with a disability has a right to express their wishes with regard to their education.

Legislation by national, regional and international agencies is vigorously finding ways to support and promote the educational opportunities for all learners in general education (Haskell, 2000). There has been continued advocacy for inclusion and a global commitment to encourage and improve education for all (Ainscow, 2020). Ghana recognises that education is a universal human right and extends this right to all children including pupils with special education needs (Agbenyega, 2007). This is evidenced by the many educational reforms and policies that have been implemented to address the needs of school-age children since Ghana's attainment of independence from colonial rule in 1957. The Education Act of 1961, for example, decreed free compulsory education for all children aged 5–16 years and was intended to alleviate the differences between rural and urban populations and those in diverse geographic regions (Botts and Owusu 2013).

Additionally, the Dzobo Committee Report on Education in 1974, and the New Education Reform in 1987, also became instrumental in educational policies that addressed basic education needs of children in Ghana. In recent years, Ghana has seen several constitutional revisions (Articles 25, 26, 37, and 38 of the 1992 constitution) and other special acts such as the Persons with Disability Act 715 (2006), the Education Act (778) of 2007 and the Children's Act 560 of (1998) with the prime objective of ensuring quality education for all children (Alhassan and Abosi, 2014; Botts and Owusu, 2013). Consequently, provision of basic education for children in

Ghana is structured in two paralleled system; children with visible disabilities such as intellectual disabilities, blindness and deafness are enrolled in segregated special schools while those presumed to be without disabilities are enrolled in regular schools. This system appears to marginalise some children on the basis of their disability and in effect segregate them from mainstream education. In line with this situation, Ghana became signatory to the Salamanca Statement and Framework for Action on Special Needs

Education adopted by UNESCO's World conference in 1994 (Ministry of Education 2015). Subsequently, inclusive education (IE) became one of the core areas for revision in the Education Strategic Plan for 2003–2015. The ESP 2003–2015 describe IE in Ghana as the enrolment of children with non-severe disabilities and SEN as well as disadvantaged children in mainstream schools (Ministry of Education, 2003).

This initiative ushered the nation into IE project in some districts at the start of the 2003/2004 academic year. It started with 35 schools in 3 of the 10 regions of Ghana and progressed to 3022 inclusive schools in 48 of the 216 districts in Ghana (Deku and Vanderpuye 2017). In 2015, the IE agenda was signed into a policy. Among other things, the policy acknowledges the diverse learning needs of learners and requires stakeholders in the education sector to meet the diverse needs of different groups of citizens in the education system (Ministry of Education [MOE] 2015). Inclusion is considered both a process which involves identifying and removing barriers to access, learning, and achievement for all learners (Ainscow, 2020), and as an ideal result or outcome of such practices (Antoninis et al., 2020).

Inclusion is for all; inclusive education is commonly associated with the needs of people with disabilities and the relationship between special and mainstream education. Since 1990, the struggle of people with disabilities has shaped the global perspective on inclusion in education, leading to recognition of the right to inclusive education in

Article 24 of the 2006 UN Convention on the Rights of Persons with Disabilities (CRPD). This is because inclusive education is one in which all learners have access to quality education in an inclusive environment that provides these components: All learners meaning “learners with disabilities, gifted learners, homeless learners, learners belonging to nomadic groups, learners belonging to linguistic minorities, ethnic or cultural, learners with HIV or belonging to any other vulnerable groups” per Salamanca’s Declaration (1994), quality education - means creating real opportunities to achieve success in the learning experience, the school and the facilitator to create learning opportunities for every learner; inclusive environment - which means that environment is welcome, protect and educate all learners, regardless of gender, physical, intellectual, economic, linguistic or other characteristics (UNESCO). Inclusive educators anticipate barriers that some learners could face in their classrooms and the ways facilitators used to overcome barriers faced by their learners (Sanger, 2020). They make learning as accessible, meaningful and welcoming to all learners by employing approaches such as the Universal Design for Learning (Sanger, 2020).

In Ghana, the government has recognized the need for inclusive education practices as a major educational policy, and has accordingly been making some momentous efforts toward its development in some Kindergarten schools across the country (NaCCA 2019). The success of inclusive education could be at risk without making efforts to examine essential issues, especially those concerning facilitators' perceptions (Andrews & Frankel, 2010). To a large extent, facilitators make up an integral component in the implementation of a successful inclusive education (Haskell, 2000). Haskell further indicated that it is imperative to conduct empirical studies on facilitators' perceptions on inclusive education. This is because they are critical to the process of accepting the inclusion of learners with disabilities into their regular education classrooms. Also, it is important to examine the opinions facilitators have towards the implementation of inclusive education. Haskell opined that whatever perceptions facilitators hold, is likely to influence their behaviors towards the acceptance of the practice of inclusive education and for the acceptance of learners with special needs in their classrooms.

Hammond and Ingalls (2003) stated that inclusive education cannot be successfully implemented if classroom facilitators do not support it. In their view, inclusive education will likely face significant challenges without the support of facilitators (Van Reusen, Schoho, & Barker, 2001). Jerlinder, Danermark and Gill (2010) propose that, if facilitators perceive inclusive education positively, the goals of inclusive education (all learners being part of all the social and educational opportunities offered in a school) could be fulfilled. However, if they perceive inclusive education negatively, it will create gaps between them and the learner especially those with disabilities (Koster, Pijl, Nakken & Van Houten, 2010).

According to Avramidis and Kalyva (2007) most facilitators believe that if they have enough knowledge and skills concerning inclusive education that will help them to handle the facilitating difficulties and challenges, they face in a more fitting way.

Inclusive practices, irrespective of divergent opinions or perceptions facilitators may hold, can be determined by other underlying factors. As noted by Leatherman and Niemeyer (2007), facilitators perceptions about inclusive education appear to be influenced by their previous experiences in inclusive classrooms. While according to these authors, facilitators may accept the implementation of inclusive practice, this may depend upon their appropriate preservice training, support from administrators, support from resource personnel, as well as available resources. A school of thought that often influences facilitators perceptions towards inclusive education are based on issues about how inclusive education can be implemented, as if they are aware of challenges already affecting their facilitating. A common issue raised by facilitators concerning inclusive education is the accommodation of individualized learning demands of learners with disabilities and those without disabilities in the same setting or classroom.

Avramidis and Norwich (2002), claim the success of inclusive education is often based on how facilitators regard their training or skills they have to meet the learning needs of the included learner and this called for the need for effective facilitator preparation. Another concern raised by facilitators is about understanding of the quality and quantity of work output by learners with disabilities that would be placed in inclusive classrooms.

Wiggins (2012) opined that facilitators' perceptions about the practice of inclusive education have a direct link with how they are expected to accept the differing degrees of disabilities in their classrooms. Wiggins further stated that the type of disability also appears to influence facilitators' perceptions. Inclusive practice and facilitators self-efficacy have been associated with positive outcomes for both facilitators and learners. Those with high facilitator self-efficacy may experience greater job satisfaction (Zakariya, 2020), lower stress levels, and cope more effectively with challenging learner behaviours (Zee & Koomen, 2016).

Facilitator's perception in their facilitate capabilities may also be predictive of their learners' motivation and positively associated with learners' achievement (Zee & Koomen, 2016). Furthermore, facilitator self-efficacy has been positively associated with facilitators' instructional quality, such as classroom management strategies and the supportive climate of the classroom (Burić & Kim, 2020). As such, facilitator self-efficacy may have implications for inclusive practice.

Facilitator beliefs in their facilitate capabilities may be associated with their perception towards inclusion and their employment of inclusive practices. For example, some studies (e.g., Savolainen et al., 2020; Woodcock & Jones, 2020; Özokcu, 2017) have found that facilitators with higher facilitator self-efficacy may hold more positive perceptions towards inclusive education and learner diversity and have a lower likelihood of excluding learners from their classroom. Facilitators with higher facilitator self-efficacy may also be more willing for learners with disability to be included in mainstream schools, and more willing to facilitate these learners within their own classroom (Savolainen et al., 2020).

Sharma et al. (2021) examined relationships between 390 pre-service educators selected from Australia, India, Canada, and Hong Kong with their attitudes, self-efficacy beliefs, and the use of inclusive practices using a newly developed Inclusive Practices Scale. They found facilitate efficacy perceptions were the strongest predictors of participants' use of inclusive practices. Sharma et al. (2021) suggest that without these self-efficacy perceptions, the requisite effort to perform inclusive behaviours may not be exerted, as self-efficacy perceptions draw on both facilitators and learners' motivation and ability for inclusive practice. Overall, Savolainen et al. (2020) argued that there is a current scarcity of empirical evidence which explores the relationship between facilitator self-efficacy and facilitator inclusive practices within their classroom. However, studies such as those above convey that self-efficacy beliefs may have an important role to play in the practice of an inclusive educational approach.

Whether all learners are receiving a high-quality education when they are within 'inclusive' classrooms requires further investigation (Sharma & Sokal, 2016), and examining teachers' self-efficacy and the way in which it relates to their reported inclusive classroom practices may provide insight into this. Furthermore, as increases in facilitator self-efficacy are suggested to aid the development of positive facilitator perceptions towards inclusion (Savolainen et al., 2020) and their willingness to employ inclusive practice (Wilson et al., 2016), understanding how facilitator self-efficacy may relate to inclusive practices would be valuable and timely. High self-efficacy is crucial in facilitators' acceptance or rejection of the practice of inclusive education. Other issues critical to successful implementation of inclusive education have been mentioned in the special needs education literature,

and they include (a) level of training facilitators receive and, (b) support services facilitators consider as important for the effective facilitating in inclusive classrooms. Andrews and Frankel (2010), recognized that inadequate training and skills are likely to make facilitators to feel reluctant in accepting the practice of inclusive education. Several studies regarding training skills and facilitators competencies support why facilitators facilitating regular learners would perceive inclusive practice differently (Sharma, Forlin, Loreman & Earle, 2006).

1.2 Statement of the Problem

Indeed, inadequate supply of qualified facilitators is a major challenge to the implementation of inclusive education in many countries, especially those in low-and middle-income countries, such as Ghana (Global Campaign for Education and Education International, 2012; International Disability and Development Consortium, 2013). In an inclusive educational setting, the facilitators perform multiple roles that requires patience and understanding. Their role is not only to facilitate, but also to provide training, such as, mobility, self-care skills and preparation of teaching materials for children with diverse learning styles and preference (Sharma, 2006). However, many facilitators lack these important qualities due to inadequate training, and therefore, do not have the requisite knowledge and perceptions towards inclusive practices (Florian, 2008; Agbenyega, 2007). Many facilitators believe that inclusion of learners with disabilities in their classroom will adversely affect teaching and learning, as well as the general performance (Westwood and Graham, 2003).

The trend in social policy during the past two decades Globally has been to promote integration and participation and to combat exclusion. Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within

the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunity. Educational planning by governments now concentrates on education for all persons, in all regions of the country and in all economic conditions, through both public and private schools. Every person with a disability has a right to express his/her wishes with regard to education, as far as this can be ascertained.

The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and was forcefully reaffirmed by the World Declaration on Education for All UNESCO (1994). All schools are mandated to practice inclusive education in Ghana and this offers opportunity for learners with disabilities to learn with their peers without disabilities in the same classroom. Hammond and Ingalls (2003) state that facilitators' perceptions are the key to the success of inclusive programs, as they are critical to the process of including learners, without disabilities and with disabilities into kindergarten classes. In Turkey, for example, Sucuoglu et al. (2013) reported that facilitators are indifferent towards inclusion education and show a less positive perception towards it. This situation buttresses the need to continuously look into perceptions of facilitators to ascertain its impact on the implementation of inclusion education. This lack of confidence also stems from inadequate preparation of the teachers (Ahsan, Deppeler, and Sharma 2013; Kim, 2012). Therefore, teacher-training in all aspects of inclusion education is critical to elevate facilitators' confidence and foster a more positive attitude towards inclusive education. Mamah et al. (2022) advocated for a regular in-depth investigation of the perception and attitudes of facilitators towards inclusive education in Ghana because perceptions can change with time.

Robbins and Judge (2013), stated that, perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Knowledge, expectation, and evaluation are the three dimensions of perceptions (Wulandari, 2014). These dimensions influence perception either positively or negatively. Facilitators are one of the key resources and the most important determinant of quality education (Deku & Vanderpuye, 2017). The success of any new educational program, such as inclusive education, is highly dependent on the quality of facilitators available. Well trained facilitators are likely to have positive perception and attitude required to create an enabling environment for children with diverse needs to reach their full potentials (Ingalls, 2003). A positive perception towards inclusive education, for example, is an indication of facilitators willingness to allow learners with disabilities in their classrooms. It suggests facilitator readiness to create an inclusive environment and to use instructions that meet the diverse needs of all learners in their classrooms (Lindsay, 2012, Ali, Mustapha & Jelas, (2006).

One of the factors that influence facilitators' perception towards inclusive education is training. Well-trained facilitators, who can adequately support and manage learners with diverse needs in the inclusive setting, are required to successfully implement inclusive education (Obi & Mensah, 2005; Burch, 2019). Avrimides and Norwich (2002), for example, reported that facilitators were not ready to include learners with disabilities in their classroom because they would be required to constantly monitor and develop special materials and manage the behaviour of the learners. For these reasons, Yoon-Suk Evans, and David (2011) suggested that special schools are the best places for learners with disabilities because they would receive better attention

only in special education classrooms. Studies in Ghana reported similar negative perceptions among facilitators. For example, Yekple and Avoke (2006) confirmed this finding and indicated that a number of facilitators were concerned as to whether they were practically prepared to teach children with disabilities effectively.

For this reason, some facilitators had negative perception towards inclusion of learners with disabilities and felt that any learner who has some form of impairment should be sent to a special school; learners with disabilities who attended mainstream schools were labelled stupid and lazy because they could not cope with instructions. Facilitators thought the inclusion of learners with disabilities in their classroom would be time consuming and affect their instructional time, thus making it difficult for them to complete their syllabi (Agbenyega, 2007). Many of the studies on the subject were conducted in urban settings in Ghana. However, it has been established that negative perception and attitude about disability is high in Ghana and more serious in rural than in urban areas (Sliker, 2009). But little is known about how kindergarten facilitators in the remote areas, such as Lambussie District, perceived learners with disabilities and their perceptions towards inclusive education. Since, inclusive education is a national policy, it is important to understand how facilitators in kindergarten classroom feel about the policy. The kindergarten perception of the practice of inclusive education in the Lambussie District is not known and that it is the basis for this study. The study examined kindergarten facilitators' perceptions of inclusive education in the Lambussie District in the Upper West Region on inclusive education. How kindergarten facilitators' perceptions of the practice of inclusion education influence their behaviors, how well facilitators are prepared toward the practice of inclusive education, and Support services facilitators need towards the

practice of inclusive education in the Lambussie District in the Upper West Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate Kindergarten Facilitators' perception of the practice of inclusion education in the Lambussie District in the Upper West Region of Ghana.

1.4 Research Objectives

The objectives were to:

1. examine how kindergarten facilitators perceptions of inclusive education practice influence their behavior in the classroom in the Lambussie District.
2. investigate the specific factors that shape facilitators perceptions of inclusive education in the Lambussie District.
3. investigate how well facilitators are prepared toward the practice of inclusive education in the Lambussie District
4. 4.eexamine the support services facilitators need towards the practice of inclusive education in the Lambussie District in the Upper West Region of Ghana

1.5 Research Questions

To address the objectives of the study, the following research questions were formulated to guide the study:

1. How does the kindergarten facilitators' perceptions of the practice of inclusion education influence their behaviour in the kindergarten classroom in the Lambussie District?

2. What specific factors shape facilitators' perceptions of inclusive education in the Lambussie District?
3. How well prepared are the kindergarten facilitators toward the practice of inclusive education in the Lambussie District?
4. What support services do facilitators need towards the practice of inclusive education in the Lambussie District in the Upper West of Ghana?

1.6 Significance of the Study

Results of the study would help to reveal how kindergarten facilitators perceptions of the practice of inclusion education influence their behavior in the kindergarten classroom in the Lambussie District in the Upper West Region of Ghana.

In addition, the findings would enable the Ghana Education Service (GES) to find means of factoring facilitators' perceptions in the implementing of inclusive education in the district. The results of the study would also help in revealing how facilitators are generally prepared for inclusive education. The results would enable Ghana Education Service develop professional improvement strategies, such as in-service training, for facilitators towards effective inclusive education practices in the District.

Furthermore, the results of the study would help in revealing the support services that are available for facilitators in the practice of inclusive education in the District. The results would enable the school authorities, in collaboration with the District Assembly to provide the needed support services for facilitators towards the effective practice of inclusive education in the District. Finally, the result of the study would add to existing Literature for further researchers interested in similar studies.

1.6 Delimitation of the Study

There are many Districts and Municipalities in the Upper West Region of Ghana. However, this study was carried out only in the Lambussie District and it focused on facilitators' perceptions about the practice of inclusive education in selected kindergarten school.

1.8 Limitations of the study

Access to information from some respondents, at times seemed to be difficult because they were not ready to provide the information needed for the research work. Also, because of some financial constraints, the study was unable to cover all the kindergarten schools' facilitators within the district.

1.8.1 Sample Size and Representativeness

The study is limited by the sample size of kindergarten facilitators participating in the research, potentially affecting the generalizability of findings to other districts or regions and may not fully represent the diversity of facilitators in terms of experience, educational background, and training in inclusive education.

1.8.2 Limited Scope of Data Collection

The study's focus solely on kindergarten facilitators' perceptions may provide an incomplete picture of inclusion education practices in the district. For a comprehensive understanding, data collection from other stakeholders such as students, parents, administrators, and community members could be beneficial but might not be feasible due to resource constraints.

1.8.3 Temporal limitation

The study's findings are time-bound and due to that the researcher did not capture changes or developments in inclusion education practices over time. Longitudinal studies or regular monitoring and evaluation efforts could help address this limitation by providing insights into trends and changes in perceptions and practices over time.

1.9 Operational Definition of Terms

1.9.1 Kindergarten facilitators

For the purpose of this study, Kindergarten facilitators are educators responsible for guiding and supporting young learners in their early stages of education, typically in the pre-school setting.

1.9.2 Perceptions

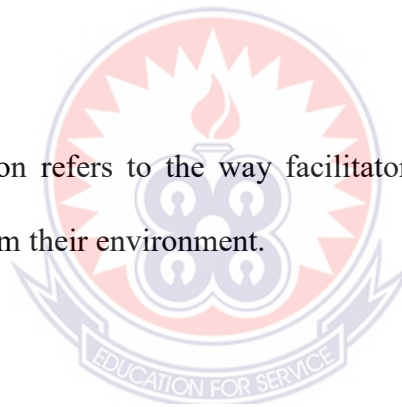
In this study, perception refers to the way facilitators interpret and make sense of inclusive education from their environment.

1.9.3 Practice

For the purpose of this study, practice refers to facilitators act of engaging in activities to improve on learners' proficiency in the inclusive classroom setting.

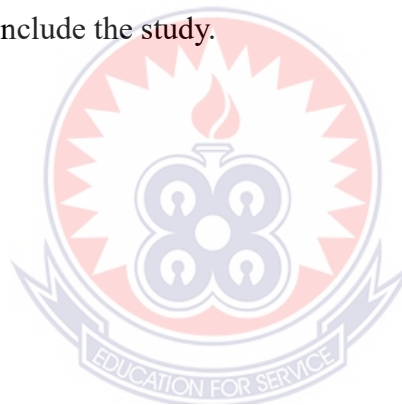
1.9.4 Inclusive education

It is an educational approach that promote equal opportunities for all learners, regardless of their differences in abilities, disabilities or other characteristics.



1.10 Organisation of the Study

The study has been arranged in five (5) chapters. The chapter One is the Introduction which deals with the background to the study, statement of the problem, the purpose of the study, research questions, and significance of the study, delimitation and limitation of the study. Chapter Two covers the review of literature, which mostly deals with the writing of scholar's relevance to the study, Chapter Three discuss the methodology and deals with issues such as the research design, population, sample and sampling techniques, instruments for data collection, data collection procedure and data analysis. The results and discussion are found in the chapter Four. Chapter Five summarizes the findings, conclusion and recommendations, Suggestions for further research will conclude the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The areas covered include: the theoretical framework and the key themes raised in the research questions such as:

1. preparation made for facilitators toward the practice of Inclusive Education.
2. Facilitators perceptions of the practice of Inclusive Education and how it influences their behaviour in the classroom.
3. Specific factors that shape facilitators' perceptions of Inclusive Education.
4. support services facilitators need towards the practice of inclusive education.

2.1 Theoretical Framework

Lev Vygotsky Socio-cultural theory (1978) is a principal guide in this study. It is a theory in psychology which looked at the important contributions society makes to the development of an individual and stresses in the interaction between developing people and their culture. Lev Vygotsky, a Seminal Psychologist, in his Socio-cultural theory believed that parents, caregivers, peers and culture are responsible for the development of high order functions.

This theory looked at how adults and peers influence an individual's learning. Social interaction theory was applied to the problem of educating all learners with and without special educational needs in the same classroom. This study on inclusion for learners with disabilities has a consistent theme that engrosses most of the studies, which include: inclusion is beneficial for learners with disabilities and they do not only benefit academically when included in the mainstream classroom, but socially as

well. To agree and embrace Vygotsky's Sociocultural Theory, we are equally accepted and embrace inclusion for learners with disabilities.

Kearsley (2009) also proclaimed that, learning is rooted in social interaction, and this observation further supports inclusions of learners with disabilities. The approach viewed learners' development in relationship to others, rather than as isolated individuals, and viewed education as learners learn whatever that go on in their setting, it has a moral purpose, concerned with preparing each person to live a good life. The theory explores learning, human action, and Socio-cultural influences.

Udvari-Solner (1996), stated, Vygotsky believed that (a) education is intended to develop one's personality, (b) personality is linked to potential, and (c) inner values are developed through facilitating. The facilitator guides and directs, and the learning must correspond to individual characteristics.

Vygotsky's socio-cultural theory helps facilitators to see the differences in learning styles and promote differentiated curriculum and offer the fundamental basis for inclusion by showing the importance of interactions that facilitate learning. To facilitate learning through effective interactions among learners with and without special needs, kindergarten facilitators ought to have positive perceptions towards inclusive education

2.2 Preparations made for Facilitators toward the Practice of Inclusive

Education

Burke and Sutherland (2004) stated that giving facilitators enough training to prepare them to work with learners with special needs in inclusive classrooms helps foster positive perceptions toward inclusion and makes facilitators feel prepared to facilitate

in this setting. Alquraini and Gut (2013) viewed a range of successful practices as identified in numerous studies on inclusive education, including “effective instruction practices to improve access to core general curriculum, peer support for learners with severe disabilities, assistive technology, and administrative support and professional development. Pre-service training and professional development in inclusive education are significant if inclusive practices are to be implemented successfully in schools (Mastropieri & Scruggs, 2004). Bosi (2004) opined that facilitators should be adequately equipped to meet the diverse needs of their learners, as learners with special needs are increasingly being included in classrooms to learn with other learners. Choate (1997) stated that pre-service and in-service facilitators need to be trained in special education and inclusive practices which will enable them to provide assessment and facilitate academic and social skills to all learner.

Choate (1997) stated that, there were contradictory definitions and contrasting policies and practice of inclusion in facilitator education. Therefore, they concluded that the up-and-coming facilitator might not always have a clear view of what inclusion means in New Zealand. This shows that inclusive education has to be clearly defined and understood by all policy makers and educators and that they need to ensure that they make provisions for inclusive practices in their training programmes. Therefore, facilitator education programmes must be geared towards preparing facilitators in order to help them meet the challenges of inclusion when they begin facilitating in kindergarten classrooms (Smith, Polloway, Patton, Dowdy, 2005).

A similar study was undertaken in the Solomon Islands, studying both facilitator educators’ and pre-service facilitators’ knowledge and perceptions towards inclusive education. Semi (2008) interviewed student facilitators and lecturers and the results

revealed that they had a limited knowledge and understanding on what constitutes inclusive practices. The idea of facilitating learners with special needs in an inclusive classroom was never introduced to pre-service facilitators in the course of their facilitator training. They concluded that facilitating learners with special needs in inclusive classrooms should be introduced into the curriculum of pre-service facilitator training for beginning facilitators. This shows, institutions offering pre-service facilitator training programmes need to ensure that they make provision for special education and inclusive practices in their programmes. There is a lot of international study revealing that preservice facilitator education programs have not traditionally prepared facilitators well for inclusive facilitating (Symeonidou & Phtiaka, 2014). For instance, revealed that 70% of their sample of 349 primary school facilitators in Delhi had neither received any training in special education nor had experience with facilitating learners with disabilities. This finding is supported by Bhatnagar and Das (2014) who conducted focus group interviews with 20 Primary facilitators selected from four administrative zones in New Delhi. The facilitators in this research did not feel prepared to facilitate learners with disabilities in their classrooms.

In term of what facilitators need to know and be able to do, Florian's (2012) stated that educational administrators and decision-makers should move beyond debating whether beginning facilitators need to know how to improve facilitating and learning, or whether they need more specialist knowledge about disability and the learning needs of specific groups of learners. Ashan, Deppler, and Sharma (2013) noted that administrators should aim at equipping facilitators who are willing to facilitating in inclusive classrooms. These researchers found that female pre-service facilitators

showed more positive perceptions towards inclusive education than males. They concluded that simply attending inclusive pre-service facilitator preparation courses is not sufficient for developing positive values and beliefs. Curriculum content, practicum opportunities and experience with learners with disabilities were all deemed to contribute to the better preparation of facilitator candidates for inclusive classrooms.

In terms of a preservice facilitator education curriculum, the European Agency for Development in Special Needs Education completed a literature review on facilitator education for inclusion in 2010. This group suggested that an initial facilitator education curriculum should include information about diversity amongst the school population and how to translate theory about responding to diversity into practice. Specific suggestions included initial facilitator education should promote reflection on issues of norm, difference, inclusion, intercultural education, positive perceptions and high expectations, innovative skill in assessment, good communication and information communication technology.

Kim (2012) conducted research in the mid-west of the United States, a university that had an inclusive laboratory school. Kim's study was to determine the optimal amount of time early childhood pre-service facilitators should spend in an inclusive setting. Kim surveyed 146 early pre-service facilitators in the university. Findings were that those pre-service facilitators with field experience in the lab school showed stronger facilitating efficacy than their counterparts who had their field experience in less controlled settings. Co-relational analyses revealed that field experience at the lab school was positively related to facilitator efficacy in facilitating learners with disabilities with regard to pre-service facilitator engagement in; instructional

strategies; and, in classroom management. Kim concluded that the best way to provide facilitators with knowledge and skills for facilitating learners with disabilities was to provide preservice facilitators with firsthand experience in an inclusive setting where the curriculum and program are professionally established according to disciplinary knowledge of best practice specific to inclusion.

Atiles et al. (2012) were interested in accurately estimating how much direct field experience early childhood pre-service facilitators actually had with learners who experienced developmental delays or disabilities. These studies surveyed 165 preservice facilitators attending a mid-west university in the United States. The measures of positive efficacy made by these pre-service facilitators related to the amount of time they spent in inclusive classrooms. However, the results were not simply contingent on the number of hours the pre-service facilitators spent in inclusive settings: Instead, high efficacy was found to be systematically related to the ratio of learner with developmental delays or disabilities to typically developing peers in their practicum classrooms.

Research conducted by Rayner and Allen (2001) report indicated how the facilitating team developed an alternative to lectures through creation of a series of online video dialogues between the academic course co-coordinator and a range of professionals in the field of special education and inclusion. This was to demystify inclusive education and enhance accessibility of the learning content for pre-service facilitators. they prepared a survey to gauge how 154 pre-service facilitators responded to the videos. And the results indicated that 83% of the respondents ‘strongly agreed’ or ‘agreed’ that the interviews improved their understanding of the course content and assisted them to connect theory and practice. Also, 77% ‘strongly agreed’ or ‘agreed’ that the

videos were engaging and interesting. It was also shown that pre-service facilitators studying online were especially positive about the recordings. Those in the 40-49 year age bracket were most positive, while respondents aged below 24 years of age were least positive. Course evaluation data indicated that, in general, pre-service facilitators who accessed the learning resources, including the interviews, achieved higher grades than those who did not. In terms of the effects of specific service learning.

Forlin and Chambers (2011) studied pre-service facilitators undertaking an undergraduate degree in education at a Western Australian university. Data were collected from 31 early childhood and 36 primary pre-service facilitators prior to and following their involvement in a 39-hour unit of study on diversity. In addition to classes, pre-service facilitators could opt to engage in 10 hours of social experience with a person with a disability. Seventeen learners took this option and 50 learners elected to critique inclusive programs in the community as an alternative activity. At the completion of the course the pre-service facilitator completed a survey that measured their perceptions and concerns about inclusion.

Generally, the respondents were positive towards including all learners, although they expressed the least support for including those learners who were physically aggressive. An unexpected outcome was the lack of significant gain in positive perception following engagement with people with disabilities during the applied experience. It seemed that once pre-service facilitators became more familiar with learners with disabilities, even though they were more confident in facilitating these learners, they were also more aware of their responsibilities as learners, which increased their levels of stress. Greater engagement with people with disabilities

highlighted what these preservice facilitators would need to do to accommodate all their learners once they graduated.

However, Atilas et al. (2012) also acknowledged that it may not always be possible to find placements with high ratios of learners who present with learning delays or disabilities. They suggest, instead, that the focus should be on identifying mentoring facilitators who model best practice interventions and that facilitator candidates be guided to reflect on their observations of, and experiences with, these mentors. However, Hemmings and Woodcock (2011) were interested in enhancing the preparation of pre-service facilitators for inclusive education and, subsequently, administered a survey twice, over a five-month period, to pre-service facilitators enrolled in the third year of the primary Bachelor of Education course at Charles Sturt University. These researchers wanted to determine whether there were changes in facilitators' reporting of issues and concerns relating to inclusion across this time frame. The main finding of this research was that although the overall preparedness of the preservice facilitators increased throughout the five-month period, by the end of their third year of university study, 70% of those surveyed indicated they felt either only partly prepared or not sufficiently prepared to facilitate in inclusive settings. The pre-service facilitators in this study acknowledged the key role that the individual facilitator plays in effective inclusive education.

That was demonstrated by high ratings for facilitator quality as an important factor on the survey, and an increase in this rating over the semester. In another study that tracked pre-service facilitators' perceptions and efficacy, Nicholas, and Williams (2010) examined the evolving beliefs of pre-service facilitators by collecting practicum data throughout all phases of their professional placements. Respondents in

this study were pre-service facilitators enrolled in a one-year secondary Diploma in Education course at a Victorian University. Questionnaires were completed at the start of the course, after fieldwork observations, after a four-week practicum, and again after a five-week practicum. The overall priority shown by these pre-service facilitators' general facilitating efficacy beliefs was the management of learners learning through good pedagogy. This priority remained constant throughout the course.

A multi-method study carried out by Grima-Farrell et al. (2014) aimed to bridge the gap between university and schools in preparing facilitators for inclusion. In collaboration with the Sydney Catholic Education Office, academics at the Australian Catholic University Strathfield developed a special education immersion project. This research focused on the experiences of 4th year primary B.Ed. pre-service facilitators who had completed a unit on 'Diversity in the Classroom' and worked in schools with mentor facilitators during literacy and numeracy sessions for four days a week. Data were gathered through individual surveys, semi-structured interviews and reflective journal entries. Information was collected on roles of respondents in each setting and their experiences using research-based approaches when working with learners with special needs. All pre-service facilitators reported that their experiences strengthened their depth of knowledge and skills in responding to learners needs. They agreed that what they had learnt at university could be put into practice and trained in schools.

Another reported strength of this project was the long-term links that the pre-service facilitators made with personnel from their assigned schools. In summary, the research informs us that pre-service facilitators require information about developing curriculum that is responsive to diversity, and allows all learners to participate in

learning and demonstrate growth. The development of collaborative skills is also important in preservice facilitator education. Facilitator candidates who are well versed in sharing knowledge and skills and who can communicate about inclusive practices are more likely to rate their classroom interactions as efficacious and engage in continuing professional learning. Ideally, facilitating, practicum and community service experiences all provide opportunities for pre-service facilitators to learn from quality examples of inclusion and to employ critical reflective practice.

2.2.1 Facilitator in-service or professional development

Idol (2006) indicated that practice enables facilitators to develop the skills necessary to deal with the challenges of learners with disabilities and effectively meet their educational needs. He also said, that facilitators felt that they needed more professional development regarding how to include modifications, and how to effectively support facilitating' (p.94). Proper training means that, all staff are guided to explore difference strategies of service delivery options Avramidis et al. (2000a), also observed that, professional development increased facilitators' positive perceptions towards inclusion. When 81 primary and secondary facilitators were questioned about inclusion, it was revealed that facilitators with first-hand experience in inclusion were more positive than facilitators who had little experience with inclusion. Facilitators who have the proper training are confident in their ability feel they can meet the needs of learners with disabilities. Facilitators are overwhelmed when they are faced with challenges, they do not feel they are equipped enough to handle learners in the inclusion classroom. Monahan and Marino (2022) said, they lacked training necessary to meet the learners needs, and also had not learned appropriate skills in their career or at professional development. Many general

education facilitators do not have the instructional skills or background to facilitate special education learners. Oslon (2003), studied special and general education facilitators' perceptions toward inclusion using survey as the research design. The researcher sampled 65 facilitators and close-ended and open-ended questionnaires were administered for the respondents to show their level of agreement.

The researcher observed that the general education facilitators lack training for successful inclusion of learners with disabilities in the general classroom 27.2% of the facilitators surveyed indicated they agree that general education facilitators and other staff are provided with the training and in-services needed in order to feel competent to facilitate learners with disabilities. 72.8% of the facilitators indicated that they lack appropriate training to handle learners with disabilities. The research is similar to this one where the researcher also used survey as the research design, and close and open-ended questionnaires as the instrument for the survey.

A policy document of Ghana Ministry of Education (2003) has outlined some strategic plan for inclusive education from 2003-2015 of how best to create access for children in Ghana to have their education without any difficulty. Under Policy Goal 1: Increase access, participation in education and training and the related policy objective

Equitable Access. To achieve this target, the strategies identified were to:

- i. Provide training for all facilitators in Special Education.
- ii. Re-design school infrastructure to facilitate the accommodation of pupil/students with special needs.
- iii. Organize sensitization workshop for parents and learners with special needs.

- iv. Incorporate training in special education into all teacher training College courses.
- v. Establish special education assessment centres in all districts.

2.3 Facilitators Perceptions of the Practice of Inclusive Education and how it influences their behaviour in the classroom

Kindergarten facilitators seem to be generally positive about the philosophy of inclusion, but negative about the implementation (Taylor, Smiley, & Ramasamy, 2001). An essential element in a successful inclusion practice is if facilitators hold positive perceptions about the practice of Inclusive education (Clampit, Holifield, & Nichols, 2004). Special education facilitators have been found to be more supportive of inclusion than Kindergarten facilitators. However, since Kindergarten facilitators themselves are the ones who are implementing inclusion, it is important to examine facilitators' understandings and feelings regarding inclusion (Taylor et al 2001). The kindergarten facilitators' positive or negative perceptions toward learners with disabilities are the most important ways for success or failure of any attempt at inclusion (Smith & Leonard, 2005).

Larrivee and Cook (1979) stated three factors underlying facilitators perceptions toward inclusion. First, they viewed that the kindergarten facilitators might have academic concerns, including possible negative educational consequences that could impact inclusive education. Second, facilitators might also have administrative concerns over issues of support without which inclusive education would be unsuccessful. Third, the Kindergarten facilitators might have pedagogical concerns related to their training and experience necessary to educate learners with disabilities in an inclusive setting.

Literature reviewed by Avramidis, and Norwich (2002) indicated that facilitators perceptions could become more positive if more resources and supports are provided. The Avramidis, and Norwich (2002) literature affirms the key element in the successful implementation of the Inclusive Education policy. Facilitators' perceptions and beliefs are critical in ensuring the success of inclusive practices, since facilitators' acceptance of the policy of inclusion is likely to affect their commitment to implementing it (Avramidis & Norwich ,2000). Another study conducted by De Boer et al. (2011) proclaimed that, although facilitators may agree on a theoretical level with inclusion, but they have negative perceptions during the implementation stage. De Boer et al. (2011), viewed that facilitator negative perceptions towards disability lead to low expectations from their learners, which results in decreased learning.

De Boer et al. (2014) findings postulate that Kindergarten pre-service facilitators may need extensive training to meet the needs of learners with more severe disabilities in inclusive settings. The nature and severity of a learner with disability seems to be related to facilitators' willingness to include learners with disabilities in the kindergarten classrooms. Two essential factors that seem to influence facilitators' perceptions toward inclusion are severity of the learners' disability and the amount of facilitators responsibility needed to facilitate inclusion. Facilitators also tend to believe that learners with severe disabilities may require more facilitators attention. Facilitators seems to favour the inclusion of learners with mild disabilities because they require the least amount of support in the kindergarten educational settings. The inclusion of learners with Special Educational Needs seems to be less favourable among facilitators because of their perceived disruption and negative impact on the inclusive environment.

Boer et al. (2011) stated that facilitators find inclusive education unfavourable as it has serious consequences on the following:

2.3.1 Class size

Some researchers have found that inclusion of learners with disabilities into the kindergarten classroom results in larger class sizes, which increase facilitators' workload. Cornoldi, Terreni, Scruggs and Mastropieri (1996) viewed an inclusive education class to be more effective, the class size should not exceed 20 learners. Some facilitators were also of the view that the classroom time will be insufficient when learners with special needs are included in the kindergarten classroom.

Avramidis et al. (2000a) conducted research on the class sizes that is most desirable for facilitators. Avramidis et al. Found that 35% of educators agreed that their class sizes should be reduced to fewer than 20 learners, for the practices of inclusive education. Facilitators complained about overcrowded classes which give inadequate space. Insufficient classroom time available for facilitators in inclusive classroom was a concern to facilitators. Facilitators are perceived to be an integral component in the implementation of inclusive education (Haskell, 2000). Hammond & Ingalls, (2003), stated that facilitators' perceptions are the key to the success of inclusive programs, as they are critical to the process of including learners, with disabilities into kindergarten classes. It is important to examine the attitudes of educators toward the inclusion of students with disabilities into regular settings as their attitudes may influence their perceptions toward and acceptance of such students.

Also, facilitators' commitment, preparation, and planning are key components to look at when discussing successful implementations of inclusive education policies. McLaughlin et al. (1998) and Sharm (2001) stated that majority of facilitators at different levels of education complain about the quantum of work they would have to attend to when the class size increases. However, class size and learner-to-facilitator ratio are factors in facilitator perceptions of inclusion. One group of facilitators expressed the belief that collaborative facilitating strategies are effective for all learners, citing reduced learner-to-facilitator ratio as the principal benefit (Austin, 2001). Generally, facilitators agree that inclusive classes should be less than twenty learners (Scruggs & Mastropieri, 1996). Facilitators interviewed by Smith and Smith (2000) who had reported successful inclusion experiences facilitated smaller classes and fewer learners than the facilitators who reported unsuccessful inclusion experiences. A study in Hong Kong on facilitators perceptions of large class size reported that kindergarten facilitators often find it a challenge to work with a large class which comprised learners with and without disabilities (Tam et al., 2006). Short and Martin (2005) also said that class size was an important factor in facilitators perceptions of the success of inclusion. Their recommendations include decreasing class size and accessing community volunteers to enhance the learning environment.

Rose and Howley (2007) stated, respondents to their study were in agreement that class size was a factor in successful inclusion. Although one study by Avramidis et al. (2000b) found that class size was not a factor in preservice facilitator perceptions toward inclusion, the overwhelming evidence supports the view that class size is a factor in facilitators perceptions of inclusion.

2.3.2 Experience and perception

Experience also extends to contact with learners with special educational needs. This alone can cause negative attitudes. Avramidis and Norwich (2002) contended that facilitators with much experience with learners who need additional educational support had significantly more favourable perceptions towards inclusion than those with little or no experiences. This affirms the study conducted on facilitators' perceptions towards inclusive education. Peresuh et al., (1997) conducted a study in perceptions on special needs education in Nigeria., Kenya and Zimbabwe. Their study showed that facilitators in these countries cope well with learners with special educational needs, since facilitators are sent to different colleges for in-service training. The three countries used strategies such as workshops, seminars, exchange visits and distance education. Such strategies could also be useful to Ghana to assist facilitators in handling diversity.

In their study, Avramidis et al. (2000a) included the factors of ages of facilitators and although their findings concluded that age did not reveal significant differences in the facilitator's perceptions; it did affect the facilitating-learning situation, especially given the demands of diversity. Aging facilitators seem to be incapable of acquiring new skills, even if they are exposed to in-service training courses. They tend to continue using facilitating methods that they were taught when they were at colleges or universities and this may contribute to a negative approach in an inclusive education. Avramidis and Norwich (2002) were also interested in determining the perceptions of educators towards inclusion based on the variable of age. Avramidis and Norwich (2002) findings showed that younger facilitators have been found to be more supportive of integration because they came from pre-service training and were

well equipped with skills that are required to facilitate the learners in inclusive classroom. Their preparedness could also be seen as a reason for their acceptance of inclusion.

The study of facilitators' perceptions by Avramidis and Norwich (2002), which included the experience factor, indicated that facilitators with fewer years of experience tend to be more supportive of inclusion. The study also revealed that acceptance of a learner with a physical disability was ranked highest among facilitators with less than six years of facilitating experience and declined among those with six to ten years of facilitating experience. The conclusion may be made that the most experienced facilitators were the least accepting. Exposure to learners with disabilities seems to affect perceptions toward inclusive education. In a qualitative study by Arbeiter and Hartley (2002), participants included 28 facilitators with 1 to 7 years of facilitating experience in inclusive classrooms, three principals, and 23 learners with disabilities in three inclusive primary schools in different districts of Uganda. Data sources were direct observations of the facilitators, individual interviews, focus group discussions, and logbooks.

The results of Arbeiter and Hartley (2002), study revealed that the facilitators viewed the process of inclusion as “getting used to” learners with disabilities included in kindergarten classrooms. The facilitators described inclusion as a personal change process, starting from an initial state of ignorance, fear, prejudice, or lack of confidence to the development of a relationship, confidence, skills, and coping strategies. The facilitators reported that their perception change was related to exposure to learners with disabilities and positive experiences with inclusion. Other research indicates that facilitators who have implemented inclusion in their

classrooms for a longer period of time are more likely to have positive perceptions toward learners with disabilities.

In addition, facilitators who had implemented inclusive programs for longer periods of time held significantly more positive perceptions than facilitators with little or no experience. Facilitators' perceptions and beliefs regarding the inclusion of learners with special needs in the classroom may also be influenced by school board policies on inclusion, as well as the beliefs and practices of colleagues and the school culture itself (Jordan & Stanovich, 2004).

In view of Vygotsky's social constructivist theory, Brown, Odom, and Conroy (2001) postulated that positive interactions among learners with and without disabilities determine the success of inclusive education within any given classroom setting. Vygotsky's social constructivist theory stated that, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners. Brown et al (2001) Though there is continued movement toward inclusive practices, however, recent studies such as Dupoux, Wolman, and Estrada (2005), Loreman, Forlin, and Sharma (2007), Ross-Hill's (2009) have stated, many facilitators have fewer positive perceptions towards learners with disabilities and their inclusion in kindergarten classrooms. Many studies have shown that primary and high school facilitators share similar perceptions regarding inclusive education; some negative, and some positive as well (Dupoux et al.; Ross-Hill's, 2009).

Wiggins (2012) researched into a significant relationship that existed between high school facilitators' perceptions of inclusion and classroom setting and concluded that facilitators with experience in facilitating within inclusive classrooms shown more

favourable perceptions toward inclusive education than those who did not facilitate in inclusive classrooms. Recent studies have shown that much has not changed over the past two decades regarding high school facilitators' perceptions of inclusive education. For example, Ross-Hill's (2009) study, which investigated the perceptions of general education found that overall, facilitators expressed more positive attitudes toward mainstreaming than inclusion. Sharma, Ee, and Desai (2003) found that training in special education appeared to lessen pre-service facilitator's concerns regarding inclusive education.

Similarly, Subban and Sharma (2001) viewed that facilitators who reported having undertaken training in special education indicated to hold more positive perceptions about implementing inclusive education. In contrast, Ali et al (2006) also held the view that, generally, facilitators held positive perceptions towards inclusive education. In their study, the facilitators agreed that inclusive education enhanced social interaction and inclusion among learners, thus minimizing negative conception about learners with special needs.

Antonak and Larrivee (1995) postulated that facilitators' perceptions about education play major role in determining educational practices. Cook, Semmel, and Gerber (1999) and Smith & Smith (2000) also stated, it is therefore imperative that facilitators have positive perceptions about inclusion in order to ensure its smooth implementations. Talmor, Reiter and Feigin (2005) in their view, the most significant condition for successful implementation of inclusive education policies is to have facilitators change their negative perceptions about inclusions to positive perceptions. Janney and Snell (2004) also stated that in order for inclusive schools to be conducive and accommodative for all categories of learners, a positive culture of inclusion must

exist. Miller, Fullmer, and Walls (1996) and Worrell (2008) supported the findings of Scruggs and Mastropieri by arguing that facilitators' perceptions and opinions strongly impact inclusion practices, and as such negative perceptions affect the practice of inclusion education and vice versa.

Kavale and Forness (2000) stated that some of the concerns of kindergarten facilitators about inclusion involve the severity of the disability and the amount of facilitator responsibility. Roach and Salisbury (2006) stated, although, the mandate for a least restrictive environment has existed for over 50 years, local school districts have experienced difficulties with its implementation.

Recurring negative facilitator perceptions include inadequate time and training, lack of awareness of specific disabilities, and lack of interest, among others (Smith & Smith, 2000). Because facilitators are typically overloaded, they tend to view change with reservation (Carter & Hughes, 2006). Facilitators need to know that inclusive programs will benefit the learners. One of the major concerns that facilitators have is that they will not be able to implement the program successfully (Van Reusen et al., 2001).

Due to the understanding of attitudinal barriers to inclusion, kindergarten facilitators will be able to shift to a better understanding of the benefits of inclusion, creating acceptance for all learners (Anderson, 2006). Freytag (2008) also, noted truly loving facilitators can help because they think first of the needs of their learners. Other studies on perceptions of facilitators towards learners with disabilities in both developed and developing countries (Fakolade, Adeniyi, & Tella, 2009; Gal, Schreur,

& Engel-Yeger, 2010). Findings from those studies suggested that facilitators' perceptions contributed to the success of learners with disabilities in kindergarten classrooms (Avramidis & Norwich, 2002

A justification for the importance of research into facilitators' perceptions regarding inclusion, Jordan and Stanovich (2004) opined that "differences in perceptions are associated with differences in practice" (p. 40), which in turn contributes to differences in learners' success. They found anecdotal evidence to suggest that successful practices in inclusive classrooms can lead to changes in facilitators' perceptions regarding inclusion. They suggest that encouraging facilitators to change their practices may lead them to modify their perceptions as a result of positive experiences, which would be an enthralling path for future study. Qualitative data from Smith's (1997) research into facilitators' perceptions regarding high school inclusion supports Jordan and Stanovich's suggestion that successful inclusive practices can have a positive impact on facilitators' perceptions about inclusion. In conclusion, a study indicates that facilitators with more experience working with learners with disabilities have more favourable perceptions toward inclusion than facilitators with little or no experience. Other researchers have noted that mere contact with individuals with special needs may not lead to the formation of positive perceptions toward inclusion. Not surprisingly, it seems that exposure and experience working with learners with disabilities is related to one's perceptions. It was found that older, more experienced facilitators appear to foster less appreciative perceptions than younger facilitators (Subban & Sharma, 2006). The inadequate training in the field of inclusive or special education may lead to less appreciative perceptions toward the inclusion of learners with barriers to learning into kindergarten schools,

while increased training has been associated with more appreciative perceptions in this regard (Briggs, Johnson, Shepherd & Sedbrook, 2002).

2.3.3 Scarcity of facilitators' training and knowledge of inclusive education

To implement inclusive education in classrooms, it is important that facilitators provide an effective and captivating educational environment for all learners. Facilitators' experience and their training, crucially influence their perceptions (Leatherman & Niemeyer, 2005; Meng, 2008). Despite the fact that it is essential to begin inclusive classes with skilled and trained facilitators, there is a shortage of inclusive facilitator training programme. This is a major problem to be solved if the quota of trained facilitators is to be met in Bangladesh (Hossain, 2004; Kibria, 2005).

Research outcome indicates that adequately trained professionals are required for learners with special needs (Eleweke&Rodda, 2002). There should be support personnel for training programmes such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters which are very scarce in many developing countries. Fullan and Miles (1992) stated that reform in professional development is essential.

Eleweke and Rodda (2002) also, viewed that a Western model of training from a developed country could be inappropriate for the existing situation in developing countries. However, Singal (2008) believed that training is not the sole solution for this challenge; it is important to change facilitators' perceptions, beliefs and attitudes because their existing knowledge is not always sufficient for inclusive practices. Some facilitators have claimed that inclusion policies forced them to enter areas they were unsure about or not interested in (Ali et al., 2006). On the hand, the appropriate

educational background of facilitators does have positive impact on inclusive practice (Meng, 2008). Facilitators' knowledge is key to successful implementation of any educational programme.

Hodkinson (2005) opined that the implementation of inclusive education is dependent upon the way individual facilitators conceptualize the idea or concept such as inclusive education. A study by Signal (2008) focused on knowledge and aimed to understand inclusive education at various levels of the Indian education system by conducting a qualitative study. She focused on the perceptions, practices and experiences of professionals in an inclusive classroom situation in India. The major concern of this study was to listen to facilitators in order to know more about what actually goes on in inclusive classrooms. She suggested that facilitators' knowledge and skills for developing inclusive facilitating practices, as well as the encouragement of a change in existing values, beliefs and perceptions, were essential to ensure full participation of all learners in a school setting. Hodkinson (2006) revealed that 40% of the participants conceptualize inclusive as "education for all". (P;304) These participants proclaimed that all mainstream schools should be inclusive.

In contrast, Leung and Mak (2010) also found that 60.8% of the participants interpreted inclusive education as education involving learners with special educational needs in mainstream schools and programmes. Sadler (2005) stated that 87.6% of the facilitators reported they have "limited" or "very limited" knowledge of inclusive education.

2.3.4 Demographic

The relationship between facilitators' perceptions towards inclusion and their age, gender, and years of experience was investigated in several international and regional studies such as Botswana, Italy, United Kingdom, UAE and Saudi Arabia. For instance, in Botswana research found no significant correlation between perceptions and age (Chhabra et al., 2010). On the other hand, in Italian study found that facilitators' perceptions were significantly associated with their age (Cornoldi et al., 1996), in which younger facilitators showed more positive attitudes.; Cornoldi et al., 1996;

Peng, 2000; Wan & Huang, 2005; Wei & Yuen, 2000) while studies conducted in the UAE, UK, Nigeria and Saudi Arabia revealed a significant relationship between the two variables in favor of female facilitators (Algazo & Gaad, 2004; Avramidis et al., 2000a; Fakolade & Adeniyi, 2009; Qaraqish, 2008). Gender and age have been researched as factors underlying facilitators' perception about inclusive education. These studies, however, have been inconsistent with regards to their findings. Some have found no significant relationship between facilitators perceptions and gender (Alghazo, Dodeen, and Algaryouti, 2003; Koay et al., 2006; Treder, Morse, & Ferron, 2000; Van Reusen et al., 2001). However, Jobe et al. (1996) found that males were significantly more confident in their ability to facilitate learners with disabilities. This is in agreement with a study conducted by Ernest and Rogers (2009) revealed that male facilitators also attested having more positive feelings about inclusion than their female counterparts. While this finding is similar to Jobe et al.'s, it is not clear why male and female facilitators differ in their perceptions. As has been said earlier, a lot of professional believed that successful implementation of inclusion is contingent on

the positive perceptions of facilitators toward it. Therefore, if majority of kindergarten facilitators have negative perceptions towards inclusion, then, its successful implementation is problematic. It therefore, important that the causes of such negative perceptions must be identified and addressed appropriately. Perhaps they need more knowledge in governmental policies regarding inclusion education and also to have more time to interact with and facilitate learners in inclusion. (AlMahdi & Bukamal 2019).

2.4 How does the facilitators' perceptions of the practice of inclusion education influence their behaviour in the kindergarten classroom in the Lambussie District?

A case for interpreting the perceptions of facilitators as they relate to facilitators' behaviours in inclusion classrooms is supported within the framework of Ajzen's planned behaviour theory. From a planned behaviour perspective, behaviours toward inclusive education of kindergarten facilitators in Sierra Leone stem from their perceptions and beliefs about children with disabilities and the support provided towards inclusion by the government. Ajzen (2005) described perception as a disposition that is influenced and triggered by 15 experiences, which may control either positively or negatively an individual's response to events and occurrences. The theory of planned behaviour is grounded in three components, which determines intention (Hodge & Elliott, 2013). One of the three variables of planned behaviour theory is what Ajzen (2005) referred to as perception toward behaviour. It functions as an offshoot of behavioural beliefs and the kind of responses that accompany those beliefs (Fishbein & Ajzen, 1975). The other two variables are subjective norm and perceived behavioural control. A subjective norm points to societal pressure to act,

and a perceived behavioural control refers to the level of ease in performing the behaviour (Presley, & Zhang, 2013; Tagoe & Abakah, 2014).

Donohue and Bornman (2015) explained that there is a positive correlation between facilitator' beliefs and their behaviours. In another sense, facilitators' perceptions help determine their behaviours in the classroom. Factors influencing teachers' behaviours in the classroom may include self-efficacy (Donohue & Bornman, 2015), feelings about collaboration Vail (2013), advanced professional trainings (Fraser, 2014), and cultural perceptions (Donohue & Bornman, 2015). Ajzen (2005) maintained that, according to the theory of planned behaviour, the behaviours exhibited by facilitators in inclusive education classrooms are connected to the motivational determinant intention. Intention in the case of inclusive education is triggered by the perceptions of a particular behaviour. In order to understand Sierra Leonean facilitators' behaviours towards inclusive education, an understanding of the relationship between perceptions and behaviours, and how the former can influence the latter in an inclusive classroom, becomes critical. According to Hodge et al (2017), the theory of planned behaviours is appropriate to examine motivational determinants.

The planned-behaviours theory maintains that for every behaviour, there is a corresponding intention (Tagoe & Abakah, 2014). This approach will offer an understanding of how 17 facilitators' perceptions of and experiences with special education may influence their behaviours in the classroom. However, the theory of planned behaviour is not without its own limitations. One of the challenges of the theory of planned behaviour is the assumption of the acquisition of the required opportunities and resources to make a person successful. In the case of the implementation of inclusive education in Ghana, one of the challenges the Lambussie

District faces is how kindergarten facilitators' perceptions of the practice of inclusive education influence their behavior in the kindergarten classroom in the Lambussie District in the Upper West Region is not known.

2.5 Specific factors that shape facilitators' perceptions of inclusive education

A facilitator is essential in implementing inclusive policy practices into the classroom. Facilitator perceptions towards inclusion, be it positive, negative or indifferent, can determine the success of an inclusive classroom and how it influences learners with special educational needs and their school life. The purpose of this part of the literature review was to identify specific factors that shape facilitators' perceptions in the Lambussie District toward inclusive education in the kindergarten classroom.

Positive facilitators' perceptions towards inclusion are essential to the successful implementation of an inclusive classroom (Cologan, 2012; Costello & Boyle, 2013). Inclusion is conceptualised as although children, young adults and adults may have differing characteristics, interests, and learning abilities, they are entitled to and must have access to kindergarten education that can meet their special educational needs (UNESCO, 1994). Inclusive education is educating learners with disabilities alongside their non-disabled peers in an equal social, cultural and educational environment that supports individual differences and learning styles. However, inclusion fundamentally depends on the willingness of classroom facilitators to accept and provide instruction to learners with disabilities. Facilitators' perceptions play an important role in creating a positive learning environment, and facilitators with a healthy and positive perceptions towards inclusion are more likely to be successful in implementing inclusive practices in their classroom (Priyadarshini & Thangarajathi, 2016).

In the early 1980's a survey on facilitator education was conducted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). This research identified a concern in the reality of application regarding inclusion, and in 1994, UNESCO and the Ministry of Education in Spain organised a world conference to discuss special needs education and how to achieve inclusive practices in mainstream school settings worldwide (Nketsia, Saloviita & Gyimah, 2016; UNESCO, 1994). However, although law and policy dictate inclusion operation in schools, the success of inclusive education is still largely dependent upon the classroom facilitator specific factors that shape facilitators' perceptions of inclusive education implementing the theoretical concepts and policies of inclusion into practical application. From global perceptions, facilitators' concerns and impressions of inclusive education are influenced by common factors that affect their perceptions towards inclusion. As inclusion requires reconstructing mainstream schooling so every learner, with or without a disability, can be accommodated, the facilitator is the most valuable asset in establishing and guaranteeing inclusive practices are successfully implemented. They are the individuals that adapt the pedagogy which acknowledges the difference in learning processes and educational needs of each individual learner (Nketsia, Saloviita & Gyimah, 2016). The role of the facilitator is a critical determinant in the practical implementation of inclusion and its overall success, and facilitators need a positive mindset, motivation and fundamental support in achieving the inclusion goal (Forlin & Chambers, 2011).

The combination of internal and external influences contributes to facilitators' perception towards their educational system, their school and their learners. These perceptions can be reinforced by different factors such as fundamental personal

beliefs, basic demographics or confidence in one's own facilitating ability. Evidence in research suggests that global facilitator-related factors that contribute to perceptions towards inclusion are age, gender, grade level taught, teacher training, background knowledge, facilitator efficacy and previous experience with people with disabilities (Sandhu, 2017).

Basic demographics of a teacher are associated with their perceptions towards inclusion. Research indicates that age contributed to an individual facilitator's perception towards inclusion (Cwirynkalo et al., 2017). In general, evidence reports that older facilitators hold a more negative perception towards inclusion as these facilitators may have limited or no training in inclusive education. Therefore, because inclusive policy requires facilitators to adapt their classroom practices and facilitators styles to accommodate a new group of learners, this can consequently influence older facilitators' acceptance of inclusion as it potentially threatens their perceived competency associated towards working with Special Educational Needs Learners (Vaz, et al., 2015).

In comparison to Vaz et al. (2015), he noted that facilitators over 55 years of age were less inclined towards inclusive education, some studies claimed that in research, older facilitators were more accepting of inclusion as they would potentially have additional experience in working with learners with different educational needs, and therefore be more competent in the classroom (Cwirynkalo et al., 2017; Priyadarshini & Thangarajathi, 2016).

The data presented does not comprehensively indicate which age group holds more positive or negative perceptions towards inclusion, but the research does confirm that age is a factor.

Furthermore, the gender of facilitators and their perceptions to inclusion was identified in research as being a significant factor contributing to how facilitators perceive inclusion (Priyadarshini & Thangarajathi, 2016). Male facilitators were generally more negative towards inclusion than female facilitators, yet research does not indicate whether these results reflect the perceptions towards the concept of inclusion or the actual reality of inclusive practice (Sandhu, 2017; Vaz, et al., 2015), implied females hold more positive perceptions towards inclusion due to their greater tolerance and conative attitude, yet also indicated the research did not differentiate between male and female facilitators perceptions towards the practice of inclusion compared to contemplating the idea of inclusion. Analysis and comparison between differing perceptions related to the theoretical and practical application of inclusion and how these individually contribute to facilitators perceptions should be investigated further. However, evidence revealed cultural circumstances influence how gender correlates with facilitators' perceptions towards inclusion, as seen in the research conducted by Alquraini (2013).

Alquraini (2013) examined both male and female kindergarten classroom and special education facilitators perspectives towards inclusion of learners with severe intellectual disabilities. From the 161 male and 139 female respondents, male facilitators were more positive towards inclusion. This data is contradictory to other research (Priyadarshini & Thangarajathi, 2016), yet Alquraini (2013) theorised the results reflect the differences between cultural and religious contexts as this data is

consistent with other studies conducted in Saudi Arabia (Al-Ahmadi, 2009, as cited in Alquraini, 2013). However, there is no indication of the ratio between female special education and regular classroom facilitators in this study, and as females in Saudi Arabia receive their education separate from males and in specific subjects either relating to perceived wifely duties or certain occupations available to women, perhaps very few female respondents' facilitators received training in inclusive practices, therefore influencing the overall results.

However, it is important to note that both age and gender are not singularly significant factors that influence facilitator perceptions towards inclusion. In conjunction with other factors, age and gender are notably contributors to facilitators perceptions towards inclusion but are most certainly not the main cause. Age in association with the lack of facilitators training and gender association with cultural influences were evident in research as integrated influences that affected perceptions towards inclusion, indicating that age and gender are probably not a predominant factor but do reinforce perceptions towards inclusion (Vaz, et al., 2015). Whether grade or age level taught contributes to facilitators perceptions towards inclusion presented conflicting results in research (Alquraini 2013; Priyadarshini & Thangarajathi, 2016). Priyadarshini and Thangarajathi (2016) investigated regular kindergarten school facilitators perceptions regarding their professional and logistical concerns of inclusive education, revealing that the level of the class influenced facilitators perceptions towards inclusion, especially comparing early years and secondary students. In contrast, grade level was not a significant factor in facilitators perceptions concerning learners with severe intellectual disabilities and inclusion (Alquraini, 2013).

Cultural contexts influencing perspectives on grade level are probable in this circumstance. In India, it is implied that general classroom facilitators are the primary instructor for learners with disabilities, therefore the grade and learners' developmental level would be an influential factor, an example being the younger years would need more attention in inclusive classroom compared to secondary learners who are usually more independent and can receive instruction from their peers (Priyadarshini & Thangarajathi, 2016). In comparison, in Saudi Arabia at the time of this study, learners with severe intellectual disabilities were usually educated in segregated settings, and the results reflect the possibility that general and special education facilitators may not have had learners with severe intellectual disabilities in their classroom, therefore grade level did not influence their perceptions (Alquraini, 2013). Most likely, differing cultural circumstances and education policies determine whether grade level influences facilitators' perceptions towards inclusion, yet research indicates it is a factor, albeit a minor one. Training in any field to build a fundamental knowledge base and increase confidence in practice is essential for any work place environment that requires a specific skill set.

Research further indicated that if facilitators perceived they could not demonstrate inclusive practices and principles due to inadequate facilitator instruction, or did not understand a learner's disability and how to approach it, they would not be able to successfully implement these practices in their classroom (Akalin et al., 2014). Without adequate training, facilitators sensed they would experience frustration and guilt over not being able to give their best to the inclusive environment, further affected by their feelings of low confidence towards their ability to adapt the curriculum for learners with Learners Educational Need. Qualitative data research

gathered from focus groups and facilitators interviews revealed more acute information on teacher attitudes towards inclusion, especially concerning teacher training, with the research indicating that the success of inclusion was negatively influenced by facilitators-related factors, specifically the lack of knowledge and skills in inclusive practices (Akalin et al., 2014)

However, in contrast, some research suggested that access to special education training was not a factor contributing to facilitator perceptions (Alquraini 2013; Monsen, Ewing & Kwoka, 2013). These findings are somewhat surprising in comparison to evidence from other studies indicating a strong correlation between teacher training and positive facilitators perceptions (Akalin et al., 2014 & Forlin & Chambers, 2011) Both studies had a high rate of participants, with general classroom and special education facilitators, so the logic for these contradictory results is undetermined. A possible reason is that the

Monsen, Ewing et al. (2013) study was more engineered towards collecting quantitative data on facilitator perceptions in the classroom environment, adequacy of support and the health and stress of the facilitator with only small questionnaire on facilitator demographics. The limited amount of data collected on facilitator training and its correlation to facilitator perceptions may have contributed to the lack of statistically significant data concerning this factor. Nevertheless, a large extent of research indicates facilitator training in inclusion is a predominant factor that contributes to facilitators perception towards inclusion. Theoretical and practical knowledge of inclusion in conjunction with facilitator efficacy can influence facilitator perception towards inclusion and successfully implementing an inclusive classroom.

Research reported that knowledge on the concepts of inclusion and inclusive practice provided a fundamental base for perceptions that increased their confidence, therefore giving them further motivation to employ inclusive practices in the classroom (Forlin & Chambers, 2011). Investigation into the knowledge facilitator held concerning the actual concept of inclusion revealed that many facilitators regarded inclusion as only the physical placement of a learner with Learner in the inclusive classroom Nketsia et al (2016). Amr et al. (2016) reported that nearly all facilitators (86) participating in this study stated that inclusion meant only placing learners with disabilities in a regular classroom with no mention of adapting the environment or accommodating their learning needs, with only a few further mentioning encouraging the social development of learners with Learner Educational Needs.

This data was collected from regular classroom facilitators in Jordan where these facilitators usually place the entire responsibility of educating learners with Learners on the special education facilitators in the schools. Therefore analysis of this research suggests the regular facilitators in this context have limited knowledge on inclusive education and validates why they consider the physical placement of a learners as the main purpose of inclusion in schools. Further data conveyed that limited knowledge held by classroom facilitators negatively impact their perceptions towards inclusion as it results in low facilitator efficacy due to their belief, they lack the expertise implementing inclusion and facilitators learners with Special Educational Needs (Amr et al., 2016). These findings are critical as a facilitator's efficacy is likely to influence the learning environment they are in and this will subsequently affect all learners, whether with

Special Educational Needs or not, in the class (Forlin & Chambers, 2011; Vaz et al., 2015). In the Vaz et al (2015) research revealed that years of facilitating experience in the classroom has some significance in contributing to facilitators perceptions towards inclusion, yet there is a probability that other variables interact with this factor.

Research from two studies conducted in India suggest years of facilitate experience does influence perceptions, yet the results concerning the actual amount of experience were contradictory (Sandu,2017). Other variables combined with years of experience, such as the type of school, training in inclusion, educational qualifications and grade level, most likely reinforce perceptions towards inclusion (Priyadarshini & Thangarajathi 2016). However, as these authors deemed it necessary to analyse data on the correlation between inclusion perceptions and years of experience in the teaching field, this suggests this factor could potentially be a significant contributor to facilitators perceptions towards inclusion, especially in some cultural contexts. Evidence confirmed that previous experience working with people with special needs, whether in a professional or personal setting, influenced facilitators perceptions towards inclusion (Forlin & Chambers, 2011).

Many facilitators expressed concern over their lack of current professional and personal experience in working with learners with Special Educational Needs, but not all data measured how previous experience could also influence facilitators perceptions towards inclusion (Alquraini, 2013; Forlin & Chambers, 2011; Priyadarshini & Thangarajathi, 2016; Vaz et al., 2015). Surprisingly, pre-service facilitators who had experience with people with disabilities during their applied education course were found to have less positive perception towards inclusion. Furthermore, results comparing pre-service facilitators with previous experience and

those without this experience before and after applied education placement revealed no significant differences in perceptions. This evidence indicates that experience in working with people with disabilities does not negatively influence facilitators perceptions towards inclusion, yet neither does it reinforce positive perceptions. Most likely, the pre-service facilitators were confronted with the actuality of inclusion and the reality of including learners with Special Educational Needs in their class. Research has indicated previous experience is a factor that contributes to facilitators perceptions towards inclusion, yet not specific whether these attitudes are positive or negative.

2.5.1 Child-Related Factors

The evidence in literature reveals different child-related factors from a global perspective influence facilitators perceptions towards inclusion. The most predominant factor is how the type of disability a learner has affects facilitators perceptions towards inclusion and accepting the learners into an inclusive classroom (Akalin et al., 2014). Evidence suggests that facilitators are more accepting of learners with mild disabilities as opposed to learners with behavioural and multiple needs, with further analysis revealing some facilitators believe there are learners who will not benefit from inclusion and are therefore not suited to an inclusive classroom (Amr, et al., 2016; Ewing & Kwoka, 2013). This perceptions towards specific impairments is obviously a significant determinant a learner who may not be advantaged by inclusive practices could disrupt the class or require extra support, subsequently affecting the successful implementation of an inclusive classroom and therefore the general perception of the facilitators.

Moreover, facilitators who believe they lack adequate instruction and skills in inclusive practices and working with learners with special needs will most likely not be as accepting of learners with undesirable behaviours or impairments, as these may present a problem to the stable learning environment, therefore influencing the facilitators perceived efficacy on implementing a successful inclusive classroom (Amr et al., 2016; Vaz, et al., 2015). Research has indicated facilitators seem to be more accepting of learners with characteristics of mild disabilities such as learning, visual, hearing or physical impairments as these impairments would not disrupt the environment and the learners would be easier to accommodate, both academically and socially, in the classroom (Cwirynkalo et al., 2017; Monsen, Ewing et al., 2013). The type of disability a learner with Special Educational Needs has a significant contributor to facilitators perception towards inclusion, and in conjunction with this, research also indicated facilitators perceptions were influenced by the academic ability of the learners and the need for curriculum diversity as well as a learner's capacity to meet the demands of the learning environment.

The academic ability of a learner with Special Educational Needs and how it affects the academic success of a school was evident as a factor contributing to facilitators perceptions towards inclusion (Amr et al., 2016). From differing cultural contexts, facilitators reported the curriculum of regular classrooms are core to the perceived effectiveness and success of the school, measured by how learners learn this syllabus and therefore a relevant factor to facilitators perceptions towards inclusion. Data analysis revealed facilitators feared the inclusion of learners with Special Educational Needs as the facilitators would need to differentiate their curriculum to ensure learners could achieve the learning requirements, they were also unsure that learners

lacked the skills to master the learning content and that the inclusion of these learners potentially affected the academic performance of their peers without disabilities (Amr et al., 2014).

A curriculum is difficult to diversify if it must suit a wide range of learning styles and with the added pressure of learners achieving these curriculum standards by a deadline (Amr et al., 2014). The extra workload of needing to adapt a curriculum to successfully implement an inclusive classroom and satisfy all learners educational needs would understandably contribute to facilitators perceptions towards inclusion as with a higher workload there is most likely increased stress. Research has already noted that facilitators perceptions are influenced by the amount of training they receive regarding inclusive practices, and therefore it is justifiable that the lack of adequate instruction in modifying the curriculum to suit the academic abilities of each individual learner in an inclusive classroom influences facilitators perceptions and should be investigated further (Sandhu, 2017 & Vaz et al., 2015). Kenya, research noted that 85.1% of facilitators indicated they were concerned about not having enough time to meet the educational needs of all learners in their classroom

Evident in research, there was an apparent general negative facilitators perception towards inclusion in the Jordon study, where facilitators believed learner with Special Educational Needs should adapt to the learning environment and not vice versa, suggesting if a learner cannot meet the learning requirements due to their impairment they should not be in an inclusive classroom. In general, the facilitators in this study did not favour inclusion, yet this reflects how a combination of factors can reinforce facilitators perceptions, with the lack of appropriate infrastructure and lack of teacher training in Jordon most likely to affect facilitating negative perceptions towards

learners who lack the capacity to meet the academic requirements in a typical learning environment (Amr et al., 2016). The inability of learners to meet the learning requirements of the classroom is a factor that contributes to facilitators' perceptions as because a facilitator may not be able to meet the educational needs of every learner, their efficacy in implementing a successful inclusive environment is affected, influencing their overall perceptions toward inclusion (Forlin & Chambers, 2011; Vaz et al., 2015).

2.5.2 Environment Related Factors

External influences that are neither related to the facilitator or learner contribute to facilitators' perceptions towards inclusion, as sometimes these are issues that a facilitator has no control over. Evidence indicates that class size, the adequacy of school facilities, access to extra resources and support from families and the community are factors that influence facilitators' perceptions towards inclusion and the successful implementation of an inclusive classroom (Monsen, et al., 2013).

Class size was a significant factor reported by facilitators that influenced their perception towards inclusion, especially concerning large class sizes and a facilitator's willingness to include learners with Special Educational Needs in the class. Research noted facilitators may hold negative perceptions towards the inclusion of learners with Special Educational Needs if the class already has a large number of learners and if there is an excess number of learners with Special Educational Needs in one classroom (Akalin et al., 2014). The adequacy of school facilities and resources to support learners with Special Educational Needs was also evident in research as a concern that influenced facilitators' perceptions towards inclusion (Akalin et al., 2014). This included the physical structure of the school, incorporating facilities like

ramps and appropriate bathrooms, as well as classroom materials and other resources to support learners with disabilities.

The data revealed that the physical structure of school facilities and the lack of sufficient resources and instructional materials in the class impacted teacher facilitators' perceptions towards the successful implementation of inclusive education as without these conveniences the task would be more difficult to accomplish (Nketsia, et al. 2016) collected demographical information concerning a facilitators' financial stability. The results indicated that facilitators who are economically strong hold higher perceptions towards inclusive education as they would be best able to supply their learners with appropriate instructional materials. Furthermore, internal support from facilitators' assistants, other staff members, school administration and external support from families and the community can influence facilitators' perceptions towards inclusion.

Facilitators who lack support and feel unsupported are more likely to be less positive towards inclusion, and this is a critical factor as facilitators without support and negative perception are less inclined to provide learning environments suitable for learners with or without Special Educational Needs (Akalin et al., 2014). Evidence also revealed that support from the families and society is also essential in influencing facilitators' perceptions, with research implying that negative perceptions, towards disability and limited support from families and society towards inclusion or to the facilitators is a fundamental barrier in hindering inclusion (Akalin et al., 2014; Amr et al., 2016).

The findings suggest facilitators who have higher positive perceptions towards inclusion make a greater effort to adapt their learning environment to provide a positive atmosphere for learners with Special Educational Needs, and providing facilitators with internal and external support will facilitate developing these positive perceptions that will affect the inclusive classroom (Akalin et al., 2014; Amr et al., 2016; Forlin & Chambers, 2011; Monsen, et al., 2013).

In conclusion evidence from several studies identify significant and minor factors that facilitators report influences their perceptions towards inclusion. Research was gathered from a variety of cultural contexts with data analysis revealing the similarities between facilitators perspectives towards inclusion. In general, research indicated facilitators training in inclusive practices, the type of disability of a learner and the adequacy of facilities and resources available were the most significant factors influencing facilitators perceptions towards inclusion. It was also evident in research that a combination of factors reinforced facilitators perceptions, not just one single factor in entirety. that support inclusion in schools. Continued study in this field will advocate for the essential component in implementing successful inclusive practices, the classroom teacher.

2.6 Support services facilitators need towards the practice of inclusive education

A Leyser and Tappendorf (2001), study reported that facilitators needed various activities included in in-services or pre-services such as simulations, discussions, panel presentation and relevant information about disabilities. Facilitators stressed their concern that as more learners are included, facilitators would need additional tools and skills for coping with the social and emotional problems that accompany inclusive schooling.

Due to the changes that inclusion demands in classrooms, some researchers have attributed facilitator's negative responses toward inclusion to the facilitators' lack of positive experience with well-designed inclusive programs (McLeskey, Waldron, 2001; Vaughn, et al., 1996) Inclusion Education will therefore, require training of early childhood facilitators to manage the classrooms that contain learners with and without disabilities. McLeskey et al. compared the perspectives of facilitators who were at the time of the investigation not working in inclusive settings with those who were working with well-designed inclusive programs. The results indicated that facilitators in well-designed inclusive programs had significantly more positive perspectives toward inclusion compared to facilitators who lacked this experience.

In-service training for facilitators also was found to influence facilitators' perceptions toward inclusion. The study indicated that facilitators who had training to facilitate learners with disabilities exhibited positive perception towards inclusion compared to their counterparts who had not trained (Beh-Pajooh, 1992).

Rose (2001) explored facilitators' perceptions about necessary conditions for including learners with disabilities. Semi-structured interviews were conducted with 20 facilitators and seven principals. All facilitators had a minimum of three years facilitating experience. The participants were asked to identify supports that would lead to greater inclusion. The interviewees revealed the importance of classroom support. Nine of the facilitators stated the provision of additional staffing as a critical factor in enabling the success of inclusion. The principals expressed similar concerns, that additional support staff was needed to enable learners with disabilities to have more access the curriculum. Twenty-five percent (25%) of the interviewed facilitators believed that behaviour management of learners with disabilities took an amount of

time as compared to the management of learners without disabilities. Only one head facilitator perceived the need for extra time for planning, although several participants commented on being distracted from giving adequate time to other learners in their classrooms. Similarly, Snyder (1999) conducted a qualitative study on general education facilitator' perceptions and concerns about special education in their schools. On Snyder study, the data collected from in-service facilitators in graduate level classes and from workshops in approximately one third of the counties in South Carolina.

75% of the facilitators indicated that the administration was not supportive while 25% of the facilitators revealed their administration as being supportive of the general education facilitators. Regarding to special education faculty's support for general education facilitators, 55% of the facilitators stated that special education faculty was not supportive while 45% of the facilitators indicated that the special education faculty was supportive of the needs of the general education facilitators. Recently, Bambara (2006) investigated the supports needed by elementary school facilitators to successfully include learners with behavioural challenges in their classrooms. The facilitators were asked to reflect on the status of special education in their respective schools and the type of support they received from their administrators and special education faculty regarding working with learners with disabilities. Three semi-structured interviews were conducted with 14 facilitators whose classes included learners with developmental disabilities who had shown challenging behaviours. The Findings indicated that facilitators frequently cited insufficient time for planning and implementing strategies, conflicts with parents, and disagreements with administrators and other school staff as preventing successful inclusion.

Bambara identified two categories of supports, in his research: school wide and situation- specific. At the school-wide level, facilitators identified the need for an articulated school vision for inclusion, the willingness or positive attitudes of colleagues, and the availability of professionals. For situation-specific levels of support, facilitators listed interpersonal support, established collaboration, parental supports, and training opportunities to increase their expertise as important.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the various methods and procedures that were employed in gathering data for the study. It discusses the research design, population, sample, sampling technique, procedure for data collection, validity, reliability, and data analysis.

3.1 Research Design

The study adopted descriptive survey research design. According to Soanes (2007), descriptive survey research design is a way of sampling a particular group of people for their opinions on an issue, which is usually done by asking them questions.

Creswell (2002), has stated that a survey study can be done in a short time in which investigators administer a survey to a sample or to the entire population of people in order to describe the perceptions of the population. It has the potentiality of providing a lot of information that will be gathered from participants.

Creswell, et al., (2018), descriptive survey design provides a quantitative description of trends, perceptions, attitudes, and opinions of a population, or test for association among variables of a population, by studying a sample of that population. The researcher, therefore, chose this design because it actually provided a relatively simple and straight forward approach to the study of how kindergarten facilitators perceptions of the practice of inclusion education influence their behaviour in the kindergarten classrooms.

Moreover, a descriptive survey helped the researcher to examine how well the kindergarten facilitators are prepared toward the practice of inclusive education in the Lambussie District. Above all, descriptive survey was chosen for its convenience in describing the support services facilitators need towards the practice of inclusive education in the Lambussie District in the Upper West Region of Ghana

3.2 Research Approach

Quantitative approach was adopted for this study. This approach was adopted by the researcher to enable him process and analyse data quickly, even with large sample size. Creswell (2018), stated that quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that number data can be analysed using statistically procedures. The approach, therefore, helped the researcher to process and analyse data statistically to reduce biasness.

3.3 Population

The study was conducted in the Lambussie District in the Upper West Rion of Ghana. The target population comprised all kindergarten facilitators in the Lambussie District in the Upper West Region of Ghana. The total accessible population of the study was One hundred and twenty (120) as shown in Table 1.

Table 1: Distribution of the Target Population for the study

S/N	Name of School	Number of Facilitators
1.	Busigya D/A KG	4
2.	Bilaw D/A KG	5
3.	Buli D/A KG	4
4.	Hamile Islamic KG	8
5.	Lambussie D/A KG	4
6.	Lambussie TI KG	6
7.	Sina Dende KG	4
8.	Hamile D/A KG	4
9.	Chetu D/A KG	6
10.	Kanguol RC KG	4
11.	Kohuo D/A KG	5
12.	Kokya RC KG	4
13.	Samoa D/A KG	6
14.	Dahile D/A KG	6
15.	Suke D/A KG	8
16.	Hamile TI KG	6
17.	Nabaala RC KG	5
18.	Liero D/A KG	6
19.	Chebogo D/A KG	7
20.	St Augustine D/A KG	6
21.	Karni Danpou D/A KG	4
22.	Koro D/A KG	8
Total		120

Source: field data, 2023

3.4 Sample Size

The sample size for the study was 60 kindergarten schools' facilitators in the Lambussie District, which comprised of 30 males and 30 females. According to Krejcie and Morgan (1970), 120 sample size is ideal for a population of 220 population.

Table 2: Distribution of the sample size for the study Population

Variable	Frequency	Percentage %
Male	30	50
Female	30	50
Total	60	100

Source: Field data, 2023

3.5 Sampling Technique

The researcher used Simple random sampling technique in selecting the respondents. This provided the respondents in each group on the equal opportunity of being selected for the study and each member of the population has an equal chance of being selected. The researcher used lottery method in selecting the sample. The sampling technique was easy, fast, and inexpensive. To achieve this, 30 “YES” and 30 “NO” were written on pieces of paper that were then mixed together for the female facilitators to randomly pick a piece of paper. Those who picked ‘Yes’ were included in the study. The same process was used to select 30 male facilitators from a pool of 60 male facilitators in the district. The Simple random sampling technique was employed because the researcher wanted the sampling method to be free from preconception and unfairness (Sidhu, 2006).

3.4 Research Instrumentation

Questionnaire was used in this study. The first section was designed to collect the participants' demographic information. Collecting the demographic information was important because such variables may account for differences among kindergarten facilitators' perception of the practice of inclusion education. The second section of the scale contained 25 closed-ended questionnaires designed to elicit information on kindergarten facilitators perceptions of the practice of inclusion education. According to Cohen, Manion and Morrison (2003), Questionnaire are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are.

The perceptions of the participants were measured on a five-point Likert scale ranging from where the respondents were asked to indicate the extent to which they agreed or disagreed with the statement by selecting one of the following five choices: Strongly Agree (SA) = 5, Agree (A) =4, Neutral (N) =3, Strongly Disagree (SD)=2 and Disagree (D)=1. The items in the questionnaire were based on the four (4) research questions raised to guide the study. Research question one, which sought to explore kindergarten facilitators perception of the practice of inclusive education in the Lambussie District has six (6).

The second research question which looked at how the kindergarten facilitators perceptions of the practice of inclusion education influenced their behaviours in kindergarten classroom had six (6) questions. The third research question which looked at the types of preparation facilitators have toward the practice of inclusion education had five (5) questions. Finally, research question, which sought looked at

the support services facilitators need towards the practice of inclusive education had six (6) questions.

The items on the questionnaire were positively worded. respondents who agreed with the statement had positive perceptions towards inclusion education and those who disagreed had negative perceptions. Cohen, Manion, and Morrison (2007) noted that, questionnaires are useful, in that, they can generate frequencies of response amenable to treatment and analysis and questionnaires are also quicker to code up and analyse (Bailey, 1994).

3.6.1 Reliability of Instruments

according to Creswell (2002), has stated that reliability of test instrument has to do with stability and consistency of the scores. He further, stated that scores should be nearly the same when researchers administer the instruments multiple times at different times. The instrument was pre-tested in six (6) kindergarten schools in Nandom Municipal in the Upper West Region. This is because, respondents in these schools shared similar characteristics with respondents in the Lambussie District under study.

The questionnaire was pre- tested on kindergarten facilitators practice inclusion education in Nandom Municipal. The researcher chose the pre-test population from the said kindergarten schools because they were found in the same region. Therefore, the assumption was that the characteristics of the population in Nandom Municipal were similar to that of Lambussie. That account for choosing those schools. The purpose of the pre-test was to detect ambiguities and weakness in the items for correction and modification so as to improve the internal consistency of the

instrument. After the pre-test, the data were entered into Statistical Product and Service Solution to compute the Chronbach's Alpha value to determine the internal consistency of the items. And the results obtained was 0.75 alpha.

3.7 Procedure for Data Collection

First, permission was sought from the Lambussie District Directorate to carry out the study using the introductory letter from the Department of Early Childhood Education. In order to seek permission from heads of the selected schools involved in the study, an approval letter from the Lambussie District Directorate of Education to conduct this study was to them as prove of permission duly secured. Headteachers duly gave their approval and contacts to various respondents were made available to the researcher. The selected kindergarten school facilitators, as well as the heads, were briefed on the purpose of the study together with assurance of absolute confidentiality of the data to be collected before the questionnaires were distributed.

The researcher personally administered the questionnaires to all the sixty (60) selected respondents, and waited for each respondent to complete the questionnaires at their own pace and handed it back to the researcher.

3.8 Data Analysis

The completed questionnaires gathered were given serial numbers for easy identification based on the school. A tally system was created according to the serial numbers in order to find out the number of respondents that responded to each of the items based on the schools. Also, all the responses to each item were coded with scores to make them possible to be fed into the computer. The data was analysed quantitatively.

Furthermore, in the discussions, the Responses to Strongly Agree (SA) and Agree (A) on the scale were combined and those with Strongly Disagree (SD) and Disagree (D) were also combined to have the same meaning.

3.9 Ethical considerations

For ethical clearance, the researcher discussed with respondents for them to participate voluntarily in the study without any form of compulsion. To guarantee their confidentiality, the researcher did not ask respondents to provide data that revealed personal identification (Name or Staff ID). The rights of the Respondents involved at every stage of this study were particularly treated with utmost care.

3.10 Summary

The Study was a Descriptive Survey that made use of questionnaire in the Form of a Likert-scale. The questionnaire instrument was employed to gather data from the selected 60 kindergarten schools' facilitators in the Lambussie District in the Upper West Region of Ghana on Kindergarten facilitators' perceptions of the practice of inclusive education. This instrument was piloted to justify the accuracy and consistency of responses. In all, 60 questionnaires issued, 55 were collected representing 92% return rate. The Statistical Package for Social Sciences (SPSS) was used in analysing the data into frequencies and Tables for easier interpretations.

CHAPTER FOUR

RESULTS/ FINDINGS

4.0 Introduction

This chapter comprises the analysis, presentation and interpretation of the findings of the study. The analysis and interpretation of data were carried out based on the findings from the research questions of the study. The study was conducted to examine kindergarten facilitator's perception of the practice of inclusive education. The instruments used for the study were questionnaire designed for the facilitators. A questionnaire in the form of Likert scale type was used to collect data. The questionnaire contained 27 items based on 5 points involving;

Strongly Agree (SA) =5, Agree (A) =4, Neutral (N) =3, Strongly Disagree (SD) =2, and Disagree (D) =1. The items in the statement were developed on a multi-dimensional basic that reflected on the key themes raised in the research questions. The total sample for the study was 60 respondents. In all, 60 copies of the questionnaire were distributed to respondents. The researcher ensured a 100% return rate of the questionnaire. The 60 questionnaires that were distributed to the respondents were filled and returned for analysis.

Since a descriptive survey research design was used, the researcher employed descriptive statistics (Table, frequency and percentage). The first part of this chapter describes the demographic characteristics of respondents. The research findings were presented based on the research questions. The discussion was done based on quantitative findings derived from the study and it was supported with related literature.

The following research questions guided the study;

1. How well prepared are the kindergarten facilitators toward the practice of inclusive education in the Lambussie District?
2. How does the kindergarten facilitators perceptions of the practice of inclusion education influence their behavior in the kindergarten classroom in the Lambussie District?
3. What specific factors shape facilitators' perceptions of inclusive education in the Lambussie District?
4. What support services do facilitators need towards the practice of inclusive education in the Lambussie District in the Upper West of Ghana?

This presents demographic information of the respondents' (facilitators) from various schools. These demographic data of respondents include gender, age, and number of years of teaching.

Table 1: Demographic information of respondents

Variable	Frequency	Percentage (%)
Sex		
Males	30	50
Females	30	50
Total	60	100
Age		
20-30	15	25
31-40	30	50
41-Above	15	25
Total	60	100
Class Taught		
KG1	45	75
KG2	15	25
Total	60	100
Teaching Experiences		
1-5yrs	30	50
6-10yrs	15	25
11yrs above	15	25
Total	60	100

Source: Field data (2023)

The analysis was based on responses, comprising 30 male and 30 female facilitators. The demographic characteristics of the respondents included sex, age, class taught, and facilitating experience of the facilitators as shown in Table 3. From Table 3, out of the total number of the 60 respondents 50% were males and 50% were also females. The demographic analysis reveals equal dominance of males and females. Moreover, 15 respondents constituting 25% of them were between the ages of 20 – 30 years and 30 respondents representing 50% of them were between 31 – 40 years. However, 15 respondents resulting 25% of them were between 41 – 60 years. Furthermore, 45 respondents constituting 75% of them were at the KG1 class while 15 of the 60 respondents representing 25% of them were also at KG2 class.

Furthermore, 45 of the 60 respondents constituting 75% of them were at the KG1 class and 15 of the 60 respondents representing 25% of them were also at KG2 Class. Finally, the collected data also revealed that 30 of the respondents constituting 50% of them were having 1-5 years facilitating experience, 15 of the respondents representing 25% were also having 6-10 years facilitating experience while 15 of the respondents representing 25% were having more than 10 years facilitating experience.

In conclusion, 30 of the respondents representing 50% respondents were males and 30 of the respondents constituting 50% were females indicating equal majority of the sampled. From the findings, majority of the selected kindergarten school facilitators were between 31 to 40 years of age. The findings also reveal that greater percentage of the selected kindergarten school facilitators were facilitating in the kindergarten one than kindergartens two. Finally, most of the kindergarten school facilitators were having teaching experiences between 1-5 years facilitating experience.

Table 2: Preparations made for Facilitators toward the Practice of Inclusive Education

Statement	SA	A	D	SD	Total
1. Kindergarten facilitators have been given the needed training for the practice of inclusion education.	6	8	10	36	60
2. Kindergarten facilitators have the needed exposure towards the practice of inclusive education	12	6	31	12	60
3. Professional development activities can prepare classroom facilitators effectively in facilitating inclusive education	2	5	46	7	60
4. The initial facilitator courses attended have fully prepared facilitators for the practice of inclusive education.	7	5	12	36	60
5. Facilitators do not have sufficient training to facilitate learners with special needs in inclusive classroom.	8	4	36	12	60

Source: Field data (2023)

Responding to item 5 that focused on finding out whether kindergarten facilitators have been given the needed training for the practice of inclusive education, 15 of respondents out of the total number representing (26.5%) of them agreed while 45 of the respondents constituting (73%) of them disagreed to the statement.

Also, item 6 that sought to find information on whether pre-service facilitators have the needed preparation towards the practice of inclusive education, 6 of the respondents representing 10% of them only agreed whereas 54 of the respondents constituting 90% of them disagreed to the statement. On item 7 whether professional development can prepare the kindergarten facilitators to enable them facilitate Inclusion Learners. This response is in line with Mastropieri and Scruggs (2004) who

indicated, pre-service training and professional development are very important if inclusive education practice are to be implemented in schools.

Moreover, the data also indicated that 56 respondents representing 93% of the respondents agreed that professional development activities can prepare kindergarten classroom facilitators in facilitating inclusive learners while 4 of the respondents making 7% of them disagreed to this statement.

With regards to item 8 that sought the views on whether kindergarten facilitators do not require necessary preparations to enable them facilitate learners with special needs, 11 of the respondents representing 18% of them agreed while 49 or 82% of the respondents also disagreed with the statement.

In conclusion, the collected data have revealed that, 11 respondents constituting 18% agreed to the statement that the initial facilitator Courses attended have fully prepared facilitators for the practices of inclusive education while majority of the respondents 49 or 82% also disagreed to the statement that the initial facilitator courses attended have fully prepared facilitators for the practices of inclusive education.

Finally, a greater number of the selected kindergarten school facilitators disagreed that pre-service facilitators have the necessary preparation towards the practice of inclusive education. From the data collected, it also been revealed that, majority of the kindergarten facilitators agreed that kindergarten facilitator require adequate preparations to enable them facilitate learners with special needs.

The findings on research question 4 based on the analysis on the preparations made for facilitators towards the practice of inclusive education has revealed that facilitators in the Lambussie felt they were not adequately prepared to practice inclusive education. The views expressed are in line with the argument by Hodkinson (2005) study in England, who examined final year pre-service facilitators' knowledge and understanding of inclusion, and came out that while the majority of preservice facilitators do understand that inclusive education is a complex and multi-faceted concept, their understanding of the implementation of inclusion practices within an applied education environment was limited. He suggests that effective implementation of inclusive education depends very much on how individual facilitators define it and whether they have received the necessary training to inspire on their perceptions that they can deliver in inclusive practices in their classroom.

Also, the findings on the preparations for facilitators about the practice of inclusive education revealed that most of the facilitators are not been given the needed preparation towards the practice of inclusive education which will help them acquire the necessary skills and the diverse needs of learners in the inclusion classroom. This is in relation to the review by Semi (2008) who interviewed learner facilitators and lecturers and revealed that they had a limited knowledge and understanding on what constitutes inclusive practices. The idea of facilitating learners with special needs in an inclusive classroom was never introduced to pre-service facilitators in the course of their facilitator training. He consequently concluded that facilitating learners with special needs in inclusive classrooms should be introduced into the curriculum of pre-service facilitator training for beginning facilitators. This shows that institutions offering pre-service facilitator training programs need to ensure that they make provision for special education and inclusive practices in their programmed.

In conclusion, the data revealed that, majority of the respondents disagreed that the kindergarten facilitators have been given the needed training for the practice of inclusion education. Most of the respondents also disagreed Pre-service facilitators have the necessary preparation needed for the practices of inclusion education. In addition, a greater number of the selected kindergarten schools' facilitators agreed to the statement that Professional development activities can prepare classroom facilitators effectively in facilitating inclusive education. Furthermore, majority of the kindergarten facilitators disagreed that kindergarten facilitators do not require necessary preparations to enable them facilitate learners with special needs. Finally, an appreciable number of the kindergarten facilitators disagreed to the statement that the initial facilitator Courses attended have fully prepared facilitators for the practices of inclusive education.

Table 3: How kindergarten facilitators perceptions of the practice of inclusive education influences their behaviour in the inclusive classroom

Statement	SA	A	D	SD	Total
1. Facilitators perceptions of the practice of inclusive education can influence their behaviours either positively or negatively	30	23	4	3	60
2. The needs for special needs learners cannot be met if classroom facilitators in inclusive classroom have negative perception toward inclusion education	6	3	36	25	60
3. Facilitators perceptions of the practice of inclusion education can influence their behaviour in the classroom	6	3	21	30	60
4. Does your perception of inclusive education influence your facilitate approach	12	40	6	2	60
5. Facilitators will accommodate all learners in inclusion classroom if their perceptions of the practice of inclusive education influences their behaviours positively	34	17	5	4	60
6. Accommodate special needs learners in inclusive classroom depend on how facilitators perceptions of the practice of practice of inclusion education influences their behaviours in the inclusive classroom.	33	18	10	5	60

Source: Field data (2023)

From Table 3, item ten: Facilitators perceptions of practice of inclusive education can influence their behaviours in inclusive classroom Positively or negatively. 44 of the respondents out of the total number representing 73.1% of them agreed to the statement that Facilitators perceptions of practice of inclusive education can influence their behaviours in inclusive classroom Positively or negatively while 16 respondents, constituting 26.8% of the respondents also disagreed to the statement that Facilitators perceptions of practice of inclusive education can influence their behaviours in inclusive classroom Positively or negatively. This is an indication that majority of the facilitators' belief that Facilitators perceptions of practice of inclusive education can influence their behaviours in inclusive classroom Positively or negatively.

As regards item 11 that sought to find out whether the needs for special needs learners needs cannot be met if classroom facilitators perception influences their haviour negatively toward inclusive education, 51 representing 85% of respondents agreed whereas 9 constituting 15% of the respondents disagreed to the statement. This is an indication that majority of facilitators believed that Special needs Learners Needs cannot be met if classroom facilitators perception influences their haviour negatively toward inclusive education.

The twelve items were to find out whether facilitators perceptions of practice of inclusive education cannot influence their behaviours in the classroom, 9 respondents representing 15.5%, of the respondents agreed while 51 of the respondents, constituting 84.5% of them, also disagreed to the statement.

Also, the results of item thirteen depicted that, 52 of the respondents, representing 86.5%, of them agreed to the statement that Facilitators perceptions of the practice of

inclusion education should be considered to have a successful implementation if facilitators behaviours are acceptable by all learners in the classroom while 8 respondents, constituting 13.5%, of the respondents also disagreed to the statement.

With regards to item fourteen which sought to find out whether Facilitators will accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively, it was indicated that 51 or 85% of the respondents agreed while 9 or 15% of the respondents disagreed to the statement. This shows majority of the Facilitators will accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively. Finally, the data showed in item 15 that 51 or 85% of the respondents agreed that accommodate special needs learners in inclusive classroom depend on how facilitators perceptions of practice of inclusion education influences their haviours toward inclusion education while 9 or 15% of the respondents disagreed that Accommodate special needs learners in inclusive classroom depend on how facilitators perceptions of practice of inclusion education influences their haviours toward inclusion education.

In conclusion, the data revealed that, Facilitators perceptions of practice of inclusive education can influence their behaviours in inclusive classroom Positively or negatively. Most of the facilitators also agreed that special needs learners' needs cannot be met if classroom facilitators perception influences their haviour negatively toward inclusive education. Also, a greater number of the selected kindergarten schools' facilitators disagreed to the statement that facilitators perceptions of practice of inclusive education cannot in fluce their behaviours in the classroom. Moreover, majority of the kindergarten facilitators agreed that Facilitators perceptions of the practice of inclusion education should be considered to be successful. implemented if

facilitators behaviours are acceptable by all learners in the classroom.

Furthermore, an appreciable number of the kindergarten facilitators agreed that Facilitators will accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively.

Finally, most of the selected kindergarten schools' facilitators in the Lambussie District confirmed that accommodate special needs learners in inclusive classroom depend on how facilitators perceptions of practice of inclusion education influences their haviours toward inclusion education.

Table 4: Specific factors that shape facilitators' perceptions of inclusive education

Statement	SA	A	SD	D	Total
1. Do you think ongoing professional development cannot enhance facilitators' ability to implement inclusive education	39	9	7	5	60
2. To what degree do policy and regulations impact your views on inclusive education	8	10	18	24	60
3. Are there any personal beliefs or values that influence your stance on inclusive education	32	16	6	6	60
4. In your experiences, can the attitudes of parent's impact facilitators perceptions of inclusive education	37	9	6	8	60
5. Do you think ongoing professional development affect how facilitators perceive and implement inclusive education	34	12	9	5	60
6. Do your interactions with colleagues and professional in the field shape your understanding of inclusive education	12	34	8	6	60

Source: Field data (2023)

Responding to item 16 that focused on finding out whether ongoing professional development can enhance facilitators' ability to implement inclusive education, 48 of respondents out of the total number representing 80% of them agreed while 12 of the respondents constituting 20% of them disagreed to the statement.

Also, item 17 that sought information on whether Policy and regulations cannot impact facilitators views on inclusive education, 18 of the respondents representing 30% of them only agreed whereas 42 of the respondents constituting 70% of them disagreed to the statement. On item 18 whether there any personal beliefs or values that influence facilitator's stance on inclusive education. This response is in with Mastropieri and Scruggs (2004) who indicated, personal beliefs or values can influence facilitator's stance on inclusive education. Moreover, the data also indicated that for 46 respondents representing 77% of the respondents agreed that the attitudes of parents can have impact on facilitators perceptions of inclusive education while 14 of the respondents making 23% of them disagreed to this statement.

With regards to item 20 that sought views on whether kindergarten facilitators think ongoing professional development affect how facilitators perceive and implement inclusive education, 48 of the respondents representing 80% of them agreed while 11 or 20% of the respondents also disagreed with this statement.

Finally, the collected data have revealed that majority of the respondents constituting 46 or 76% agreed to the statement that interactions with colleagues and professional in the field shape facilitators understanding of inclusive education while 49 or 82% respondents also disagreed to the statement that that interactions with colleagues and professional in the field shapefacilitators understanding of inclusive education.

In conclusion, the collected data have revealed that, majority of the facilitators agreed to the statement that ongoing professional development can enhance facilitators' ability to implement inclusive education while others also disagreed that Policy and regulations cannot impact facilitators views on inclusive education. A greater number of the selected kindergarten school facilitators agreed that personal beliefs or values that can influence facilitators stance on inclusive education. From the data collected, it also revealed that, majority of the kindergarten facilitators agreed that the attitudes of parents can impact facilitators perceptions of inclusive education. The data further revealed that ongoing professional development can affect how facilitators perceive and implement inclusive education and finally, the data indicated, facilitators interactions with colleagues and professional in the field shape their understanding of inclusive education.

Table 5: The support services that facilitator's need for the practice of inclusive education

Statement	SA	A	SD	D	Total
1. Have you received any training or professional development related to inclusive education	4	6	18	32	60
2. Administrative support is very important for inclusive practice.	48	6	2	4	60
3. Availability of material resources is necessary for inclusive practice.	90	5	3	1	60
4. Do you have access to specialized resources to support learners with diverse needs	16	23	9	12	60
5. Adequate facilitators motivation is crucial for inclusive education.	47	6	4	3	60
6. Facilitators need support from parents for the practice of inclusive education.	23	30	7	5	60

Source: Field data (2023)

The statistical analyses on the support services kindergarten facilitators need for the practice of inclusive education in (table 5) above are illustrated and discussed below:

The data collected on the support services that facilitators need for the practice of inclusive education; 10 of the respondents representing 16% agreed that kindergarten facilitators have the needed support services towards the practice of inclusive education while 50 respondents constituting 84% of the respondents disagreed to this statement that kindergarten facilitators have the necessary support services towards the practice of inclusive education.

Also, the data collected on the needed support services for facilitators shown that, 53 of the respondents representing 89.2% of them agreed to this statement that administrative support is very necessary for inclusive education whereas 7 respondents constituting 10.8% of the respondents too disagreed to the statement that administrative support is very necessary for inclusive education. The gathered data have also shown that, 39 of the respondents representing 65% agreed to the statement that the availability of resources is necessary for inclusive practice while, 21 respondents constituting 34.6% of the respondents disagreed to the statement that the availability of resources is necessary for inclusive practice.

Furthermore, the data also disclosed that, 54 of the respondents representing 90% of them agreed that kindergarten facilitators need support from the special facilitators for the success of inclusive practice and 6 respondents constituting 10% of the respondents disagreed to this statement that kindergarten facilitators need support services from special facilitators for the success of inclusive education.

The data collected again revealed, 53 of the respondents representing 88.5% of them agreed to this statement, facilitators need support from parents for the practice of inclusive education while, 7 respondents constituting 11.5% of the respondents disagreed to the statement that facilitator's need support from parents for the practice of inclusive education.

In conclusion, the data collected revealed that, majority of the kindergarten facilitators confirmed that kindergarten facilitators are not having the needed support services for the practice of inclusive education and most of them also agreed that administrative support is very important for inclusive practice. Furthermore, a greater number of the kindergarten facilitators also proposed that the availability of resources is necessary for the practice of inclusive education and others suggests that the kindergarten facilitators need the support of special facilitators for the success of inclusive practice. It is also noted in the collected data that, many of the selected kindergarten schools' facilitators in the Lambussie District agreed that adequate facilitator motivation is very importance for the practice of inclusive education. The study data collected revealed majority of the kindergarten facilitators suggests that facilitators need support for the practice of inclusive education in Lambussie District. The major concern of the facilitators on the support services for facilitators towards the practice of inclusive education are related to the argument by Rose (2001) who explored facilitators' perceptions about necessary conditions for inclusion learners with disabilities.

Semi-structure interviews were conducted with seven Principals. All facilitators had minimum of three years facilitating experiences. Learner participants were asked to identify support that would lead to greater inclusion.

The interviewees noted the importance of classroom support. Nine of the facilitators regarded the provision of additional staffing as critical factor in enabling, the success of inclusion. The principals expressed similar concerns that additional support staff was needed to enable learner with disabilities to access the curriculum.

However, the results also revealed the importance of administrators, school staff and parents support needed for inclusion educational practices to be effective.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This discusses the major findings for quantitative data. The data critically analyses with reference to relevant literature in an attempt to explore deeper meanings of the responses, to unravel the issues and understand the phenomenon. As noted earlier, the purpose of the study was to examine the kindergarten facilitator's perceptions of the practice of inclusive education. The findings were linked to the various research questions for the study. The discussions are based on the following headings:

1. How well prepared are the kindergarten facilitators toward the practice of inclusive education in the Lambussie District?
2. How does the kindergarten facilitators perceptions of the practice of inclusion education influence their behavior in the kindergarten classroom in the Lambussie District?
3. What specific factors shape facilitators' perceptions of inclusive education in the Lambussie District?
4. What support services do facilitators need towards the practice of inclusive education in the Lambussie District in the Upper West of Ghana?

This study investigated the perceptions of kindergarten facilitators regarding the practice of inclusive education in the Lambussie District, situated in the Upper West Region of Ghana. The study aimed to achieve several critical objectives. Firstly, the purpose of the study was to investigate Kindergarten Facilitators' perception of the practice of inclusion education in the Lambussie District in the Upper West Region and utilized a sample size of 60 kindergarten facilitators. The study adopted a

descriptive survey research design through which perceptions were sampled from kindergarten facilitators. The data was analyzed Quantitatively.

5.1 Summary of Findings

The following findings were drawn from the study:

1. The study found that kindergarten facilitators in the Lambussie District of the Upper West Region have not been given the needed preparation to handle inclusive education.
2. Accommodating special need learners in inclusive classroom depend on how Facilitators' perceptions of practice of inclusive education can influence their behavior towards inclusive education. Most of the facilitators were ready to accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively.
3. Professional development can enhance facilitator ability to implement inclusive education. Attitudes of parents can have impact on facilitators' perceptions of inclusive education.
4. Kindergarten facilitators confirmed that the kindergarten classroom facilitators did not have the needed support services for the practice of inclusive education.

5.2 Conclusions

The study concluded that:

- a. Kindergarten facilitators in Lambussie District do not have adequate preparations to meet the requirement to practice inclusive education in the district.
- b. Accommodating special need learners in inclusive classroom depend on how Facilitators' perceptions of practice of inclusive education can influence their behavior towards inclusive education. Most of the facilitators were ready to accommodate all learners in inclusion classroom if their perceptions influence their behaviours positively.
- c. The findings disclosed that, adequate motivation should be given to the kindergarten facilitators as well as material resources in order to enable them practice inclusive education effectively in the Lambussie District in the Upper West Region.
- d. The study also indicated that, facilitators needed parental support for the successful implementation of inclusive education in the Lambussie District in the Upper West of Ghana.

5.3 Recommendations

Based on the finding, the following recommendations were made:

1. There will be the need for the Government of Ghana through the Lambussie Educational Directorate organize workshop to prepare kindergarten facilitators to develop positive perceptions toward the practice of inclusive education in order to meet the needs of both kindergarten learners and special need learners.

2. Facilitators should be given Professional development by experts in the field of Inclusive Education to enhance their ability to implement inclusive education effectively.
3. Facilitator in the kindergarten schools should be given support services by the Ghana government in the form of adequate resources such as facilities and special need facilitators to support the learning needs of all learners.
4. The Ghana Education Service (GES) in collaboration with school heads should organize service training seminars for the kindergarten facilitators to abreast them on the importance of inclusive education and how to handle issues in the inclusion classrooms.

5.4 Areas for Further Studies

Since the study only focused on the facilitator's perceptions of the practice of inclusive education in some selected kindergarten schools in the Lambussie District, it is however, proposed that subsequent studies should be conducted in the entire District.

Subsequent studies should also be conducted into the perceptions of learners towards inclusive education.

A further Research required to be conducted into the possible challenges that hindering the successful practice of inclusive education in the Ghanaians' kindergarten schools.

Finally, research on the positions of learners in inclusive classrooms as well as its impact on their academic performance need to be explored.

REFERENCES

- Agbenyega, J. (2007). Examining teachers' concerns and attitudes to inclusive education in Ghana. *International Journal of Whole Schooling*, 3(1), 41-56.
- Ahsan, M. T., Deppeler, J. M., & Sharma, U. (2013). Predicting pre-service teachers' preparedness for inclusive education: Bangladeshi pre-service teachers' attitudes and perceived teaching-efficacy for inclusive education. *Cambridge Journal of Education*, 43(4), 517-535.
- Ainscow, M. (2020). *From special education to effective schools for all*. Keynote presentation at the Inclusive and supportive education congress 2005, University of Strathclyde, Glasgow.
- Ajzen, I. (2005). *Attitudes, personality, and behavior*. Milton-Keynes, England: Open University Press/McGraw- Hill.
- Akalin, S., Sazak-Pinar, E., & Sucuoglu, B. (2014). The effects of classroom management of the behaviors of students with disabilities in inclusive classrooms in Turkey. *The Journal of Emotional International Association of Special Education*, 9(1), 64-74.
- Alghazo, E. M., & Gaad, E. (2004). General education teachers in the United Arab Emirates and their acceptance of the inclusion of students with disabilities. *British Journal of Special Education*, 31(2), 94-99.
- Alghazo, E. M., Dodeen, H., & Algaryouti, I. A. (2003). Attitudes of pre-service teachers' persons with disabilities: Predictions for success of inclusion. *College Student Journal*, 37(4), 515 - 521.
- Alhassan, R. & Abasi, K. (2014). Teachers' perceptions of students with special education needs in Cameroon secondary schools. *International Journal of Special Education*, 29(3), 1-10.
- Ali, M. M., Mustapha, R., & Jelas, M. Z. (2006). An empirical study on teachers' perceptions towards inclusive education in Malaysia. *International Journal of Special Education*, 21(3), 36-44.
- Allen, T. E., & Cowdery, G. E. (2015). *Creating inclusive classrooms: Effective, differentiated and reflective practices*. Pearson.
- Almahdi, J. & Bukamal B. (2019). *Concerns of middle and high school teachers towards inclusion of students with exceptional educational education needs*. Unpublished master's thesis, Graduate College-University of WisconsinStout Menomonie, Wisconsin

- Alquraini, T., & Gut, D. (2013). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education*, 27(1), 42-59.
- Amr, M., Al-Natour, M., Al-Abdallat, B., & Alkhamra, H. (2016). Primary school teachers' knowledge, attitudes and views on barriers to inclusion in Jordan. *International Journal of Special Education*, 31(1), 67-77.
- Anderson, D. W. (2006). Inclusion and interdependence: Students with special needs in the regular classroom. *Journal of Education and Christian Beliefs*, 10(1), 43-59.
- Andrews, A., & Frankel, E. (2020). Inclusive education in Guyana: A call for change. *International Journal of Special Education*, 25(1), 126-144
- Antonak, R. F., & Larrivee, B. (1995). Psychometric analysis and revision of the opinions relative to mainstreaming scale. *Exceptional Children*, 62, 139–149.
- Antoninis T., DaMore, S. J., & Murray, C. (2020). Urban elementary school teachers' perspectives regarding collaborative teaching practices. *Remedial and Special Education*, 30(4), 234-244.
- Arbeiter, S., & Hartley, S. (2002). Teachers' and pupils' experiences of integrated education in Uganda. *International Journal of Disability, Development, and Education*, 49, 61-78.
- Ary, D., Jacobs, C. L., & Razavieh, A. (2002). *Introduction to research in education*. New
- Atiles, J. T., Jones, J. L., & Huynjin, K. (2012). Field experience and inclusive ECE classrooms: Increased pre-service teacher efficacy in working with students with developmental delays or disabilities. *Educational Research Quarterly* 3(6), 62-85.
- Austin, V. L. (2001). Teachers' beliefs about co-teaching. *Remedial and Special Education*, 22(4), 245-255.
- Avramidis, E., & Kalvya, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes toward inclusion. *European Journal of Special Needs Education*, 22, 367-389.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.

- Avramidis, E., Bayliss, P., & Burden, R. (2000a). *Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school*. *Teaching and Teacher Education*, 16(3), 277-293.
- Avramidis, E., Bayliss, P., & Burden, R. (2000b). *A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority*. *Educational Psychology*, 20(2), 191-211.
- Bailey, J. (1994). Australia: Inclusion through categorisation? In T. Booth & M. Ainscow (Eds.), *from them to us: An international study of inclusion in education* (pp. 1171-185). London: Routledge.
- Barnes, C., Mercer, G., & Shakespeare, T. (2017). *Exploring disability: A sociological introduction*. Cambridge: Polity Press.
- Beh-Joo, A. (1992). The effect of social contact on college teachers' attitudes towards students with severe mental handicaps and their educational integration. *European*
- Bhatnagar, N., & Das, A. (2014). Attitudes of secondary regular school teachers toward inclusive education in New Delhi, India: A qualitative study. *Exceptionality Education International*, 24(2), 17-30.
- Boer, C., Douglas, G., & Hattie, J. (2014). Inclusive practices: How accepting are teachers? *International Journal of Disability, Development, and Education*, 43, 119-133.
- Bosi, W. (2004). *A pilot implementation of inclusive education in Malaysia: A review*. Unpublished doctoral dissertation, Massey University, New Zealand.
- Botts, P. & Owusu T. (2013). From disabled pupils' integration to inclusive schooling: current situation and new teacher training needs. Shedding light on the European situation. Retrieved 22 March, 2010 from <http://www.unicaen.fr/recherche/>.
- Briggs, J. D., Johnson, W. E., Shepherd, D.L., & Sedbrook, S. R. (2002). Teacher attitudes and attributes concerning disabilities. *Academic Exchange Quarterly*, 6 (2), 85-89 *Journal of Special Needs Education*, 7, 227-234.
- Brodzeller, D., Leko, M. M., Baker, S. K., & Burdett, B. M. (2018). *Data-based decision making in education: Challenges and opportunities*. Routledge.
- Brown, W. H., Odom, S. L., & Conroy, M.A. (2001). An intervention hierarchy for promoting young children's peer interactions in naturalistic environments. *Early Childhood Special Education*, 21, 162-175.

- Burke, K., & Sutherland, C. (2004). Attitude toward inclusion: Knowledge vs. experience. *Education, 125*(2), 163–172.
- Carter, E.W., & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Research & Practice for Persons with Severe Disabilities, 31*(2), 174-188.
- Chhabra, S., Srivastava, R., Srivastava, I. (2010). Inclusive education in Botswana: The perceptions of school teachers. *Journal of Disability Policy Studies, 20*(4), 219-228.
- Choate, J. (1997). *Successful inclusive teaching proven ways to direct and correct special needs*. Boston: Allyn & Bacon
- Clampit, B., Holifield, M., & Nichols, J. (2004). Inclusion rates as impacted by the perceptions of teachers' attitudes, sex, and district enrollment. *National Forum of Special Education Journal, 14*, 1-16.
- Cohen, L, Manion, L., & Morrison, K. (2003). *Research methods in education* (5th ed). NY: RoutledgeFalmer.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th Ed.). New York: Routledge
- Cologan, C. (2012). *Towards inclusive schools?* London: David Fulton
- Cook, B. G., Semmel, M. I., & Gerber, M. M. (1999). Attitudes of principals and special education teachers toward the inclusion of students with mild disabilities. *Remedial and Special Education, 20*(4), 199-207
- Cornoldi, C., Terreni, A., Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher attitudes in Italy after twenty years of inclusion. *Remedial and Special Education, 19*(6), 350-356.
- Costello, S., & Boyle, C. (2013). Pre-Service Secondary Teachers' Attitudes towards Inclusive Education. *Australian Journal of Teacher Education, 38*(4), 129-143. Retrieved from: <http://web.b.ebscohost.com.ezproxy.canterbury>.
- Creswell, J. W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed.: New York: Wiley Online Library.
- Creswell, J. W. (2002). *Educational research: Planning conducting and evaluating qualitative and quantitative research*. Saddle River, New Jersey: Merill Prentice Hall.

- Cwirynkalo, K., Kisovar-Ivanda, T., Gregory, J., Zyta, A., Arciszewska, A., & Zrilic, S. (2017). Attitudes of Croatian and Polish Elementary School Teachers Towards Inclusive Education of Children with Disabilities. *Hrvatska revija za rehabilitacijska istraživanja*, 53, 252-264.
- Danniels, E., & Pyle, A. (2023). *Inclusive education in practice: The role of teachers' professional knowledge and support in making it happen*. *Teaching and Teacher Education*, 107, 103475.
- De Boer, A., Pijl, S. & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15, 331-353.
- Deku, J. A., & Vanderpuye, R. (2017). The influence of experience on student teachers' beliefs about inclusion. *Journal of Early Childhood Special Education*, 23(1), 49-57
- Dickens-Smith, M. (1995). *The effect of inclusion training on teacher attitude towards inclusion*, ERIC Document No. ED 332 802.
- Donohu C. & Bornman K. (2015). *Inclusive education and classroom practices. Summary report*. Middelfart: European Agency for Development in Special Needs Educati
- Dupoux, E., Hammond, H., Ingalls, L., & Wolman, C. (2006). Teachers' attitudes towards students with disabilities in Haiti. *International Journal of Special Education*, 21(3), 1-13
- Eleweke, C. J., & Rodda, M. (2002). The challenge of enhancing inclusive education in developing countries. *International Journal of Inclusive Education*, 6(2), 113
- Ernst, C., & Rogers, M.R. (2009). Development of the inclusion attitude scale for high school teachers. *Journal of Applied School Psychology*, 25, 305-322.
- Ewing A. & Kawaka, M. (2013). Mainstream teachers' acceptance of instructional adaptations in Spain. *European Journal of Special Needs Education*, 18, 311332.
- Fakolade, O. A., Adeniyi, S. O., & Tella, A. (2009). Attitudes of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria, *International Electronic Journal of Elementary Education*, 1(3), 155-169.
- Fishbein & Ajzen. (1975). *Preparing to include special children in mainstream schools: A practical guide*. London: David Futon

- Florian, L. (2008). Special or inclusive education: future trends. *British Journal of Special Education*, 35(4), 202-208
- Florian, L. (2012). Preparing teachers to work in inclusive classrooms: Key lessons for the professional development of teacher educators from Scotland's inclusive practice project. *Journal of Teacher Education*, 63(4), 275-285.
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: Using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386.
- Fluckiger, B., Moller, J., & Arnold, K. (2017). *Inclusive education and effective classroom practices: Creating opportunities for all students to learn*. Routledge.
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32.
- Fraser, S. (2014). Removing the hurdles: A brief highlight of inclusion challenges in Guyana. *Journal of The International Association of Special Education*, 15(2), 48-55.
- Freytag, C. E. (2008). Reimagining excellence in inclusive education: Transforming edict to ethic. *Journal of Education and Christian Beliefs*, 12(2), 129-143
- Fullan, M., & Miles, M.B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan*, 73, 745-752.
- Gal, E., Shreur, N., & Engel-Yeger, B. (2010). Inclusion of children with disabilities: Teachers' attitudes and requirements for environmental accommodations. *International Journal of Special Education*, 25(2), 89-99
- Gall, D. Borg, W. R., & Gall, J. P. (2003). *Educational research: An introduction*. New York: Longman.
- Göransson, K., & Nilholm, C. (2014). Inclusive education in practice: Implementation and professional development in Sweden. *International Journal of Inclusive Education*, 18(2), 120-136.
- Grima-Farrell, C. R., Long, J., Bentley-Williams, R., & Laws, C. (2014). A school system and university approach to reducing the research to practice gap in teacher education: A collaborative special education immersion project. *Australian Journal of Teacher Education*, 39(5), 89-98,
- Haider, S. (2008). Pakistani teachers' attitudes towards inclusion of students with special educational needs. *Pakistan Journal of Medical Sciences*, 24(4), 636.

- Hammon, B., & Ingalls, C.O. (2013). Preparing special educators for collaborations in the classroom: Pre-service teachers' beliefs and perspectives. *International Journal of Special Education*, 28(1), 56-68.
- Haskell, D. H. (2000). Building bridges between science and Special education. *Electronic Journal of Science Education*, 4(3), 213-215
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., Burke, S., ... & Fierros, E. (2016). *Effective inclusive education: Equipping education professionals with necessary skills and knowledge*. Harvard Education Press.
- Hemmings, B., & Woodcock. S. (2011). Preservice teachers' views of inclusive education: A content analysis. *Australasian Journal of Special Education*, 35(2), 103-116
- Hodge, B., Wright, B., & Bennett, P. (2017). Does academic training change intentions? Drawing upon the theory of planned behavior to improve academic performance. *International Journal of Training Research*, 15(2), 105-118.
- Hodge, J., & Elliott, P. (2013). *Building new identities in teacher preparation for inclusive education in Ghana*. *Current Issues in Education*, 14(1), 47 - 58.
- Hodkinson, A. (2005). Conceptions and misconceptions of inclusive education. A critical examination of final-year teacher trainees' knowledge and understanding of inclusion. *Researching Education*, 73, 15 28.
- Hossain, D. (2004). Inclusive education: Context Bangladesh. *Journal of the Faculty of Arts*, 6(1), 22-31.
- Howard, J. (2010). *Response to intervention: Blueprints for implementation and practice*. Routledge.
- Idol, L. (2006). Key questions related to building collaborative and inclusive schools. *Journal of Learning Disabilities*, 30(4); 384-394.
- Janney, R. E., & Snell, M. E. (2004). *Modifying schoolwork*. Baltimore, MD: Paul H. Brookes.
- Jobe, D., Rust, J.O., & Brassie, J. (1996). Teacher attitudes toward inclusion of students with disabilities into regular classrooms. *Education*, 117, 148-153.
- Jordan, A., & Stanovich, P. (2004). The beliefs and practices of Canadian teachers about including students with special needs in their regular elementary classrooms. *Exceptionality Education Canada*, 14(2-3), 25-46.
- Kavale, K. A., & Forness, S. R. (2000). History, rhetoric, and reality: Analysis of the inclusion debate. *Remedial and Special Education*, 21(5), 279-296.

- Kearseley A. (2009). Regular primary schoolteachers 'attitudes towards inclusive education: a review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353. Foreman. (Ed.) (2008). *Inclusion in action* (2nd ed.).
- Kibria, G. (2005). Inclusion education and the developing countries: The case of Bangladesh. *The Journal of the International Association of Special Education*, 6(1), 43-47.
- Kim, H. J. (2012). The effects of inclusive-classroom experience on early childhood preservice teachers' self-efficacy. *Asia-Pacific Journal of Research in Early Childhood Education*, 6(1), 161-179.
- Koay, T. L., Lim, L., Sim, W.K., & Elkins, J. (2006). Learning assistance and regular teachers' perceptions of inclusive education in Brunei Darussalam. *International Journal of Special Education*, 21(1), 131-142
- Koster P., Nakken & VA Houten. (2010). Regular primary schoolteachers 'attitudes towards inclusive education: a review of the literature. 15(3), 331-353. Foreman. (Ed.) (2010). *Inclusion in action* (2nd ed.).
- Larrivee, B., & Cook, L. (1979). Mainstreaming: A study of the variables affecting teachers' attitudes. *The Journal of Special Education*, 13(1), 315-324
- Leatherman, J.M., & Niemeier, J.A. (2005). Teachers' attitudes toward inclusion: Factors influencing classroom practice. *Journal of Early Childhood Teacher Education*, 26, 23-36
- Leung, C., & Mak, K. (2010). Training, understanding and the attitudes of primary school teachers regarding inclusive education in Hong Kong. *International Journal of Inclusive Education*, 14(8), 829-842.
- Leyser, Y., & Tappendorf, K. (2001) Are attitudes and practices regarding mainstreaming changing? A case of teachers in two rural school districts, *Education*, 121(4), 751-761
- Lindsay, B. (2002). The attitudes of rural primary and secondary school teachers toward the inclusion of students with disabilities in their classrooms in Botswana. *Unpublished master's thesis*, University of Melbourne
- Loreman, T., Deppeler, J., & Harvey, D. (2013). *Inclusive education: A practical guide to supporting diversity in the classroom*. Allen & Unwin.
- MacMillan, D. L. (1996). Full inclusion: An empirical perspective. *Behavioral Disorders*, 21, 145-159

- Mamal R.D., Cole, P.G., & Waugh, R.F. (2011). Regular teachers' attitudes to the need for additional classroom support for the inclusion of students with intellectual disability. *Journal of Intellectual and Developmental Disability*, 26(3), 257-273
- Mastropieri, M., & Scruggs, T. (2004). *The inclusive classroom: Strategies for effective instruction* (2nd Ed.). Columbus, Ohio: Pearson, Merrill Prentice
- McLaughlin, M. J., & Verstegen, D. A. (1998). Increasing regulatory flexibility of special education programs: Problems and promising strategies. *Exceptional Children*, 64, 371-384
- McLeskey, J., & Waldron, N. (2001). School change and inclusive schools: Lessons learned from practice. *Phi Delta Kappan*, 84(1), 65-72.
- McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2017). *Inclusion: Effective practices for all students*. Pearson.
- Meng, D. (2008). The attitudes of primary school teachers towards inclusive education in rural and urban China. *Frontiers of Education in China*, 3(4), 473-492
- Miller, E., Fullmer, N., & Walls, B. (1996). Inclusion of children with disabilities: Teachers' attitudes and requirements for environmental accommodations. *International Journal of Special Education*, 25(2), 89-99
- Monsen, J., Ewing, D., & Kwoka, M. (2013). Teachers' attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environments Research*, 17(1), 113-126. doi: 10.1007/s10984-013-9144-8
- Nicholas, H., & Williams, A. (2010). School experience influences on preservice teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26(2), 278-289
- Oslon, J. M. (2003). *Special and general Education Teacher attitudes toward inclusion*. Unpublished MSc Thesis: University of Wisconsin-Stout.
- Ozorkcy, A. (20017). Algebra 1 teachers' perceptions of teaching students with learning disabilities. *Journal of Curriculum and Instruction*, 2(2), 34-51.
- Peng, X. (2000). Teachers' attitudes toward mainstreaming handicapped students. *Journal of Special Education*, 28, 18-21.
- Peresuh, M., Adenigba, S. A., & Ogonda, G. (1997). Perspectives in Special Needs Education in Nigeria, Kenya, and Zimbabwe. *Africa Journal of Special Needs Education*, 2 (1), 9-15

- Priyadarshini, S., & Thangarajathi, S. (2016). Effect of selected variables on regular school teachers' attitude towards inclusive education. *Journal on Educational Psychology*, 10(3), 28-38.
- Qaraqish, S. R. (2008). Attitudes of special education teachers and general education teachers towards inclusion in regular classrooms in light of some variables (in Arabic). *The Arabic Journal for Special Education (published by the Arabian Academy for Special Education)*, 13, 175-231.
- Rayner, M. & Allen, T. (2001). Education for inclusion, teacher education and the teacher training agency standards. *Journal of In-Service training*, 27(3), 78 - 85
- Roach, V., & Salisbury, C. (2006). Promoting systemic, statewide inclusion from the bottom up. *Theory into Practice*, 45(3), 279-286.
- Robbing Judge. (2013). Inclusion: The dynamic of school development. Cornwall: Open University Press. disabilities. Retrieved 20th May, 2022 from www.campaignforeducation.org.
- Rose, R. (2001). Primary school teachers' perceptions of the conditions required to include pupils with special educational needs. *Educational Review*, 147-156.
- Rose, R., & Howley, M. (2007). *Special educational needs in inclusive primary classrooms*. Nketsia, W., Saloviita, T., & Gyimah, E. K. (2016). Teacher Educators' Views on Inclusive Education and Teacher Preparation in Ghana. *International Journal of Whole Schooling*, 12(2), Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1118090.pdf> London: Paul Chapman.
- Ross-Hill, R. (2009). Teacher Attitude towards inclusion practices and special needs students. *Journal of Research in Special Educational Needs*, 9(3), 188-198.
- Salamanca statement. (1994). *World conference on special needs education: Framework for action statement*. Salamanca, Spain
- Sandu, R. (2017). A study of attitude of secondary school teachers toward inclusive education. *Indian Journal of Health & Wellbeing*, 8(6), 422-426. Retrieved August, 18, 2023
- Sanger, F. (2020). *An effective parenting of children with special needs. A guidebook for parents, special educators, counselors and related professional*. Iba don: Hope Publications
- Savolainen, H. Shaddock, A., MacDonald, N., Hook, J. Giorcelli, L., & Arthur-Kelly, M. (2020). *Responding to diversity and striving for excellence: The case for Finland*. *Prospects Quarterly Review of Comparative Education*, 39(3), 119-124.

- Reliability of test instrument Semi, J. (2008). *Teacher educators' and pre-service teachers' attitudes, knowledge and understanding on special education and inclusive education in the Solomon Islands*, Unpublished thesis: Waikato University, New Zealand.
- Sharma, U. (2001). *The attitudes and concerns for school principals and teachers regarding the integration schools in India*, Unpublished doctoral dissertation. University of Melbourne, Australia.
- Sharma, U., & Sokal, L. (2016). Can teachers' self-reported efficacy, concerns, and attitudes toward inclusion scores predict their actual inclusive classroom Practices? *The Australasian Journal of Special Education*, 40(1), 21-38
- Sharma, U., Ee, J., & Desai, I. (2003). *A Comparison of Australian and Singaporean Pre-Service Teachers' Attitudes and Concerns About Inclusive Education*. *Teaching and Learning*, 24, (2), pp. 207- 217.
- Sharma, U., Forlin, C., Loreman, T., & Earle, C. (2006). Demographic differences in changing preserve teachers' attitudes, sentiments and concerns about inclusive education. *International Journal of Inclusive Education*, 13(2), 195-209.
- Sharma, U., Loreman, T., & Forlin, C. (2021). Measuring teacher efficacy to implement inclusive practices: An international validation. *Journal of Research in Special Educational Needs*, 12(1), 12-21.
- Short, C., & Martin, B. N. (2005). Case study: Attitudes of rural high school students and teachers regarding inclusion. *The Rural Educator*, 27, 1-10.
- Sidhu, K. S. (2002). *Methodology of research in education*. New Delhi: Storing Publishers Private Limited.
- Signal, N. (2008). Working towards inclusion: Reflections from the classroom. *Teaching and Teacher Education*, 24, 1516-1529.
- Sliker, L. (2009). *Inclusion a fresh look: Practical strategies to help all students succeed*. USA: Covington Cove.
- Smith, M. K., & Smith, K. E. (2000). "I believe in inclusion, but-": Regular education early childhood teachers' perceptions of successful inclusion. *Journal of Research on Childhood Education*, 14, 161-180.
- Smith, R. M. (1997). Varied meanings and practice: Teachers' perspectives regarding high school inclusion. *Journal of the Association for Persons with Severe Handicaps*, 22(4), 235-244.
- Smith, R., & Leonard, P. (2005). Collaboration for inclusion: Practitioner perspectives. *Equity & Excellence in Education*, 38, 269-279.

- Smith, T., Polloway, E., Patton, J., & Dowdy, C. (2005). *Teaching students with special needs in inclusive settings* (4th Ed.). Boston: Pearson Education
- Snyder, R. (1999). Inclusion: A qualitative study of in-service general education teachers' attitudes and concern. *Chulavista. Project Innovation*.173-180
- Soanes, C. (Ed.). (2007). *Oxford English mini dictionary* (7th Ed.). Oxford: Oxford University Press
- Subban, P., & Sharma, U. (2006). Teachers' perception of inclusive education in Victoria, Australia. *International Journal of Special Education*, 25(3), 211 – 218.
- Sucuoglu, B. Sazak-Pinar, E., & Akalin, S., (2013). The effects of classroom management of the behaviors of students with disabilities in inclusive classrooms in Turkey. *The Journal of Emotional International Association of Special Education*, 9 (1), 64-74.
- Symeonidou, R.& Phutika (2014). Inclusion: A qualitative study of in-service general education teachers' attitudes and concern. *Chulavista. Project Innovation*, 173-180
- Tagoe, M., & Abakah, E. (2014). *Determining distance education students' readiness for mobile learning at University of Ghana using the theory of planned behavior*.
- Talmor, R., Reiter, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in inclusive education. *European Journal of Special Needs Education*, 20(2), 215-229
- Tam, B. K., Seevers, R., Gardner, R., & Heng, M.A. (2006). *Primary school teachers' concerns about the integration of students with special needs in Singapore*
- Taylor, R. L., Smiley, L. R., & Ramasamy, R. (2001). Effects of educational background and experience on teacher views of inclusion. *Education Research Quarterly*, 26(3), 3-16.
- Treder, D. W., Morse, W. C., & Ferron, J. M. (2000). The relationship between teacher effectiveness and teacher attitudes toward issues related to inclusion. *Teacher Education and Special Education*, 23(3), 202-210.
- Udvari-Solner, A. (1996). Theoretical influences on the establishment of inclusive practices. *Cambridge Journal of Education*, 26(1), 101-121
- UNESCO (1994). *Salamanca statement and framework for action on special needs education*. World Conference on Special Needs Education: Access and quality, pp 5-43

- Van Reusen, A. K., Shoho, A. R., & Barker, K. S. (2001). High school teacher attitudes towards inclusion. *High School Journal*, 84, 7-20.
- Vaughn, S., Schumm, J.S., Jallad, B., Slusher, J., & Samuell, L. (1996). Teachers views of inclusion. *Learning Disabilities of Research & Practice*, 11, 96-106
- Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M., Cordier, R., & Falkmer, T. (2015). *Factors Associated with Primary School Teachers' Attitudes Towards the Inclusion of Students with Disabilities*. PLoS ONE, 10(8), 1-12.
- Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press
- Wan, L. & Huang, Y. (2005). An investigation into undergraduate normal students' attitudes towards children with special needs in regular class. *Chinese Journal of Special Education*, 55, 28-31
- Wei, X., & Yuen, M. T. (2000). An investigation into teachers' attitudes to special needs in the primary school and special school. *Chinese Journal of Special Education*, 27, 31-33.
- West Wood, D. & Graham, K. (2003). A question of attitudes: Integrating children with disabilities into regular classrooms? *British Journal of Special Education*, 21, 34-39.
- Wiggins, C. (2012). High school teacher's perceptions of inclusion. *Liberty University Journal of Inclusion*
- Wilson, N., Vaz, S., Falkmer, M., Sim, A., Scott, M., Cordier, R., & Falkmer, T. (2016). Factors Associated with Primary School Teachers' Attitudes Towards the Inclusion of Students with Disabilities. PLoS ONE, 10(8), 1-12.
- Worrell, J. L. (2008). How secondary schools can avoid the seven deadly school "sins" of inclusion. *American Secondary Education*, 36(2), 43-56.
- Wu, J. (2005). Learning assistance and regular teachers' perceptions of inclusive education in Brunei Darussalam. *International Journal of Special Education*, 21(1), 131-142.
- Wulandari, T. (2014). The effect of a school-wide inclusion training programmed upon teachers' attitudes about inclusion. *Journal of Research in Special Educational Needs*, 4(3), 115-121.
- Yekple, U., & Avoke. (2006). How to guide series: Preparing teachers for inclusive education. CRS Vietnam: Catholic Relief Services.

Yoon Suk Evan., & David, E. (2011). Teacher trainees' level of preparedness for inclusive education in Botswana Schools: Need for change. *International Journal of Scientific Research in Education*, 2(2), 51-58.

Zakariya, S. (2020). *Inclusive education: An EFA Strategy for all children*. Washington DC: World Bank

Zee, X, & Koomen, A. (2016). *Inclusive education and social inequality: An update of the question and some geographical considerations*. *Prospects*, 145(1), 65–76.



APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF APPLIED BEHAVIOURAL SCIENCE IN EDUCATION

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

INTRODUCTION AND CONSENT

Hello, my name is **WONTUODI CRISPEN MBATIREFAA**. I am a Master of

Education in Early Childhood Education candidate studying with University of Education, Winneba, Ghana. As part of the requirements of the degree programme, I am conducting a study entitled: “**Kindergarten Facilitators Perceptions of the Practice of Inclusive Education in the Lambussie District**”. The data gathered will help to improve guidance to the Ministry of Education and your school in strengthening Facilitators perception of the practice of inclusive education. Your school has been selected to participate because of the work you are already doing in this area, thus your views are of great value.

My target audiences are Kindergarten Facilitators. I am requesting you to honestly complete this questionnaire. Please be assured that your responses will be confidential, so feel free to be as open as possible.

Section A: Demographic Characteristics of Respondents. Please respond to the items below and tick () where applicable in the space provided.

1. Gender/Sex
Male ()
Female ()
2. Age
20 -30 yrs ()
31 -40 yrs ()
41 – 50 yrs ()
51- 60 yrs ()
3. Teacher Experiences
1 – 5 yrs ()
6 – 10 yrs ()
10yrs and beyond ()
4. Class Taught
KG 1 ()
KG 2 ()

Section B: Preparations made for kindergarten facilitators towards the Practice of Inclusive education

This section seeks to generate information about preparation made for kindergarten facilitators towards the practice of inclusive education.

5. Please indicate with a **tick (√)** the extent to which you agree or disagree with each statement by selecting the appropriate response on the scale provide.

Statement	SA	A	N	SD	D
	5	4	3	2	1
6. Kindergarten facilitators have been given the needed training for the practice of inclusion education.					
7. Kindergarten facilitators have the needed exposure towards the practice of inclusive education					
8. Professional development activities can prepare classroom facilitators effectively in facilitating inclusive education					
9. The initial facilitator courses attended have fully prepared facilitators for the practice of inclusive education.					
10. Facilitators do not have sufficient training to facilitate learners with special needs in inclusive classroom.					

Section C: How kindergarten facilitators perception of the Inclusive education influences their behaviour in the inclusive classroom.

This section seeks to generate information about kindergarten facilitators perception of the practice of inclusive education.

11. Please indicate with a **tick (√)** the extent to which you agree or disagree with each statement by selecting the appropriate response on the scale provided

Statement	SA	A	N	SD	D
	5	4	3	2	1
7. Facilitators perceptions of the practice of inclusive education can influence their behaviours either positively or negatively					
8. The needs for special needs learners cannot be met if classroom facilitators in inclusive classroom have negative perception toward inclusion education					
9. Facilitators perceptions of the practice of inclusion education can influence their behaviour in the classroom					

10. Does your perception of inclusive education influence your facilitate approach					
11. Facilitators will accommodate all learners in inclusion classroom if their perceptions of the practice of inclusive education influences their behaviours positively					
12. Accommodate special needs learners in inclusive classroom depend on how facilitators perceptions of the practice of practice of inclusion education influences their behaviours in the inclusive classroom.					

Section D: Specific factors that shape facilitators’ perceptions of inclusive education

This section seeks to generate information about specific factors that shape facilitators’ perception of the practice of inclusive education.

13. Please indicate with a **tick (✓)** the extent to which you agree or disagree with each statement by selecting the appropriate response on the scale provided

Statement	SA	A	N	SD	D
	5	4	3	2	1
7. Do you think ongoing professional development cannot enhance facilitators’ ability to implement inclusive education					
8. To what degree do policy and regulations impact your views on inclusive education					
9. Are there any personal beliefs or values that influence your stance on inclusive education					
10. In your experiences, can the attitudes of parent’s impact facilitators perceptions of inclusive education					
11. Do you think ongoing professional development affect how facilitators perceive and implement inclusive education					
12. Do your interactions with colleagues and professional in the field shape your understanding of inclusive education					

Section E: Support services facilitators need towards the practice of inclusive education

S/N	Statement	SA	A	N	SD	D
21	Have you received any training or professional development related to inclusive education					
22	Administrative support is very important for inclusive practice.					
23	Availability of material resources is necessary for inclusive practice.					
24	Do you have access to specialized resources to support learners with diverse needs					
25	Adequate facilitators motivation is crucial for inclusive education.					
26	facilitators need support from parents for the practice of inclusive education.					

THANKS FOR YOUR RESPONSE

