



## INCLUSION OF CHILDREN WITH DISABILITIES IN REGULAR KINDERGARTEN SCHOOLS IN GHANA: THE PERCEPTION OF THE IMPLEMENTERS

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**ABSTRACT:** *This work piece empirically assessed teachers' attitudes toward the inclusion of children with disability in the kindergarten classroom in the Kumasi metropolis of Ghana. The study employed the sequential explanatory mixed method design of 142 respondents using structured questionnaire and semi-structured interview which were personally administered. It emerged from the study that respondents' attitudes were influenced by factors related to teacher's knowledge, gender, beliefs and cultural context, the nature of early childhood programs, teacher expectations of pupils, and disabled children's physical and cognitive dimensions. Challenges like teacher's inadequate knowledge about special needs children, inadequate teacher training, classroom space and instructional materials, financial costs and lack of government support were also identified. Authors recommended that the Kumasi Educational Directorate and the Metropolitan Assembly should collaborate with the various selected schools and organize special education workshops to effectively improve teachers' knowledge towards inclusion of children with disability and to modify their attitudes.*

**KEYWORDS:** Inclusion, Disabilities, Kindergarten, Perception, Implementers, Children, Special Needs, Ghana.

## INTRODUCTION

Education of children with disabilities is swiftly experiencing a shift from segregated special schools to inclusion in general education schools and classrooms. The United Nations conference on inclusive education held in Thailand in 1990 brought together a global voice to advocate for the education of students with disabilities in schools located in their communities (Anthony, 2011; United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994). There has been series of campaign afterwards about the benefits of Inclusive education for all children especially those with disabilities. Many Countries across the globe including west Africans like Kenya, Gambia, Malawi, Burkina Faso, Niger, Mali, Togo, Nigeria, Benin, and many more have subscribed to inclusive education and have implemented it on pilot project (Eleweke and Rodda, 2002; Mariga et al. 2014).

Ghana after sixty-two years of independence, just like some of her sister countries is still implementing inclusive education on pilot programme. The piloted programme which started in the year 2003 was supposed to end in 2015 but has been extended to 2020. Records have it that in 2003/4 academic year, the Government of Ghana through Special Education Division (SPED) and in partnership with Voluntary Service overseas [VSO-Uk] started the inclusive education on pilot project in 10 districts in three regions, that is, Central, Greater Accra and



Eastern region. In all, 60 schools were selected for the pilot programme. Out of the 60 schools, 24(40%) were selected from the four districts in the Greater Accra region, 20(33%) from three districts in the Central region and 16(27%) from the four districts in the Eastern region (Opoku., Agbenyega., Mprah., Mckenzie & Badu, 2017). The Inclusive schools were classified into three namely, government inclusive schools, United Nations Children's Fund [UNICEF] inclusive schools and United Nations Educational, Scientific and Cultural Organization [UNESCO] inclusive school. Funds were solicited from UNICEF and UNESCO in 2011 and 2012 fiscal years to extend the programme to cover Ashanti, Brong Ahafo, Northern, Upper East, Upper West and Volta region (Opoku, et al).

Despite the effort put in by the stakeholders to make the boundaries that once separated special education from general education become increasingly blurred (Daniel & King, 1997; Lee, 2013; Opoku, Badu, Amponteng, & Agyei-Okyere, 2015), inclusive education practice in Ghana seems to be affected by numerous challenges (Agbenyega, 2007. Mprah, Dwomoh, Owusu & Ampratwum, 2016, Mitcheel, 2017). The most influential challenge seems to be the attitudes of teachers towards children with disabilities (Opoku et al. 2017). Teachers are at the heart of implementing inclusive education, and they should be supported and trained to adopt different teaching strategies to support diverse students within a classroom context (Ashman, 2015). How prepared regular teachers in Kumasi Metropolis are to welcome the full implementation of this inclusive education programme is therefore a test case for successful inclusion and a great concern of this research. It is in the light of this background that the researchers decided to undertake this study to find out the perception of teachers towards inclusion of children with disabilities in kindergarten schools (which is the foundation) in the Kumasi Metropolis.

### **Purpose of the Study**

The study sought to explore teachers' attitudes toward the inclusion of children with disability, in the kindergarten classroom the Kumasi metropolis of Ghana.

## **LITERATURE REVIEW**

### **Early Childhood Education**

Early childhood education (ECE) generically describes services for the care and education of children from birth to age 8 (Bredekamp, 2011; Darragh, 2010; Deiner, 2013). The Organisation for Economic and Co-operation Development [OECD] (2001, p. 14) notes that care and education are inseparable concepts and defines early childhood education and care (ECEC) as: an integrated and coherent approach to policy and provision which is inclusive of all children and all parents regardless of their employment status or socioeconomic status. This approach recognises that such arrangements may fulfil a wide range of objectives including care, learning and social support. Education International (2009) a global organisation of teachers and other education employees, with a branch in Ghana, also sees ECE as a wholesome education encompassing children's holistic development and learning, where care forms an integral part of a child's development and education. Broadly, ECE synergises three major conceptualisations of early childhood: (a) an education perspective, children's cognitive development and readiness for school; (b) a care perspective child care for children of



(working) mothers; and, (c) a health and welfare perspective nutrition and child wellbeing (Penn, 2010).

The main settings or delivery modes of ECE programs are usually homes, child care centres, crèches and nurseries, KGs, pre-schools and primary classrooms (Grades 1 to 3) or other similar settings (Bredenkamp, 2011; Darragh, 2010; Essa, 2007; Gordon & Browne, 2007). Different programs cater for different age groups of children; for example, under 3, 3-6 years or 6-8 years, varying across and within countries (Darragh, 2010; International Labour Organisation [ILO] 2012). Different ECE programs are designed for different purposes. For instance, enrichment-oriented programs enhance socialisation, cognition and overall development of children, while compensatory programs such as the Head Start and Perry Pre-school in USA assist in addressing perceived gaps in children's backgrounds (Darragh, 2010; Schweinhart et al., 2005).

### **Inclusion**

The definition for early childhood inclusion has been evolving for several decades (Odom, Buysse, & Soukakou, 2011). In 2000, the Division for Early Childhood (DEC) had an initial position statement on inclusion, valuing the rights of all children and the use of natural settings. These two important publications helped to develop the Division for Early Childhood (DEC) and the National Association for the Education of Young Children's (NAEYC) 2009 position statement on inclusion. This statement highlights access to a wide range of learning opportunities and environments, participation through scaffolded learning, and the provision of system-level supports as defining features of inclusion. DEC/NAEYC (2009) offered recommendations for early childhood programs which include: (a) create high expectations for every child to reach his or her full potential, (b) develop a program philosophy on inclusion, and (c) achieve an integrated professional development system. Using the DEC/NAEYC's (2009) position statement on inclusion, early childhood inclusive education is defined as providing access, participation, and supports for children with disabilities enrolled in inclusive preschool programs.

Inclusion can be generally defined as a system that children with and without disabilities are placed in the same setting, mostly, in classrooms (Odom & Diamond, 1998; Odom, Buysse, & Soukakou, 2011). It has four dimensions: active participation of all children, services providing support for children, professionals from different fields, and evaluation of children progress (Odom, Peck, Hanson, Beckman, Kaiser, 2004). The outcomes of successful inclusion are well defined in the literature for children with and without disabilities (Odom, Buysse, & Soukakou, 2011; Wolery & Wilbers, 1994). Inclusion has been one of the challenging issues facing the parents, principals, policymakers, and most importantly, the teachers. The roles and responsibilities of teachers have changed with the inclusive practices and the teachers have been expected to understand the characteristics of the children with disabilities, adapt the curriculum according to their developmental level, and interact in the classroom with all children, including those with disabilities (Bruns & Mogharreban, 2009).

To fulfill these responsibilities, teachers should know all of their children, recognize their characteristics, encourage social behaviours, and support the children to have creative experiences in preschools while also being able to adapt their instruction to the developmental level of each child and use strategies that facilitate teaching in the regular classroom (Honig, 1997; Odom, 2011; Pavri, 2004). However, previous literature has frequently emphasized that



preschool and elementary school teachers are not adequately prepared to teach children with disabilities (Bruns & Mogharberran, 2009; Fuchs, 2009-2010; Hamre, 2004; Martinez, 2003) and they do not have sufficient knowledge and skills to teaching in inclusive classrooms ( Gök & Erbaş, 2011; Karni, Kutash, Duchnowski, Sumi, & Epstein, 2011). It is in the light of the above that the researchers decided to find out as to whether teachers in the Kumasi Metropolis are adequately prepared to embrace the full implementation of inclusive education in the Ashanti region of Ghana.

### **Attitudes About Inclusion**

A review of the literature and various research studies indicate that there are a wide range of both positive and negative teacher attitudes about inclusion. Hammond and Ingalls (2003), found that general education teacher attitudes toward inclusion are one of the most important factors in determining the success of inclusive programs. (Biddle, 2006; Bowers, 2004, Hammond & Ingalls, 2003; Bricker, 2000; Simeonsson, & Bailey, 2008), reported that both teacher attitudes and beliefs toward inclusion can significantly influence the learning environment and the use of appropriate supports and accommodations for children with disabilities. Negative teacher attitudes toward inclusion are also directly linked to less frequent use of effective classroom accommodations for children with disabilities in the inclusive setting.

Hammond and Ingalls (2003) surveyed general education elementary school teachers' attitudes toward the inclusion of children with disabilities. Their study found that many teachers hold negative attitudes toward inclusion because of: (a) a lack of commitment of school personnel and administration, (b) disagreement with the benefits of inclusion, (c) inadequate levels of collaboration and support from fellow teachers, (d) insufficient training for providing accommodations and services to children with disabilities, and (e) teachers feeling unprepared to handle children with disabilities in their classrooms. The survey results of this study show that majority of general education elementary teachers are in agreement that there are some benefits to inclusion, and they try to consider the general education placement first by providing individualized instruction to all children. However, the teachers also agree that the inclusion programs within their schools were not fully implemented and not all children ' needs were being met.

### **Benefits of Inclusion to Children with Disability: Academic and Social Outcomes**

Research and reviews of literature have identified a range of learning and social outcomes that children with disability have attained in Inclusive early childhood education (IECE) (Allen & Cowdery, 2012; Guralnick, 2001; Hanline & Correa-Torres, 2012; Moore, 2009; Odom et al., 2011; Salend, 2010; Simpson & Warner, 2010; Smith et al., 2012; Wolery & Odom, 2000). The consensus, however, is that such benefits are realised through provision of appropriate experiences for children with disability in IECE settings (Hanline& Correa- Torres, 2012; McLeskey et al., 2013) and purposeful and careful support systems (Moore, 2009). In this sense, for IECE to be beneficial, there must be greater variety of nurturing, stimulating and responsive experiences (Allen & Cowdery, 2012; Wolery& Odom, 2000) and support systems for all children (Chandler et al., 2011; DEC/NAEYC, 2009; Moore, 2009).

Research summaries have further identified sociological benefits that children with disability attained from inclusive settings and community contexts (Hanline & Correa-Torres, 2012;



Moore, 2009; Simpson & Warner, 2010). Writing on positive outcomes, (Simpson and Warner) noted that children with disability benefitted from IECE in a variety of ways, including: (1) modest improvements in socialisation skills when they are educated with typically developing peers; (2) increased likelihood to observe and learn meaningful ways of interacting with peers, other people or toys; and (3) development of social competence through observation of appropriate modelling and engaging in play and other social activities. In inclusive learning environments, children with disability have opportunities for development of appropriate observation, communication and listening skills, or interpersonal skills (Gruenberg & Miller, 2011; Hanline & Correa-Torres, 2012; Simpson & Warner, 2010).

### **Benefits to Children without Disability: Academic and Social Outcomes**

Studies also show that typically developing peers benefit from social interactions in (IECE) settings (Hanline & Correa-Torres, 2012; Odom et al., 2011; Simpson & Warner, 2010; Smith et al., 2012). In a study conducted by Hanline and Correa-Torres (2012) revealed that children without disability developed realistic understanding, tolerance, appreciation and sensitivity towards peers with disability in IECE settings, and also provided assistance to peers with disability in their daily activities. Similarly, at an early age, typically developing peers learn to appreciate similarities and differences between people (Wolery & Odom, 2000), develop greater understanding of disability, and increase sensitivity to individual differences (Odom et al., 2004). Research has also shown that social interactions of typically developing children improve and are not disrupted in inclusive settings when they participate in social groups with children with disability. Such social interactions afford typically developing peers the opportunity to establish new and diverse friendships in IECE settings (Buysse et al., 2002; Odom et al., 2011; Simpson & Warner, 2010). Generally, IECE settings offer all children opportunities for peer tutoring (Allen & Cowdery, 2012). This fosters multiple practice and assistance in the teaching and learning process for all peers. As understanding and tolerance of children with and without disability grows, all children in IECE settings can learn strategies for interacting with their peers a valuable lifelong skill (Deiner, 2010).

### **Benefits of Inclusion to Teachers**

Early childhood education teachers face challenges as educators of young children in today's inclusive settings. Despite teachers' concerns (Ackah Jnr, 2010a; Deiner, 2013; Leatherman, 2007; Simpson & Warner, 2010), IECE can benefit teachers through implementation and practice (Ackah Jnr, 2010a, 2010b; Salend, 2010). Research shows that ECE teachers generally express positive views or attitudes towards IECE (Idol, 2006; Leatherman, 2007; Leatherman & Niemeyer, 2005; Obeng, 2012). In a narrative study of eight ECE teachers from three different ECE programs a university, community-based and state public pre-kindergarten classroom Leatherman (2007) found that teachers had positive feelings and experiences about IECE practice and noted also that inclusive settings were great places for teachers as well as children. Teachers, whether regular or special, have also witnessed improvement in their professional knowledge and expertise from their involvement in IECE (Winter, 2007). Research literature affirms that ECE teachers are exposed to and equipped with new knowledge, values, attitudes and skills to discharge their teaching responsibilities when implementing IECE (Gruenberg & Miller, 2011). Sapon-Shevin (2007, p. 23) noted that teachers in inclusive settings reported that having children with a more significant "difference" in the class forces an interrogation of many kinds of diversity and important discussions about how to respond to differences.





## METHODOLOGY

The study employed sequential explanatory design to examine the attitudes of Ghanaian teachers toward inclusion of children with disabilities in a regular kindergarten classroom. This method is a two-phase design where the quantitative data is collected first followed by the qualitative data. The purpose is to use the qualitative results to further explain and interpret the findings from the quantitative phase. Creswell (2009) points out that sequential mixed method procedure is those in which the researcher seeks to elaborate on or expand on the findings of one method with another method. According to Creswell (2014), sequential explanatory mixed method “involves a two-phase project in which the researcher collects quantitative data in the first phase, analyses the results, and then uses the results to plan (or build on to) the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants (pp. 207).

**Table 1. Gender of the Respondents**

Variable	Frequency	Percentage
Female	112	79.0
Male	30	21.0
<b>Total</b>	<b>142</b>	<b>100</b>

*Source: filed data, 2018*

**Table 2. Professional Level of Respondents**

Professional level	Frequency	Percentage
Cert “A”	17	11.9
Cert in Pre-School	9	6.3
Diploma in ECE	24	16.9
Diploma in Basic Education	70	49.3
Degree in ECE	22	15.5
<b>Total</b>	<b>142</b>	<b>100</b>

*Source: filed data, 2018*

## Sample and Sampling Technique

There are 30 educational circuits in Kumasi metropolis. Five (5) schools were selected from each circuit for a total of 30 schools. The main criteria for selection were that: (a) the school has been designated for “inclusive school” by Municipal Education Office; (b) each circuit has a model school, namely, having good facilities, well- staffed and usually used as a center for teacher in-services, one such school will be selected and; (c) a school that has average performance, facilities and staffing. Specifically, the simple random sampling technique was used to select (142) teachers from the various schools to respond to the questionnaire while purposive sampling was used to select the 15 head teachers (participants) who formed part of the respondents sampled for the study to participate in the one on one interview.



## **Instrumentation**

Survey questionnaire was adopted to aid in the quantitative data collection. The questionnaire consisted of five sections. The first section comprised the demographic characteristics of the respondents, and the second section focused on perception of teachers towards inclusion of children with disability. The third section dealt with factors that influence teachers' attitudes towards inclusion of children with disability. The fourth section also focused on challenges of inclusive education. The fifth section dealt with teacher attitudes towards inclusion of children. This was a Likert scale questionnaire with options presented in four-point scale ranging from: Strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SA) respectively. Correspondingly each of those options were rated the following: SA (4), A (3), D (2) and SA (1).

A survey questionnaire was used to gather quantitative data as a way of achieving the expectations of the research design. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2008).

## **Semi-Structured Interview**

The researcher adopted a semi-structured interview for the qualitative data collection from the senior and junior staffs. This interview guide was based on the further exploration of the quantitative findings of the study. The purpose of this semi structured interview was to identify and examine the nature of administrative support that head teachers has shown towards the inclusion of children with disabilities in kindergarten classrooms in Kumasi metropolis. According to Greeff (2005), semi-structured interviewing is more appropriate when one is particularly interested in pursuing a specific issue. In the study, semi structured interview was considered to be appropriate in eliciting information about teacher attitudes towards inclusion of children with disabilities. For this study, the semi-structured interview was constructed by the researcher based upon the research questions. Interview is used as the most preferred means by gathering information or collecting data (Robson, 2002; Avoke, 2003) which has direct link or bearing on the research objectives. The researcher used one-on-one interview as an ideal for interview participants who were willing to speak, articulate and share freely their ideas.

## **Validity of the Questionnaire**

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

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted research experts to verify whether the instruments are



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

### **Reliability of the Questionnaire**

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

### **Trustworthiness of the Qualitative Data**

Streubert-Speziale and Carpenter (2003, pp. 56) describe trustworthiness as “establishing the validity and reliability of qualitative research”. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Four criteria were used to measure the trustworthiness of data collected: credibility, dependability, transferability and confirmability that is Guba’s model for establishing trustworthiness of qualitative research (Speziale & Carpenter, 2003). Credibility is demonstrated when participants recognise the reported research findings as their own experiences (Streubert & Carpenter, 2011). The following strategies were applied to ensure credibility: Prolonged engagement requires that the investigator be involved with a site long enough to detect and take into account distortions that might otherwise creep into the data (Lincoln & Guba 1985). The researcher engaged in prolonged engagement with the participants to detect distortions in the data. Peer debriefing exposes a researcher to the searching questions of others who are experienced in the methods of enquiry, the phenomenon or both (Lincoln & Java 1985; Polit & Hungler, 2004).

In this study, the researcher exposed the research work to colleagues for constructive criticism. Member check was used to establish the trustworthiness of the semi-structured interview. Member check is whereby data, analytical categories, interpretations and conclusions are tested by members of those stakes- holding groups from whom the data were originally collected (Lincoln & Guba 1985; Polit & Hungler, 2004). The transcription and audio recording were given to the interviewee to test the audio recording and to read the transcription to ascertain the authenticity of the recording and the transcription. Confirmability is a neutral criterion for measuring the trustworthiness of qualitative research. If a study demonstrates credibility and fittingness, the study is also said to possess confirmability (Lincoln & Guba, 1985; Speziale & Carpenter, 2011). The study established rigour with the decision trial and proved confirmability through credibility, transferability and dependability.

### **What Factors Influence Teacher’s Attitude Towards Inclusion of Children with Disability Among Selected Schools in the Kumasi Metropolis?**

This section dealt with the various factors which influenced the attitude of teachers towards inclusion of children with disability. These factors were related to teacher factors, school





factors and pupil factors. These factors influence the general attitude of the respondents in a negative or a positive manner.

**Table 3: Factors that Influence Teachers Attitude Towards Inclusion of Children with Disability**

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

*Source: field data, 2018*

Table 3 shows the description of the factors influencing teachers' attitude towards inclusion of children with disability in the mainstream school. The table depicts that the majority of the respondents 129(90%) agreed that knowledge about various forms of disabilities influence teachers attitude positively towards inclusion of children with disability. It shows that 133(93.6%) of the respondents were of the view that gender disposition has determined teacher



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

Majority of the respondents 111 (78%) agreed that the lack of support and resources for teachers brings about negative teacher attitude towards the inclusion of children with disability. Concerning physical and cognitive limitations of children with disability impede teacher negative attitude to inclusion education. 129 (90.8%) of the respondents agreed that teachers attitude resulting in a negative attitude towards the inclusion of children with disability. With regard to behavioural and emotional limitations of children with disabilities resulting in negative teachers' attitude towards inclusion education 95(66%) of the respondents agreed that it influences their attitude. The respondents 88 (62%) agreed that the lack of physical and human support brings about negative teacher attitude towards the inclusion of children with disability. Concerning the lack of infrastructure and appropriate equipment resulting in negative teacher attitude towards the inclusion of children with a disability 96 (67.6%) of the respondent confirmed that negative teacher attitude towards inclusion of children with disability. Factors that emerged as influencing teacher attitude towards inclusion of children with disability were related to teacher's knowledge about children with disability, gender of teachers, beliefs and cultural context, the nature of early childhood programs been less content and more process oriented, teaching in rural and urban settings, teacher expectations of children and disabled children's physical and cognitive dimensions. To further explore the quantitative findings of the study, the study employed an interview. The following themes emerged from the exploration.

### **Teacher Related Factors**

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

One of the respondents articulated:

It is difficult to deal even with the normal children without disability, how much more these disabled children. As



teachers, we were only given a brief introduction to special education in the University and this is not sufficient in assisting the children in real life situation. There were very little room for in-service training on disability and children with special needs. How do we integrate these children we know nothing about them? Their abilities, inabilities, needs, behaviour and the like? It is quite impossible to do any significant good job without proper training (Respondent # 3).

Another respondent also added:

I have a problem with inclusion, how do we integrate these little ones without proper training to cater for them. There are also the issue of resources and availability of infrastructure and space to facilitate inclusion. The main issue here is the requisite knowledge. These disabled children have different special needs and without training, how will I know their needs. It is a difficult thing to assist someone who cannot communicate and is not able to assist him/herself. Though we are prepared to assist, we need to be trained for the job (Respondents # 12).

A third respondents also commented:

I have very little understanding of disability, I know there are different forms, but I am yet to know how to assist them in the classroom. How do I teach a child who is blind or a child who has intellectual disability, or the child who has autism? These are special needs teacher's expertise. They are well trained to take good care of these children. I am not qualified to, there is even the tendency that the only children may copy what they see these children do if proper care is not taken, thus worsen the situation (Respondent # 10).

The findings of the study also suggested that variables like gender, professional and social experience, beliefs, values, culture and the learning capability of the children with disability influenced the attitudes of the teachers towards inclusion. The finding of the study revealed that some of the female respondents felt uncomfortable teaching children with disability, especially female respondents who had no children. They harboured fears of conceiving a similar baby though this had no rational relationship. They emphasized that it could be spiritual. Most of the respondents also perceived disabled children as a curse, outcast, and unexpected in the society. They highlighted that the values, beliefs and culture of the Akans consider disability as a miserable person who constantly need assistance to function. The finding of the study also showed that society associates ill faith with disabilities. A respondent shared her view:



People cannot associate themselves with children with disability; they do not feel fine in their presence. During social gatherings people are surprised that they are there. Society shuns their company. They perceive them as a curse from the spirits, they are considered unfit to mingle. As a teacher, I know better, but it is still not easy to overcome the tendency to treat them differently. I sometimes feel that associating with them can affect your children, I have heard people say such things and they could be true (Respondent # 7).

Respondent # 6 also commented that:

Can these children learn at all, are they capable of making progress in education? It is basically the culture and the values of the society that makes us question inclusion. Society's perception of disability is primitive and discriminatory. They consider them as outcast, continuously needing assistance and support. Though integrating them has its own benefits, sometimes, the general perception affects their overall treatment and the quality of education (Respondent # 4).

The finding of the study presented suggested that respondents have little knowledge of disability which makes it practically difficult to assist them if there is the need. The finding of the study also confirms the quantitative findings that suggest that gender, values, culture and social and professional experience, and children's ability to learn makes them have a mixed feeling about inclusion education especially at the early childhood level. Child and environment related factors. The interview findings revealed that the nature of the disability experienced by the children, which includes the severity and type influences the attitude of the early childhood teachers towards inclusion. The finding of the study showed that respondents considered some children with severe disability as not capable of engaging in active learning processes. They perceive them as prone to negative emotions. The finding of the study also revealed that these children may interfere in the learning process because of the severity of their disability. The finding of the study also suggested that the social and school environment was not conducive for disabled children. The finding of the study showed that the physical environment of the school is not conducive for children with disability, especially the visually impaired children and the autistic. The psychological environment was considered as a hazard for these children. They are considered as disabled, incapable, incomplete and outcast, this perception makes integrating them difficult and as such, the attitude of the teachers is influenced since they need a working environment for teaching. One of the respondents stated:

I have some little experience with disabled children. Some disabilities are manageable in the classroom, but with others, I believe they cannot participate in the main stream school. The autistic for example has very wired behaviours and needs that makes it difficult to meet. If you are not trained like us, you will have a permanent negative



attitude towards them. They are very difficult to deal with, especially when they are agitated (Respondent # 7).

A respondent also articulated:

They will interfere in the learning process with their special needs. The conventional school environment is not conducive for the holistic development of these children with disability. They will be mocked and shunned by their friends if they are not maltreated by their own teachers. There is a general lack of information about disability and it makes it difficult to assist them without training. The physical environment is also not tailored to cater for the disabled children. I will prefer a class with no disabled children (Respondent # 6).

A third respondents also commented that:

I have an issue with the physical, social and even the psychological environment of the school. Children are children and they can hardly assist themselves, catering for them will be very difficult, because even the so-called normal children are quite a burden to control, how much more the disabled. They cannot communicate if they need assistance, how do I assist or know they need assistance. It will be more difficult for even the severally disabled ones; I will feel uncomfortable. I belief they will find it very difficult to sit through the whole day with demanding for assistance or even interfering with class activities (Respondent # 10).

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

Challenges hindering the implementation of inclusive education in the early childhood department of some selected schools in the Kumasi Metropolis.





**Table 4. Challenges of Inclusive Education**

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

*Source: field data, 2018*

Table 4 shows a description of the various challenges facing the implementation of the inclusion of children with disability in the mainstream schools in the metropolis. It suggests that 120(84.5%) of the respondents agreed that competing policies in the Ghanaian educational setting hinders inclusion education with children with disability. A majority of the respondents



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

The finding of the study revealed that lack of funding and resources, Lack of requisite knowledge, skills and attitudes about inclusive education, non-existent or inadequate teacher training, classroom space and instructional materials, children with severe cognitive disabilities, financial costs and lack of government support, Knowledge of legislation about inclusion, level of confidence in teaching children with disabilities were some of the predominant challenges hindering the implementation of inclusion of children with disability. To further explore the quantitative findings of the study, the study employed an interview. The following themes emerged from the exploration.

### **Lack of Infrastructure/Materials**

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

There are policies all over enforcing the implementation of inclusive education and the right of people with disability to education. These are all paper work with not



physical manifestation on the ground. There are no supplies of teaching and learning materials for children with disability. There are no infrastructures, even the normal children have no chairs to sit on, they buy their chairs, they are overcrowded, and the classroom cannot contain them. This school is a school in the city and the population of the children expected are great. But the government and the Ghana Education Service has done nothing about these well-established facts (Respondent # 8).

Another respondent asserted:

There is always legislation to back every policy in Ghana, but nothing is done to actually make sure that the policy is implemented for the benefit of the people. There are no infrastructures in my school, teachers even sit under trees to mark books, how much more kindergarten children. We sometimes buy toys, detergent to wash their hands and even have to give them money for drinks and others when they are sick. These are even normal children, what they will happen to the children with disability. The available infrastructure is over used because of the population of these children and this will make the children with disability uncomfortable, especially the autistic and intellectually disabled (Respondents # 5).

A third respondent also shared her experience:

Without the necessary infrastructure, assisting children with special needs is impossible, because the conventional classroom possesses a challenge for the learning and integration into the learning environment. But in Ghana, the government does not see it that way. Even the normal provision for the normal children is lacking, sometimes we the teachers use our monies to assist these children. There is some key infrastructure that are lacking, example is an accessible washroom, accessible classroom for the physically disabled, and learning materials for the visually and intellectually disabled. All these things are not available, so how can we implement inclusive education (Respondent # 1).

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



### **Lack of Government Support**

Conferring to the interview findings, there is overwhelming evidence of lack of support and government's inability to the development of inclusive education in the metropolis. The findings of the study revealed that the Ghana government and the Ministry of Education have policy provisions concerning the implementation of inclusive education, but hardly include these policy implementations in their budget statement for parliamentary consideration. The findings of the study suggested that there are virtually no considerations for the provision of infrastructure for the disabled or the provision of teaching and learning materials to make it more attractive for the disabled to also effectually participate in quality education as labelled by many. The findings of the study further showed that because children or people with disabilities are in the minority, they seem to be conveniently neglected by the government and significant stakeholders. One respondent expressed her frustration by stating:

The government says Ghana is broke, so since we were children, nothing was done till now. The only assured word you we are given is that the economy is not strong enough to cater for other less important sectors as classified by the politicians. Even the normal children do not have the infrastructure, how much how the socially neglect minority of disabled people. The notion must be change if there will be any significant success in this area of education. The government and Ghana Educational Service have together, totally neglected the disabled for long (Respondent # 1).

A respondent also commented that:

The politicians are always full of promises and they never fulfil any of them. There is a deliberate gross discrimination against children with disabilities, most of them do not attempt to go to school at all because they know they are not catered for. In most cases, we admit the less severe disabilities like the physically disabled because if not, where will the assist and support come from. There is no government provision for them at all (Respondent #4).

Other respondents also shared her view saying:

There are countless policies frameworks supporting the implementations of inclusive education, but do we have the financial well power. I belief that though the government is always complaining about the non-existence of funds to support the implementation of inclusive education. They could find a way if they want to. Even free SHS is been implemented. The government is unwilling to cater for the very few disabled children in



society who did not do anything wrong to face such neglect (Respondent # 11).

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

## **DISCUSSION OF FINDINGS AND IMPLICATIONS**

The purpose of the study was to explore teachers' attitudes toward the inclusion of children with disability, in the kindergarten classroom the Kumasi Metropolis of Ghana. To achieve this, the following objectives guided the study:

1. To examine the factors that influence teachers' attitudes towards inclusion of children with disability among selected schools in the Kumasi Metropolis.
2. To identify the challenges of inclusive education among selected schools in the Kumasi Metropolis.

### **Factors Influence Teacher Attitudes Towards Inclusion of Children with Disability.**

Factors influencing teachers' attitudes to inclusion research suggests that teachers' attitudes are affected by a unique and dynamic interaction between the child, teacher and organisation; as one cannot exist or function without the other factors (Artiles & Dyson, 2005). These factors, as termed by Avramidis (2001) are: "teacher-related" variables, "child-related" variables and "educational- environment related" variables which also been found to influence attitudes. It emerged from the study that teacher's knowledge about children with disability influenced their attitude towards the inclusion of children with disability. One of the factors that has attracted considerable attention is the knowledge about children with disability gained through formal studies or during in-service training (Avramidis, 2001). This was considered an important factor in improving teachers' attitudes positively towards inclusive education. The importance of training on teachers' attitudes has been supported by several studies. For instance, a study by van Reudisability, Shoho & Barker (2001) conducted with 125 high school teachers concluded that respondents with more negative attitudes towards inclusion were those who had little training in special education.

Gender of teachers, beliefs and cultural context also emerged as influencing teachers' attitudes. With regard to gender, the evidence appears inconsistent; some researchers found gender differences in teacher's attitudes towards inclusion. Researchers (e.g. Leyser, Kapperman & Keller, 1994; Avramidis et al, 2001; Avramidis and Norwich, 2002; Gaad et al, 2004) found that female teachers had a greater tolerance level for inclusion and for special needs persons than did male teachers. Teachers' beliefs regarding teaching disability children and their positive attitudes are argued as playing a significant role in implementing educational change towards successful inclusion productively (Boar et al., 2011). Factors including cultural and religious differences (Florien & Katz, 2010; Leyser, 1994; Gaad, 2001) as indicated earlier were also found to be linked to the formation of teachers' attitudes towards inclusion. For





instance, Florian And Katz (2010), in their study of the impact of cultural and ethnic variables on attitudes towards disabilities in Israel, found different attitudes among teachers towards disabilities, some of which, they concluded, was due to cultural, ethnic and religious norms. Similarly, Gaad (2001) found a set of cultural beliefs.

The nature of early childhood programs has less content and more process oriented, teaching in rural and urban settings. The difference in structure between rural and urban settings may be due to smaller class sizes in the rural divisions. In rural areas schools average eight children per class; whereas, urban schools average 25 children per class (Sask, Educ, Indic, 2008). These differences may Account for more variation in instructional practices because smaller class sizes allow teachers more time to attend to each student. The Saskatchewan education indicators report (2008) indicated that 59% of Saskatchewan teachers were working in a rural setting. By having more time to work with the children in the rural schools' teachers likely were more comfortable with children with special needs and their programs. Teacher expectations of children and disabled children's physical and cognitive dimensions also emerged as factors influencing teachers' attitudes. The research of Ward et al (1994) assessed teacher attitudes towards inclusion of children with educational difficulties. Their findings show that teachers in their study had a little disagreement about the inclusion of children with disability perceived as having mild difficulties since they are not likely to require extra instructional or management skills from the teacher. While general support for inclusion is important, Fast (2001), in his Saskatchewan study, suggested that 57% of the public believed that teacher expectations were the most important factor in defining the level of success of children with special needs. The interview data also revealed that respondents have little knowledge of disability and special need children which makes it practically difficult to assist them if there is the need. The data also confirms the quantitative findings that suggest that gender, values, culture and social and professional experience, and children's ability to learn makes they have a mixed feeling about inclusion education especially at the early childhood level. The data suggest that the severity and the school psychical and psychological environment was a concern for respondents. This concern influenced their attitude and belief about disability inclusion. The data further suggested that children with disability could negatively affect the teaching process. Leyser and Tappendorf (2001), Smith (2000) and van reudisability, and Shoho (2000) found a significant positive relationship between teachers' attitudes and how competent teachers felt in their ability to teach children with disabilities. When teachers of children with special needs felt more competent in their teaching, they were more supportive of inclusion than were the regular classroom teachers. Regular classroom teachers on the other hand did not have the instructional skills or educational background to teach children with special needs. The regular teachers, who lacked adequate skills, preferred to disability children with special needs to a special education classroom rather than attempting to include them in their regular classroom activities (Monahan, Marina & Miller, 1996; Odom, 2000).

### **Challenges of Inclusive Education**

Whilst there are many success stories in the research literature to be told about inclusion (e.g. Ainscow, 2006; Florian & Rouse, 2007), there have also been difficulties in its implementation (Evans & Lunt, 2002; Dennis & Launcelot, 2011). Such difficulties have been blamed on a variety of factors, including competing policies; a lack of funding and resources; existing special education practices; and a lack of research evidence (Forlin, 2001). It emerged from the study that lack of funding and resources, lack of requisite knowledge, skills and attitudes about



inclusive education, non-existent or inadequate teacher training hinders inclusive education. It has also been suggested that one of the greatest barriers to the development of inclusion is that most teachers do not have the necessary knowledge, skills and attitudes to carry out this work (Frostad & Pijl, 2007). Researchers (e.g. Leyser et al., 1994; Avramidis and Norwich, 2002; Al-Khatib 2007; Avramidis and Kalyva, 2007) agree clearly that awareness of the needs and difficulties of children with SEN affected the way in which teachers interacted with these children and their attitudes towards inclusion. For example, Dennis and Launcelot (2011) in their study of fostering inclusive education in one school, they found that non-existent or inadequate teacher training was the first barrier that limits teachers' readiness to include all children. Other factors e.g. negative teacher attitudes, general lack of resources, assistants, classroom space and instructional materials, and support services were ranked the second. If knowledge, skills, attitudes and materials are not available in the ordinary settings, the inclusion of children with special needs will be difficult to achieve (Meijer, 2010).

The study also found that classroom space and instructional materials, children with severe cognitive disabilities, financial costs and lack of government support, knowledge of legislation about inclusion, level of confidence in teaching children with disabilities were some of the predominant challenges hindering the implementation of inclusion of children with disability. One of the greatest barriers to overcome for individuals with disabilities is attitude (McMaster, 2012). Changing and cultivating the culture of a school and the attitudes and beliefs it holds takes great work. Sustainability is a central success factor in creating inclusive school cultures, and sustaining the change is more effective when teachers are given time to explore ideas and integrate them into their practice (McMaster, 2012).

The interview findings of the study revealed that there are no infrastructures especially accessible infrastructure for the children with disability and materials to aid them in the learning process. The findings of the study suggest that without these, very little could be achieved in the area of inclusion in the metropolis. The findings of the study also suggested that there is a gross intentional neglect by the Government of Ghana and the Ministry of Education towards the inclusion of children with disability in the main stream schools. The findings of the study further suggested that these neglect affects the implementation of inclusive education and deprives the disabled child from accessing quality education. Inadequate or missing learning resources and access to experts is also a concern of educators (Winzer & Mazurek, 2011). Education professionals are required to be creative with the resources they have, albeit insufficient, to ensure each student is successful (Winzer & Mazurek, 2011). While meeting the diverse learning needs of all children in the classroom can be challenging, ensuring all children experience growth and success regardless of the barriers is paramount. Three distinct themes that Orr (2009) culled as barriers to inclusion are negative attitudes of general education teachers, lack of knowledge, and lack of administrative support. She also noted that the inadequate resource allocation towards implementation of inclusive practices was a major barrier. Winzer and Mazurek (2011) noted that the lack of classroom support for special needs children was one of the top factors contributing to teacher burnout and prompting young teachers to leave the profession. Wilson et al. (2011) also indicated the extra work that is required by teachers of inclusive settings becomes a limitation, although 56% of educators surveyed felt inclusion was best for all children involved.



## **Key Findings**

### **The Following Findings Emerged from the Study:**

1. Factors that emerged as influencing teacher attitude towards inclusion of children with disability were related to teacher's knowledge, gender, beliefs and cultural context, the nature of early childhood programs been less content and more process oriented, rural and urban settings, teacher expectations of children and disabled children's physical and cognitive dimensions. The interview findings of the study confirmed that respondents have inadequate knowledge about disability and special need children which makes it practically difficult to assist them if there is the need. The findings of the study also confirm the quantitative findings that suggest that gender, values, culture and social and professional experience, and children's ability to learn. The interview findings of the study suggest that the severity and the school psychical and psychological environment was a concern for respondents. This concern influenced their attitude and belief about disability inclusion. The findings of the study further suggested that children with disability could negatively affect the teaching process.
2. It emerged from the study that lack of funding and resources, lack of requisite knowledge, skills and attitudes, non-existent or inadequate teacher training, classroom space and instructional materials, children with severe cognitive disabilities, financial costs and lack of government support, knowledge of legislation about inclusion, level of confidence in teaching were some of the predominant challenges hindering the inclusion of children with disability. The interview findings of the study revealed that there are no infrastructures especially accessible infrastructure for the children with disability and materials to aid them in the learning process. The findings of the study also suggested that there is a neglect by the Government of Ghana and the Ministry of Education towards the inclusion of children with disability in the main stream schools.

### **Implication to Research and Practice**

It is to be noted that all the respondents in this study are professionally trained teachers who had obtained either teacher certificate 'A', Diploma or Degree certificates in Education from the various accredited teacher producing Institutions. If these trained teachers assert that they lack knowledge and skills to teach in the inclusive classrooms, then it implies that the various Universities and Colleges of Education that train teachers for the various schools in the country should refine their curriculum to produce teachers who will be well equipped with the necessary knowledge and skill to teach in inclusive classrooms.

Again, Respondents of this study mentioned among their perceived challenges hindering a successful implementation of inclusion of children with disabilities as, inadequate classroom space and instructional materials, financial costs and lack of government support. The implication here is that stakeholders of education in Ghana need to be awakened to these empirical facts and take pragmatic measures to ensure that those problems are addressed before it is implemented, since respondents fear that students with disabilities would not benefit in the regular classroom if those challenges are not addressed.



## CONCLUSIONS

As reported by the respondents in this work piece, the teachers and the head teachers were influenced by teacher related factors, pupil related factors and environmental related factors. These factors influenced the overall attitudes both negative and positive of the respondents towards the inclusion of children with disability. Chief amongst these were the teacher related factors. Also, the challenges hindering the implementation of the inclusion of children with disability were predominately focused on government and the ministry of education's neglect of the disabled persons especially children within the early childhood bracket. Lack of infrastructure was the major challenge. The issues acknowledged in this research study regarding teachers' attitudes, and the challenges hindering the implementation of inclusion of children with disability in a regular kindergarten classroom are critical, therefore, it should be looked at critically to ensure successful inclusion.

## Recommendation of the Study

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

1. The Kumasi Educational Directorate and the Kumasi Metropolitan Assembly should collaborate with the various selected schools to consider the various teacher related factors, pupil related factors and environmental related factors to come up with special education workshops to effectively re-orient teachers' knowledge towards inclusion of children with disability to modify their attitudes.
2. The Ministry of Education should collaborate with the various implementing agencies to evaluate the challenges identified in this study.
3. The Kumasi Metropolitan Assembly should collaborate with the various selected schools to consider organising structured teacher professional development programmes directed towards equipping teachers with special education skills to assist modify their attitude towards children with disability.
4. Ghana Education Service should collaborate with the various agencies under it to consider the role of professional experience in modifying the attitude of teachers towards inclusion of children with disability. This should inform them to educate teachers on the significance of exhibiting positive attitude toward these children and assisting them without showing partiality.

## Suggestions for Future Research

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



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