UNIVERSITY OF CAPE COAST

PERCEPTIONS OF TUTORS IN COLLEGES OF EDUCATION IN GHANA

ON PRE-SERVICE TEACHER PREPARATION FOR EFFECTIVE

INCLUSIVE EDUCATION

RICHARD AMOAKO

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BY

RICHARD AMOAKO

Thesis submitted to the Department of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Special Education

JUNE 2015

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………….   Date:...............................

Name: Richard Amoako

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature...........................   Date:...........................

Name: Prof. Emmanuel Kofi Gyimah

Co-Supervisor's Signature...........................   Date:...........................

Name: Mr. Edward Kofi Ntim

ABSTRACT

The purpose of this study was to explore the perceptions tutors in Colleges of Education have on pre-service teacher preparation for inclusive education in Ghana. A descriptive survey design was adopted using a sample of 235 tutors from 13 Colleges of Education in Ghana. The colleges were drawn from Central, Ashanti and Brong Ahafo regions. The lottery method was used to select three regions out of ten and the purposive sampling technique was used to select all the Colleges within the three regions, while convenience sampling technique was used to select the actual respondents for the study. Questionnaire was used to gather the research data. Percentages and frequencies were used as statistical tools to analyse the data.

The findings revealed that the curriculum offered in Colleges of Education in Ghana enabled pre-service teachers to identify and assess children with special educational needs. It also equipped pre-service teachers with the skills to manage children with special educational needs and disabilities in inclusive classroom. Again, it was evident from the findings that the curriculum prepares pre-service teachers on how to do adaptation and accommodation in the inclusive classroom. However, from the findings, pre-service teachers had difficulties collaborating with other professionals and parents in managing children with special educational needs and disabilities in the inclusive classroom.

It was therefore recommended that measures that could help pre-service teachers to effectively and efficiently collaborate with parents and other professionals should be put in place.

ACKNOWLEDGEMENTS

This research would not have been completed without the support of some individuals. This is because no academic output of this nature could be the sole effort of one person. Many individuals in various ways have made invaluable contribution to this study from its commencement to the conclusion.

I would first like to offer my sincerest gratitude to Professor Emmanuel Kofi Gyimah, my principal supervisor and source of inspiration. I am deeply indebted to Professor Gyimah for not only his scholarly advice and guidance, but also his limitless patience, motivation and inspiration as I embarked upon this journey of personal and professional growth. I remain humbled by the level of expertise he brought to bear on this thesis.

I would also like to thank Mr. Edward Kofi Ntim my co-supervisor for his support and encouragement towards the successful completion of this work. God richly bless you.

I am also grateful for the support, encouragement and friendship of Mr. Kyeremeh Tawiah Dabone. Your support and words of encouragement during this journey continue to amaze me.

My sincere thanks also go to my family members, particularly my auntie Madam Lucy Lissy Gbomita, for your unflinching support, sacrifices and encouragement throughout this study. I am also grateful to the authorities and tutors of the Colleges of Education in Ghana who granted me permission for the study to be carried out. To all my colleagues and friends who in diverse ways contributed to the success of this work, I say thank you.

DEDICATION

To my brother, Mr. Kwaku Amoako

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CHAPTER ONE

INTRODUCTION

Background to the Study

Students with disabilities have been increasingly receiving special education services in general education classrooms (McLeskey & Henry, 1999; McLeskey, Henry & Hodges, 1999).Consequently, special and general education teachers are expected to provide services in general education classrooms that were historically provided in two different educational settings. This is now conceived as inclusive education. Inclusion is a generic term that refers to "the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighborhood schools" (Alper, 2003, p. 15). The inclusion philosophy is based on the principle of equal opportunity for all people. Accordingly, in a democratic society, students with disabilities should not be denied access to public education based on their disabilities.

The success of inclusion depends on many factors which include the attitudes and skills of educators and the quality of instruction they offer their students (Leyser & Tappendorf, 2001). More specifically, teachers' attitudes about inclusion have been found to be a crucial factor that impacts the implementation of inclusion for children with disabilities (Bender, Vail & Scott, 1995).

For instance, it has been reported that teachers with more positive views of inclusion have more confidence in their abilities and commitment to accommodate students' needs in inclusive settings by adapting appropriate classroom materials and related procedures (Campbell, Gilmore & Cuskelly, 2003; Norwich, 1994). On the contrary, those with more negative attitudes were found to have low expectations for individuals with disabilities (Wilczenski, 1993). Put simply, previously held negative attitudes about children, learning, and schooling are likely to interfere with the teachers' support for and effective participation in inclusive setting (Brantlinger, 1996).

According to Allan (2008), recent debates on inclusion has placed premium on full participation by all and respect for the right of others. Allan further indicated that a society which can nurture, develop and use the skills, knowledge, talent and strengths of all her members will enlarge her collective resources and eventually likely to be more at ease with herself. Here, the emphasis is on all, which does not exclude individuals with special educational needs and disabilities.

Teacher education therefore is a crucial step in improving education and ultimately the lives and contribution to national development of individuals with special educational needs and disabilities. Educating teachers in the concept of inclusive education involves both methodological and organizational changes to create child-centered teaching and learning environments. As a result, teachers need to be given proper and appropriate training to reflect current educational practices. Indeed, it is a truism that a child mis-educated is a child lost. This re-echoes the need for Ghana to

diversify the training of teachers to be abreast with current trends of educational practices.

Consequently, the training of general education teachers at pre-service and in-service levels should address the issue of education of all children with special needs adequately so that teachers are better equipped to work in an inclusive setting. Some of the issues in teacher preparation that will have to be considered include: the methodology needed for identifying children with special needs, management of the classroom and use of adequate and appropriate teaching methodologies, skills for adapting the curriculum to cater for diversity, development of teaching-learning resources that are multi-sensory in nature and refocused the use of assessment (Jorgensen, Schuh & Nisbet, 2005).

Providing quality education for all students in inclusive settings has been identified as perhaps the most challenging but most significant issue in education throughout the world today. Every student has inherent right to education on the basis of opportunity. UNESCO (1996) stated categorically that no student is to be excluded from, or discriminated against in education on the basis of differences–be it race, colour, gender, language, religion, political affiliation, nationality, ethnic or social origin, disability, place of birth, poverty or other status. All students can learn and benefit from education if schools adapt to the needs of students, rather than the students adapting to the needs of the schools and with their views listened to and taking seriously. Individual differences among students are a source of richness and diversity and not problems.

In Ghana, the bulk of pre-service teacher preparation is primarily the responsibility of the thirty eight (38) public Colleges of Education. From the early 1990's, the Colleges of Education in Ghana introduced a course in Special Needs Education into the curriculum to provide teacher trainees with some knowledge and skills about special needs in classrooms (Ghana Education Service, 2005).

Apparently, studies have shown that there are many children with mild disabilities and other difficulties in regular classrooms across the country (Hayford, 2007). For effective teacher preparation programme towards inclusive education, programmes must inculcate in pre-service teacher an understanding and appreciation for diversity. This is because; research has shown that the general education classroom contains a range of learning needs (Hayford, 2007). Many individuals coming into pre-service training programme have little or no exposure to special needs children. Exposing pre-service teachers to situations involving individuals who are able, and those who have different learning styles and needs can enhance the preparation of teachers for inclusive education. Schumm and Vaughn (1995), also assert that teacher trainees need to mirror inclusive practices and respect for diversity in their classrooms. Consequently, they will be able to adapt and modify their curriculum and instructional strategies to meet the unique learning needs of all learners in an inclusive classroom.

In Ghana, most teachers have limited knowledge concerning the education of persons with special educational needs and therefore are unable to provide the needed support for this category of people. However, intensifying knowledge base is essential if teachers are to be successful in

teaching to the wide range of diverse abilities present in today's classrooms. One of the requirements for the effective implementation of inclusive education is that teachers must be adequately prepared (Moore & Gilbreath, 1998). This can be accomplished by providing experiences that requires prospective teachers to develop creative problem solving skills and to view situations from different perspectives.

In recent years, Colleges of Education are required to ensure that pre-service teachers are competent so as to cater for the needs of an increasing range of diverse learners. According to Foreman (2001), this move is being furthered by recent international recommendations from the United Nation (UN) and the United Nation Education, Scientific and Cultural Organization (UNESCO) to include content on inclusion as part of teacher training programs. It is believed that teacher's knowledge and belief about teaching and learning are the most influential factors in success of inclusive education. Teachers are key to educational change and school improvement and that, teachers do not merely deliver the curriculum; they develop, define and interpret it too (Ainscow, 1997). It is what teachers think, believe and do in the classroom that ultimately shapes the kind of learning that their students acquire in the classroom.

Statement of the Problem

Education is the key to the success of every nation, community, family and individual. Education being a right for everybody should not be considered as a privilege for those who are culturally, physically and intellectually advantaged. In this wise those who are vulnerable like individuals with special educational needs and disabilities also have the right

to education. The training of teachers should therefore be diversified to embrace inclusive-orientation programme. This calls for training of teachers who are armed with inclusive-oriented knowledge, skills and attitudes to handle children with special needs in the regular classroom.

Although, teachers in the general education classrooms have positive attitudes towards including students with disabilities in the regular school classrooms, they have limited knowledge of inclusive practices. This is because most children with special educational needs and disabilities are unable to succeed in the regular classroom. In Ghana, most teachers do not provide the individual support to students with disabilities to offer any assistance to enable them to overcome their problems and participate in learning successfully.

Many general education classroom teachers in Ghana do not have the professional skills to effectively manage children with special educational needs and disabilities in the inclusive classroom. They usually express concerns about inclusive education. One of the concerns is that they lack the specialized training require to teach academic, social or adaptive behaviours to students with disabilities. Information gathered from resource teachers and the researcher's own personal experience revealed that teachers in the general classroom have difficulties in adapting the general school curriculum to suit the learning needs of children with special educational need and disabilities. Regular class teachers turn to use assessment practices that alienate special need children. As a result of these practices in the general education, some of the children with special educational needs and disabilities feel uncomfortable and thus, turn to be truant and finally, drop out of school. It is unclear why in

Ghana, general education teachers fail to provide the individual supports that persons with special educational needs and disabilities require to access the general school curriculum.

Purpose of the Study

The main purpose of the study is to examine the extent to which teacher trainees are equipped with inclusive-oriented knowledge, skills and attitudes to manage individuals with special educational needs and disabilities in an inclusive education setting. It therefore, specifically sought to find out if the content of the current curricula for Colleges of Education enables pre-service teachers to:

1. Identify and assess children with special educational needs and disabilities.

2. Be equipped with skills to function effectively in an inclusive setting

3. Adapt curriculum and the instructions to meet the needs of all learners.

4. Collaborate with other professionals and parents to manage children with special educational needs and disabilities

5. Improve inclusive education practices in Ghana.

Research Questions

The study was guided by the following research questions:

1. What perceptions do tutors in Colleges of Education in Ghana hold about the content of the colleges current curriculum in:

    i. Enabling pre-service teachers to identify and assess children with special educational needs and disabilities?

    ii. Equipping pre-service teachers with skills to manage children with special educational needs and disabilities?

iii. Enabling pre-service teachers to adapt the general school curriculum to accommodate the needs of all children with special educational needs and disabilities?

iv. Helping pre-service teachers to collaborate with other professionals and parents to manage children with special educational needs?

2. What suggestions do tutors of colleges of education make towards the improvement of pre-service teacher preparation for effective inclusive education in Ghana?

Significance of the Study

To promote inclusive education in Ghana as a government policy, pre-service teacher preparation is one of the critical issues that can guide policy framework. It is therefore expected that the results emanating from this study would reveal tutors perceptions about the adequacy or otherwise of the current programme of study in preparing pre-service teachers towards inclusive education. This will enable curriculum planners for Colleges of Education to know whether or not the current curriculum used in the Colleges of Education in Ghana is appropriate to prepare pre-service teachers effectively for inclusive education in the country.

The findings of this study would also improve inclusive education practices in the country so that children with special educational needs and disabilities would benefit from quality education and be able to develop their potentials to the fullest.

The result of the study would also reveal to the Government of Ghana, National Council of Tertiary Education (NCTE), Institute of Education, and

Principals Conference (PRINCOF) to know what needs to be done to equip Colleges of Education in Ghana to effectively prepare pre-service teachers towards inclusive education. Finally, the results of the study would add information to the body of literature available in Ghana, in relation to pre-service teacher preparation towards inclusive education.

Delimitation of the Study

Even though there are thirty eight public Colleges of Education in Ghana, the study was focused on thirteen (13) Colleges of Education. The colleges were drawn from three regions of Ghana; these are Central, Asante and Brong Ahafo regions.

Also, the study was delimited in terms of participation of respondents to only tutors since they are the key implementers of the college's curriculum. The researcher explored the perceptions of two hundred and thirty five (235) tutors from 13 selected Colleges in Ghana on whether or not the content of the current curriculum for Colleges of Education prepares pre-service teachers effectively for inclusive education in Ghana.

Limitations of the Study

Some of the limitations encountered in the course of the study include: First, the inability to achieve a hundred percent (100%) return rate due to the fact that some tutors did not return the completed questionnaires or respond to all the items on the questionnaire. Secondly, the exclusive use of questionnaires to obtain data might have yielded shallow findings since certain issues could not be followed up into greater depth. Thirdly, the sampling technique did not allow every tutor the chance to participate in the study. This implies that the findings of the study may not be representative enough to be

generalised. Finally, serving teachers should have been used for the study instead of tutors since they are the recipient of the training.

Operational Definition of Terms

An understanding of terminology that was applied in this study is necessary to the interpretation of this study. The following section defines relevant terms as they apply to this study.

Perception: It refers to the way people think about something, phenomenon or an event and their idea of what it is like.

Children with Special Educational Needs: These are children who for whatever reason, are failing to benefit from the regular schools and therefore need special education services.

Disability: It refers to the loss or greatly reduced ability to perform a function or some functions due to damage or loss of body part or organ.

Inclusion: It is a concept that explains the type of education in which children with special educational needs and disabilities take a full and active part in school-life, be a valued member of a school community and be seen as an integral member irrespective of one's ability or disability. That is educating pupils with disabilities with their non-disabled peers in regular education classroom.

Inclusive School: Inclusive school refers to "a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met" (Stainback & Stainback, 1990 : 3).

College of Education: An institution which prepares and trains teachers for basic schools in Ghana.

Pre-service Teacher: Teacher trainees who are undergoing initial preparation and training at Colleges of Education in Ghana to become professional teachers.

Tutors: Professionals who teach pre-service teachers at Colleges of Education in Ghana.

Teacher Preparation: It is all the provisions and training that pre-service teachers receive in order to get the professional qualification in teaching.

Organisation of Rest of the Study

The study was organized into five chapters. The second chapter reviewed related literature in two perspectives, namely, theoretical and empirical perspectives. Chapter three discussed the methodologies in terms of research design, population, sample and sampling procedure, research instrumentation, data collection procedure and data analysis procedure. The fourth chapter dealt with Results and Discussion and the final chapter dealt with Summary, Conclusions and Recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the related literature reviewed for the study. The review first covered the theoretical framework followed by the review on the key themes raised in the research questions such as: the historical development of inclusive education, concept of inclusive education, concept of teacher education, skills pre-service teachers require for successful and effective inclusive education, identification and assessment of children with special educational needs and disabilities, collaboration with other professionals and parents, adaptations and modification to be made by the general education teacher in inclusive classrooms, how to improve the practice of inclusive education in Ghana, the theoretical framework and a summary of the reviewed literature.

Theoretical Framework

This study is guided by Adaptation theory and the model for inclusive teacher preparation and is been backed by the social model of disability. The adaptation theory was developed by (Sherrill, 1998). The theory posits that professionals who are knowledgeable about variables are able to match abilities with content and teaching style to create optimal learning opportunities. To adapt means to make suitable, to adjust, or to modify in accordance with individual needs. That is to make change to meet individual needs in the classroom. Adaptation is process by which individuals and the

environment reciprocally change one another (Sherrill, 1998). The process is continuous, dynamic and bi-directional. According to Sherrill, the ultimate goal of education is to bring about change; change in the behaviours of pupils and teachers as well. Therefore, teaching and learning process must results in change in both pupils and teachers. The change can occur through effective adaptations in the classroom. Sherrill identify six variables that interact in teaching and learning process and can be altered to promote success in adaptation which include the following:

a) Physical environment variables such as space, lighting, sound among others.

b) Equipment or objects variables such as describing an object like a ball in terms of texture, shape weight, surface etc.

c) Action or performance variables, here the object that moves must be acted upon to operationalize speed, pathway, direction, height accuracy and force

d) Psychosocial variables. This refers to attitudes or feelings about self and others.

e) Instructional and information variables. This refers to teaching styles, type of feedback, method of presenting new materials etc.

f) Learner variables. This include interest, previous experience, level of support, socialization, personal meaning of new skills among others.

Model for Inclusive Teacher Preparation

Many researchers such as Schumm and Vaughn, (1995); Giangreco, Dennis, Cloninger, Edelman, and Schattman (1993) have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. Many professionals in education do not have the requisite skills needed to function effectively in the inclusive classroom and therefore pose a lot of challenges to the development and implementation of inclusive education in the country. If teacher education programmes are to prepare educators to be successful in the classrooms of the future, they must re-conceptualize and redesign their approach to pre-service preparation of teachers. In preparation of pre-service teachers for inclusive education, Schumm and Vaughn (1995) stated that the most effective teaching strategy used in preparing pre-service teachers towards inclusive education is incorporated in the inclusive teacher preparation model.

This model is a proposed model for developing and implementing an inclusive teacher preparation programme for inclusive education. It has two major dimensions: the specific programme components and the outcomes of the model as shown on the diagram below.

COMPONENTS

Collaborative Teaching

Techniques & Strategies

Collaborative Experiences

OUTCOMES

Understanding Diversity

Adapting to Change

Flexibility/Creativity

An Inclusive Teacher Preparation Program
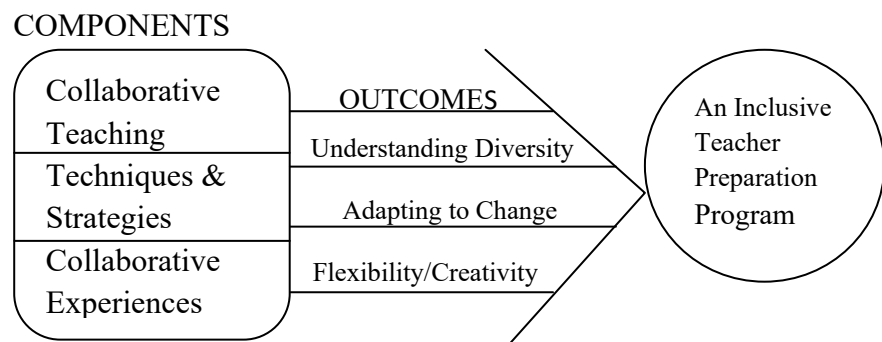
Figure 1: An inclusive teacher preparation mode

Source: Schumm and Vaughn (1995)

This model provides a framework for developing and implementing a teacher education programme that will prepare teachers to teach in inclusive educational settings. There are two major dimensions of the model. One deals with the outcomes of the model and the other focuses on specific programme components. Both of these dimensions will be discussed and then some ideas will be presented on the process for implementing this model within the context of the college of education.

Programme Outcomes

To be effective, an inclusive teacher preparation programme must instill in the pre-service teacher an understanding and appreciation of diversity. They must be trained to understand that learners come to the learning environment with diverse learning needs and all these needs must be met to enable them succeed in the inclusive classroom. In general, most educators, and that includes teacher educators, have not had a great deal of experience in teaching students with diverse needs and abilities. This is due to the fact that they had no prior knowledge in special educational issues.

Many individuals coming into pre-service training programmes have had limited experiences with children with special educational needs and disabilities. Exposing pre-service teachers early and often to situations involving individuals who are uniquely able and those who have different learning styles and needs can enable them to develop the professional skills to assist every child in the classroom. Pre-service teachers also need to mirror inclusive practices and accommodate for diversity in their classrooms. Most teachers have little knowledge in addressing diversity in the classroom.

Expanding their knowledge level is essential if teachers are to be successful in addressing the wide range of diverse abilities present in today's classrooms.

Pre-service teachers must also be ready to accept change and they must learn early in their preparation to be flexible and creative. Our educational system has undergone tremendous changes and those changes will continue in the future. One of the biggest roadblocks to inclusion has been the inability of many educators to shift from one operational paradigm to another (Skrtic, 1986). Since we do not know for certain the types of situations and challenges that will face teachers in the coming decades, we must prepare them adequately so that they can adapt to changes that may occur in the inclusive classroom. To do this successfully they must also have the ability to be flexible and creative in meeting these challenges and solving problems. This can be accomplished by providing experiences that require prospective teachers to develop creative problem solving skills and to view situations from different perspectives.

Programme components

As shown in figure one, there are three major components that constitute the supports for this model. These components are; the collaborative teaching, techniques and strategies and collaborative experiences.

The collaborative teaching concerns with the instructional approach used in the classroom. If Colleges of Education are to prepare pre-service teachers to teach collaboratively, they must utilize this model in their pre-service preparation classes. The diagram below shows the collaborative teaching model.

```
┌─────────────────┐                    ┌──────────────────────────┐
│                 │                    │ Co-Teaching              │
│ Collaborative   │                    │ Collaborative Planning   │
│ Teaching Model  │───────────────────▶│ Cooperative Learning     │
│                 │                    │ Integrated Curriculum    │
└─────────────────┘                    │ Integrated Activities    │
                                       │ Collaborative Evaluation │
                                       │ Group Process Skills     │
                                       └──────────────────────────┘
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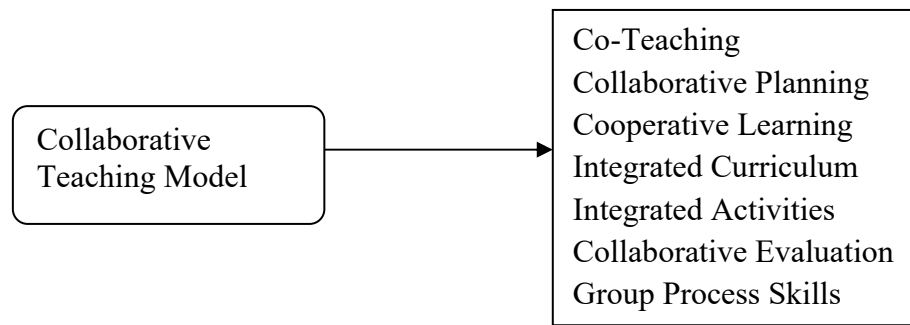
Figure 2: Using the collaborative teaching model

Source: Schumm and Vaughn (1995)

As indicated in fig 2, there are a number of ways the collaborative teaching model can be accomplished. According to Shumm and Vaughn (1995), teacher educators can co-teach classes, modeling for their student's collaborative teaching skills. This can be done with general and special education faculty, as well as with faculty from other disciplines outside of education. Collaborative planning for classes and collaborative evaluation of students can also be used as a means of demonstrating how such practices can be done effectively. Such approaches as collaborative learning arrangements and activities requiring students to develop and practice group process skills can also be utilized in the classrooms. Finally, College tutors should integrate curriculum objectives as well as instructional activities across classes and across disciplines.

```
                                       ┌──────────────────────────┐
                                       │ Accommodation            │
                                       │    - Curriculum          │
┌─────────────────┐                    │    - Activities          │
│                 │                    │    - Evaluation          │
│ Techniques and  │───────────────────▶│ Effective Practices      │
│ Strategies      │                    │ Modifying Materials      │
│                 │                    │ Resources and Supports   │
└─────────────────┘                    │ Instructional Arrangements│
                                       └──────────────────────────┘
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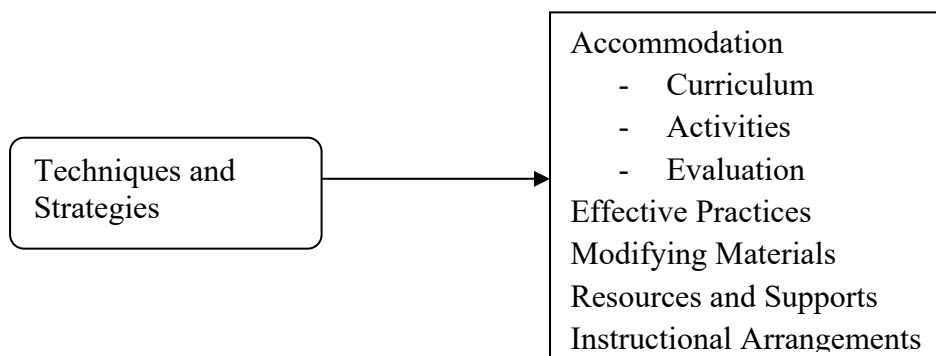
Figure 3: Techniques and strategies for inclusive education

Source: Schumm and Vaughn (1995)

As shown in figure 3, this component involves techniques and strategies for inclusive education. Teachers who are expected to teach in settings with children who have diverse learning needs must have the instructional tools to do so successfully.

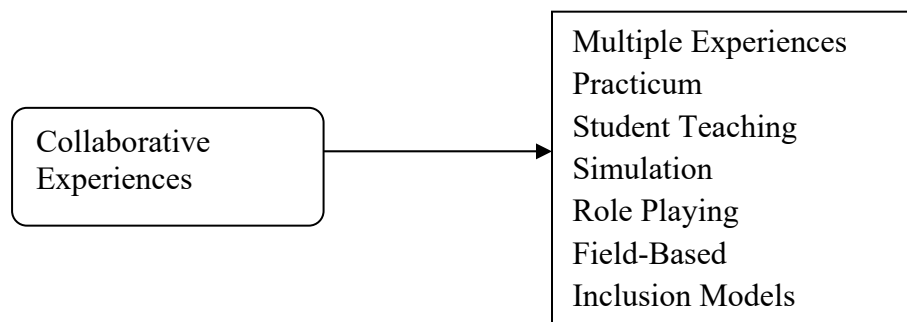Instead of spending a huge amount of money and resources on in-service training to give teachers instructional skills to teach students with diverse needs, these resources and monies could be directed elsewhere if teachers could be prepared adequately during their training sections and emerge from their pre-service training already possessing those skills.

Pre-service teacher preparation programmes should address appropriate accommodations in curriculum, instructional activities and evaluation procedures, the modification of materials, and the effective identification, development and utilization of resources. In addition, the pre-service programme should prepare pre-service teachers to use various types of instructional arrangements such as multi-level teaching, cooperative learning and peer tutoring (Schumm & Vaughn, 1995).

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┌─────────────────┐         ┌──────────────────────┐
│                 │         │ Multiple Experiences │
│ Collaborative   │────────▶│ Practicum            │
│ Experiences     │         │ Student Teaching     │
│                 │         │ Simulation           │
└─────────────────┘         │ Role Playing         │
                            │ Field-Based          │
                            │ Inclusion Models     │
                            └──────────────────────┘
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Figure 4: Providing collaborative experiences to pre-service teacher

Source: Schumm and Vaughn (1995)

This component of an inclusive teacher preparation model relates to collaborative experiences. It states that the prospective teacher should be given

the opportunity to observe and work in collaborative, and in inclusive situations. This requires that the pre-service preparation include multiple opportunities for the prospective teacher to observe and work in actual classrooms where inclusive practices are being implemented. In addition to this, pre-service teachers should also participate in other activities in the school that promote inclusive practices. This includes collaborative planning and problem solving activities, as well as curriculum adaptations and modifications.

If colleges of education in Ghana are to prepare teachers to teach effectively in inclusive classroom, they must mirror inclusive practices in their teacher preparation programmes by considering the model for inclusive teacher preparation. This model would equip the prospective teacher the required knowledge, skills and experiences needed for successful inclusion. The use of this model in the preparation of pre-service teachers would train teachers who are endowed with the expertise to create learning environment that is accessible to all learners and accommodate every child's learning needs in the classroom.

As the teacher preparation model focuses on creating an enabling environment for diversity in the classroom, it seems to share similar views with the social model of disability. The social model of disability views disability as a consequence of environmental, social and attitudinal barriers that prevent people with impairments from participating fully in all activities that take place in the social environment. Under this model, disability is caused by the society in which we live and not the fault of an individual with disability, or an inevitable consequence of their limitations. Disability is the

product of the physical, organizational and attitudinal barriers present within society, which lead to stereotyping and discrimination. To remove this phenomenon, requires a change of approach and thinking in the way in which society is organized.

According to Oliver (1990), the genesis, development and articulation of the social model of disability by persons with disability themselves is the rejection of the personal tragedy theory which suggests that disability is some terrible chance event which occurs at random to unfortunate individuals. Oliver maintains that this model does not deny the problem of disability but locate it squarely within society. According to Oliver, disability is caused as a result of the society's failure to provide appropriate services and adequately ensure that the needs of persons with disabilities are adequately taken into account in its social organization. The proponents of the model further contended that the consequences' of these failures do not simply and randomly fall on the individuals but systematically fall upon the persons with disabilities as a group who experience this failure as discrimination institutionalized throughout the country.

What this model seems to indicate is that disability is real and normal and it is not something reserved for some particular unfortunate people. It can happen to anybody at any point in life. The problems that persons with disabilities face in their daily routines of life emanate from society. In the planning and organization of societal structures, the unique needs of persons with disabilities are not taken into account. Public infrastructures such as road, building, hospitals schools, etc. are provided without due consideration for

persons with disabilities who are also legitimate members of the society and therefore have entitlement to uninhibited use of public facilities.

Low (1997) supported Oliver's position by saying that if a person with disability is at disadvantaged it has nothing to do with their characteristics. Rather it has to do with the discriminatory arrangements created by the society, which do not adequately accommodate the needs of persons with disabilities. This author again emphasized that the challenges that persons with disabilities face in their societies have no linkage with their traits. Rather, it is the inadequate plans and preparations put in place by the society that creates such problems. Supporting the assertion of Oliver (1990) and Low (1997), Tassoni (2003) stated that social model of disability reflects a new attitude towards people with impairments. The model considers primarily that persons with disabilities are people who have rights and these rights must be respected by the society.

The social model of disability looks to empower people as it emphasizes on their rights to make choices and to live an independent life in the society. It also put challenge on the society to become more inclusive so that persons with disabilities are not seen as being problems or burden to society or individuals who need pity. According to Tassoni (2003), the social model of disability sees some terminologies such as mental retardation and wheelchair bound as unhelpful. They instead suggest terms such as intellectual disability wheelchair user as preferred terminologies. Ash, Bellew and Davis (1997), commented that the social model of disability sees disability as a social construct. Individual who have impairments became disabled because society has created barriers for them as a result of their impairments.

To support the above discussion, Avoke (2005), stated that the social model of disability argued that people with impairments were disabled by a social system that erected barriers to their participation. He further argued that it is the social barriers which create disability, and that the difficulties in living as a person with disability is due to discrimination and prejudices rather than the impairment. The barriers that prevent any individual playing a part in society are the problem, not the individual. There are so many barriers which exist in our societies which create disability for persons with impairment. These barriers are found in the areas such as education, information and communication systems, banking facilities, working environments, health and social support services, transport, housing, public buildings and amenities. The devaluing of individuals with disability through negative images in the media such as films, television and newspapers also serve as a barrier.

The social model has been developed with the aim of removing these barriers so that individuals with disabilities will have the same opportunities as everyone else to determine their own life styles (WHO, 1980). To achieve this, advocate of the social model argue that inclusive education must be intensified. They further stated that inclusive education encourages personal and social relationships and attitudes that promote acceptance and support for persons with impairment and remove all forms of prejudices and discriminations within society. It is therefore imperative to call on Colleges of Education in Ghana to prepare pre-service teachers to acquire the necessary skills, knowledge, competencies experience needed to remove these barriers to create access, opportunity and participation for all children in an inclusive classroom to enable them develop their potentials to the fullest.

Relevance of the Social Model of Disability to this Study

The model is relevant to this study when considering the Perceptions of Tutors of Colleges of Education in Ghana on Pre-service Teacher Preparation for Inclusive Education because it explains clearly that it is society's perceptions, attitudes and prejudices that create disabilities for persons. It further states that there are so many barriers which exist in our social environment which impede the abilities of individuals with impairment to access public facilities in the society and therefore create disability for these individuals. The various authors explain the model as a model which considers disability as a condition that is not a constant thing that happens to only a section of society. The theory emphasizes that disability is located squarely within society and therefore, makes it imperative for society to wake up and remove all forms of barriers and impediments that prevent individuals with special educational needs and disabilities from achieving their full potentials in the society. It therefore, calls on teachers to be the advocate of this course and serve as role model in the society. Teachers should advocate for facilities like school buildings, transport, roads and hospital that are disability friendly.

The would-be teachers can champion for the rights of persons with disabilities and advocate effectively for them only when they are equipped with inclusive orientation during their pre-service preparation stage. The model therefore, supports that teachers must be trained to understand and accept persons with disabilities and debunk all forms of negative perceptions they hold about persons with disabilities so that they can include and support them both within the school and the community at large to enable them achieve their potentials.

The Historical Development of Inclusive Education

Inclusive education policies, principles and practices were first adopted at the world conference held in Salamanca, Spain in June 1994. The delegates of the conference recognized the needs and urgency of providing education for individuals with special needs within the regular education system. In this conference, which was under the auspices of United Nations Educational scientific and cultural organization (UNESCO), delegates representing 92 governments and 25 international organizations discussed and made a frame work for Action on Special Needs Education and a statement on the rights of the child? In paragraph 2 of the statement, there are five major clauses spelling out the key issues in inclusion. These are:

1. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of leaning;

2. Every child has unique characteristics, interest, abilities and learning needs;

3. Education system should be designed and educational program implemented to take into account the wide diversity of these characteristics and needs;

4. Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs;

5. Regular schools with this inclusive orientation is the most effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society that

achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficacy and ultimately the cost-effectiveness of the entire education system.

Paragraph 2 of the statement placed the onus on regular schools to combat discriminatory attitudes and create welcoming communities. The statement was emphatic on leaving exception to where there was comparing reasons for doing otherwise (UNESCO, 1994, UNESCO 2001) re-echoes with the argument that the paradigm shift implied by the Salamanca Statement was broadly a reform aimed at welcoming diversity amongst all learners. This was to be an increase in the capacity of local neighbourhood mainstream schools to support the participation and learning of increasing diverse range of learners. Vislie (2003) sees the Salamanca Statement as a challenge to all countries to recognise the right of all children to avert discrimination and failure.

Currently, the view of special education has changed mostly in many countries. Instead of segregating children with special educational needs and disabilities in different or separate classes and schools, the ideology of inclusive education is gradually taking place. Inclusive education gives access to education and human rights for all individuals. This gives all children including those with special needs the freedom to be educated in the regular school where equal opportunities and accesses are guaranteed.

Stainback and Stainback (1992), support this view by arguing that it is necessary to avoid the negative effects of segregation. In support of this educational phenomenon, Mittler (2000) opines that the main argument driving the inclusion agenda centres on human rights issues. He argues that it

is a basic right for pupils to attend their mainstream school and be fully included in the academic and social processes. Therefore, any form of segregation is seen as a potential threat to the achievement of this basic right. The Centre for Studies on Inclusive Education (CSIE, 2002) also contends that segregated schooling violates children rights. This suggests that segregation treats children in a way that does not recognize their equality and dignity. Similarly, Tilstone, Florian and Rose (1998) emphasize a growing sense of injustice about the idea of segregated special schooling for children with special education needs.

This has led to the calls for more inclusive education opportunities as a right and equal opportunity. In the last decade, inclusive education has been embraced by many countries as a key educational policy. The Salamanca statement which was signed by the representatives of 92 countries called on governments "to adopt the principle of inclusive education; enrolling all children in regular schools unless there are compelling reasons for doing otherwise" (UNESCO, 1994, p. 44). National legislation in many countries including the United State (IDEA, 1997) and the United Kingdom have promoted "inclusive education" for pupils who have special educational needs or disabilities. This involves educating such pupils in mainstream schools with normally achieving peers and is contrasted with the provision of education in separate special schools or classes

The Concept of Inclusive Education

Inclusive education has no clear cut definition though special education practices in relation to providing educational facilities focus on inclusion. According to Stubbs (2008), definitions must continue to evolve if

inclusive education is to remain a real and valuable response to addressing educational rights challenges. He added that many people assume that inclusive education is just another version of special education or is related only to learners with disabilities. But the key concepts and assumptions that underpin inclusive education are in many ways, the opposite of those that underpin special education. Inclusion involves a different approach in identifying and attempting to resolve difficulties that arrive in schools. Inclusive education implies a radical shift in attitudes and a willingness on the part of schools to transform practices in pupil grouping, assessment and curriculum.

The notion of inclusion does not set boundaries around particular kinds of disability or learning difficulty, but instead focuses on the ability of the school itself to accommodate the diversity of needs. It implies a shift away from a 'deficit' model, where the assumption is that difficulties have their source within the child, to 'social' model, where barriers to learning are seen to exist in the structures of schools themselves and, more broadly, in the attitudes and structures, Deiner (2005), defined inclusive education as a type of education that involves placing children in an educational setting that provides the support that meets their emotional, social and educational needs. The UNESCO (2008), states that inclusive education is:

> an ongoing process aimed at offering quality education
> for all while respecting diversity and the different needs
> and abilities, characteristics and learning expectations
> of the students and communities, eliminating all forms
> of discrimination (p. 3).

The current thinking has moved beyond the narrow idea of inclusion as means of understanding and overcoming a deficit, inclusion is now widely

accepted as concerning issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement of school activities (Ouane, 2008). Inclusive education describes the process by which a school attempts to respond to all learners as individuals, by reconsidering and restructuring its curricular organization and by providing and allocating resources to enhance equality of educational opportunities (Hyam, 2004).

Ainscow, Booth and Dyson (2004) asserted that inclusion can be understood to comprise four elements. These are:

1. It is a process

2. It is concerned with identification and removal of barriers

3. It is the presence, participation and achievement of all students

4. It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or under achievement.

Giangreco, Dennis, Cloninger, Edelman and Schattman (1993) also stated that inclusive education has five components and all of these should occur on an ongoing basis. They contend that inclusive education is said to be in place only when all the five features occur regularly. The five features are:

1. Heterogeneous grouping: All students including those with special needs are educated together in groups and the number of students with and without disabilities approximates natural or normal proportions.

2. A sense of belonging to a group: All students including those with disabilities are considered active members of the class.

Students who have disabilities feel welcomed as those without disabilities.

3. Shared activities with individualized outcomes: Students share educational experiences, for example, lesson, laboratories, field work, and group learning at the same time. The learning objectives for the students are individualized to meet each student's learning needs.

4. Use of environments frequented by individuals without disabilities: The learning experiences take place in general education classrooms and community work sites.

5. A balanced educational experience: Inclusive education seeks an individualized balance between the academic, functional and social /personal aspects of schooling. For example, the development of students' self-image and social skills are as important as their reading and mathematics skills.

If the above can be implemented successfully then it will require the commitment of leadership. This effective leadership being talked about is the ability to inspire and stimulate others to achieve worthwhile goals" (DuBrin, 2010, p.2).Consequently, experience has revealed that no goal supersedes the creation of equal learning opportunities for all children. Therefore, it really behooves educational-policy makers and authorities to inspire confidence and support among the people needed to achieve the educational goals for all in an inclusive environment.

Okyere and Adams (2003) identified seven factors necessary for inclusive education to succeed. These are:

1. Visionary Leadership: For inclusive education to succeed in African and especially Ghana, directors of special education division and regular school head-teachers should have a dynamic vision of the whole process. Special education should no longer be viewed as the means to help students with special educational needs to meet the demands of regular classroom, but a part of the classroom services that must be available to accommodate the learning needs of all students in the regular school including those with special educational needs. To support this assertion, MacBeath and Dempster (2008) pointed that to ensure leadership for learning, school leaders need to focus on learning, create environment for learning, as well as promote learning dialogue between teachers and learners.

2. Collaboration/Cooperation: inclusive education is based on the premise that no one teacher can possess all the expertise needed to meet the educational needs of all the students in the classroom. Instead, teachers should have a support system through collaboration with trained experts and peer assistance.

3. Refocused Use of Assessment: Traditionally, assessment was used to determine eligibility for special education services. Thus, emphasis was usually on formal type of assessment with the use of standardized or norm-referenced tests. The inadequacies and biases of formal assessment are evident in several studies that were carried out in the developed world. As a result, emphasis has now been

shifted to the use of alternative assessment such as authentic assessment, performance-based assessment and portfolio assessment.

4. Support for Staff and Students: The necessary skills needed to be acquired through in-service training. There should also be flexible planning time for special education and regular teachers to meet and work together.

5. Funding: Government must recognize the fact that for inclusive education to succeed they must be prepared to provide adequate funding. Even though the current economic recession makes it more difficult to meet the needs of all children with disabilities, it is still imperative to treat them in the same way as "normal" individuals are treated, that is, making their education a priority. In order to encourage inclusive education, more funding should be made available to inclusive schools, and the children in the segregated schools should be encouraged to join their "normal" peers in the regular schools.

6. Effective Parental Involvement: Generally, parental involvement of education of children with disabilities in African is negligible. Parents are always confronted with dilemmas to what to do with their children who have disabilities. This is compounded by the traditional beliefs and the negative attitudes towards such children. Parents should be willing to live with their children in the communities and provide for their daily needs as they do for siblings. For parents to participate meaningfully in the training and education of their children there is the need to provide them first

with the information on their children which will help them to disabuse their minds of the superstitious beliefs and negative attitudes towards individual with disabilities.

7. Curriculum Adaptations: The success of inclusive education also depends on the general education teachers' ability to adapt instruction when students have difficulty acquiring skills and information. The curricula and method of instruction must meet the needs of the students.

Several strategies can be used to adapt curriculum and instructions. General education teachers should therefore be equipped with these strategies in order to function effectively in an inclusive classroom. Teachers can modify instructional materials and activities, change teaching procedures, and alter the requirement of learning task. Abosi (2000) was of the view that the practice of inclusive education requires effective planning. In addition to changing attitudes, there must be provision of additional teaching materials, resource teachers, modification of instruction to create accessibility, and flexible but effective curriculum. Bishop (1995) suggested that the practice of developing inclusive schools involves understanding inclusion as a continuing process as well as strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the school. There is the need to restructure the cultures, policies, and practices in schools to respond to the diversity of pupils within their locality.

Arnesen, Allen, and Simonsen (2009) note that 'inclusion may be understood not just as adding on to existing structures, but as a process of transforming societies, communities and institutions such as schools to

become diversity-sensitive' (p. 46). These authors further stated that the international commitment to human rights has led to a changing view and reduced emphasis on an individual's disability which has, in turn, led to its classification as socio-cultural. This view is consistent with the disability studies perspective which recognizes disability as another interesting way to be alive and sees individual support as the norm for all learners.

Ballard (2003) says that inclusive education is concerned with issues of social justice, which means that graduates entering the teaching profession should:

> understand how they might create classrooms and schools that address issues of respect, fairness and equity. As part of this endeavour, they will need to understand the historical, socio-cultural and ideological contexts that create discriminatory and oppressive practices in education, the isolation and rejection of disabled students in area of injustice. Others include gender discrimination, poverty and racism (p. 47).

Ballard further stated that inclusive is helping all teachers to accept responsibility for the learning of all children in their school and preparing them to teach children with diverse needs in their classrooms. Based on the above assertion, inclusive education can be said to be an extension of integration or mainstreaming. This is because, in inclusive education, all students with disabilities are expected to be educated in the regular or ordinary schools. Rather than considering the needs of students with disabilities and placing them in educational facilities where those needs will be met, the ordinary or regular school becomes the focus. The focus determines the kinds of support regular school needs in order to meet the needs of all children in

the school including children with special educational needs and disabilities. Inclusive education therefore goes beyond just placing all children with special needs regardless of their disabilities in regular classroom. This requires a well groomed school environment, classroom management and practices that cater for the needs of all children.

Mittler (2002) views inclusion as a process of reform and that allows all pupils to have access to the whole range of educational and social opportunities offered by the school. This includes the curriculum, the assessment, recording and reporting of pupil's achievement, the decisions that are taken on the grouping of pupils within school or classroom, pedagogy, sport and leisure. The aim of such reform is for the school to provide equal opportunities to all pupils to avoid segregation, isolation or discrimination.

Similarly, Booth (1999) defines inclusion as a process of increasing participation of learners in regular schools reducing their exclusion from the curriculum, cultures and communities of neighbourhood mainstream centers. For this to succeed, teachers, schools and systems need to change so that they can better accommodate the diversity of needs that pupils have. It also means that barriers within and around the school that hinder learning and participation of all students should be identified and removed. Hence, inclusive education enables all students including previously excluded groups, to learn and participate effectively within mainstream school system.

According to Angelides, Stylianou and Gibbs (2006), inclusive education is related to participation and learning, to the acceptance of difference to the school as a whole, to democracy and to society in general. They further pointed out that inclusive education is about all children having

the right to attend the school in their neighbourhood. This implies this practice does not simply refer to the placement of children with special educational needs and disabilities into mainstream schools but it is also concerned with the conditions under which all children can be educated effectively. Thus inclusive ideology basically means the adaptation of the school curriculum to respond to the uniqueness of individuals, increasing their presence, access, participation and achievement in learning society (Booth, Ainscow, & Kingston, 2006; Oppong, 2003). It is about increasing the participation of all in, and reducing all forms of exclusion from local educational opportunities. Inclusion is a never ending process of increasing participation and combating exclusion. It is about the participation of everyone; children and young people and their families and other adults involved in their education.

However, Booth, Ainscow, and Kingston (2006) argued that inclusion cannot be carried forward only by encouraging the participation of individuals but a consideration must be given to the obstacles within settings and systems that may impede participation. For instance, participation in education settings cannot be encouraged for children if staffs who work within them have no power over what or how they teach or the development of their own workplace. This implies that inclusion is about developing education settings and systems so that they are responsive to diversity in a way that values all children

In the definition of the UNESCO (1994), inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in

content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a common conviction that it is the responsibility of the regular system to educate all children. The Agra Seminar (1998) definition of inclusive education cited in Stubbs (2008) states that:

1 Inclusion is broader than formal schooling: it includes the home, the community, non-formal and informal.

2 Inclusion acknowledges that all children can learn.

3 Inclusion enables education structures, systems and methodologies to meet the needs of all children.

4 Inclusion acknowledges and respects differences in children; age, gender, ethnicity, language and disability status.

5 Inclusion is a dynamic process which is constantly evolving to the culture and context.

6 Inclusion is part of a wider strategy to promote an inclusive society (p.38).

Rouse and Florian (1997) citing Inclusion International (1996), refer to inclusion as the opportunity for all persons with disabilities to participate fully in all educational, employment, consumer, recreational, community and domestic activities that typify every society. What this definition seem to imply is that persons with special educational needs and disabilities should be allowed to take part fully in all activities of human endeavour to make them develop the sense of belongingness which will enable them develop their potentials to the fullest so as to contribute their quota towards the development of the nation.

Globally, there is a clear move towards inclusive practice and wide agreement on the key principles first encompassed in the Salamanca Statement (UNESCO, 1994). Since that time, these principles have been reinforced by many conventions, declarations and recommendations at European and global levels, including the UN Convention on the Rights of Persons with Disabilities (2006), which makes explicit reference to the importance of ensuring inclusive systems of education. The UNESCO Policy Guidelines on Inclusion in Education (2009) set out the following justifications for working towards inclusive practices and educating all children together:

1. Educational justification: Inclusive schools have to develop ways of teaching that respond to individual differences and benefit all children.

2. Social justification: Inclusive schools are able to change attitudes towards diversity and form the basis for a just, non-discriminatory society.

3. Economic justification: It costs less to establish and maintain schools that educate all children together than to set up a complex system of different schools 'specialising' indifferent groups of children.

The Agency Teacher Education for Inclusion project uses the following definition of inclusion, which is significantly broader than earlier definitions that have often focused on the dilemma between special education and 'integration' into mainstream school. The UNESCO (2007) definition states that inclusive education is: 'an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination'(p. 3).

It is clear, then, that thinking has moved on beyond the narrow idea of inclusion as means of understanding and overcoming a deficit and it is now widely accepted that it concerns issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement (Ouane, 2008). However, the ideology of inclusive education as outlined above is implemented in different way across different contexts and varies with national policies and priorities which are in turn International.

The Concept of Teacher Education

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the school and classroom. Teacher education is often divided into initial teacher training and education and teacher development or continuing professional development

Adeosun, Oni, Oladipo, Onuoha and Yakassai (2009) defined teacher education as that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system. Okafor (1998) opined that, teacher education is that form of education which is planned and systematically tailored and applied for the cultivation of those who teach particularly but not exclusively in primary and post primary levels. This teacher education also encompasses the training and preparation of other educational personnel such as administrators, supervisors and guidance and counseling officers.

In Ghana, teacher education is "the type of education and training given to and acquired by an individual to make him or her academically and professionally proficient and competent as a teacher" (Republic of Ghana, 2002, p.92). Inherent in this definition, is the fact that the concept of teacher education may be looked at as a process of recruiting, preparing, assessing, certifying and registering would be teachers to function at the appropriate levels of the nation's educational system as professionals, guiding and facilitating learning and other socializing activities of learners.

From the foregoing, teacher education, whether pre-service or in-service, is seen as the deliberate and conscious effort to intervene in the personnel and professional development of the individual or a group of persons who want to be professional teachers.

Scope of Teacher Education

The two important things that come out of the definitions of teacher education are that teachers must be academically and professionally competent. For this to happen, the teacher must go through rigorous academic and professional training. In addition to this training, however, the teacher also needs to go through social training since he or she is a social worker. This is important because according Ho and Toh (2000, p.3), "a teacher's practice is not just an expression of his or her own professional knowledge that is informed by one's professional background, experience and perceptions but it is also one that is shaped by personal attitudes, beliefs and goals".

The need for the teacher to have a sound academic training is of utmost importance. Sadker and Sadker (2002) have stated that: "teachers must have a rich understanding of the subject(s) they teach and appreciate how knowledge

in the subject(s) is created, organized and delivered. This gives teachers the instructional repertoire which allows them to create multiple paths to the subjects they are teaching. There must therefore, be a sound academic preparation involving encounters with the subject matter or content of the various discipline to enable the teacher to acquire that repertoire of knowledge which makes them feel competent and confident wherever and whenever called upon to discuss any aspect of the discipline.

The purpose of teacher education in Ghana is the training and development of the right type of teachers who are committed and dedicated (Republic of Ghana, 2002). It is envisaged that such a teacher should be capable of:

1. applying, extending and synthesizing various forms of knowledge

2. developing attitudes, values and dispositions that create a conducive environment for quality teaching and learning in a school

3. facilitating learning and motivating individual learners to fully realize their potentials

4. adequate preparing the learner to participate fully in the national development

It is important to note that the purpose of teacher education should be linked with the scope so as to get a comprehensive understanding of the issues involved. The vision of teacher education in Ghana is to prepare the grounds for quality teaching and learning outcomes through competency-based training of teachers. The mission is to provide a comprehensive Teacher Education Programme through pre-service and in-service training that would produce competent, committed and dedicated teachers to improve the quality of

teaching and learning in Ghanaian classrooms. However, teacher training and preparation in some of the universities and colleges in Ghana according to Avoke and Avoke (2004) were focused purely on methodologies and assessment practices that were not tailored to the needs of the children with disabilities in inclusive schools. They reiterated that methodologies at the pre-service teacher training programmes continue to be directed towards practices of regular schools. Consequently teachers do not teach towards differential learning outcomes since approaches adopted by many teachers in Ghana tend to be examination driven instead of helping the individual to develop holistically, taking into consideration the three main domains of development.

Boaduo, Milondzo and Gumbi (2010) have intimated that teacher education and training of the twentieth century prepared teachers to teach and produced learners who could not use their acquired knowledge and skills to help humankind to live fulfilling lives. This accordingly has created serious dilemma and has had negative implications for generation's yesteryears and even today.

In Ghana, in the last two decades, there has been frequent change in the teacher education landscape as a result of inherent weaknesses in the system. Some of the observed weaknesses such as the absence of links between the needs of schools and teacher education have resulted in inadequate initial teacher preparation and lack of defined standards for teacher development have contributed to making teacher education not to achieve the needed quality.

The education reforms of 2002 in Ghana gave lots of recommendations in an attempt to making the system corrective but failed to make mention of

the technical rationality model which underlines the reflective practitioner philosophy of teacher education (Fish, 2005). Hence, it is important that any meaningful teacher education programme should be modeled along the reflective practitioner model, the cornerstone of which are reflective practice, building a teaching portfolio, writing of statement of teaching philosophy and action research.

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature, include the validation of a teacher's ideas, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice (Ferraro, 2000).

Teacher Preparation towards Inclusive Education

With the switch to inclusion, a new kind of teacher is required. Obi and Mensah (2006) noted that the adoption of inclusive education means that the general education teachers who are not specially and adequately trained and prepared to teach children with disabilities would assume the overall responsibility of education of these children with special teacher taking auxiliary roles in regular schools. Oppong (2003), for example, identified four major roles expected of modern teachers in addition to traditional roles. He listed them as follows:

1. Planning and implementing Individualized Educational Programme (IEP)

2. Using specialized materials and equipment's

3. working closely with specialized personnel, and

4. Working in collaboration with parents and families of children and youth with special needs.

This obviously implies that the teacher will have to exhibit some amount of professionalism in his or her work. Professionalism refers to skills or qualities required or expected of a member of a profession. A profession is a paid occupation, especially one that requires advanced education and training, (Hornby, 1995), cited in (Boison, 2006). Obi and Mensah, (2006) again disclosed that in advance countries, prior to the introduction of inclusive policy, general education teachers were prepared for mainstreaming, these teachers were gradually brought to accept the inclusion policy. It is in line with this arrangement that probably led to the introduction of the special needs education into the initial Teacher Training Colleges in Ghana in the 1991/1992 academic year. Nevertheless, Obi and Mensah (2006) affirmed the report of Caseley-Hayford (2002) that although teacher trainees in Teacher Training Colleges and institutions offer special needs education as part of educational foundation courses, the course content is not adequate to prepare teachers for inclusive education. The implication of this is that teachers are not adequately prepared for the task of inclusive education in Ghana.

Several studies in general and special education have reported that pre-service teachers' preparation has been characterized by a lack of effectiveness to meet the challenge of inclusive education. Lombard, Miller, and Hazelkorn (1998) conducted a study in 45 states in the U.S. to explore the attitudes and skills of teachers regarding the inclusion of students with disabilities. The researchers reported that in general, teachers did not feel prepared to meet the needs of students with disabilities, had received little or no pre-service training

or in-service training regarding inclusive practices, and had not participated in developing Individual Education Programs for students with disabilities.

Similarly, in Northern Ireland and Scotland, 231 teacher trainees were surveyed, and almost all believed that their preparation did not enable them to meet the demands of inclusive education (Wishart & Manning, 1996). In essence, although many pre-service and in-service teachers believe that general education classrooms are the best setting for students with disabilities, they report that they are inadequately prepared to teach students with special needs in inclusive settings (Sprague & Pennell, 2000; Vaughn, 1999).

Underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) state: "The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children" (p. 596). Savolainen (2009) noted that teachers play an essential role in quality education and quotes McKinsey and Company (2001) who said that quality of an education system cannot exceed the quality of its teachers (p. 16). In view of this, Sanders and Horn (1998) stated that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.

The need for 'high quality' teachers equipped to meet the needs of all learners becomes evident to provide not only equal opportunities for all, but also education for an inclusive society. In support of this, Reynolds (2001) says that it is the knowledge, beliefs and values of the teacher that are brought

to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school.

Cardona (2009) noted that concentration on initial teacher education 'would seem to provide the best means to create a new generation of teachers who will ensure the successful implementation of inclusive policies and practices' (p. 35).

The OECD Report (2005) 'Teachers Matter' recognizes that the demands on schools and teachers are becoming more complex as society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning or behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment. Teachers, therefore, need confidence in their ability and the knowledge and skills in inclusive education to meet the challenges that they will encounter in the present school climate. (Carroll, Forlin, & Jobling, 2003)

While commenting on the need for continuous staff development to create inclusive schools, Malarz (1996), said that just as schools are different, so are their reasons for becoming inclusive. One thing that is constant in all schools, however, is the need for ongoing research-based staff development. This is especially crucial when schools include students with disabilities and special needs education. Malarz (1996) further remarked that, three questions could help guide school's staff development efforts. These are:

i. Have all necessary members (administrators, teachers, paraprofessionals, etc.) received specific training in the different types of disabilities their students have? Do they know what to expect from students with disabilities and special needs and understand how to encourage and challenge them?

ii. What are the best teaching techniques for the students with disabilities and special educational needs?

iii. Do teachers have time to keep abreast with their subject areas and share teaching success?

Furthermore, TASH resolution on inclusive education also added that:

1. Teacher training programs at the in-service and pre-service levels that are inclusive and collaborative of general and special education teachers should adopt so that all teachers will be prepared to teach all students effectively;

2. Appropriate staff development programs for administrators, teachers, family members, paraprofessionals and related services staff which will develop the necessary understanding, skills and be haviours; and,

3. Professional development designed to ensure that teachers of students with disabilities and special educational needs are acknowledgeable about research-based practice for effectively teaching students to high standards.

From the foregoing discussions, it is clear that for inclusive education to be effective in Ghana, much needs to be done in terms of how the general education teachers are prepared. This is because the task of the general

education teacher in an inclusive classroom is very crucial and they need to be adequately prepared to function effectively in inclusive settings.

Identification and Assessment in Special Education

Assessment plays very important roles in special needs education. According to Gyimah, Ntim and Deku (2010), without assessment, there will be no special education. Hence, special needs education begins with assessment and ends with assessment. The identification of the child's conditions will mark the beginning of the assessment process and continues until the child's condition does no longer exist. Without assessment, it will be very difficult for professionals to identify the child's needs and provide certain services to him or her.

For inclusion to be a reality, it requires novelty in assessment practices to foster participation of all learners. The assessment must be carried out according to set procedures and principles lay down by law. It is against the law for the assessment to discriminate against any child because of race, sex, religion or disability.

Due to the critical role assessment plays, Gyimah (2010) cautioned that assessment should not be engaged in anyhow. There are ways to carry it out in order to identify and meet special educational needs. Assessment is a process and therefore, has number of steps to follow in carrying it out. These steps are as follows:

Screening: Screening is the first stage of the assessment process. It is the process of collecting information to determine whether a more intensive assessment is needed. Screening enables us to know whether a child is likely to be eligible for special education services. You can see from the foregoing

that without screening, knowing those who are at-risk becomes difficult. Assessment techniques such as observation, interviews, and test can be used for screening, and can be conducted by both professional and non-professional.

It must however, be noted that results of screening should not be used for decisions relating to instructional planning and implementation.

Referral: referral is the next step we take when assessment results indicate that an at-risk condition is present. It is the process of asking more qualified professional to help you know more about the nature of a problem.

Gyimah and Yidana (2008) were of the view that if teachers have to make referral, they must first attempt remediation efforts. By remediation efforts, it explains the initial steps the teacher takes to help a child to overcome a suspected difficulty. In referral stage, teachers must collaborate with parents for the necessary referral. They must be sought for parental consent and the reason for the referral must be explained in detail to parents before referral is done.

Determining eligibility: in determining eligibility we determine whether a student qualifies for special education or whether the child has a school performance problem related to a disability. A student's intellectual, academic, physical, and sensory, health and behavioural are analyzed to establish the severity of disability or ability as in the case of gifted and talented results obtained from referral go a long way to aid determination of eligibility. This stage is very important as vital decisions such as when to place the child and the type of programme the child has to undergo will have to be decided based on eligibility. It can clearly be seen that the determination of eligibility is not

an individual affair. It involves various professionals as well as parents and this makes special education multidisciplinary.

Individualized Education Programme (IEP): the fourth step in assessment in special education involves drawing up an Individualized Education Programme for the child. The Individualized Education Programme (IEP) is a writing document that provides information on the child's strengths and weakness and what measures to help the child. Data from educational assessment is used to draw the IEP. The goal stated in the IEP is based on the needs of the child. The IEP is prepared by a team of experts. Parents also form part of this team. There are some important areas the IEP must cover and these include current level of the child's performance, long term and short term goals, individual responsibility, time to begin and end the programme and the time for evaluation of the programme.

Placement: placement is the fifth step in assessment. It involves deciding where to place the child for the most appropriate educational service. The current philosophy being circulated is inclusive education. This advocate, the school should adopt their environment to suit the needs of the child and as much as possible segregation which leads to exclusion must be abolished. The inclusive drive is aimed at making schools conducive for all.

Assessment results are used to make placement decisions and this decision will have to be guided by where one will place the student such that he or she will be successful and not feel constrained.

Monitoring Progress: there is the need to monitor the progress the child is making on the programme drawn for him or her. Monitoring is done on daily basis by gathering information about the progress the student is making as far

as the short term goals stated in the IEP are concerned. This will provide information as to how effective the instructional strategies are and, it gives opportunity to modify or change instructional techniques used in teaching the child.

Programme Evaluation: The final step in the assessment process is programme evaluation. Individual Education Programme must be evaluated. In evaluation, all the members of the multidisciplinary team including parents examine the results of the programme and decide whether to continue the programme, modify the programme or to discontinue the programme.

To take any of these decisions, information on the student's performance during the programme is used. The process involved in assessment in special education indicate that assessment cannot take place in a vacuum, it goes through some processes and this process must be observed during assessment of children with special educational needs and disabilities. Assessment must be part of a cycle. The assessment must inform planning, the plan must then be implemented, the implementation must then be reviewed, which may lead to further assessment (Barnados, 2006).

Institutions Responsible for Assessment in Ghana

In Ghana, the main institution responsible for assessing children with special educational needs and disabilities is the National Assessment and Resource Centre (NARC) for Children with Disabilities and Special Educational Need at Achimota in Accra which was established in May 1975. It is a unit under Special Education Division of the Ghana Education Service.

Primarily, the NARC is mandated to augment the efforts of the Ministry of Education by providing the special educational needs for the

education of all Ghanaian children (Avoke, 2009). In addition, the function of the centre was to assess children who failed to cope with school work as well as younger children referred to the centre by hospitals and parents. The centre also provides guidance and counselling services to parents and classroom teachers to enable them understand the children and help them in the learning process (Avoke, 2009).

According to Avoke (2009), the following objectives were set for the centre;

1. To facilitate and prompt identification and detection of early childhood disabilities and special educational needs.

2. To provide comprehensive and diagnostic assessment to all children suspected with disabilities and special educational needs.

3. Provision of opportunity for appropriate educational placement.

4. Make referrals for appropriate medical interventions

5. Create and promote the active participation of parents and guardians of children with disabilities and special educational needs.

6. Create and sustain public awareness on Early Childhood Disabilities and Special Educational Needs Issues and Services.

As the centre was located in Accra, the country's capital, it was unable to meet the needs of the whole country. The peripatetic service started in 1975 did not effectively liaise with the assessment and resource centres. In September 1992, the Audiology clinic was moved from Mampong-Akwapim to the University of Education at Winneba and, in 2003, the name was changed from Audiology clinic to Centre for Hearing and Speech Services (Avoke, 2009).

Currently, the Centre attends to about 35 clients (children and adults) every week (Avoke, 2009). The list below shows Assessment Centres in Ghana currently:

1. Hohoe Assessment Centre (Educational-Hearing)

2. Achimota Assessment Centre (Educational-Multipurpose)

3.37 Military Hospital (ENT-Hearing)

4. Okomfo Anokye Hospital (ENT-Hearing)

5. Jamasi School for the Deaf (Educational-Hearing)

6. Korle-bu Eye Clinic (ENT-Visual)

7. Psychiatric Hospital (ENT-Neurological)

8. University of Education, Winneba Assessment Centre (Hearing and Speech) multipurpose

9. Hospital based sensory Assessment Unit in Regional and District, examples Cape Coast Hospital, Agogo Eye Hospital, Jirapa Hospital, Ho and Koforidua Hospitals

10. Sekondi Assessment Centres

Traditionally, assessment was used to determine eligibility for special education services. Thus, emphasis was usually on formal type of assessment with the use of standardized tests. With inclusion, emphases have now shifted to the use of alternate assessments such as authentic assessment, performance –based assessment and portfolio assessment (Darling – Hammond, 2003).

Authentic Assessment: Authentic assessments are designed to provide students with a genuine rather than contrived learning experience. Students are encouraged to complete or demonstrate the desired behaviour in a real – life context. Thus they demonstrate the behaviours in the same way as workers

would do in out – of – school settings. Students are expected to plan, construct, and deliver an original response and to provide explanations and justifications for the work done. Authentic assessments have four common characteristics. First, they are designed to be truly representative of performance in the field. For example students actually conduct science experiments rather than memorize disconnected facts about science. Second the criterion used in the assessment seeks to evaluate the essentials of performance against well-articulated standards. Additionally, students are encouraged to evaluate their own work against public standard that is taking the initiative to assess their own progress. Finally, students are expected to present their work publicly and orally (Darling – Hammond, 2003).

Performance–Based Assessment: Performance assessments are assessments which permit pupils to show what they can do in a real situation. Performance assessments gather evidence by observing and rating their performance or product. They are appropriate for all grade levels and across subject areas. Performance assessments are especially useful in subjects such as art, music and foreign language learning. This form of assessment is frequently used in early childhood and special education. This is because preschoolers and kindergarten and primary school pupils are limited in their communication skills. Therefore much assessment information is obtained by observing their performances and products. Performance assessment:

i. Have a clear purpose which identifies the decision to be made from the performance assessment.

ii. Identify observable aspect of the pupil's performance or product that can be judged

iii. Provide an appropriate setting for eliciting and judging the performance or product.

iv. Provide a judgment product.

v. Provide a judgment or score to describe performance (Darling–Hammond, 1995).

Abasi (2011) found in the Dar-el-salam among secondary school teachers that they had a good perception on the national curriculum been able to assist teachers identify children with special educational needs. He indicated that out of the 179 respondents included in his study 82.36% of them held this perception. Alanso (2012), also found out in Daranka, Gambia that a greater percentage of a cross sections (M = 3.614, SD = 0.9162) of special educators indicated that the curriculum was a major indicator that had helped them bring to light children with special needs. She explained further that the curriculum on which the training of teachers hangs had provided spectacles for teachers in citing children with special educational needs. Mereruko and Saeed (2012) in a study found out that the curriculum available for pre-service teacher was not enough in equipping them in identifying children with special educational needs. They stated further that inclusive education in Egypt and Iran was teething and hence more advocacy and training need to go on.

The Skills Pre-service Teachers Require for Successful and Effective Inclusive Education

The importance of teacher's knowledge, skills and competence in any educational endeavour cannot be over emphasized. Teachers play a very critical role in the educational environment. Ali, Mustapha and Jelas (2006), noted that teacher competence is noted in the knowledge and skills a teacher

possesses. That is the knowledge and skills the teacher uses in the classroom to deliver his or her instructions effectively would determine whether that teacher is effective or not. Teacher competence in inclusive education is even the most deciding. Many teachers feel that they are not qualified to work with persons with special educational needs and disabilities and they do not think that the training they require to equip them with skills and knowledge to enable them function effectively in an inclusive classroom is available.

Also teachers who have had negative experiences with students with special educational needs and disabilities are unwilling or reluctant to work in inclusive settings. Research has shown that teachers who are aware of the inclusion ideology and know the policies of inclusion and can define the pragmatic meaning of inclusion and are more willing to be part of the inclusion team. This explains the importance of the study of special education as a core course in all teacher institutions in Ghana. When pre-service teachers study special education as a discipline at the pre-service level, they learn the various categories of children with special educational needs and disabilities that they are likely to meet in the general education classroom and know the causes and the characteristics they exhibit in the classroom. This will enable the general education teachers to be able to identify a child with special educational needs and disabilities in the classroom and the kind of intervention to adapt to manage such individual in the inclusive classroom

According to Kapp (1994), the pre-service teacher should be aware of:

      1. The importance of early identification of disability and aid to learners with problems and the educator's task in this regard.

2. The most important causes and manifestations of learning and behaviour problems in learners.

3. The identification procedures that may be employed, such as screening and criterion-referenced tests.

4. Informal methods of gathering information.

5. The basic principles and possible forms of assistance

According to Nell (1996), the knowledge should include educators being adequately prepared to assess children with special educational needs and disabilities, to adapt curriculum content to the needs of the learners in the classrooms, to utilize special ortho-didactic devices and instructional aides, accommodation, modifications as well as medical and para-medical assistive devices required by some of the special needs children. It also includes the use of appropriate teaching strategies based on the learners' total level of functioning. According to Levitz (1996), one of the aims of teacher education programme is to provide effective instruction to pre-service teachers in order to facilitate learning effectively in the classroom. In support of this, Lewis and Doorlag (1991) maintained that limited knowledge and experience can lead to the development of prejudice and non-accepting attitudes. That is if teachers are not informed about issues relating to special education and inclusive education, they will still hold on to the stereotypic mind they have about persons with disabilities and therefore, refuse them in the general education classroom.

Studying special education will eliminate all forms of negative perceptions and discriminatory attitudes in the general education classroom.

The general education teacher will increase his competency level of teaching and their willingness to tolerate students with disabilities in their classrooms.

Hayford (1999) in a study on "Students-teacher perceptions on inclusive education in Ghana" found out that teachers who have been exposed to special needs education tend to have positive attitudes towards children with special educational needs and disabilities. The results of the study further revealed that as teachers become more aware of the nature and needs of children with special educational needs they tend to look for better if not the best of services for them. This writer appears to be emphasizing on the need for teachers to have at least a working knowledge of special education. This knowledge will put the general education teacher in a better position to attend to the diverse needs of all children in the inclusive classroom.

Allabatuo (2009) on his part in Gambia capital of Banjul assessed 185 teachers who had taught for less than 5 years on the knowledge and practices of inclusive education. They indicated that the curriculum they were taught with invariably endowed them with the skills and knowledge to identify and manage children with special educational needs. Asamoah (2010) in a study conducted in Ashanti Mampong among teachers indicated that majority of the respondents 64% of 170 have the knowledge in inclusive education but inadequate in equipping them with the skills in managing children with special educational needs and disabilities in an inclusive classroom.

Adaptations and Modification to be made by the Teachers for Successful Inclusion

For inclusive education to be successful, much depends on the general education teacher's ability to adapt and modify instructions when students

have difficulties acquiring the content of the lessons taught in the regular classroom. Literature has shown that the success of inclusion largely hinges on the willingness and the ability of teachers to adapt and make accommodations for individuals with special educational needs and disabilities (Bender, Vail & Scott, 1995, cited in Ali, Mustapha & Jelas, 2006).

The regular school curriculum and the methods of teaching should meet the needs of every child in the classroom. Curriculum differentiation should not be an exception but rather a central method of ensuring curriculum access (Gilbert & Hart, 1990).The pre-service teacher must be prepared in terms of understanding the curriculum appropriateness for implementing inclusive education.

According to Levitz (1996), the curriculum and educational system as a whole have failed to respond to the diverse needs of the learner population resulting in massive numbers of drop-outs, push-outs, failures and in learners being mainstreamed by default. This implies that there is no provision made for a child who is facing difficulties to access the general education curriculum in the regular classroom and therefore, tend to become a failure and consequently drop out of school.

Diendong (2006) cited Okyere (1999) who wrote on attitudes of classroom teachers towards including children with special educational needs and disabilities in regular classrooms in Ghana and Nigeria. The authors indicated that most teachers had negative attitudes. Hence, they were not willing to cope with and adapt the regular school curriculum and instructional strategies for the purposes of inclusion. Other studies have revealed that teachers were more positive about including only those students whose

characteristics were not likely to require extra instructional or management skills on the part of the teacher. (Forlin, 1995, Schumm, Hager, McDowell, Rothlein & Samuel, 1999, Vaughn, Schumm, Jallad, Slusher & Samuel, 1996), cited in Bradshaw and Mundia, (2006). This may confirm the argument that teachers are worried about the concept of inclusion due to feelings of incompetence. A little adaptation could however, lift the confidence level of the teacher. Teacher's unwillingness to adapt curriculum and instruction is a potential drawback to the practice of inclusion in Ghana.

Florian (2007) noted that teachers need to understand the differences that accounted for as an essential aspect of human development in any conceptualization of learning. She adds that teachers need to be disabused of the idea that they are not capable of teaching all learners. Cochran-Smith (2003) stressed the need to produce teachers who, in addition to knowing what to teach and how to teach, also know how to learn and make decisions informed by theory and research and by feedback from school and classroom evidence in particular contexts.

Ainscow et al. (2007) have pointed out the need to see teacher development as more than simply learning to implement centrally mandated practices. Darling-Hammond (2006) agrees that teachers need to know how and when to use a range of practices to accomplish their goals with different students in different contexts, rather than being subject to the pendulum swings of polarized teaching policies. Therefore, it beholds on the classroom teacher to modify the general education curriculum and teaching strategies to address diversity in the regular classroom.

Molina (2006) similarly believes that teachers are more than technicians in education sciences – they are professionals in human relationships. While still needing knowledge of education sciences they also need true experience, to realize that '*knowing is never dogmatic nor finished*' (p. 67). These authors are implying that teachers should continue to search for knowledge and skills which will enable them to adapt and modify their instructions to meet the needs of all learners in the inclusive classroom.

Rink (2002) states that teachers in inclusive settings must provide the following for their students: developmentally appropriate content, clear instructions for practice, opportunities to practice at an appropriate level of difficulty, opportunities to participate in appropriately designed task progressions and accurate feedback and assessment of subject matter and role performance. While relating to the teaching of physical education, these points show the importance of teachers' skills in creating an interactive and responsive learning environment and managing the learners in achieving multiple learning outcomes.

Rix, Hall, Nind, Sheehy, and Wearmouth (2006) note the shortage of evidence about the nature of inclusive teaching approaches, although they did find some evidence of the effectiveness of peer group interactive approaches in developing both social and academic participation. Their findings support the idea that teachers who see the inclusion of pupils with SEN as part of their role are more likely to have effective, high-quality and task commitment with pupils.

Teachers require support to use their pedagogical skills more effectively in different situations to meet the needs of all learners and

understand that inclusive practice is more than 'curriculum differentiation'. Hart (2000) developed a framework to support teachers in 'innovative thinking' about learning, suggesting that teachers consider: making connections between contextual and classroom factors, contradicting widely held, normative assumptions, taking a learner's eye view, seeking to understand the meaning of activities, noting the impact of their own feelings, postponing judgment in order to find out more when evaluating a learner's progress.

Ainscow (2007) stressed that teachers need to see what inclusive teaching actually looks like and explore ideas with someone who can help them understand the difference between what they are doing and what they aspire to do. Lipman (1997) cautioned that specific attention is needed on such issues to bring about change – otherwise teachers can collaborate to reinforce existing practice rather than confronting difficulties. When this situation occurs, it will affect inclusion philosophy.

Sharing sentiments on innovative instruction, Malarz (1996) noted that students are individuals; they have distinct thinking patterns, diverse modes of processing information and different methods for finding the needed answer. To accommodate these differences, teachers might ask themselves:

1. Have I considered different learning styles, prior knowledge, interest, and talent?

2. How can I present this lesson so that I can challenge the most motivated students without losing those least interested or those having the most difficulties with learning the subject?

3. Am I prepared to provide an array of instructional adaptations such as group instruction, individual instruction, cooperative learning groups, and peer tutoring?

4. Can all students achieve at least some of the unit outcomes?

5. What type of curriculum adaptations or lesson modifications will have to be made so that all students can participate in meaningful ways?

6. Have I considered co-teaching and interdisciplinary teaching?

7. What technology is available in the school to be used?

8. How will I go about getting the training on how to use it?

9. What classroom environments are necessary to accommodate it?

10. How can the school connect to home and community?

According to Malarz (1996), the use of different learning and teaching styles, curriculum modification and the use of technology are ways of adaptation for inclusion to work but the regular classroom teacher must ask himself the questions above and find solutions to it before he or she can implement that.

Hargreaves (2006) outlines nine 'gateways' to personalising learning: student voice, assessment for learning, learning to learn, new technologies, curriculum, advice and guidance, mentoring and coaching, workforce development and school organisation and design. According to the Council for Exceptional Children (2011), there are several methods that teachers can consider when creating instructional accommodations and adaptations to meet the needs of diverse learners. These are:

Altering existing materials: Teachers can re-write, reorganize, add to, or re-cast the information so that the student can access the regular curriculum

material independently. For example, teachers could prepare a study guide and audiotape for students.

Mediating existing materials: Teachers can provide additional instructional support, guidance, and direction to the student in the use of the materials. Teachers can adapt instruction to mediate the barriers presented by the materials so that one may directly lead the student to interact with the materials in different ways. For example, one might have students survey the reading material, collaboratively preview the text, and create an outline of the material to use as a study guide.

Selecting alternate materials: Teachers can select new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer programme that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

The New Jersey Council on Developmental Disabilities lists nine different types of adaptations that teachers might use when addressing the needs of different learners. These are:

1. **Input**: Adapting the way the instruction is delivered to the learner (such as using different visual aids).

2. **Output**: Adapting how the learner might respond to instruction (such as allowing a verbal instead of written response).

3. **Time**: Adapting the time allotted for learning, task completion, or testing (such as increasing or decreasing time given for tasks).

4. **Difficulty**: Adapting the skill level, problem type, or rules on how the learner might do the work (such as simplifying directions).

5. **Level of Support**: Increase the amount of personal assistance for a specific learner (such as assigning peer tutors).

6. **Size**: Adapting the number of items that the student will complete (such as reducing the number of answers on a multiple choice test).

7. **Degree of Participation**: Adapting how much the student will be involved in an activity (such as having the student writes answers on the board).

8. **Alternate Goals**: Adapting the goals or outcomes expectations while using the same materials (such as asking the student to be able to recall book titles instead of recalling both book and author names).

9. **Substitute Curriculum**: Providing different instruction and materials to meet a learner's individual goals (such as asking a student to read the graphic novel version of a text instead of the entire novel).

With respect to culturally responsive pedagogy, Edwards and Kuhlman (2007) say that teacher candidates must know that the process of becoming a culturally responsive teacher is nurtured by living, experimenting, travelling and reading. They further stated that, 'finished products do not graduate from our institutions and teacher candidates must acknowledge that they are works in progress so that they may continue to develop in their awareness of and ability to enact responsive pedagogy'. However, they suggested that the inclusion of video cases to model both strategies and the teacher thinking is required to modify approaches in response to how students may support student understandings of specific strategies for culturally responsive teaching.

The European Agency for Development in Special Needs Education (2009) concludes that schools should have an intercultural policy that fits in with and meets the needs of the local context. They say that such a policy would require that mainstream as well as special education teachers increase their knowledge and skills and take advantage of necessary training programmes in order to better understand and then deal in the most appropriate way with multicultural diversity.

It is imperative to note that those teachers who focus only on teaching techniques and curriculum standards and who do not embrace the greater, social and moral questions of their time promote an impoverished view of teaching and teacher professionalism (Hargeaves, 2003). It is therefore, expedient for the regular school teacher to be abreast with current practices in the educational sphere in order to meet the unique needs of learners.

In Morogoro, Tanzania a study was carried out by Kazija in 2010 and the outcome of the study showed that the training of the teachers at the colleges of Education put them in a better position to accommodate the needs of all children with Special Educational Needs and Disabilities in the inclusive classroom.

A similar study by Khumyt (2010) also indicated that inclusive education in Egypt was not too popular but the marginal numbers of people who had had training are able to accommodate the needs of special children with special educational needs and disabilities. This is evident in the finding of her study that brought to light that 89.47% out 65 respondents responded in the affirmative with regards to issues surrounding effectively accommodating

SEN children. It is inferred from this finding that the conduit is the exposure to the current curriculum.

Lolovi (2011) in a study conducted in the Volta region of Ghana is however at variance with the findings of the current study. He maintains that the curriculum was deficient in equipping teachers with the ability to accommodate the needs of children with special educational needs and disabilities. He stems his argument from the fact that 76% of the respondents maintained that there had been at least 2 instances in which they failed to accommodate the needs of children with special educational needs and disabilities.

Collaboration and Support in Inclusive Setting

According to Friend and Cook (2010), collaboration is as "a style professionals select to employ based on mutual goals, parity, shared responsibility for key decisions, shared accountability for outcomes, shared resources, and the development of trust, respect, and a sense of community. Collaboration is working together with individuals or a group to achieve a common goal. This could not be more important than in education. Everyday teachers are constantly working together with other teachers, school officials, and staff to ensure success for each individual student. When it comes to special education, collaboration is the majority of what the job entails. Special education teachers must collaborate with general education teachers, school administrators, parents and guardians as well as school psychologist for a successful education of all children in the classroom.

With the increase of children with special educational needs and disabilities included in general education classrooms, effective collaboration

between general and special educators has become even more essential. Friend and Cook (2010) asserted that literature is filled with adages about the power and desirability of teachers' working collaboratively in the inclusive classroom.

Inclusive education as a concept is based on the premise that no one teacher can possess all the skills needed to meet the educational needs of all the pupils in the classroom. Therefore, teachers should have support system in place through collaboration and consultation with other professionals and parents to enable them meet every child's needs in the learning environment.

Working as a team is a key to success. For some educators, especially those who do not have adequate training in teaching learners with disabilities and special educational needs or who may be experiencing integration for the first time, the concept is frightening and intimidating (Flavell, 2001). Pre-service teachers should be prepared to discuss the problems they may experience with special needs children with other teachers and colleagues particularly the special education professional in the field. They should be prepared to accept different suggestions and to admit that they do not have solutions to all the problems students pose in the classroom. They must therefore, be prepared to learn from each other.

Villa and Thousand (1996) declared that collaboration enables school personnel to meet diverse student needs through shared expertise and ownership of problem definitions and solutions. This is because what happens in a successful collaboration can be stronger than what happens when teachers work alone.

Hay (2003) opines that it seems obvious that inclusive education will function at its best if all parties from the mainstream and special schools are strongly involved in the process. A willingness to work together is a vital prerequisite for successful inclusive practices. Intensive involvement of educators, school leaders, special educators, parents and other professionals, heightens the expertise and leads to mutual adaptations of goals at different levels.

School-Based Support Team: A school-based support team can be instituted internally, and this support team must be co-ordinated by a member of staff, preferably someone who has received training in either life skills education, counselling or learning support (Eaton, 1996). According to White Paper 6 of The Republic of South Africa (DNE, 2001), the primary function of the school-based support team would be to support the learning and teaching process by identifying and addressing learner, educator and institutional needs. This team is made up of learners, their parents, educators and representatives from the community, organizations, and non-governmental organisations (NGO), neighbouring schools, education institutions, and other indigenous support systems (Engelbrecht, Green, Naicker & Engelbrecht, 1999).

According to Foreman (1996), it is imperative that school-based support teams become an integral part of the education system. The teams focus should be prevention, rehabilitation, social integration and equalization of opportunities. The school-based support team is not there to remove the 'problem' learner from the classroom but acts as a support system to empower and prepare the educator to succeed within the bounds of the classroom. The purpose of this team is to support educators who are experiencing problems

and are not adequately prepared to cope with special need children in the inclusive classrooms.

The key functions according to DNE (2002, p.117.) as forms of classroom-based support, are as follows:

1. Identifying special needs children and coordinating the curriculum.

2. Collectively identifying educators' needs and in particular, barriers to learning for a learner, educator, curriculum and institutional-levels.

3. Collectively developing strategies to address these needs and barriers to learning. This should include a major focus on educator development and preparedness to deal with special needs children.

4. Drawing in resources needed from within and outside the school to address these challenges.

5. Direct learning support to special needs children; Keep confidential notes about cases to enable follow-up work to be carried out in an efficient way.

6. Training and ongoing support to educators to respond to special need s children

Once the team is established the members themselves need ongoing support and professional development to enable them to support the educators in their schools. Educators involved in meetings need to have "free" time and release from other responsibilities. The principles and practical aspects of the school-based support team need the full support of the staff and principal (Campher, 2003).

Support from District Level: Support from district level can enhance educators' preparedness for inclusive education. District support teams will

provide the full range of education support services, such as professional development in curriculum and assessment to school-based support teams. When there is a need for more specialist advice and intervention, the district support teams (support professionals), which consist of a core of education support personnel, will be capable of offering support and advice (Engelbrecht & Green, 2001). These teams can consist of school psychologists, special educators, guidance, counselors, speech and language specialists, occupational therapists and even doctors and nurses (Walter-Thomas, Korinek, McLaughlin & Williams, 2000).

The main focus of the district-support team would be to ensure preparedness of educators, with a particular focus on curriculum and institutional development, and to ensure that the teaching and learning framework and environment is responsive to the full range of learning needs (DNE, 2001).

Support of Special School Educators: According to White Paper 6 of The Republic of South Africa (DNE, 2001), special schools and settings will be converted to resource centres and integrated into district support teams so that they can provide specialised professional support in curriculum, assessment and instruction to neighbouring schools.

According to Bothma, Gravett and Swart (2000), services of existing structures through collaboration and teamwork must be addressed. Support and collaboration between ordinary school and special school educators can play a significant role in providing quality inclusive education in Ghana. Special school educators are encouraged to share knowledge with ordinary

school educators who may otherwise not have adequate knowledge on special education at the college of education.

Sen-nefer (2013) in a study conducted in Suez in Egypt concluded that teachers rated themselves as very poor with regards to how they collaborate with other professionals. They maintain that many parents had poor self-concept emanating from the frustrations of having children with SEN hence translating to how they deal with teachers. The teachers in turn in their bid avoid the displacement of frustrations from parents ignore or rather collaborating with them.

Another study that supports the current study is a study by Fujo (2012) in Kericho in Kenya. Fujo points out that 71.62% out of 109 teachers disagreed to all the 42 items put to them to ascertain whether the curriculum they went through in school had had any impact on how well they collaborate with other members of the multi-disciplinary team.

Curtis (2013) in a study conducted in New Zealand found that multi-disciplinary team which many professionals consider it as the effective way of managing children with special educational needs in inclusive education was a common practice. He stressed that 91.34% out 375 respondents give credit to the framers of curriculum indicated that the curriculum was sufficient in addressing the challenges of children with special educational needs and disabilities.

How to Improve Inclusive Education Practices in Ghana

In spite of the challenges inclusive education may pose, it can have lots of benefits. If the country will attain success in practicing inclusive education, we need to develop positive attitudes for children with special educational

needs and disabilities, and have sustained investment in staff and school facilities for those with special educational needs and disabilities (The Audit Report, 2002). Teachers must adapt their school-based curriculum to accommodate the needs of children with special educational needs. The school environment should be the type that promotes access to classrooms and materials.

While recognizing the role the Special Education Division can play in the development of inclusive education, the Ministry of Education should collaborate with the Ministry of Health and the Department of Social Welfare to develop policies to guide practice. Policies by themselves are not solutions but they can clearly define the roles each stakeholder should play in meeting special educational needs in regular settings. Both the central and the peripheral governments such as the District/Municipal and Metropolitan Assembly should come together to support the inclusion agenda.

Though parents are not professionals, their involvement is crucial to any policy on inclusive education. They can contribute a lot to the identification and assessment of at risk conditions and lend help in drawing of the Individualized Educational Plans in meeting needs. They will be happy if schools involved them. Ghana as a member of the United Nations, we cannot be left out as all countries march towards inclusion therefore, we must all come on board to support and contribute to the success of inclusive education programme.

Summary of Literature Review

Base on the definitions and the explanations seen so far in the literature reviewed, it is apparent that the concept of inclusive education simply refers to

the type of education in which children with special educational needs and disabilities are placed in the regular classroom with children without disabilities to learn together where the schools is supposed to make the necessary adaptations and modification within the school to enable every child fit into the regular classroom.

This trend has resulted to a paradigm shift with regard to education for children with special educational needs and disabilities in many countries including Ghana. However, the literature reviewed revealed that for inclusion to be a reality many factors must come into play, one of these factors is teacher preparation for inclusive education.

It was evident from literature reviewed that teachers' knowledge, skills and competencies are essential elements for effective implementation of inclusive education. Therefore, if teachers are not equipped with the necessary skills which will enable them to do the necessary adaptations and accommodations in the regular education classroom, inclusion would not be a reality. Teachers are key implementers of educational policy and need to be prepared adequately to enable them function effectively in the educational environment. It is on this regard that this study sought to gather data on perceptions of tutors of Colleges in Education in Ghana to find out how adequately pre-service teachers are prepared for effective inclusive education in Ghana.

It is expected that the findings from this study would serve as a contribution to knowledge and encourage government, policy makers and tutors to improve teacher preparation programmes for successful inclusive education in Ghana.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the research methods used in the study. It describes the research design, population, sample size and sampling procedures, and procedures for data collection and analysis of data.

Research Design

This study is a descriptive survey design. The choice of research design for a particular study is based on the purpose of the study according to the views of Cohen, Manion and Morrison (2007). Since this study sought to find out the current perceptions of tutors of colleges of education in Ghana with respect to teacher preparation for effective inclusive education survey design was used for the study. Survey was used for the study because it enabled the researcher to ascertain respondents' perceptions on the current practices for easy description of the situation and to make intelligent recommendations to improve the situation.

Cohen, Manion and Morrison (2007), asserted that, surveys are appropriate for this type of research because they allow the collection of data which may be used to assess current practices and conditions and to make intelligent plans to improve them. Fraenkel and Wallen (2003) also stated that obtaining answers from a large group of people to a set of carefully designed and administered questions, lies at the heart of survey research. Since inclusive education is a current educational practices in Ghana and the

researcher was interested in finding how well pre-service teachers are prepared effectively for inclusive practices in general education classroom survey was considered as the most appropriate design for the study.

The major advantages that go with this type of design is that, it has the potentials to provide a lot of information obtained from quiet a large sample of individuals. It also provides more accurate picture of events and seeks to explain people's perceptions and behavior on the basis of data gathered at a point in time. However, there is the difficulty to ensure that the questions to be answered are clear and not misleading.

Population

Population refers to the aggregate of cases about which a researcher would like to make generalizations. Nitko (2004) defined a population as the entire aggregation of cases that meet a designated set of criteria. The population for the study included all tutors of the 38 public Colleges of Education in Ghana totaling 1,824. However, 624 were drawn from 13 public Colleges of Education in Ashanti, Brong Ahafo and Central Regions of Ghana.

Sample and Sampling Procedure

A sample size, according to Cohen, Manion and Morrison (2007) can be determined in two ways, either by the researcher exercising prudence and ensuring that the sample represents the wider features of the population or by using a table which forms a mathematical formula.

On the basis of this, the Krejcie and Morgan (1970) table for determining sample size was used. According to them, a sample of 235 is ideal

for a population of 624. They were drawn from thirteen (13) public Colleges of Education in Ashanti, Brong Ahafo and Central Regions of Ghana.

A multi stage sampling technique was employed. These included the use of a simple random (lottery method), quota, purposive sampling and convenient sampling techniques. Three regions were selected through the lottery method out of the ten in Ghana, hence giving the researcher Central, Brong Ahafo and Ashanti regions for the study.

This technique was employed to give equal chance to all the ten regions in Ghana. The procedure used in the lottery method is as follows: the researcher first designed a sample frame by listing all the names of the ten Regions of Ghana on a sheet of paper, he then cut the papers from 1-10 and wrote the names of all the ten Regions on the individual papers and put them in a small container. Each paper bears a name of one region. The papers were mixed up and picked randomly from the container one at a time without looking into it, and recorded the name of the Region on the paper selected, and when a paper is selected and recorded it is thrown back into the container before the next one was picked. This process continued until the three Regions were selected for the study. The regions selected were Central, Brong Ahafo and Ashanti regions of Ghana.

Purposive sampling was then used to select all the thirteen Colleges of Education in the selected regions. Purposive sampling technique is a non-probability technique used when the researcher builds up a sample likely to satisfy certain specific needs (Cohen et al., 2007). The researcher used all the thirteen colleges of Education in the selected regions per the researcher's judgment of how useful they would be for the study.

After this stage, quota technique was also employed to assign figures to numbers of respondents from the selected colleges in the regions. This was done proportionately as shown in Table 1.

Table 1: Quota Assigned to the Colleges under Study

Colleges	Number of Tutors	Sample
Foso College of Education	48	18
Komenda College of Education	45	17
OLA College of Education	58	22
Atebubu College of Education	38	14
Berekum College of Education	40	15
St. Joseph College of Education	39	15
Wesley College of Education	68	26
St. Louis College of Education	50	19
Mampong Technical College of Education	40	15
St. Monica College of Education	50	19
Offinso College of Education	62	23
Agogo College of Education	38	14
Akrokeri College of Education	48	18
Total	**624**	**235**

In selecting the actual respondents for the study, the researcher did so using convenient sampling technique. This technique was used resulting from the respondents' willingness to be part of the study. This sampling method was considered as the most appropriate because it was difficult to convince tutors to respond to the questionnaires because of their busy schedule. Therefore, the researcher visited the colleges and after introducing himself and the purpose of the study to the tutors, he pleaded for their voluntary participation of the study. However, the researcher was mindful of the weakness of convenient sampling such that not all tutors had the chance to participate in the study

Instrument

A self-designed questionnaire was used for the study. A questionnaire was used for the study because it offered the researcher the opportunity to sample the perceptions of a larger population. Questionnaires were particularly suitable since inclusive education is a policy issue; tutors were free to give their views without fear of victimization. It also provides large amounts of data, at relatively low cost, in a short period of time. Participants can also be assured of anonymity and so they may be more truthful in responding to the questions than they will be for instance, a personal interview, particularly when it involves sensitive or controversial issues.

The researcher identified the key issues relating to teacher preparation for inclusive education and developed questionnaire to gather data for the study. The questionnaire was in six sections. Section A was on personal data of respondents such as age and gender, section B was on identification and assessment of children with special educational needs and disabilities, section C was on skill pre-service teachers require to enable them handle inclusive classroom, section D was on adaptation strategies pre-service teachers need for a successful inclusive education, section E considered collaboration with professionals and parents and section F looked at the suggestions from tutors to improve pre-service teacher preparations.

To evaluate the perception of tutors in colleges of education in Ghana on pre-service teacher preparation for effective inclusive education respondents were given a four point Likert scale questionnaire to respond to. The scoring was based on the four points Likert scale of measurement of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The options of the items were weighted in the Likert format with SA= 4, A = 3, D = 2 and SD = 1.

The weights were equated to a maximum of 4 and a minimum of 1. To interpret the score a person obtains on the questionnaire, score bands were used as shown below. The greater the score the better the perception the respondents hold with regards to the research questions. This is shown below, thus for

Very Poor Perception we have an interval of	1.0 – 1.5
Poor we have an interval of	1.6 – 2.5
Good we have an interval of	2.6 – 3.5
Very Good we have an interval of	3.6 – 4.0

Likert scale was considered by the researcher because it has the added advantage of being relatively easy to develop. It also builds in a degree of sensitivity and differentiation of response while still generating numbers. Though Likert scales are powerful and useful in research, the researcher is not oblivious of its limitations. For instance, there is no assumption of equal intervals between the categories, hence a rating of four indicates neither that it is twice as powerful as two nor that it is twice as strongly felt. Also the researcher cannot check on whether the respondents are telling the truth since some respondents may be deliberately falsifying their replies. Also in using a Likert scale, the researcher has no way of knowing if the respondents might have wished to add any other comments about the issue under investigation

Validity and Reliability of the Instrument

According to Fielding and Gilbert (2000), validity is the extent to which an indicator accurately measures a concept. The focus of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary, Jacobs & Razavieh, 2002). That is, an

indicator of some abstract concept is valid to the extent that it measures what it is purported to measure.

O'leary (2004) described reliability as related to internal consistency. Internal consistency meant that data collected, measured or generated remained the same under expect trials. It was therefore necessary to ensure that research instruments were reliable incase the research method was repeated elsewhere in different samples. Therefore, reliability was ensured through expect judgment and pre-testing.

According to Wallen and Fraenkel (1991), the content validity and face validity of research instrument must be determined by expert judgment. Therefore, to ascertain the content validity and reliability, the items constructed in the questionnaires were shown to senior members in the Department of Educational Foundations, University of Cape Coast including the supervisors. This was to examine: (a) whether they were related to the research questions; (b) whether they elicit the appropriate responses from the respondents; (c) whether the vocabulary structure were appropriate; (d) whether the items were properly arranged; (e) if items fitted into sections they had been placed in; and (g) whether any of the items were ambiguous and misleading. The suggestions they gave were used to improve the instrument and thereby helped to establish the face and content validity.

Pre-testing of Research Instrument

The purpose of the piloting according to Oppenheim (1992), Morrison (1993), Wilson and McLean (1994) cited by Cohen, Manion and Morrison, (2007) was to increase the validity and reliability of the questionnaire. Cohen, Manion and Morrison (2007) opine that piloting involves checking for clarity

of items, instructions and layout as well as to gain feedback on the questionnaire. Additionally, piloting fosters the elimination of ambiguities or difficulties in wording.

The research instrument was pre-tested at Takoradi College of Education in the Western Region of Ghana after series of discussions with my supervisors and other lecturers who are experts in developing research instruments. The pilot study was conducted to determine whether questionnaires would be understood by the sample to be surveyed. Twenty six tutors from a population of thirty one participated in the piloting. An introductory letter explaining the purpose of the study, soliciting co-operation of respondents and assuring them of confidentiality of information was sent to the principal of the institution for her consent and permission.

Cronbach's Alpha was used by the researcher to analyse the reliability of the instrument after the pilot test. The Cronbach's co-efficient alpha for the pre-testing was .822. According to Pavet, Deiner, Colvin, and Sandvik (1991), in terms of reliability, the most important figure is the Alpha value which is Cronbach's alpha co-efficient. They reported that for an instrument to be considered as having good internal consistency, a Cronbach's alpha coefficient of .85 is appropriate. Any scale with Cronbach's alpha of less than 0.7 cannot be considered reliable. On the basis of this the value of .822 is above .7, so the scale can be considered reliable.

The pilot-test was essential because it helped the researcher to know the internal consistency of the instrument and also helped to reshape and restructure the items. For instance, it enabled the researcher to identify and correct few ambiguities like clarity of expression and overloaded questions. It

also enabled the researcher to identify and correct some research questions that were wrongly formulated and could have given some unintended results

Data Collection Procedure

A letter of introduction was collected from the Department of Educational Foundations, University of Cape Coast, to seek for permission from the Principals of the thirteen Colleges of Education within the three regions of the country. The questionnaires were administered by the researcher to two hundred and thirty five (235) tutors selected from the thirteen Colleges of Education in Ghana.

At each college, the respondents were met at their Staff Common Room during their lunch time where most of the tutors meet to take their lunch. A brief self-introduction was made by the researcher to explain the purpose of the study to the respondents before the questionnaires were distributed to them. The researcher stayed with them and had interactions with them when they were responding to the questionnaire. This motivated the respondents to attend to the questionnaire and also asked for further clarifications on some of the items they needed more information on it. The researcher appealed to all the respondents to take their time to read the questionnaire and respond to it appropriately before they leave the Staff Common Room. Foso College of Education, Ola College of Education and other Colleges of Education in Asante Region tutors were so co-operative during the administration of the questionnaire. This could be as a result of the familiarity the researcher has with most of the tutors in these Colleges.

The researcher visited the Colleges individually and spent the full working hours with the respondents in the Colleges. This enabled the

researcher to administer the questionnaires and collected it on the same day. In all, 235 questionnaires were administered to the respondents. However, the researcher was able to retrieve 223 questionnaires because some tutors could not return the questionnaires.

Data Analysis

In every research, data collected becomes meaningful only when it is organized and summarized. This study adopted the survey design and as a result, descriptive statistics (frequencies and percentages) was used to analyze the data collected. The statistical software used for analysing data from this study was the Statistical Package for the Social Sciences (SPSS) now, the Statistical Product for Service Solutions version 21. Ary and Jacobs (1976) noted that researchers use descriptive statistics to organize, summarize, interpret and communicate information obtained. Specific questions were formulated to allow for the investigation of the research problem. The questionnaires were coded, edited and categorized. Tables were constructed to represent the four likert type scaled response subgroups of "strongly agree", "agree", "disagree", and "strongly disagree" for analysis and discussion. However, the open-ended question was descriptively analysed under the specific themes.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter basically deals with the analysis and discussion of data collected from the thirteen selected Colleges of Education in the country. The data was analyzed to reflect the research topic: Perceptions of Tutors in Colleges of Education in Ghana on Pre-service Teacher Preparation for Effective Inclusive Education.

The first stage presented results' on tutors' perception on identification and assessment of children with special educational needs and disabilities. The second stage presented results on tutors' perception on how the curriculum equipped pre-service teachers with the skills needed to manage children with special educational needs and disabilities. Tutors' perception on adaptation was presented in stage three, while the fourth stage presented results on tutors' perception on collaboration with other professionals and parents, and the final stage of this chapter looked at the tutors' suggestions to improve pre-service teacher preparation for effective inclusive education in Ghana.

Research Question 1(i)

This Research Question sought to find out the perception of tutors on how the curriculum offered in Colleges of Education in Ghana enables pre-service teachers to identify and assess children with special educational needs and disabilities. Table 2 shows the frequency distributions of respondents' responses to the items.

Table 2: Perception of Tutors on how the Curriculum Enables Pre-Service Teachers Identify and Assess Children with Special Educational Needs and Disabilities

SN	Items	SA		A		D		SD		Total	Mean	SD
		f	%	F	%	f	%	f	%			
1	It enables pre-service teachers to identify the various categories of children with special educational needs and disabilities in inclusive classroom.	47	21.08	119	53.36	39	17.49	18	8.07	100	3.2094	.40750
2	It exposes pre-service teachers to the various characteristics exhibited by children with special educational needs and disabilities.	82	36.77	99	44.39	31	13.90	11	4.93	100	3.4313	.52151
3	It teaches pre-service teachers how to identify the educational needs of children with special educational needs and disabilities.	53	23.77	92	41.26	23	10.31	55	24.66	100	3.1583	.33448
4	It teaches pre-service teachers how to select appropriate tool / instrument for assessment of children with special educational needs and disabilities.	39	17.49	75	33.63	71	31.84	38	17.04	100	2.7218	.85077

Table 2 (continued).

5	It teaches pre-service teachers how to screen a large class of students to identify those who are suspected to have disabilities.	43	19.28	73	32.74	43	19.28	64	28.70	100	2.7488	.34618
6	It teaches pre-service teachers how to refer children who are suspected to have disabilities for further assessment and diagnoses.	41	18.39	60	26.91	65	29.15	57	25.56	100	2.6917	.40012
7	It teaches pre-service teachers how to seek for parental consent before they refer a child for further assessment.	39	17.49	86	38.57	63	28.25	35	15.70	100	2.9844	.33139
8	It exposes pre-service teachers to the various assessment centres in Ghana where children who are suspected to have disabilities can be referred to.	9	4.04	13	5.83	161	72.20	40	17.94	100	2.6513	.36335
9	It teaches pre-service teachers how to engage other professionals from the field of medicine, education, psychology and social services etc to form multi-disciplinary team for assessment.	36	16.14	74	33.18	71	31.84	42	18.83	100	2.6985	.42553

Table 2 (continued).

#											Mean	SD
10	It enables pre-service teachers to develop Individualized Education Programme (IEP) for children with special educational needs and disabilities.	39	17.49	44	19.73	54	24.22	86	38.57	100	2.6573	.41833
11	It teaches pre-service teachers the various placement options in special education and where to place a child with disabilities using assessment results.	51	22.87	67	30.04	83	37.22	22	9.87	100	2.7875	.86365
12	It teaches pre-service teachers how to monitor and evaluate Individualized Education Plan (IEP) to make a decision.	65	29.15	31	13.90	74	33.18	53	23.77	100	2.6750	.28606
	Average										**2.8679**	**0.46241**

Source: Field data: December 2014

From Table 2, the mean for all the respondents' on the perception of tutors on how the curriculum offered in Colleges of Education in Ghana enables pre-service teachers to identify and assess children with special educational needs and disabilities was 2.87. This lies in the score band of 2.6 – 3.5 which implies that the respondents had a good perception on how the curriculum offered in Colleges of Education in Ghana enables pre-service teachers to identify and assess children with special educational needs and disabilities.

The current finding of the study is consistent with the finding of Abasi (2011) who found in the Dar-el-salam among secondary school teachers that they had a good perception on the national curriculum been able to assist teachers identify children with special educational needs and disabilities. He indicated that out of the 179 respondents included in his study 82.36% of them held this perception.

Another study that confirms the finding of the current study is a study by Alanso (2012). She reported in Daranka, Gambia that a greater percentage of a cross sections (M=3.614, SD= 0.9162) of special educators indicated that the curriculum was a major indicator that had helped them bring to light children with special educational needs and disabilities. She explained further that the curriculum on which the training of teachers hangs had provided spectacles for teachers in citing children with special educational needs.

A study by Mereruko and Saeed (2012) was found to be incongruous to the current study. In a cross cultural study in Egypt and Iran, the two authors found that the curriculum available for pre-service teacher was not enough in equipping them in identifying children with special educational needs. They stated further that inclusive education in Egypt and Iran was teething and hence more advocacy and training need to go on.

I am of the opinion that identification of children with special educational needs and disabilities is very crucial because before a teacher can provide any special services to a child who has special educational needs and disability in an inclusive classroom, the teacher must first identify the child and know the type of support the child requires to succeed in the inclusive classroom. According to Kapp (1994), the pre-service teacher should be

aware of the identification procedures that may be employed, such as screening, and criterion referenced tests. Knowledge in this area will assist the pre-service teacher to easily identify those children with hidden disabilities in the classroom. That is if teachers are not capable of identifying children with special educational needs in their classroom, they will not be in the position to offer such children any appropriate assistance to enable them overcome their problems and participate in learning activities effectively. In support of this, Gyimah, Ntim and Deku (2010) asserted that, early identification and intervention will ensure that services are provided to such children who may have special educational needs and their families for the purpose of lessening the effects of the condition.

The findings as indicated in the Table 2 also reveal that 47(21.08%) of the respondents strongly agreed and 119(53.36%) agreed with the statements that, the curriculum enables pre-service teachers to identify the various categories of children with special educational needs and disabilities in inclusive classroom, whiles, 39(17.49%) disagreed and 18(8.07%) strongly disagreed with the statement. Also, the findings shown in the Table 2 revealed that 82(36.77%) tutors strongly agreed and 99(44.39%) agreed with the statement that, the curriculum exposes pre-service teachers to the various characteristics exhibited by children with special educational needs and disabilities while 31(13.90%) of the respondents disagreed and 11(4.93%) strongly disagreed with the statement. It can also be seen from Table 2 that 53(23.77%) of the respondents strongly agreed and 92(41.26%) agreed with the statement that, the curriculum teaches pre-service teachers how to identify the educational needs of children with special educational needs and

disabilities whiles 23(10.31%) of the respondents disagreed and 55(24.66%) strongly disagreed with the statement.

The Table further indicated that 39(17.49%) of the respondents strongly agreed and 75(33.63) agreed to the statement that, the curriculum teaches pre-service teachers how to select appropriate tool or instrument for assessment of children with special educational needs and disabilities while 71(31.84%) of the respondents disagreed and 38(17.04%) strongly disagreed with the statement. This means that majority (M = 2.7488, SD = .34618) of the respondents agreed to the statement. However, the researcher is of the view that more could be done to improve the knowledge of pre-service teachers on selection of assessment tool or instrument for assessment because assessment plays a vital role in provision of special education service and for that matter when a child is misdiagnosed as a result of wrong use of assessment tools the right services will not be provided to that child. According to Gyimah (2010), if the way and manner our abilities, attitudes and behaviours are assessed are faulty, it will yield results that do not reflect the abilities, attitudes and behaviors of the one assessed and therefore affect the decision we make in terms of the services we give to them. It is only by carrying out assessment properly and in a meticulous manner that we can identify the real needs of who we assess and make well informed decisions about the provision of special education services, and the pre-service teacher can do this only when he or she is equipped with the necessary information to function effectively.

Again, the findings as shown in Table 2 indicates that 43(19.28%) of the tutors strongly agreed and 73(32.74%) agreed with the statement that, the curriculum teaches pre-service teachers how to screen a large class of students

to identify those who are suspected to have disabilities while 43(19.28%) disagreed and 64(28.70%) strongly disagreed. Additionally, the findings on Table 2 indicated that 41(18.39%) of the respondent strongly agreed and 60(26.91%) agreed with the statement that, the curriculum teaches pre-service teachers how to refer children who are suspected to have disabilities for further assessment and diagnoses while 65(29.15%) disagreed and 57(25.56%) strongly disagreed with the statement. This indicates that majority (M = 2.6917, SD = 40012) of the respondents disagreed with the statement.

This may mean that the curriculum does not adequately equip the pre-service teachers with the knowledge on how to refer a child suspected of having disabilities in the classroom for further assessment and diagnoses and therefore would not be able to do appropriate referrals in the inclusive classroom. Hence, measures should be put in place to ensure that pre-service teachers are trained on how to do referral in an inclusive classroom so that they can refer children suspected to have special educational needs and disabilities for more professional assistance. We can also see from the Table 2 that 39(17.49%) of the respondents strongly agreed and 86(38.57%) agreed with the statements that, the curriculum teaches pre-service teachers how to seek for parental consent before they refer a child for further assessment, while 63(28.25%) of the respondents disagreed and 35(15.70%) strongly disagreed with the statements. This indicates that majority of the tutors agreed to the statement that the curriculum teaches pre-service teachers the importance of parental consent in referral which will therefore enable the pre-service teachers inform parents of any child suspected to have disabilities in the classroom. Gyimah and Yiadana (2008) supported this assertion by saying

that, teachers must collaborate with parents should the need arise to be referred. They further suggested that the reason for the referral must be explained to parents and make sure they have given their consent before referral is made.

Considering the statement that the curriculum exposes pre-service teachers to the various assessment centres in Ghana where children who are suspected to have disabilities can be referred to, nine (4.04%) of the respondents strongly agreed and 13(5.83%) agreed, while 161(72.20%) disagreed and 40(17.94%) strongly disagreed to the statement. This finding indicates that the curriculum has not made provision to expose pre-service teachers to the various assessment centres we have in Ghana where children who are at-risk of having disabilities can be referred to for further assessment and diagnose. This means that teachers may not be able to do appropriate referral services in the inclusive classroom since they do not know the various assessment centres in Ghana.

Additionally, Table 2 indicates that 36(16.14%) of the tutors strongly agreed and 74(33.18%) disagreed with the statement that, the curriculum teaches pre-service teachers how to engage other professionals from the field of medicine, education, psychology and social services etc to form multi-disciplinary team for assessment, but 71(31.84%) of them disagreed and 42(18.83%) strongly disagreed with the statement. This means that majority of the tutors do not agree that the curriculum offered in the Colleges of Education in Ghana teaches pre-service teachers how to form multi-disciplinary team for assessment. This means that teachers may not be able to bring other professionals on board to provide comprehensive assessment for children with

special educational needs in the inclusive classroom since they are not taught how to collaborate with other professionals and even the professional whose services will be needed at a particular point in time.

Also, 39(17.49%) of the tutors strongly agreed and 44(19.73%) agreed with the statement that, the curriculum enables pre-service teachers to develop Individualised Education Programme (IEP) for children with special educational needs and disabilities while 54(24.22%) disagreed and 86(38.57%) strongly disagreed. From the findings, it is apparent that majority (M =2.6573, SD = 41833) of the tutors disagreed that the curriculum equips pre-service teachers with the knowledge in designing Individualised Education Programme (IEP) for persons with special educational needs and disabilities. This will therefore affect the effective implementation of inclusive education in Ghana because children with special educational needs and disabilities have diverse learning needs and therefore a common curriculum cannot be used for all children in the inclusive class. Hence, teachers need to be trained on how to bring other professionals on board to design specific programmes that will cater for the unique needs of every child in the inclusive classroom.

On the statement that, the curriculum teaches pre-service teachers the various placement options in special education and where to place a child with disabilities using assessment results 51(22.87%) of the respondents strongly agreed and 67(30.04%) agreed to the statement while 83(37.22%) of the respondent disagreed and 22(9.87%) strongly disagreed. This shows that a higher percentage of the respondents accepted the assertion that the curriculum of the Colleges of Education in Ghana exposes pre-service teachers to various placement options in special education where children with special

educational needs can be placed depending on the assessment report of that particular child. After the assessment of a child with special educational needs and disability, the next important thing is the placement of the child. That is where the child should be placed to receive instructions. It is therefore expedient that teachers are exposed to these placement options to enable them recommend proper placements for children with special educational needs and disabilities. From Table 2, it is indicated that 65(29.15%) of the respondents strongly agreed and 31(13.90%) agreed with statement that, the curriculum teaches pre-service teachers how to monitor and evaluate Individualized Education Programme (IEP) to make a decision while 74(33.18%) disagreed and 53(23.77%) strongly disagreed to the statement.

These findings show that teachers are not taught how to monitor and evaluate the progress made by the child after he or she has been placed to receive instructions. There is the need for the teacher to monitor and evaluate to find out how the child responds to the programme designed for him or her. Gyimah (2010) supported this by stating that, it is not enough to place a child in an educational setting and leave him or her there. There is the need to monitor and evaluate to ascertain the progress made by the child.

Statistic in Table 2 also revealed that majority of the respondents agreed that the curriculum offered in the Colleges of Education in Ghana enables pre-service teachers to identify and assess children with special educational needs and disabilities in an inclusive classroom. That is, the findings revealed that the curriculum prepares teachers to be able to identify and assess children with special educational needs and disabilities in the inclusive class. However, much can be done to improve pre-service teacher's

knowledge on identification and assessment in special education because assessment plays a very vital role in special education services. It marks the beginning of provision of any special services to any child in educational settings. Assessment enables caregivers to identify the needs of persons with special educational needs and disabilities. According to Gyimah (2010), without assessment, there will be no special education. Special education begins with assessment and ends with assessment. The identification of the child's conditions will mark the beginning of the assessment process and continues until the child's condition does no longer exist. Assessment is very crucial in special education services and therefore there is the need for every teacher to know how to identify and assess children with special educational needs and disabilities to facilitate effective implementation of inclusive education ideology in Ghana.

Research Question 1(ii)

This research question sought to find out the perceptions of tutors on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers with skills to manage children with special educational needs and disabilities in inclusive classroom. Table 3 presents the frequency distributions of respondents' responses.

Table 3: Perception of Tutors on how the Curriculum Equips Pre-Service Teachers with Skills to Manage Children with Special Educational Needs and Disabilities in Inclusive Classroom

SN	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	Mean	SD
		F	%	F	%	F	%	f	%			
13	It enables pre-service teachers to develop the skills in selecting appropriate learning experiences for children with special educational needs and disabilities.	47	21.08	96	43.05	58	26.01	22	9.87	100	2.9130	.43220
14	It equips pre-service teachers with the skill to select and use appropriate strategies or methods of teaching that will ensure that all children in the inclusive class benefit from the instructions.	79	35.43	99	44.39	27	12.11	18	8.07	100	3.1989	.54476
15	It equips pre-service teachers with the skills to design teaching aids that will cater for the needs of all children in the inclusive classroom.	57	25.56	97	43.50	61	27.35	38	17.04	100	2.9821	.36293
16	It exposes pre-service teachers to the use of assistive devices such as Braille embossers, hearing aids, white cane, wheelchairs, scooters and crutches in inclusive classroom.	-	-	4	1.79	123	55.17	96	43.05	100	0.2269	.90720

Table 3 (continued).

17	It equips pre-service teachers with classroom management techniques such as establishing classroom rules and routine for successful activities.	68	30.49	85	38.12	48	21.52	22	9.87	100	2.9249	.38661
18	It teaches pre-service teachers how to apply behavioural intervention techniques such as reinforcement, punishment, shaping, modelling, ignoring and time out to control behaviour in inclusive class.	57	25.56	71	31.84	56	25.11	39	17.49	100	2.8929	.43837
19	It equips pre-service teacher with the skills to arrange classroom seats to meet the needs of all children in the inclusive classroom.	59	26.46	99	44.39	38	17.04	27	12.11	100	3.0733	.30970
20	It enables pre-service teachers to use teaching techniques such as whole group activities to ensure that all learners participate fully in all activities.	73	32.74	82	36.77	37	16.59	31	13.90	100	3.0589	.74584
21	It teaches pre-service teachers to value diversities among learners in the inclusive classroom.	24	10.76	43	19.28	100	44.84	56	25.11	100	2.7207	.05529

Table 3 (continued).

22	It equips pre-service teachers with the skills to record information concerning children with special educational needs and disabilities.	9	4.04	93	41.70	64	28.70	57	25.56	100	2.7936	.54385
23	It teaches pre-service teachers how to discuss information concerning children with special educational needs and disabilities with other professionals and parents.	17	7.62	47	21.08	90	40.36	69	30.94	100	2.1631	.41222
	Average										**2.63166**	**0.46718**

Source: Field data: December 2014

From Table 3, the mean for all the respondents' on the perceptions of tutors on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers with skills to manage children with special educational needs and disabilities in an inclusive classroom was 2.63. This lies in the score band of 2.6 – 3.5 which implies that the respondents had a good perception on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers with skills to manage children with special educational needs and disabilities in inclusive classroom.

There are a number of studies that support the findings of the current study. One of such study is a study by Amaziah (2012) in Migori, Kenya which found that teachers affirmed that they were equipped with managerial skills to cater for children with special educational needs and mainstreams. 79.12% of 110 respondents indicated that they acquired the skills in managing individuals with SEN in the colleges of Education.

Allabatuo (2009) on his part in the Gambia capital of Banjul assessed 185 teachers who had taught for less than 5 years on the knowledge and practices of inclusive education. They indicated that the curriculum they were taught with invariably endowed them with the skills and knowledge to identify and manage children with special needs.

Asamoah (2010) in a study conducted in Ashanti Mampong among teachers showed results contrary to the findings of the current study. Majority of the respondents 64% of 170 respondents indicated that they have the knowledge in inclusive education but inadequate in equipping them with the skills in managing children with special educational needs and disabilities in an inclusive classroom.

Table 3, further indicated that, 47(21.08%) of the respondents strongly agreed and 96(43.05%) agreed with the statement that, the curriculum enables pre-service teachers to develop the skills in selecting appropriate learning experiences for children with special educational needs and disabilities, while 58(26.01%) disagreed and 22(9.87%) strongly disagreed to the statement. This shows that the tutors confirmed that the curriculum prepares the would-be teachers to be able to select appropriate learning experiences for all children in an inclusive classroom. This is very important because to meet the diverse learning needs of all children in an inclusive setting, teachers have to design and re-design learning programmes that will meet every child's needs in the classroom. Educators must note that knowledge and skills in construction and selection of learning experiences are pre-requisite for effective teaching in an inclusive setting. This findings confirms that of Gilbert and Hart (1990) who stated that curriculum differentiation should not be an exception in an inclusive classroom but rather a central method of ensuring curriculum access. Thus, if teachers are capable of designing learning programmes and materials to serve the needs of all learners in the inclusive classroom, they will be in position to handle inclusive class effectively.

Again, 79(35.43%) of the respondents strongly agreed and 99(44.39%) agreed that, the curriculum offered in the colleges of education in Ghana equips pre-service teachers with the skill to select and use appropriate strategies or methods of teaching that will ensure that all children in the inclusive class benefit from the instructions, however, 27(12.11%) of the tutors disagreed and 18(8.07) strongly disagreed with the statement. Learners with special educational needs have varied learning styles therefore if teachers

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are prepared with the skills to select appropriate strategies or methods of teaching that will meet the needs of every child in the inclusive classroom, they will be able to help children with special educational needs in an inclusive classroom. However, I am of the view that even though majority of the tutors believe that teachers are trained to use appropriate methods and strategies in teaching, yet they still use one set of instruction for all learners in the general education classroom. To support this statement, Wade (2000) opined that many teachers still tend to think that it is correct to use "one-size tend to all" approach to teaching based on the training they received at colleges.

Most teachers in basic schools in Ghana appears not to be particular about the best method of teaching that will cater for the needs of all children but rather tend to use traditional methods in their various classrooms which will intend derail the smooth implementation of inclusive education in Ghana. Darling-Hammond (2006) advised that teachers need to know how and when to use a range of practices to accomplish their goals with different students in different contexts, rather than being subject to the pendulum swings of polarized teaching policies. Therefore it behooves on the classroom teachers to modify the general education curriculum and teaching strategies to address diversities in the regular classroom.

Molina (2006) similarly believed that teachers are more than technicians in education sciences – they are professionals in human relationships. While still needing knowledge of education sciences they also need true experience, to realize that knowing is never dogmatic nor finished. This implies that even though majority of the tutors (79.82%) agreed that the

curriculum prepares teachers to use appropriate methods of teaching in the classroom, they should still continue to search for knowledge and skills which will enable them to adapt and modify their instructions to meet the needs of all learners in the inclusive classroom.

Additionally, the findings on Table 3 indicated that, 57(25.56%) strongly agreed and 97(43.50%) agreed that the curriculum offered by the Colleges of Education in Ghana equips pre-service teachers with the skills to design teaching aids that will cater for the needs of all children in the inclusive classroom, however, 61(27.35%) disagreed and 38(17.04%) strongly disagreed with the statement. Teaching aids are learning materials which support and explain further what the teacher intends to achieve in instruction. The findings from the Table 3 may mean that tutors were convinced (M = 2.9821, SD = 36293) that pre-service teachers are capable of designing or modifying teaching aids to suit every learner in the inclusive classroom which is very paramount in an inclusive classroom. Mowes (2002) asserted that the modification of teaching and learning materials would allow for individualized instruction and would take into account the different rates of learning. This revelation therefore supports the Colleges of Education and encourages pre-service teachers to learn how to design and modify teaching aids to serve the diverse needs of all children in the inclusive classroom.

Also, majority of the tutors (98.21%) expressed their disagreement to the statement that, the curriculum exposes pre-service teachers to the use of assistive devices such as Braille embossers, hearing aids, white cane, wheelchairs, scooters and crutches in inclusive classroom, however, few tutors (1.79%) agreed with the statement. Assistive devices are equipment and

materials that are used in special education. These are equipment that can be used in the inclusive classroom to argument the efforts of the teacher as well as the child with special educational needs to be able to participate in all activities. The findings of the study shows that majority (M = 0. 2269, SD = .90720) of the respondents stated that teachers are not exposed to the use of these devices and therefore will not be able to use them to support children with special educational needs in the inclusive classroom. The reality is that most of these devices are not available in Ghana and the few once we have in the country are very scarce and teachers hardly see them, not to talk of having the skills to use them in the inclusive class. It is therefore imperative that pre-service teachers are exposed to the use of these devices so that they can apply them in their various classrooms.

Considering whether the curriculum equip pre-service teachers with classroom management techniques such as establishing classroom rules and routine for successful activities, 68(30.49%) of the respondents strongly agreed and 85(38.12%) agreed with the statement, however, 48(21.52%) of the respondents disagreed and 22(9.87%) strongly disagreed with the statement. The findings clearly showed that pre-service teachers are trained on how to manage inclusive classrooms to facilitate successful activities in the inclusive class. The findings in Table 3 also indicated that 57(25.56%) of the respondents strongly agreed and 71(31.84%) agreed with the statement that, the curriculum of the Colleges of Education in Ghana teaches pre-service teachers how to apply behavioural intervention techniques such as reinforcement, punishment, shaping, modeling, ignoring and time out to control behaviour in inclusive classroom, but 56 (25.11%) disagreed and

39(17.49%) strongly disagreed with the statement. Children with special educational needs and disabilities may exhibit different types of behaviours in the classroom and teachers must be aware of the various behavioural intervention techniques so that they can manage such behaviours in the inclusive classroom. Even though the finding shows that teachers are trained in the various interventional techniques to be able to manage children with disruptive behaviours in the inclusive classroom.

Foreman (1996) cautioned that teacher as symbol of authority must be taught to display certain qualities in their inter-personal relationships or contacts with the children in order to get them to accept and respect their authority. Educational authority cannot be imposed on learners but can be acquired or developed through interactions between the teacher and the learner in a spirit of mutual respect and understanding. This means that good interpersonal relationship between students and a teacher in the classroom will help shape the behaviour of the child. Additionally, statistics on Table 3 indicate that 59 (26.46%) of the respondents strongly agreed and 99 (44.39%) agreed with the statement that, the curriculum equips pre-service teachers with the skills to arrange classroom seats to meet the needs of all children in the inclusive classroom while 38 (17.04%) of the respondent disagreed and 27 (12.11%) strongly disagreed. Seating learners in an inclusive classroom for an activity is very crucial. It was revealed from the study that pre-service teachers are trained in a way that they can arrange the classroom seats to meet the diverse needs of all children in the inclusive class.

Furthermore, it was evident from the Table that 73 (32.74%) of the respondents strongly agreed and 82 (36.77%) agreed with the statement that,

the curriculum enables pre-service teachers to use teaching techniques such as whole group activities to ensure that all learners participate fully in all activities while 37 (16.59%) disagreed and 31 (13.90%) strongly disagreed with the statement. Teachers must note that the physical presence of a child with special educational needs in the inclusive classroom does not guarantee his or her participation in the class activities. Therefore teachers must have the requisite knowledge and skills to involve all learners in class activities so that every child can develop his or her potentials to the fullest. Levitz (1996) opined that it is through the curriculum that inclusion truly takes place. Therefore, for a child with special educational needs and disability to be able to access the curriculum effectively in the inclusive classroom, the general education teacher must be equipped with the skills to involve all learners during teaching and learning activities.

On whether the curriculum teaches pre-service teachers to value diversities among learners in the inclusive classroom or not, 24(10.76%) of the respondents strongly agreed and 43(19.28%) agreed with the statement while 100 (44.84%) disagreed and 56 (25.11%) strongly disagreed to the statement. This indicates that teachers are not trained to value diversities among learners in the inclusive classroom and this will not facilitate effective implementation of inclusive education in Ghana. This is because learners have different abilities and they express their abilities in different ways. Therefore if teachers are not trained to recognize that diversities exist among learners and for that matter every learner in the classroom has some potentials and can contribute his or her quota to the class activities they will continue to ignore learners who are not achieving in the class during teaching and learning activities. This will

make the child with special educational needs feel rejected in the class and this can affect the performance of the child. It can also be inferred from the findings that nine (4.04%) of the respondents strongly agreed and 93 (41.70%) agreed with the statement that, the curriculum equips pre-service teachers with the skills to record information concerning children with special educational needs and disabilities while 64 (28.70%) of the tutors disagreed and 57 (25.56%) strongly disagreed. With regards to the statement, that the curriculum teaches pre-service teachers how to discuss information concerning children with special educational needs and disabilities with other professionals and parents, 17 (7.62%) of the respondents strongly agreed and 47 (21.08%) agreed, but 90(40.36%) of the tutors disagreed and 69(30.94%) strongly disagreed with the statement. This means that majority of the tutors expressed their disapproval that the curriculum offered in the Colleges of Education in Ghana prepares teachers to record and discuss information concerning children with special educational needs and disabilities. Teachers must know that information concerning children with special educational needs and disabilities are very important and unique to each child and must be recorded and discussed discretely.

Research Question 1(iii)

This question intended to gather data on tutors' perception on how the curriculum offered in Colleges of Education in Ghana enables pre-Service teachers to adapt the general school curriculum to accommodate the needs of all children with Special Educational Needs and Disabilities in the inclusive classroom. Table 4 shows the frequency distributions of respondents' responses to the items.

Table 4: Perception of Tutors on how the Curriculum Enables Pre-Service Teachers to Adapt the General School Curriculum to Accommodate the Needs of All Children with Special Educational Needs and Disabilities

SN	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	Mean	SD
		f	%	f	%	f	%	f	%			
24	It teaches pre-service teachers how to adapt teaching aids to suit the needs of all children in inclusive class.	31	13.90	39	17.49	94	42.15	59	26.46	100	2.5289	.42475
25	It teaches pre-service teachers how to modify instructional strategies to suit all children in the inclusive classroom.	48	21.52	86	38.57	53	23.77	36	16.14	100	2.8750	.55288
26	It teaches pre-service teachers how to modify task requirements such as changing the criteria for successful task performance or breaking each task into smaller subtask.	73	32.74	105	47.09	28	12.56	17	7.62	100	3.8824	.25176

Table 4 (continued).

27	It teaches pre-service teachers how to maximize the use of instructional time in an inclusive classroom.	38	17.04	95	42.60	71	31.84	19	8.52	100	2.9202	.99403
28	It teaches pre-service teachers how to adapt the learning environment by creating positive interactions among students to promote social acceptance of all children in inclusive class.	54	24.22	113	50.67	35	15.70	21	9.42	100	3.4780	.40516
	Average										**3.1369**	**0.52572**

Source: Field data: December 2014

From Table 4, the mean for all the respondents' on tutors' perception on how the curriculum offered in Colleges of Education in Ghana enables pre-Service teachers to adapt the general school curriculum to accommodate the needs of all children with Special Educational Needs and Disabilities in the inclusive classroom was 3.12. This lies in the score band of 2.6 – 3.5 which implies that the respondents had a good perception on how the curriculum offered in Colleges of Education in Ghana enables pre-Service teachers to adapt the general school curriculum to accommodate the needs of all children with special educational needs and disabilities in the inclusive classroom.

In Morogoro, Tanzania a study was carried out by Kazija in 2010 which support the finding of the current study. The outcome of the study showed that the training of the teachers at the colleges of Education put them in a better position to accommodate the needs of all children with Special educational needs and disabilities in the inclusive classroom.

A similar study by Khumyt (2010) also supports the current study. She maintained that inclusive education in Egypt was not too popular but the marginal numbers of people who had had training are able to accommodate the needs of special children with special educational needs and disabilities. This is evident in the finding of her study that brought to light that 89.47% out 65 respondents responded in the affirmative with regards to issues surrounding effectively accommodating children with special educational needs and disabilities. It is inferred from this finding that the conduit is the exposure to the current curriculum.

Lolovi (2011) in a study conducted in the Volta region of Ghana is however at variance with the findings of the current study. He maintains that

the curriculum was deficient in equipping teachers with the ability to accommodate the needs of children with special educational needs and disabilities. He stems his argument from the fact that 76% of the respondents maintained that there had been at least 2 instances in which they failed to accommodate the needs of children with special educational needs and disabilities.

From the findings, it can also be seen that 31 (13.90%) of the respondents strongly agreed and 39 (17.49%) agreed with the statement that, the curriculum teaches pre-service teachers how to adapt teaching aids to meet the needs of all children in inclusive class, however, 94 (42.15%) disagreed and 59(26.46%) strongly disagreed to the statement. This indicates that majority (M = 2.5289, SD = 42475) of the tutors do not support the statement, which means that teachers are not effectively taught how to make changes to their teaching aids during teaching and learning process to suits every learner in the classroom. This assertion is supported by Levitz (1996) who stated that the curriculum and educational system as a whole have failed to respond to the diverse needs of the learner population resulting in massive numbers of drop-outs, push-outs, failures and in learners being mainstreamed by default. This implies that there is no provision made for a child who is facing difficulties to access the general education curriculum in the regular classroom and therefore, tend to become a failure and consequently drop out of school.

Concerning the statement, that the curriculum teaches pre-service teachers how to modify instructional strategies to suit all children in the inclusive classroom, 48 (21.52%) of the respondents strongly agreed and 86 (38.57%) agreed while 53 (23.77%) disagreed and 36(16.14%) strongly

disagreed with the statement. This means that regular school teachers are taught how to use varied instructional strategies to teach learners in the inclusive classroom. This implies that if pre-service teachers are able to apply the knowledge they acquire during their professional training in the inclusive classroom many learners with special educational needs and disabilities will succeed in the inclusive classroom. Children with special educational needs and disabilities require special methods of teaching in order to cope in the regular classroom. It is important to note that one teaching method adopted for teaching children with special educational needs and disabilities may not work for all categories of children with disabilities. Then when these children put together with their 'normal' counterparts in inclusive class, then accommodation and adaptation of the existing methods become paramount because it is possible that the regular school teacher is more likely to meet more than one type of disability in an inclusive classroom. Okyere and Adams (2003) support this by stating that, the success of inclusive education also depends on the regular classroom teacher's ability to adapt instruction when students have difficulty acquiring skills and information.

Also, the findings from the Table 4, show that 73 (32.74%) of the tutors strongly agreed and 105(47.09%) agreed with the statement that, the curriculum teaches pre-service teachers how to modify task requirements such as changing the criteria for successful task performance or breaking each task into smaller subtask, however, 28 (12.56%) of the tutors disagreed and 17 (7.62%) strongly disagreed with the statement. This finding indicates that majority of tutors in Colleges of Education in Ghana agreed that teacher trainees are equipped with the skills to modify task requirements or task

analyze activities for children with special educational needs and disabilities in the inclusive classroom. This means that general education teachers are trained not to use one approach for all learners in terms of task requirement or class activities in the inclusive class. They are taught how to task analysise activities to meet that of children with special educational needs and disabilities because these children learn better when the activity or the task is task analysed. Task analysis enables the teacher to break activities down to make it teachable unit so that learners can learn the skills without much difficulty. This will enable a child who is facing difficulty learning a specific skill or concept at a time learn it bit- by- bit as the task is being tasked analyzed.

From Table 4, 38(17.04%) of the respondents strongly agreed and 95(42.60%) agreed to the statement that, the curriculum teaches pre-service teachers how to maximize the use of instructional time in an inclusive classroom, however, 71(31.84%) disagreed and 19(8.52%) strongly disagreed to the statement. This implies that tutors are of the view that pre-service teachers are taught how to maximize the instructional time during teaching and learning activities. The findings from Table 4 indicated that, 54(24.22%) of the tutor strongly agreed and 113 (50.67%) agreed with the assertion that, the curriculum offered in Colleges of Education in Ghana teaches pre-service teachers how to adapt the learning environment by creating positive interactions among students to promote social acceptance of all children in inclusive class while 35 (15.70%) disagreed and 21 (9.42%) strongly disagreed. This finding show that teachers are prepared to the social environment in the inclusive classroom is conducive for every child to learn. This is very important because the social environment of a child with special

educational needs and disability is a pre-requisite for his success. When children with special educational needs and disabilities are not socially accepted in the inclusive classroom and they are been teased, ridiculed and rejected by their peers it will affect their emotions and thereby lead to isolation of the child with disability.

It is therefore expedient for educators and policy makers to ensure that the pre-service teachers are prepared to accept all children with special educational needs and disabilities in their classroom. This is because for the teacher to be able to create positive classroom environment for all children in an inclusive classroom he must first be ready to accept every child in the class and show love equally to all children in the class. This will serve as an example to all the children in the class thereby accepting every child in the inclusive class.

Research Question 1(iv)

The question sought to collect data on tutors' perceptions on how the curriculum offered in Colleges of Education in Ghana prepares pre-service teachers to collaborate with other professionals and parents to manage children with special educational needs and disabilities in inclusive classroom. Table 5 shows the frequency distributions of respondents' responses to the items.

Table 5: Perception of Tutors on how the Curriculum Helps Pre-Service Teachers to Collaborate With Other Professionals and Parents to Manage Children with Special Educational Needs and Disabilities

SN	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Tota	Mean	SD
		f	%	F	%	f	%	f	%			
33	It enables pre-service teachers to know how to form school-based support team.	33	14.80	56	25.11	91	40.81	43	19.28	100	1.9531	.35612
34	It teaches pre-service teachers how to consult other professionals to identify and assess learning difficulties in inclusive classroom.	21	9.42	41	18.39	87	39.01	74	33.18	100	1. 7062	.48259
35	It teaches pre-service teachers how to collaborate with other professionals to plan lessons for interventions.	10	4.48	13	5.83	91	40.81	109	48.88	100	1.0271	.26678
36	It teaches pre-service teachers how to engage other professionals for comprehensive service delivery.	11	4.93	32	9.87	96	43.05	94	42.15	100	1.3729	.80562

Table 5 (continued).

37	It teaches pre-service teachers how to engage other professionals in evaluating children with special educational needs and disabilities.	13	5.83	29	13.00	107	47.98	74	33.18	100	1.1854	.25914
38	It teaches pre-service teachers how to partner with parents in educating children with special educational needs and disabilities.	34	15.25	54	24.22	93	41.70	42	18.83	100	1.8542	.51868
	Average										**1.5165**	**0.448155**

Source: Field data: December 2014

From Table 5, the mean for all the respondents' on tutors' perceptions on how the curriculum offered in Colleges of Education in Ghana prepares pre-service teachers to collaborate with other professionals and parents to manage children with special educational needs and disabilities in inclusive classroom was 1.52. This lies in the score band of 1.6 – 2.5 which implies that the respondents had a poor perception on how the curriculum offered in Colleges of Education in Ghana prepares pre-service teachers to collaborate with other professionals and parents to manage children with special educational needs and disabilities in inclusive classroom.

Sen-nefer (2013) in a study conducted in Suez in Egypt concluded that teachers rated themselves as very poor with regards to how they collaborate with other professionals. They maintain that many parents had poor self-concept emanating from the frustrations of having children with SEN hence translating to how they deal with teachers. The teachers in turn in their bid avoid the displacement of frustrations from parents ignore or rather collaborating with them.

Another study that supports the finding of the current study is a study by Fujo (2012) in Kericho in Kenya. Fujo points out that 71.62% out of 109 teachers disagreed to all the 42 items put to them to ascertain whether the curriculum they went through in school had had any impact on how well they collaborate with other members of the multi-disciplinary team.

Curtis (20013) in a study conducted in New Zealand came out with a finding that is inconsistent with the finding of the current study. She found that multi-disciplinary team which many professionals consider as the effective way of managing children with special educational needs in inclusive education was a

common practice. He stressed that 91.34% out 375 respondents give credit to the framers of curriculum indicated that the curriculum was sufficient in addressing the challenges of children with special educational needs and disabilities.

From the findings shown on Table 5, 33(14.80%) of the respondents strongly agreed and 56(25.11%) agreed that the curriculum enables pre-service teachers to know how to form school-based support team, however, 91(40.81%) disagreed and 43(19.28%) strongly disagreed with the statement. This implies that pre-service teachers are not trained on how to form school-based support team in their various schools. The work of educating children with special educational needs and disabilities in an inclusive classroom is not an easy task that one person can perform effectively alone. Therefore, for effective implementation of inclusive education in Ghana, the general education teachers must be trained on how to bring other professionals on board to form a team so that they can share their expertise together to help children with special educational needs and disabilities to develop their potentials in an inclusive classroom. This is why Foreman (2001) opined that parent and school-based support teams have become an integral part of the educational system. The purpose of this team is to support teachers who are facing difficulties and are not adequately prepared to cope with children who have special educational needs and disabilities in the inclusive classroom

It also came to light that, 21 (9.42%) of the tutors strongly agreed and 41 (18.39%) agreed with the statement that pre-service teachers are taught how to consult other professionals to identify and assess learning difficulties in inclusive classroom while 87 (39.01%) of the tutors disagreed and 74 (33.18%) strongly disagreed with the statement. This indicates that pre-service teachers are not

adequately trained on how to consult other professionals for identification and assessment of learning difficulties in inclusive classroom. This may contribute to the inability of the general education teachers to collaborate with parents and professionals to form school-based support team in inclusive classroom because if teachers have not been trained on how to do consultation then how can they collaborate with other professionals and work together. For a general education teacher to be effective in inclusive classroom, he or she requires skills in consulting other professionals in various fields for more insight into various behaviours and characteristics exhibited by students in inclusive classrooms. Engelbrecht and Green (2001) support this assertion by noting that teachers need knowledge on how to make consultation so that when there is the need for more specialist guidance and intervention, the teacher can draw support from personnel who will be capable of offering such support and advice to him or her.

The findings again revealed that 10 (4.48%) of the respondents strongly agreed and 13 (5.83%) agreed with the statement that, the curriculum for the Colleges of Education in Ghana teaches pre-service teachers how to collaborate with other professionals to plan lessons for interventions while 91 (40.81%) of them disagreed and 109 (48.88) strongly disagreed. This gives a clear indication that pre-service teachers are not effectively trained on how to collaborate with other professionals when planning lessons for interventions in inclusive classroom. When teachers collaborate with other professionals during lesson planning, some vital information can be provided to the teacher which will enable him effectively plan a programme that will meet every child's needs in the inclusive classroom. In support of this, Downing (2002) stated that sharing information and working as a

collaborative team can serve to alleviate concerns and resistance of general education teachers on inclusive education. Additionally, the findings on Table 5 show that 11(4.93%) of the tutors strongly agreed and 27(9.87%) agreed that the curriculum teaches pre-service teachers how to engage other professionals for comprehensive service delivery, however, 96(43.05%) disagreed and 94(42.15%) strongly disagreed. It is important that pre-service teachers are trained in a way that they can bring other professionals on board when providing services to children with special educational needs and disabilities when the needs arise. Teachers must be informed that children with special educational needs and disabilities have varied needs and one person may not be able to provide all the needs of the child, therefore to ensure comprehensive service delivery in inclusive classroom, other professionals from different fields must be engaged so that they support to train all children holistically.

With regard to the statement as whether, the curriculum teaches pre-service teachers how to engage other professionals in evaluating children with special educational needs and disabilities 13(5.83%) of the respondents strongly agreed and 29 (13.00%) agreed while 107(47.98%) disagreed and 74 (33.18%) strongly disagreed. This finding contradicts the model for pre-service teacher preparation for inclusive education developed by Shumm and Vaughn (1995). According to Shumm and Vaughn (1995), collaborative planning for classes and collaborative evaluation of students can be used as a means of demonstrating how inclusive practices can be done effectively. They further recommended that teacher training institutions using the "inclusive teacher preparation model" should teach trainees how to do collaborative evaluation of student's performance. Pre-service teachers

should be trained to know that assessment of children with special educational needs and disabilities are multi-faceted and therefore need multi-disciplinary team approach for holistic assessment.

Similarly, 34 (15.25%) of the respondents strongly agreed and 54 (24.22%) agreed with the statement that the curriculum offered in the colleges of education in Ghana teaches pre-service teachers how to partner with parents in educating children with special educational needs and disabilities, but 93 (41.70%) of the respondents disagreed and 42 (18.83%) strongly disagreed with the statement. The finding shows that teachers do not partner with parents in educating children with special educational needs and disabilities. The role of parents in education of children with special educational needs and disabilities cannot be over emphasised. Parents can provide vital information about the child to the teacher which will serve as a baseline for the teacher. Also, there should be a continuity of what is being taught in school when the child goes home and this should be done by the parents. Hence, if parents are not involved in the education of their children it will create a vacuum and will affect the education of the child. According to Obi-Banku (2004), when professionals and for that matter schools take decisions single handedly, the non-involvement of parents in decision making about their children usually lead to less commitment on the side of the parents to the education of their children and this will lead to low achievement and advancement of children with special educational needs and disabilities.

Research Question 2

Tutors' Suggestions to Improve Pre-service Teacher Preparation for Effective Inclusive Education in Ghana

The researcher was interested in the views of tutors on how pre-service teacher preparation for inclusive education can be improved in Ghana. Therefore respondents' suggestions were sought and the responses were analysed descriptively by categorizing all the suggestions from the tutors into themes. The various suggestions were discussed under the following themes:

In-service Training Programmme for Tutors

Among the suggestions made by tutors' in Colleges of Education in Ghana to improve on pre-service teacher preparation for effective Inclusive Education in Ghana include regular In-service Training Programme for tutors' on Inclusive Education to help them update their knowledge and skills in special needs education. For example, a tutor suggested that specialists in the field of special education should be made to organize refresher programmes for all tutors on special education as a form of in-service training within the college on a regular basis. Another tutor also suggested that tutors who manage students on methods of teaching should be trained regularly on special education related issues so that they can prepare the would-be teacher to know how to select the best methods that will work for all learners in the inclusive classroom.

This means that tutors were of the view that, there should be regular workshops on special education for tutors in Colleges of Education in Ghana so that they will be abreast with the current issues and practices in special education. This will serve as a platform for the tutors to upgrade their professional skills and also

learn the basic principles of inclusive education so that they can inculcate special education practices in their teaching for effective pre-service teacher preparation in Ghana.

Special Education as a Core/Mandatory Course

Special education is one of the core/mandatory professional courses all teacher-trainees take as part of their training. This holds promise for inclusive education in Ghana. However, majority of the respondents' in this study were of the view that special needs education as one of the educational courses in the Colleges of Education is not given the attention it deserves. This is because it is taught as a two credit hour course in only one semester of the whole three-year programme. Responses indicated that the content of the syllabus is not inclusive oriented and elaborate enough to produce teachers who can effectively cater for children with special educational needs and disabilities in the inclusive classroom.

56 respondents therefore, suggested that the 2 credit hour semester course offered by pre-service teachers in special education for two hours should be four hours. This would enable prospective teachers to be equipped with knowledge and skills to handle children with special educational needs and disabilities. For example, a tutor suggested that the content of special education as a course must be inclusive oriented to prepare pre-service teachers to have adequate knowledge on inclusive principles and practices so that they can teach to meet the diverse needs of all learners in the inclusive classroom.

Practical or Field Experience

On how to improve pre-service teacher preparation for effective inclusive education, majority of the tutors suggested that there should be an opportunity for pre-service teachers to have practical experience with children with special educational needs and disabilities. They were of the view that theory is different from practice and therefore when the theories are taught in the classroom to the pre-service teachers, they should also be given the opportunity to practice whatever has been taught in the classroom so that they can better understand the concept. It was suggested therefore, that pre-service teachers should be made to embark on field trips to some of the special schools to have a practical feel of some of the children with special educational needs and disabilities and also observe how teachers use specific teaching techniques and strategies in inclusive classrooms. Tutors were of the view that the Demonstration Schools in the various Colleges of Education in Ghana should be turned into inclusive schools so that trainees can easily get access to the schools and practice the inclusive principles they learn in the classroom.

These issues support the suggestions made by Cameron and Cook (2007) who asserted that specific coursework devoted to inclusion and linked to high quality field experiences is necessary to generate high levels of inclusive teaching skills such as appropriate planning and instructional adaptations. In an age where there is a great demand for and emphasis on highly qualified general education teachers, colleges programmes need to take greater strides in ensuring that the production of educators are done such that they are fully prepared and confident to successfully meet all the challenges that they will ultimately face in teaching and learning.

The Use of Assistive Devices and Study of Sign Language

The respondents were also of the view that to improve in pre-service teacher preparation for effective inclusive education in Ghana, pre-service teachers must be exposed to the use of setting assistive devices such as Braille embossers, hearing aids, white cane, wheelchairs, scooters and crutches that are used in special education and teachers should have basic skills in the use of these devices to support a child with special educational needs and disabilities in the inclusive classroom. Assistive devices are equipment and materials that are used in special education services. When general education teachers are trained in the use of these equipment, they can use them in the inclusive classroom to support the child with special educational needs and disability to be able to maximize his/her potentials in the inclusive classroom.

23 respondents also suggested that the study of sign language and Braille should be included in the curriculum for the Colleges of Education in Ghana so that the pre-service teacher will acquire some basic skills in sign language and Braille to enable them support children who may have hearing difficulties as well as those with visual problems in the inclusive classroom. For example, a tutor suggested that the would-be teacher should be trained to be able to use some basic sign language in the inclusive classroom. Another respondent also suggested that knowledge in sign language and Braille is a pre-requisite kills for the general education teacher to succeed in the inclusive classroom.

Teaching of Special Education at the College

Additionally, some tutors suggested that to achieve quality teacher preparation for inclusive education in Ghana, there is the need for the National Council for Tertiary Education (NCTE), Institute of Education and the Principals Conference (PRINCOF) to ensure that all the courses pursued in the Colleges of Education are handled by teachers who have the requisite academic and professional skills and competences to teach the area. For example, a respondent suggested that the Special Education course offered by pre-service teachers at the College of Education in Ghana should be taught by specialists in Special Education so that they can give practical examples when teaching it to the trainees and also teach it with all commitment and passion.

Public Education on Disability Issues

Furthermore, some respondents were of the view that there should be a regular education for the general public especially policy makers, educational leaders and administrators in our various institutions to alleviate the misconceptions about inclusive education. Public education will help to debunk the misconceptions people have about persons with special educational needs and disabilities in the country and thereby show positive attitudes towards persons with disabilities in the country. This will make administrators and educators show much commitment towards pre-service teacher preparation for effective inclusive education. A tutor suggested that College Principals must be educated on the benefits of inclusive education so that they can support the inclusive ideology. Many administrators do not show much commitment towards inclusive education as a result of the negative

perceptions they hold about persons with disability thereby refusing to provide the materials and equipment needed to train teachers effectively.

This suggestion is in line with what Friend and Bursuck (2002) asserted. They indicated that some Principals appear to take a wait-and-see approach to inclusive schooling, not actively leading their staff towards such inclusive practices. They further stated that, if principals and administrators do not support the inclusive idea and be ready to provide their learners with the necessary training in inclusive education, general education teachers will not only fail their children with special educational needs, but their general view on inclusion as a whole may be negatively impacted as well. From the foregoing discussion, it is apparent that much needs to be done to improve pre-service teacher preparation for inclusive education in Ghana. The findings from tutors' views on how to improve pre-service teacher preparation revealed that college's programmes and school administrators play significant role in providing teachers with the training and experience needed to make certain that our present and future educators are of the highest possible quality as far as inclusive education is concerned.

Without a critical consideration of all the suggestions made by the respondents, many pre-service teachers are likely to suffer and may not be able to give off their best in the inclusive classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and the recommendations of the study and areas for further studies.

Summary

Overview of the Study

Teacher preparation is a crucial aspect of every educational system and for inclusive education to succeed. Teacher preparation cannot be overemphasized. The purpose of this study was to examine the perceptions of tutors in Colleges of Education in Ghana on pre-service teacher preparation for effective inclusive education.

Descriptive survey design was used for the study. The population included all tutors of the thirty-eight (38) public Colleges of Education in Ghana and the sample for the study was 235 tutors' which were generated from 13 Colleges of Education within three regions of Ghana. The regions were Ashanti, Brong Ahafo and Central Region. Lottery method was used to select three regions out of ten and the purposive sampling technique was used to select all the Colleges of Education within the three regions, while convenience sampling technique was used to select the actual respondents for the study.

The main instrument used for data collection was questionnaire which was designed with the assistance of my supervisors. The questionnaire comprised of

open-ended and closed–ended type of questions. It was administered to 235 respondents but 223 were retrieved.

The research questions that guided the study were:

1. What perceptions do tutors of Colleges of Education in Ghana hold about the content of the Colleges of Education current curriculum in:

    i.   Enabling pre-service teachers to identify and assess children with special educational needs and disabilities?

    ii. Equipping pre-service teachers with skills to manage children with special educational needs and disabilities?

    iii. Enabling pre-service teachers to adapt the general school curriculum to accommodate the needs of all children with special educational needs and disabilities?

    iv. Helping pre-service teachers to collaborate with other professionals and parents to manage children with special educational needs?

2. What suggestions do tutors of Colleges in Education make towards the improvement of pre-service teacher preparation for effective inclusive education in Ghana?

    Data collected were analysed by means of the descriptive statistics using the Statistical Product for Service Solutions version 21. The analysed data were presented in tables using frequencies and percentages.

Key Findings

The results of the study revealed that majority of the tutors' reported that the curriculum offered in the Colleges of Education in Ghana enabled pre-service teachers to identify and assess children with special educational needs and disabilities in an inclusive classroom. This means that pre-service teachers could identify and assess the learning needs of children with special educational needs and disabilities.

The results of the study also revealed that, the curriculum equipped pre-service teachers with the skills to manage children with special educational needs and disabilities. However, they did not have the skills to use assistive devices to support children with special educational needs and disabilities.

It was also evident from the study that majority of the tutors believed that the curriculum prepares pre-service teachers to adapt the general school curriculum to accommodate the needs of all children with special educational needs and disabilities in an inclusive classroom.

On the issue of collaboration with other professionals and parents to manage children with special educational needs and disabilities in an inclusive classroom, majority of the tutors did not agree that the curriculum makes provision for collaboration. This means that pre-service teachers were not taught how to do effective collaboration with other professionals and parents.

The respondents made the following suggestions that could help improve pre-service teacher preparation for effective inclusive education in Ghana.

1. There should be regular in-service training programmes for tutors at Colleges of Education in Ghana to enhance their professional skills and knowledge on inclusive education.

2. The number of hours allocated for the course in Special Education in the College of Education must be increased.

3. In the course of their studies, pre-service teachers must have practical or field experience with children with special educational needs and disabilities.

4. The use of assistive devices and study of sign language should be included in the curriculum of the Colleges of Education in Ghana.

5. Teachers with the requisite skills and knowledge should be made to teach Special Education at the College of Education in Ghana.

6. There should be regular public education on disability issues to promote collaboration among practitioners in special education.

Conclusions

Based on the findings of this study, it can be concluded that the curriculum for the Colleges of Education in Ghana prepares pre-serve teachers to identify and assess children with special educational needs and disabilities in the inclusive classroom, Also, it was apparent from the findings that, pre-service teachers are equipped with the skills to manage children with special educational needs and disabilities in the inclusive classroom.

Again, it can be said that, pre-service teachers are trained on how to do adaptations and accommodations to meet every child's needs in the inclusive classroom. This would facilitate effective inclusive education practices in the

country because learners in the inclusive classroom have varied learning needs that requires teachers who are equipped with the skills to adapt curriculum content, instructional practices and learning environment to meet the needs of all learners in the inclusive classroom.

It was also evident from the findings that, prospective teachers are not trained on how to collaborate with other professionals and parents in helping children with special educational needs and disabilities to develop their potentials. This would affect the effective implementation of inclusive policy in Ghana because the work of educating children with special educational needs and disability in general education classroom cannot be undertaken by only the general education teacher. They therefore need to involve other professionals as well as parents in order to meet the diverse needs of all children in the classroom.

Recommendations

Based on the findings from the study and the conclusion, the following recommendations were made:

1. Tutors in the Colleges of Education in Ghana should intensify the teaching of assessment procedures in special education to prepare pre-service teachers for effective inclusive education. Though, it was revealed from the study that pre-service teachers were equipped with the skills to identify and assess children with special educational needs and disabilities. The researcher believes that they still need more knowledge on assessment practices in Special Education. When teachers have adequate knowledge in assessment procedures, they will be able to ensure novelty in assessment practices to foster participation of all learners in the inclusive classroom.

2. The Institute of Education (University of Cape Coast) in collaboration with Teacher Education Division of the Ministry of Education should ensure that areas such as the use of assistive devices, basic knowledge in sign language and Braille are included in the special needs education course. This will equip pre-service teachers with some basic skills in sign language and Braille to enable them supports all children in the inclusive classroom including those with visual impairment and hearing impairment in the classrooms.

3. Tutors of Colleges of Education in Ghana should ensure that pre-service teachers are trained on how to do effective collaboration among parents and other professionals whose services are needed to promote and facilitate effective inclusive education. They should be helped to understand that parental involvement is essential in the education of children with special educational needs and disabilities and must involve parents in their quest to help these children to develop their potentials.

4. Educational leaders and teacher educators must ensure that the initial training programmes of College of Education in Ghana do not only emphasize on content knowledge on educating children with special educational needs, but the would-be teachers should be equipped with practical or field experience in handling children with special educational needs and disabilities in the inclusive classroom. For example, there should be regular field trips to special schools and inclusive practice schools in Ghana to enable the pre-service teachers have a practical experience of children with special educational needs and disabilities.

5. The Ministry of Education through Special Education Division of Ghana Education Service should organize regular in-service training programmes for tutors at Colleges of Education in Ghana to update their professional knowledge and skills on current practices in special education services to enable them prepare pre-service teachers effectively for inclusive education.

6. The government of Ghana through the Ministry of Education, the National Commission for Tertiary Education, Teacher Education Unit and Institute of Education, (University of Cape Coast) should ensure that measures such as adequate financial support, provision of materials and other services are being provided to the Colleges of Education in Ghana to enable the tutors and administrative workers execute their mandate effectively in the College.

7. The National Commission for Tertiary Education (NCTE), Institute of Education, (University of Cape Coast) and Principals of Colleges of Education in Ghana must ensure that tutors' who are teaching in the Colleges of Education in Ghana have the requisite professional qualification and skills to teach the various course contents in the colleges.

Suggestions for Further Research

The following suggestions are made for further research:

a. The factors affecting effective pre-service teacher preparation for inclusive education in Ghana.

b. Assessing the efficacy of inclusive schools in Ghana: implications for policy decisions on educating children with special educational needs and disabilities.

c. Views of pre-service teachers on adequacy of teacher preparations for effective inclusive education in Ghana.

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APPENDICES

QUESTIONNAIRE FOR TUTORS OF COLLEGES OF EDUCATION IN

GHANA

UNIVERSITY OF CAPE COAST, COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Dear respondent, I am a student of University of Cape Coast offering M. Phil (Special Education) programme in the Department of Educational Foundations.

I am conducting a study on the topic: Perceptions of tutors of colleges of education in Ghana on pre-service teacher preparation for effective inclusive education. I am very much aware of your busy schedule but your involvement in this study is very crucial. I therefore entreat you to kindly respond to the following items appropriately to enable me find answers to the study. The confidentiality and anonymity of your responses are assured. The information you provide will be used for academic purpose only. Thank you.

 Richard Amoako

Section A: Background Information

Instruction: Please, tick (√) the response which corresponds with your background information.

1. Gender: Male [ ] Female [ ]

2. Educational level:

B. Ed [ ] M. Ed [ ] MA [ ] MSC [ ] M. Phil [ ] P. hD [ ]

Any other? (Please specify)...

3. What course(s) do you teach? ....

4. Number of years of teaching at the College of Education.

0 – 5 [ ] 6 – 10 [ ] 11 – 15 [ ] 16 – 20+ [ ]

Section B: Tutor Perception about Identification and Assessment

Instruction: Below is a table to be completed. It involves statements about your perceptions on how the curriculum offered in Colleges of Education in Ghana prepares pre-service teachers to identify and assess children with special educational needs on a 5 point scale of SA, A, UN, D and SD. The letters stand for the following;

SA (strongly agree) A (agree) UN (undecided), D (disagree) SD (strongly disagree)

For each of the statements, indicate with a tick (√) the one that best reflects your perceptions.

	Statements	SA	A	D	SD
5.	It enables pre-service teachers to identify the various categories of children with special educational needs and disabilities in inclusive classroom.				
6.	It exposes pre-service teachers to the various characteristics exhibited by children with special educational needs and disabilities.				
7.	It teaches pre-service teachers how to identify the educational needs of children with special educational needs and disabilities.				
8.	It teaches pre-service teachers how to select appropriate tool / instrument for assessment of children with special educational needs and disabilities.				
9.	It teaches pre-service teachers how to screen a large class of students to identify those who are suspected to have disabilities.				
10.	It teaches pre-service teachers how to refer children who are suspected to have disabilities for further assessment and diagnoses.				
11.	It teaches pre-service teachers how to seek for parental consent before they refer a child for further assessment. That is exposing pre-service teachers to the importance of parental consent in referral.				
12.	It exposes pre-service teachers to the various assessment centres in Ghana where children who are suspected to have disabilities can be referred to.				
13.	It teaches pre-service teachers how to engage other professionals from the field of medicine, education, psychology and social services etc to form multi-disciplinary team for assessment.				
14.	It enables pre-service teachers to develop Individualised				

		SA	A	D	SD
	Education Programme (IEP) for children with special educational needs and disabilities.				
15.	It teaches pre-service teachers the various placement options in special education and where to place a child with disabilities using assessment results.				
16.	It teaches pre-service teachers how to monitor and evaluate Individualized Education Plan (IEP) to make a decision.				

Section C: Tutor perception about skills to manage special needs children in inclusive classroom

Instruction: Below is a table to be completed. It involves statements about your perceptions on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers with skills to work in inclusive class on a 5 point scale of SA, A, UN, D and SD. The letters stand for the following;

SA (strongly agree), A (agree), UN (undecided), D (disagree) SD (strongly disagree).

For each of the statements, indicate with a tick (√) the one that best reflects your perceptions.

Statements		SA	A	D	SD
17.	It enables pre-service teachers to develop the skills in selecting appropriate learning experiences for children with special educational needs and disabilities.				
18.	It equips pre-service teachers with the skill to select and use appropriate strategies or methods of teaching that will ensure that all children in the inclusive class benefit from the instructions.				
19.	It equips pre-service teachers with the skills to design teaching aids that will cater for the needs of all children in the inclusive classroom.				
20.	It exposes pre-service teachers to the use of assistive devices such as Braille embossers, hearing aids, white				

	cane, wheelchairs, scooters and crutches in inclusive classroom.				
21.	It equips pre-service teachers with classroom management techniques such as establishing classroom rules and routine for successful activities.				
22.	It teaches pre-service teachers how to apply behavioural intervention techniques such as reinforcement, punishment, shaping, modelling, ignoring and time out to control behaviour in inclusive class.				
23.	It equips pre-service teacher with the skills to arrange classroom seats to meet the needs of all children in the inclusive classroom.				
24.	It enables pre-service teachers to use teaching techniques such as whole group activities to ensure that all learners participate fully in all activities.				
25.	It teaches pre-service teachers to value diversities among learners in the inclusive classroom.				
26.	It equips pre-service teachers with the skills to record information concerning children with special educational needs and disabilities.				
27.	It teaches pre-service teachers how to discuss information concerning children with special educational needs and disabilities with other professionals and parents.				

Section D: Tutor Perception about Adaptations in Inclusive Class

Instruction: Below is a table to be completed. It involves statements about your perceptions on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers to do adaptations in inclusive class on a 5 point scale of SA, A, UN, D and SD. The letters stand for the following;

SA (strongly agree) A (agree) UN (undecided) D (disagree) SD (strongly disagree)

For each of the statements, indicate with a tick (√) the one that best reflects your perceptions.

Statements		SA	A	D	SD
28.	It teaches pre-service teachers how to adapt teaching aids to suit the needs of all children in inclusive class.				
29.	It teaches pre-service teachers how to modify instructional strategies to suit all children in the inclusive classroom.				
30.	It teaches pre-service teachers how to modify task requirements such as changing the criteria for successful task performance or breaking each task into smaller subtask.				
31.	It teaches pre-service teachers how to maximise the use of instructional time in an inclusive classroom.				
32.	It teaches pre-service teachers how to adapt the learning environment by creating positive interactions among students to promote social acceptance of all children in inclusive class.				

Section E: Tutor Perception about Collaboration and Support in Inclusive Setting

Instruction: Below is a table to be completed. It involves statements about your perceptions on how the curriculum offered in Colleges of Education in Ghana equips pre-service teachers to collaborate support in inclusive setting on a 5 point scale of SA, A, UN, D and SD. The letters stand for the following;

SA (strongly agree), A (agree), UN (undecided) D (disagree) SD (strongly disagree)

For each of the statements, indicate with a tick (√) the one that best reflects your perceptions.

	Statements	SA	A	D	SD
33.	It enables pre-service teachers to know how to form school-based support team.				
34.	It teaches pre-service teachers how to consult other professionals to identify and assess learning difficulties in inclusive classroom.				
35.	It teaches pre-service teachers how to collaborate with other professionals to plan lessons for interventions.				
36.	It teaches pre-service teachers how to engage other professionals for comprehensive service delivery.				
37.	It teaches pre-service teachers how to engage other professionals in evaluating children with special educational needs and disabilities.				
38.	It teaches pre-service teachers how to partner with parents in educating children with special educational needs and disabilities.				

Section F: Tutor Suggestions to improve effective pre-service teacher preparation for inclusive education.

In your view, how can pre-service teacher preparation be improved for effective inclusive education in Ghana?

i.   ....

....

ii.   ....

....

iii.   ....

....

iv.   ....

....

APPENDIX B

Introductory Letter from the Head of Department

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Telephone: 3244094 & 32480/31 (Direct 0/3321-3600)
TELEX: 2552, UCC, GH
Telegrams & Cables: University, Cape Coast

Fax: 03371-30185

University Post Office
Cape coast, Ghana

Our Ref...

Your Ref:

09/12/2014

THESIS WORK

LETTER OF INTRODUCTION

We introduce to you Mr./Mrs./Miss/Ms./ RICHARD AMONKO a student from the University of Cape Coast, Department of Educational Foundations He/She is pursuing a Master of PHILOSOPHY degree in SPECIAL EDUCATION

As part of his his/her requirements, he/she is expected to work on a thesis entitled:

PERCEPTIONS OF TUTORS OF COLLEGES OF EDUCATION IN GHANA ON PRE-SERVICE TEACHER PREPARATION FOR EFFECTIVE INCLUSIVE EDUCATION.

He/She has opted to make a study at your Institution/ Establishment for the project. We would be most grateful if you could provide the opportunity for the study. Any information provided will be treated as strictly confidential.

Thank you.

Prosper ...
HEAD
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
UNIVERSITY OF CAPE COAST
CAPE COAST

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