

Cross-cultural Analysis of Teacher Perspectives and Preparedness for Inclusive
Education in Ghana and Germany: Implications for Teacher Education.



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Anthony Kofi Mensah

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1. Berichterstatter: Prof. Dr. Matthias Grünke (Köln)

2. Berichterstatter: Prof. Dr. Conny Melzer (Köln)

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ERKLÄRUNG

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ABSTRACT

Developments in special and inclusive education in particular and education in general show similar trajectories across countries, that underscores the need for cross-cultural studies (Mitchell, 2010). Teachers as one of the major stakeholders in the successful implementation of inclusive education have the responsibility of teaching in the regular classroom. The purpose of this cross-sectional survey was to investigate the status of teacher preparedness for inclusive education in Ghana and Germany and its implications for teacher education. A survey instrument made up of Likert-type Survey statements and Open-ended items were administered to (n=212) respondents from Ghana and Germany that constituted the sample size for the study. The English and German Versions of the instrument were subjected to Factor Analysis and Reliability Coefficient which yielded 0.8 and 0.9 respectively for Ghana and Germany samples using the Cronbach alpha index. The Quantitative data was subjected to descriptive statistical analysis using multiple comparison procedures and Analysis of Variance (ANOVA). The open-ended responses which provided additional insights into the responses, yielded qualitative data that was also analysed using Constant Comparison Analysis. The Analyses revealed a number of findings that have implications for teacher education, in the light of which, some recommendations are made.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

Inclusion is arguably the most fundamental social transformation issue in recent times. Currently there are growing focus internationally on inclusion as the key strategy for promoting the right to education, especially for children with disabilities. As a result, there is a paradigm shift in special education, from placement of children with disabilities in special schools and other forms of segregation, towards inclusive approaches that ensure that children access mainstream education in the communities where they live (Ainscow & Sandill,2010 ; Hutchinson & Martin,2012).

The move towards an inclusive society has to begin in the classroom, since as students with and without disabilities and other special educational needs learn together, they learn to live together. This underscores the need to view the practice of inclusion in the context of the general education classroom and to consider teacher perspectives and preparedness to work with students with disabilities and its implications for teacher education. The significance of contemporary work on Inclusive Education and this study aim to bring to the fore the cross-cultural dynamics and their manifestations to improving classroom practices and service delivery to persons with disability in the general education classroom, with a focus on Ghana and Germany. The implications of this to teacher education are not farfetched. This is because teachers are the major stakeholders in the implementation of inclusive education; as a result it becomes very necessary

to ascertain their preparedness, in a bid to identifying the strengths and weaknesses in the efforts towards successful implementation of inclusive education.

Many authors have given reasons why it became necessary to educate children with disabilities in special schools. Green and Engelbrecht (2007) for example noted that in the past children with disabilities were believed to be inferior to their non-disabled peers, as a result, it was deemed necessary to teach them in separate special schools where they would not only receive specialist services but also avoid disturbing the learning of others. As time went on it became apparent that, that educational arrangement did not promote an inclusive society and efforts were then geared towards providing an inclusive educational system. Consequently, there were national initiatives towards the inclusion of persons with disabilities which eventually resulted in international advocacy for inclusive education and equalization of opportunities for persons with disabilities.

The need to implement inclusive education in Ghana particularly became much more important after the Salamanca Conference in 1994, given the fact that the special school system did not provide access to a large majority of persons with disabilities. The status of physical and educational access for Students with disabilities painted a gloomy picture in Ghana. It had been reported that a majority of children and youth with disabilities were still not enrolled in schools since many family members believed there was a cure somewhere. They continuously sought advice from witch doctors, herbalists, voodoo priests, new age pastors and fetish shrines (Avoke & Avoke, 2004; Kwawu, 1998). Again, the residential special schools were also located in the cities and urban areas with very limited facilities, as a result a large number of children with disabilities did not gain access to education.

It is in keeping with the goal to providing access, that the Government of Ghana prioritized the United Nations goal of Education for All by the year 2000 through the Free Compulsory Universal Basic Education (FCUBE) Programme and other interventions and initiatives. As a result, the Ministry of Education through the Ghana Education Service (G.E.S) recognizing the need to providing greater access to education for persons with disabilities initiated moves to implement Inclusive Education Programme in 1998. As of the period, Kwawu (1998) reported that although it was estimated that there were 1.8million persons with disabilities (PWDs) in Ghana, by 1998, only 2,500 of them have had the opportunity of formal education to Basic level and only a few progressed through to the Secondary and Tertiary levels of education in Ghana. This meant that a large majority of children with special educational needs were not accessing education. Department of Social Welfare (1999) report on enrollment of children with disabilities also indicated very low percentages across the Regions. For example in the Upper East Region, children with disabilities represented only 1.5% of children in Nursery Schools, 1.65% in Primary Schools and 2.3% in Secondary Schools. In the Central Region, 0.9% of children with disabilities were in Nursery Schools, 1.22% in Primary Schools and 0.7% in Secondary Schools. Again, over 60% of children identified as living with disabilities between the ages of 6 and 18 were found not to be in school (Department of Social Welfare, 2000). It is evident from the examples provided in Ghana that the provision of education to children with disabilities in the special schools did not only deny them opportunity to learn with their peers in their local communities but also denied a greater percentage of children with disabilities, access to education. For example, the Ghana Education Service, reported that

The challenges facing the government of Ghana for ensuring social and educational inclusion include public prejudiced perception of persons with special needs, architectural barriers,

inadequate assessment facilities, inaccessible curriculum, curriculum inflexibility and pre-/post-training in special education needs for regular teachers. (GES, 2004, p. 15).

These challenges to inclusive education notwithstanding, there are no doubts about the fact that inclusive education will provide greater access to children with disabilities in Ghana. It is in keeping with this that the Ministry of Education through the Ghana Education Service developed the Education Strategic Plan 2005-2015 which stipulates a progressive move towards inclusive education in all schools by 2015. It must however be noted that the period of the Education Strategic Plan in Ghana has been extended to 2020. As a result, it is expected that by 2020 inclusive education would have been fully implemented and almost all children with disabilities are expected to be enrolled in the mainstream of education. This means that by 2020 there will be full implementation of inclusive education in Ghana.

Inclusive education has been noted to be context specific both in meaning and in practice, in Ghana, the practice is therefore geared towards changing school culture and organisation, to providing resources and to building capacity in special and regular schools to offer new opportunities to pupils who may have previously or continue to experience learning difficulties (GES, 2004; Ocloo, Hayford, Agbeke, Gadagbui, Avoke, Boison, 2002). It is pertinent to indicate that inclusive education to a greater extent appears to provide a better access to education for persons with disabilities in Ghana. This is because the provision of special schools had hitherto been so limited that it did not make them accessible to majority of children with special needs. Efforts in the process of implementation in Ghana are made towards ensuring that the school infrastructure are restructured and personnel given the requisite competencies in meeting the needs of all learners including those with disabilities.

Contrarily, in the case of Germany, unlike Ghana, there were enough provisions for children with special educational needs in special schools, as a result, the move toward inclusive education is meant to address the challenges inherent in the provision of special schools which many advocates noted, had denied the children the right to interact with their peers without disabilities in their community schools. The United Nations Convention on the Rights of Persons with Disabilities became binding on Germany in 2009, pursuant to Article 24 of the convention which stipulates the Right to Inclusive Education and recommends that children with special educational needs are educated in the regular education classroom. In Germany, more than 485,000 children were reported to have special educational needs in 2009/2010 although there were apparent variations between the different states. It was also evident that eighty percent (80%) of all children with special educational needs were taught in special schools with only about 20% attending a regular school (German Commission for UNESCO, 2014). The implication of this is that majority of the students with special educational needs were attending special schools. In order to ensure a more inclusive society there has been the need to providing educational opportunities for students with disabilities in the regular schools.

While in part, the heightened visibility and efforts towards an inclusive society appear to reflect progress and greater opportunity for students with disabilities in the general education classrooms, teachers, especially those without special needs education background, appear not to accept and have the competencies required in teaching students with disabilities in the general education classrooms. The primary agents of inclusive education are regular classroom teachers and the delivery of quality education to students with special needs depends on the commitment and attitude of these teachers. This is the motivation to investigate the preparedness of teachers

to teach to meet the needs of children with disabilities in the regular education classroom. In this study the preparedness of the teachers to teach children with Behavioural Disorders, Moderate and Severe Intellectual Disabilities and Specific Learning Disability (dyslexia) in the regular classroom is investigated in the light of its implications for teacher education.

The disciplinary origins of the study, is situated mainly within the social models of disability. It therefore builds on existing work which highlights the two extremes of service delivery based on two schools of thought to the implementation of Inclusive education. The first school of thought maintains that students with special educational needs should be given every opportunity to succeed in the general education system, and be provided with any type of support in any number of settings. The other school of thought advocates the restructuring of schools so that supports will no longer become necessary and students with special educational needs or disabilities have access to the same supports needed by all students.

Literature is replete with conceptual and empirical studies on a wide range of issues on inclusive education. However, there seems not to be any attempt to ascertain the veracity of these findings in follow-up studies. Again, a systematic review of related literature reveals a striking imbalance since relatively little attention has been given to cross-cultural studies, especially on a highly industrial nation like Germany and a developing country like Ghana.

In synopsis, it is evident from the review that no systematic attempt has been made throughout the literature reviewed to providing evidence-based research on best practices of inclusive education across settings. The limited number of studies and the apparent disagreements among the researchers point to the need to explore teacher perspectives and preparedness across

cultures, in a bid to drawing from practices that will enhance classroom management practices of teachers towards students with disabilities and its implications on teacher education.

In the light of the brief overview presented so far, it appears there is a greater move towards inclusive education all over the world. Inclusive Education is therefore a global agenda however, it is context specific in terms of meaning and practice (Agbenyega, 2007; Pijl, Meijer, & Hegarty, 1997). The studies available provide tentative studies across settings and countries. The present study, however explores the status of teacher perspectives and preparedness for inclusive education in Ghana and Germany. Subsequent strands in the introduction to literature to this study strive to highlight the research problem identified to guide the study and other pertinent issues on inclusive education relevant to the study and the research questions raised to guide the study.

1.2 Background to the Study

As stated earlier in the overview, one of the contemporary issues in special educational provision is Inclusion, which has been emphasized by many organizations and initiatives internationally. Among the many international initiatives include, the Jomtien Declaration (1990), the United Nations Convention on the Rights of the Child (1990), the United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993), the Salamanca Statement and Framework for Action on Special Needs (1994), the Education For All Dakar Declaration (1996) and the United Nations Convention on Rights of People with Disabilities (2006). These International initiatives through Conferences provided the platform for countries all over the

world to converge to deliberate on issues and to resolve to make declarations that have culminated in the contemporary practices towards inclusive society and inclusive education.

These initiatives and efforts towards inclusive education lends credence to the fact that inclusive education is a global agenda however as noted by some authors, its implementation is context specific in meaning and practice (Agbenyega, 2007; Pijl, Meijer, & Hegarty, 1997).

Educational provision for individuals with disabilities hitherto focused on segregation, where special schools were built to cater for various categories of disabilities. It was therefore the practice to identify even those students with mild to moderate disabilities in general education classrooms and place them in special schools. This pattern of service delivery prevailed for decades until they became subject of criticism. As a result of the criticisms levelled against the placement of children in special schools, there have been sweeping reforms in special education service delivery. These reforms led to the introduction of concepts such as normalization, integration, mainstreaming and in recent times inclusion, into special education service delivery and discourse. There is no doubt that current policy perspective and the whole agenda of educating persons with disability is shifting towards inclusive practices.

In order to appreciate current practices it is important to delve into the past. A significant number of individuals with disabilities were ostracized in the past and as noted by Avoke (2005) coupled with the growing influence of eugenic rationalization, resulted in a situation where many of them were killed outright. These happenings in many communities and countries across the world were underpinned by the personal tragedy theory of disability. Later on the missionary influence in Europe and other parts of the world led to the establishment of schools for persons with disabilities. It is pertinent to note that these developments in Europe also influenced educational

provision for persons with disabilities in Ghana. In fact the missionaries were instrumental in the provision and expansion of regular education in Ghana and eventually started opening special schools for persons with disabilities. Again it is worthy to note that the schools established for persons with disabilities were located outside or far from their communities, as a result these schools were Residential. Avoke (2005) maintains that the most important underpinning to the establishment of the schools was influenced by the desire for mainstream schools to function or operate without the inclusion of persons with disabilities. This was because persons with disabilities were thought of capable of polluting other children, thereby preventing them from learning. These trends eventually led to exclusionary provisions and education which over the period have become the segregated and special schools. Such thinking was eventually to influence the segregation and institutionalization of persons with disabilities and separate forms of education.

Loreman (2007) maintains that the argument that segregated forms of education have any real benefits for children than inclusive education is a position which cannot be defended. Further citing the work of Sobsey (2005), Loreman points out that, clear advantages of segregated education are not evident in the literature and further posits that it is time to accept that most teachers work in environments where children with diverse needs are present. There is therefore the need to examine how they can best be supported in order to provide meaningful education to all children.

Avoke (2005) asserts that there is a long existing sociological tradition in special education linked to inclusion. According to the author, the theory is primarily concerned about the order, balance and equilibrium in society and the main concern is for persons with disabilities to fit into

society. This view point also influenced the desire to integrate persons with disabilities into society rather than the societies opening up to accept these individuals.

In keeping with the move to include persons with disabilities in the mainstream of society, Beacham and Rouse (2012) noted that declarations and reports from various United Nations agencies such as United Nations Educational Scientific and Cultural Organization (2005), United Nations Children's Fund (2000) and the European Agency for the Development of Special Needs Education (2006) have influenced countries all over the world to reform educational policies in order to promote inclusive education and to deal with exclusion and marginalization. The authors further postulated that, at the national level many countries have further enacted legislation and policies to promote inclusion.

Inclusive education differs from 'integration' and mainstreaming which according to the European Disability Forum (2010) are more concerned with disability and special educational needs and implied, learners changed or became ready for accommodation by the mainstream. They further postulate that integration implies just an adaptation of the person to fit, and not change of the environment, pedagogy and organization. Inclusion is therefore noted to be broader and implies a progressive change and adaptation of the educational system, so that the needs of everyone can be met and thrive.

In contemporary special education discourse, inclusive education has received greater attention in the literature. However, reference to cross-cultural studies focusing on teachers' perspectives and preparedness for inclusive education in a developed country like Germany and a developing

country like Ghana has been scant in the literature. In subsequent paragraphs, the concept of inclusive education is highlighted and the definition as used in this thesis presented.

Inclusive Education.

In this thesis Inclusive education means making education accessible to all learners within a particular community by restructuring the schools and resources to meet their needs. Inclusion is based on the philosophy that, children that learn together learn to live together. As a result, it is based on the idea that, as children with disabilities attend schools in their local communities with their non-disabled peers, it facilitates a greater acceptance of these persons with disabilities. Eventually, leading to an inclusive society, devoid of marginalization of persons with disabilities.

Again, Inclusive education essentially involves the restructuring of the schools for the students with disabilities to be served primarily in the general education settings, under the responsibility of a regular classroom teacher. The demand for inclusion in the view of Rouse and Florian (1994), has its roots in earlier campaign for access to education and human rights, driven by the belief that all forms of segregation are morally wrong and are educationally inefficient. In the view of these authors those supporting such a view have argued that it is necessary to avoid the negative effect of segregation and point out that separate is not equal. Avoke (2004) corroborates the views of Dyson (1999) describing inclusion as having two discourses. These are the Ethics and Rights discourse, primarily relating to how rights of students could be addressed. The second, is the Efficacy discourse, which relates to practices within the school and how well children, could be taught successfully. The implication of the two discourses is that inclusive

education addresses the need to provide to children with disabilities their inalienable and fundamental right to education and again addresses the need to provide quality education to these children in schools organized to meet the needs of all children.

Hayford (2013) also corroborates the claim by Frederickson & Cline (2006) that inclusion has two dimensions-social and academic. In the view of these authors social inclusion involves social interchange between students with disabilities and those without disabilities. Among the practices involved in social inclusion are eating, playing and engaging in out-of-classroom activities together. It involves being visible to other students (social impact), being someone with whom other students wish to spend time with (social preference) and being a member of a group of friends that spend time together (social network affiliation). The authors further maintain that academic inclusion on the other hand, encompasses the ability to participate in on-going learning activities. It involves receiving support and encouragement to participate in the national curriculum and programme of study, participating in classroom learning activities, succeeding and improving in learning. In the view of the authors, for some pupils both Academic and Social dimensions are achievable with relevant support from specialists, for others only the social dimension can be attained. It therefore becomes imperative that teachers understand these dimensions in order to think through the programmes to ascertain those that will suit their students, especially those with special needs. The authors finally caution teachers not to think that all students with special educational needs or disabilities can benefit from both academic and social inclusion.

The beliefs and attitudes of teachers have been found to be an important consideration in the development of inclusive education and its associated practices. Ahmmed, Sharma and Deppeler

(2012) reported evidence from past researches that suggest that success in implementing effective inclusive education is contingent upon teachers' positive attitudes towards inclusive education (Avramidis and Kalyva,2007;). On the contrary, some teachers hold negative attitudes towards inclusive education. McLeskey and Axelrod (1999) indicated that the negative attitudes held by teachers may be as a result, in part, of their lack of experience with well-designed programmes, as well as their resistance to change. Although studies on teacher attitudes towards students with disabilities have been found to be either positive or negative Scruggs and Mastropieri (1996) pointed out that the exact nature of teachers' attitude towards inclusion is unknown and at best, contradictory. These authors observed that although the teachers held a positive attitude towards inclusion, they at the same time, held a negative attitude about the implementation of inclusive programmes in their own schools.

Again, In spite of the move towards inclusive education being given a greater impetus in current educational service delivery, there appears to be lack of clarity on best inclusive practice to meet the needs of special educational needs. Clampit, Holifield & Nichols (2004) corroborated this view in their study which revealed variations among school districts. Clampit and colleagues observed that the variability might be attributed to decisions made at the local level based on different practices or criteria. They further contended that it might also be that as a consequence of the divergent beliefs or attitudes of teachers or decision makers regarding the advantages and disadvantages of inclusion.

In keeping with the greater move across the world towards inclusive education, UNESCO (2009) suggested that inclusive, learner-friendly and barrier-free environments should be created in every school and community throughout the world so that all children will be enabled to develop

to their full academic, social, emotional, and physical potentials. It is therefore pertinent to ascertain whether teachers in Ghana and Germany are prepared to make the regular classroom learner-friendly and barrier-free to meeting the needs of students with disabilities.

This study is a cross-cultural analysis of teachers' perspectives and preparedness for the practice of Inclusive Education in their respective classrooms. As Brislin (1976) pointed out cross-cultural studies involve the use of comparative data on cultural traits and behaviours from two or more cultures or societies, such studies according to this author, are intended to assess the differences, similarities and diversity in these cultures and testing the hypothesis or research questions raised on individual or group behaviours. Further citing Brislin, Lonner, & Thorndike (1973) the author reiterates that cross-cultural studies are empirical studies that are undertaken with members of different cultural groups with diverse experiences that lead to predictable and significant differences in behaviour. The authors maintain that in a vast majority of cross-cultural studies the groups under investigation speak different languages and are from different countries. A review of related literature on educational provision for persons with disabilities in Ghana and Germany reveals that the patterns of service delivery in the two countries have common features and significant differences. Powell (2004) for example corroborates this view in stating that the initial attempts in Germany two centuries ago in establishing schools for the blind and deaf children to provide special education became less similar over the years and are currently developed isomorphically to general education. In keeping with this move towards general education classroom, the teacher becomes an important stakeholder. The general education teachers' perspectives and preparedness to accept and teach all students becomes critical. This study is therefore an analysis of teachers' perspectives on Inclusive education in Ghana and

Germany intended to ascertain the views of teachers of these countries, on their preparedness to accommodate and teach students with Emotional and Behaviour Disorders, Severe Intellectual Disability, Moderate Intellectual Disability and Specific Learning Disability (dyslexia) in the general education classroom. It is further intended to investigate whether the views and attitudes of the teachers vary depending on the context in which these professionals work.

The study is therefore not aimed merely at producing a comparison. It is however to highlight the views of teachers on their preparedness to work to meet the educational needs of students in inclusive classrooms in Ghana and Germany. This is done consistent with the views of D'Alessio and Cowan (2013) citing the argument by Barton and Armstrong (1995) that the cross-cultural paradigm is more powerful in the possibilities it provides in understanding different societies, their complexities and what can be learnt from them. D'Alessio and Cowan further argue that a cross-cultural study opens up opportunities for further development and learning and that such a study can become a mechanism to instigate fundamental change in education. This study is intended ultimately to highlight teacher perspectives on inclusive education in Ghana and Germany and eventually the implications for teacher education. In as much as the findings will relate exclusively to each country some of the findings in one country or the other are expected to lead to changes in teacher training programmes. This view is consistent with those of Trommsdorff and Dasen (2001) that the results of educational research from western cultures may reveal relevant phenomena and processes and allow the specification of universals and culture specifics and environmental factors relevant to development and learning. Mitchell (2010) also pointed out that although countries can learn much from other countries the transfer of knowledge, beliefs and experiences raises the cultural propriety of making such transfers. It is

pertinent to note that the challenge to both exporters and importers of philosophies, ideologies and practices is to determine the extent to which the local philosophies and practices are expected to be encouraged, respected, challenged and adapted to suit local conditions.

1.3 Justification for the Study.

In a bid to maximize the fullest potential for the success of all students for effective inclusive practices, it has become even more challenging to teachers, policy makers and all other stakeholders across the world. For quite some time now many countries including Ghana and Germany have been making progressive efforts towards the practice of inclusive education. This in fact underscores the need for general education teachers to appreciate the unique needs of their students in the regular classroom. It has therefore become imperative for teachers to celebrate differences in the classroom. However, it appears teachers themselves seem not to believe they possess the requisite competencies to accommodate the differences that manifest during teaching and learning interactions in inclusive classrooms. In keeping with these demands on teachers and school systems all over the world, and for the purpose of this thesis, Ghana and Germany, it has become necessary to ascertain how to provide effective inclusive practices that yield evidence-based outcomes. In a bid to achieve that objective, the preparedness of teachers in the regular classroom for inclusive education is very critical. Inclusive education practice has to be viewed in the light of the students' response to intervention in the regular classroom. It is however pertinent to note that for a very long time now there appears to be disagreements on the implementation of inclusive education resulting in inherent barriers to full implementation.

These barriers to inclusive education have in one way or the other affected the creation of conducive and successful learning environments for all students. For example in spite of the call for inclusive education some professionals think otherwise. There are authors such as Oliver (1996) who argue that inclusion should be regarded as a 'right' of all persons with special educational needs. On the contrary, Vaughn and Schumm (1995) are among those who point out that the wholesale adoption of inclusive models will lead to deterioration in the educational provision for many children with special educational needs and that regular class placement may not necessarily be the best learning environment for some categories of children. Another author also suggests that when necessary and justifiable, students with disabilities may also receive some of their instruction in another setting such as resource room' (Mastropieri & Scruggs, 2004, p.7). It is for this reason that it is argued that the full range of placement options, including special schools and special classes, should be retained by allowing for responsible choices to be made about the most appropriate educational setting for each individual with a disability. This means that there appears to be controversy in spite of the global agenda and move towards inclusive education. It is in the light of this development that Ocloo & Subbey (2008) in their study highlighted the importance of inclusion within all communities and reiterated the need to keep advocating in the face of the seeming indifference.

In spite of the controversy and the continuing debate, there has been widespread adoption of inclusive education all over the world with the number of students with special educational needs being included or placed in regular schools increasing by leaps and bounds. This growing trend has eventually, drastically changed the nature of special educational provision and has had a major impact on the role of the regular class teacher, who is now required to cater for the needs

of an increasing diverse group of students (Fuchs and Fuchs, 1994; Hayford, 2013; Mitchell, 2010). It is therefore the contention that, the right of every child, if at all possible, to be educated in the regular classroom has been adopted by most developed and developing countries, including Ghana and Germany. Inclusion has obviously influenced policy-making and classroom practices in countries such as Ghana and Germany, where the study is focused on. An observation of the practice of inclusive education in both countries reveals that the processes appear to have common features and significant differences that need to be investigated in the light of the implications for teacher education.

In the light of the issues raised so far, it appears, in principle that inclusion of all children in the regular classroom will foster an inclusive society. However, it appears, the teachers have some views and concerns about their preparedness for the successful implementation of inclusive Education. With inclusive education, the distinction between regular education and special education seem unclear since teachers in the regular schools are expected to draw programmes for the children with special needs. This appears to pose problems for the regular teachers many of whom seem not to have been trained specifically to teach individuals with special educational needs. Again it seems the teacher education programmes do not provide a significant amount of instruction in special education. Teachers therefore appear to lack the requisite competencies and skills to teach students with special educational needs in the regular classroom. These factors, in part, will account for the positive or negative attitudes of teachers towards inclusive education. Forlin (2004) found teachers' knowledge and skills together with their attitudes and beliefs crucial in the development of the practice of inclusive education and that in many cases, teachers felt ill-prepared to deal with matters of diversity in their classrooms. Several studies have also

found the attitudes of teachers towards inclusive education to be influenced significantly by their own perceived competence in teaching students with disabilities in the regular classroom (Agbenyega & Deku, 2011; Avramidis & Norwich, 2002; Forlin 1998; Jordan, Karcaali-Iftar & Patrick-Diamond, 1993; Kuyini & Desai, 2007; Soodak, Podell & Lehman, 1998).

This underscores the need to ascertain the preparedness of teachers in Ghana and Germany to teach students with special educational needs in the general education or regular classroom.

1.4 Introduction to the Literature

Inclusive education has received considerable attention in the literature; subsequent sections present a review of related literature consistent with the research questions raised to guide the study. The review is done under the following strands;

- Definitions of Inclusive Education.
- Paradigms in Special Education Service Delivery
- Historical Development of Inclusive Education in Ghana.
- Historical Development of Inclusive Education in Germany.
- Attitudes of Teachers towards Inclusive Education.
- Principles and practices of Inclusive Education.
- Teaching students with Disabilities in Inclusive Classroom.

1.4.1 Definition of Inclusive Education.

The definition of inclusive education is as controversial as the concept itself consequently there is no agreement on what inclusion means. For example, Heward (2003) corroborated this view when he asserted that there is no clear consensus in the field about the meaning of inclusion. This author stated that to some, inclusion is full-time placement of all students with disabilities into regular classrooms contrarily; others refer to inclusion as any degree of integration into the mainstream. Avoke (2005) citing Kavale (2000) corroborates this view and reiterates that the word inclusion stimulates debate and appears to have created an ideological divide in special education. He further cites the views of Feiler and Gibson (1998) by pointing out the apparent lack of clarity regarding what inclusive education means and the resultant opening the situation provides for multiple interpretation. In spite of the controversy, diverse efforts have been made to deconstruct the term inclusion.

In a bid to providing clarity and deconstruct inclusion, Lewis and Doorlag (2011) for example distinguished between mainstreaming and inclusion. According to these authors, mainstreaming is the inclusion of students with special needs in general education process. On the contrary, inclusion is a term most often used currently to describe the placement of students with special needs in general education. These authors further maintain that inclusion is a more modern term than mainstreaming; however, unfortunately its meaning is imprecise. In their view, that

underscores the need to determine what each writer means by the term inclusion because there are basic philosophical differences between the approaches of full inclusion and mainstreaming.

The regular classroom teachers are key players in the implementation of inclusive education therefore their understanding of the concept becomes very important. It is pertinent to note that teachers' perceptions of good practices or about those that come closer to their conception of inclusive practices vary considerably from one context to the other. Moliner, sales, Ferrandez & Traver(2011) reiterated this view and pointed out that apart from teachers perception of good practices varying considerably, they are often conditioned by the different meanings of the term "inclusive education". In the view of these authors, inclusive education means education in diversity. In the first place, education in diversity means that the teachers must see each individual in the classroom as different with his or her own peculiarities and a way of being and living, that is, the children have individual differences. Secondly, the authors contend that it is relevant to accept diversity as a value and always from a few shared minimum. Finally, by stating pedagogical strategies, responding to heterogeneous situations and promote the exchange of perspectives as a way of mutual enrichment.

In spite of the diverse definitions of inclusive education, there is a commonly accepted definition. Mitchell (2010) states the commonly accepted definition of inclusive education as students with special educational needs having full membership in age-appropriate classes in their neighbourhood schools, with appropriate supplemental aids and support services. It is pertinent to indicate that currently, the concept of inclusive education has been broadened to include not only students with disabilities but also students who are found to be disadvantaged.

1.4.2. Paradigms or Models in Special Education Service Delivery.

Over the years, special education has evolved along diverse paradigms or models. These models or paradigms tend to outline certain relationships between persons with disabilities and their environment. Three major dominant paradigms have been identified in the field of special education although there have been categorization into diverse paradigms in the past (Clark et'al, 1995, Christensen, 1996; Mitchell, 2010). The three major paradigms are;

1. the Psycho-medical Model/ Paradigm, which is based on the assumption that deficits are within the student
2. the Socio-political Model/ Paradigm, with emphasis on the structural inequalities at the macro-social level reproduced at the institutional level, and
3. the Organizational Model/ Paradigm, which regards special education as the consequence of the inadequacies in mainstream schools.

Mitchell (2010), for example asserts that although the other paradigms that lay emphasis on the environment have gained traction in recent years, the Psycho-medical model remains the preponderant paradigm, it has further been observed that in most countries a mix of all the three paradigms appear to underlie the educational provisions for students with special educational needs. As a result of the apparent diverse models and the disparity in the choice of models by countries Mitchell further points out that the seeming disagreement accounts for the difficulty in making international comparisons of provisions for students with disabilities. Invariably there

appears to be no agreement on how students with disabilities should be referred to, how they should be defined and what, if any, categories they should be divided into. These difficulties notwithstanding, there appears to be agreement in Ghana and Germany on the use of Emotional and Behaviour Disorders, Learning Disabilities and Intellectual Disabilities among students in the respective countries.

1.4.3 The Need for Inclusive Education

Advocates of Inclusive education have made several persuasive arguments to support their claim. Mitchel (2010) contends that the arguments revolve around three main arguments.

The first argument advanced by advocates of inclusive education is that it is a basic human right. Lipsky & Gartner (1996, 1999) for example argued that inclusive education is a fundamental right based on the principle of equity which when observed would contribute significantly to democratic society. Christensen (1996) also asserted that segregation which is exclusion of students with special needs violates their human rights and that practice is an unfair distribution of educational resources. These arguments are corroborated in the Salamanca Statement (1994) by UNESCO that education is about the cultural politics of protecting the rights of citizenship for all students. Arguing as a person with disability, Oliver (1996) contended that the special education system apparently excluded students with disabilities from both the education process and wider social life as a result the education system has failed to equip them to exercise their rights and responsibilities as citizens. By implication Oliver viewed Inclusion as a political as well as an educational process.

Advocates of inclusive education made the Second argument that, the focus in the design of educational programmes for students with disabilities must shift from the individual's impairments to the social context, a major feature of which Lipsky & Gartner, (1996, 1999) pointed out should be a unitary education system dedicated to providing quality education for all students.

The third argument made in support of Inclusive education is that there is no justification for the view that specific categories of students learn differently and that there should be separate provision since Lipsky & Gartner, (1996, 1999) maintain, there are no clear demarcation between the characteristics of students with and without disabilities.

In synopsis, advocacy for inclusive education focuses on three main arguments:

1. Inclusive education is a basic human right;
2. In designing educational programmes for students with disabilities, the emphasis has to shift from the person's impairments to the social context with a focus on unitary educational system dedicated to providing quality education for all students; and
3. There is no clear demarcation between the characteristics of students with and without disabilities, there is therefore no support for the argument that specific categories of students learn differently, consequently, a separate or special provisions for such students cannot be justified (Michell, 2010, p. 140-141).

1.4.4 Inclusive Education in Ghana.

Ghana has had a terrible history regarding legislation for persons with disabilities. It was not until 2006 that the first legislation for persons with disabilities was passed. Avoke (2005) traces this historically from the period of the British colonial authorities who were not very concerned about the disabled in Ghana. This is because the first attempt at legislation for persons with disabilities was in 1959, two years after independence, when a six-man Committee Chaired by John Wilson was set up to prepare a comprehensive programme for the care and rehabilitation of the disabled for Cabinet approval. The landmark recommendation of this Committee was the need to provide access to the disabled in the general education system and where necessary provide them with special training facilities in ordinary schools. It is pertinent to note that although the Wilson Committee of 1959 recommended that students with disabilities be educated in the general education schools it was not implemented.

There have been other initiatives in Ghana since then, for example the Education Act of 1961 which emphasized the need for the education of all children of school going age and by extension including children with disabilities. This educational Act however did not state where the students with disabilities should be educated.

The next is the National Policy on Technical and Vocational Education in November, 1990. This document outlines general principles, guidelines and objectives for the education and training of craftsmen, technicians and professionals to meet the needs and requirements of industries in Ghana. Another is the 1992 Fourth Republican Constitution. Article 25(1) of the Constitution provides that all persons shall have the right to equal educational opportunities. All persons

implies that the provision covers persons with disabilities. In spite of this provision teacher training and preparation in Ghana did not provide the teacher trainees with the requisite competencies in instructional management of children with disabilities. Curriculum in the teacher training Colleges and Universities were mainly based on methodologies and assessment practices that were not geared towards the needs of children with disabilities. As a result many teachers lack the requisite skills needed to manage students with disabilities and other special educational needs in the regular classroom.

Again, children with disabilities in rural communities are denied access to education and in cases where they have access to schools there are no teachers. Avoke and Avoke (2004) for example reported that many rural communities in Ghana were experiencing acute teacher shortages in part as a result of unattractive social and physical facilities that exist there. The implication is that there are many schools without teachers and children with disabilities who go to some of these schools and whose learning needs require additional support are denied support and tend to be merely physically present in the classrooms.

In keeping with its efforts towards providing access to a large number of students with disabilities who had very little access to Basic Education in Ghana, the Ministry of Education and the Ghana Education Service in collaboration with the UNESCO Consultative Committee on Special Education, recommended Implementation of Community Based Rehabilitation and Inclusive Education in 1988. The Committee further reinforced the incorporation of Inclusive Education content into the curriculum of Teacher Training Colleges in Ghana in 1995. The UNESCO Teachers' Resource Pack on Special Needs in the Classroom was used for training

teachers for inclusive education that was to be introduced (Ofori- Addo,Worgbeyi & Tay,1999 ; Kuyini,2004). These were part of the initial efforts geared towards inclusive practice in Ghana.

The Ghana Education Service has since 2003 initiated different models to pilot inclusive education. Ofori-Addo (1994) elsewhere reported that the introduction of Community Based Rehabilitation Programme in Ghana resulted in the implementation of inclusive education in participating Districts. Consequently, there were attempts to collaborate with Non-Governmental Organizations (NGOs) to pilot inclusive education in other Districts.

In a greater move towards the full implementation of Inclusive Education in Ghana by 2015 a number of Pilot initiatives have taken place, Hayford (2013) identified six models of these Pilot inclusive programmes in Ghana, they include:

1. Integrated Education Programme for children with visual impairments (I.E.P.V.I.)
2. Special Education as home for students with blindness.
3. Units for the Intellectually disabled (U.I.D)
4. Inclusive schools with special education resource teacher support (ISSERTS)
5. Inclusive schools without special education resource teacher support (IS without SERTS).
6. Hostel provision (p.117).

From a modest beginning of 35 schools in 10 Districts in 2004, Hayford (2013), further reports that the Pilot Inclusive Projects have been expanded to cover over 400 schools across different Regions in Ghana. This shows an exponential increase in schools involved in the practice of inclusive education in Ghana. That notwithstanding, for the broad objective of including all learners in the mainstream of the general education classroom to be achieved there will be the

need to step up efforts to ensure that students with disabilities can access their local community schools.

1.4.5 Inclusive Education in Germany.

Initiatives to ensure educational provision for individuals with special educational needs in Germany have been reported considerably in the literature (Ellger-Rüttgardt, 1995; Powell, 2004; Sanders, 1998). Tracing attempts to educate individuals with disabilities in Germany, Ellger-Rüttgardt (1995) reported that during the Third Reich, the circumstances of persons with disabilities became very difficult. In keeping with Nazi ideology of racism, people with disabilities were regarded useless and a burden on society. This eventually led to their policy of eliminating those perceived to be inferior and genetically unfit traits the Nordic-German race. It is reported that at the beginning of the Second World War thousands of persons with disabilities living in residential homes and hospitals were murdered. Later on when the German public became aware of these developments, there were public protests by the clergy and the policy officially stopped.

It is further reported that after the War, special education in Germany had lost almost all of its infrastructure as well as its international leadership. Consequently, considerable commitment and resources were invested in rebuilding special education in Post-War Germany, however this was

done in adherence to the earlier practice of segregation, without regard to developments in other Western countries. Invariably, until the early 1970's West Germany developed a very specialized and extensive system of independent special schools. However it was in the 1970's that a strong professional advocacy for integration emerged. In East Germany, on the other hand, no such movement emerged up to the fall of the State in 1990. Consequently, the then East Germany followed a policy of segregated special school system.

During the period after the German Unification, the system of special education in Germany was still characterized by segregation. In spite of that, the strong emergence of professional advocacy on integration led to important changes and school reforms. These developments no doubt led to the tradition of strong segregation being weakened leading to a paradigm shift in special education service delivery.

Sanders (1998) and Powell (2004) for example reported extensively that the separation and integration debate became part of a major discourse in Germany subsequently. They intimated that, the struggle between proponents and opponents of integration continues unabated.

Apparently, there was a paradigm shift following criticisms in the 1980s and 1990s which led to calls for integration (*Integrationpädagogik*) which accepts and values heterogeneity. These developments at the time, in part, accounts for the observation by Ellger-Rüttgardt (1995) that special education in Germany was in a period of transition influenced by changes in general education and by international debate eventually leading to the special school system losing its segregated character.

The European Agency for Special Needs and Inclusive Education (2014) has reported extensively on some developments and initiatives by Germany on inclusive education. It is reported that the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) has since 1960 harmonized special education service delivery and eventually through a 1988 directive on Educational development. Consequently, the term “needs for special schools” (Sonderschulbedürftigkeit) to “special educational needs” (Sonderpädagogischer Förderbedarf). There has also been a shift in focus on institutions to a focus on the needs of the individual. These developments have invariably influenced practices in special education service delivery. Consequently, there is a new understanding of issues on disabilities and educational needs, improved diagnostic techniques, more effective early identification and preventive practices and above all better conditions in mainstream schools. The move towards inclusive education began with Pilot School Projects in the 1980s, as a result, students with disabilities have been increasingly included in general education schools. Some of these pilot school projects have since 1990 become the standard type of schools. There have also been different forms of collaboration between general education schools and special schools leading to new developments and approaches in teaching in inclusive settings.

In keeping with these reform initiatives a variety of forms of inclusive education were gradually developing. These included among others Integrated Classes (*Integrationsklassen*), Individual Integration (Einzelintegration), Ambulance Services, and Resource Centres (*Sonderpädagogische Förderzentren*) and several evolving concepts. Powell (2004) reports that although these school reforms were geared towards meeting individual needs without

segregation, they differed considerably in the amount of peer contact they provided and the curricular goals offered. The variety of forms of inclusion in the general education classes all day (gemeinsamer Unterricht) invariably reached an estimated one-tenth of all students in special education. These developments reveal an apparent systematic and gradual move towards inclusive education in Germany. In the North Rhine-Westphalian Region of Germany as intimated by the Directors of Education at the Plenary Discussion at an Inclusive Education Conference on 13th July, 2014 at Wuppertal University, there was expected to be a full implementation of inclusive education in the 2015 school year.

1.4.6 Principles and practices of Inclusive Education.

A number of practices have been found to foster inclusive education. Studies by UNESCO (2005) in seven European countries on good inclusive practices revealed seven common factors. These include, cooperative teaching, cooperative learning, cooperative solution to conflicts, heterogeneous groupings, efficient pedagogic approach, the classroom reference system and alternative learning strategies.

Lewis and Doorlag (2009) reported research findings that instructional factors that promote achievement of students with disabilities include among others the following:

- Small class size
- Consistency between curricular goals and instructional activities
- Mastery learning and formal management system
- Increased time for cognitive activities.
- Increased instructional time (p.435).

Collaboration

Collaboration is a process that makes it possible for groups of people with diverse expertise to combine their resources to generate solutions to problems over a period of time (Idol, Nevin & Paolucci-Whitcomb, 1994). Collaboration becomes particularly important in inclusive education since the general education classroom teacher would require the services of other specialist teachers such as the special education teacher, resource teacher and other related service providers.

European Agency for Development in Special Needs Education (2003) in their study in Germany revealed that support was mainly provided by a specialist teacher from a special school or from a social service. The support was apparently provided by special educators and social workers. The support was diverse and included preventive measures, joint education actions in mainstream schools, educational cooperation between special and mainstream school. There were also situations where a support teacher was also a member of staff of a particular school. It was evident that the teachers providing support were mainly teachers specializing in language or behaviour problems who worked mainly with pupils inside or outside the classroom according to the pupils' needs.

Minke, Bear, Deemer & Griffin (1996) in a study in schools where general education and special teachers collaborated in teaching, found that those teachers involved in the inclusive class expressed more positive attitude towards inclusion. Again, it came to light that the teachers had a greater sense of self efficacy, were much more confident in teaching and managing behaviour than those teachers who did not have the opportunity to work in inclusive class. Minke and colleagues found that Co-teaching Model where teachers in both general education and special

education worked together to provide all the students with the needed resources was a key element necessary for successful inclusive education.

Sanderson (2003) also found a number of practice critical to the successful implementation of inclusive education. Among the practices identified include:

Collaborative teamwork, shared framework, family involvement, general education ownership, clear role relationship among professionals, effective use of support staff, meaningful Individualized Educational Plan(I.E.P.), and procedures for evaluating effectiveness. In the opinion of Okyere & Adams (2003) the success of inclusion hinges of the following practices, among others, visionary leadership, collaboration, refocused use of assessment, support for staff and students, and curricula adaptations.

It is evident that collaboration has been found across the literature as a critical practice to the successful implementation of inclusive education this underscores the need for professionals to collaborate and cooperate in providing the requisite supports needed by all students in the regular classroom.

1.4.7 Teacher Concerns and Attitudes towards Inclusive Education.

Teacher concerns and attitudes have been found to be important considerations in the successful implementation of inclusive education. The success or failure of inclusive education, to a large extent, depends on the preparedness of teachers to accept pupils with disabilities in the general education classroom. These concerns and attitudes of teachers towards inclusion can either be

negative or positive. There have been several studies depicting negative teacher feelings towards inclusion. Clampit, Holifield and Nichols (2004) for example report studies by Vaughn, Schumm, Jallad, Slusher & Saumell (1994) in which majority of the teachers had negative views about inclusion. In that study the authors found that the greatest concern of the teachers was the perceived impact inclusion would have on the academic performance of the students with disabilities and those without disabilities. The teachers in that survey further expressed the fear of litigation, and the resultant increase in their workload as teachers. They were further concerned about the problems that would be associated with the implementation of inclusive education and the effect it would have on their roles as classroom teachers.

De Boer, Pijl and Minnaert (2011) identified three broad areas or components of teachers' attitudes towards inclusive education. In the first place they intimated that teachers do not rate themselves as knowledgeable about educating students with special educational needs and tend to be undecided or have negative beliefs about inclusive education. Again, teachers appear not to feel competent and confident in teaching students with special educational needs. Finally teachers hold negative and neutral behavioural intentions towards students with special educational needs. In their study De Boer, Pijl and Minnaert (2011) reported that long years of training in special needs education positively influenced the attitudes of teachers and that teacher attitudes are related to categories of disability. Again teachers with previous experience in teaching students with disability and those with less teaching experience held a significantly very positive attitude towards inclusive education. Clampit, Holifield and Nichols (2004) further noted that their findings corroborated another study by Baines, Baines & Masterson (1994) which also revealed negative attitudes towards inclusion in regular classrooms where there were

no proper supports for students with disabilities. The authors pointed out that it was rather irresponsible and inappropriate to place students with special educational needs in the general education classroom without the requisite resources. These findings are not very different from related studies in Ghana (Agbenyega and Deku, 2011, Gyimah, 2010, Kuyini & Desai, 2007; Ofori-Addo, Worgbeyi & Tay, 1999). These studies revealed that attitude towards inclusion of students with different categories of disabilities was influenced by the amount of extra work load and accommodations teachers have to make for the students with disabilities included in the regular education classroom. It was evident in the studies that experience working with students with disabilities and small class-sizes had positive effects on attitudes towards inclusion. Many special and regular schools in Ghana have experienced sharp increases in student enrollment, resulting in a large class sizes. The average class sizes in Ghana are between 50 and 70 especially in the urban areas and cities. In a study it was reported that a school had a population of 3,500 to 36 teachers giving a ratio of 97 students to one teacher (Avoke and Avoke, 2004) however in Germany, class sizes are not that large comparatively.

Okyere (1999, 2000) in studies in Ghana and Nigeria also found that teachers and headteachers had negative attitudes towards persons with disabilities. The negative attitude of some teachers and headteachers is a great challenge to the practice of inclusive education. It is necessary that the requisite interventions are put in place for those teachers and headteachers to change their negative attitudes for the successful implementation of inclusive education.

These findings to some extent give credence to the assertion of Kauffman & Hallahan (1995) that on the surface it is appealing to combine special and general education but in practice it has the potential to create an unfair burden on school systems in meeting the needs of all learners.

Clampit, Holifield and Nichols (2004) allude to the views of Taylor & Harrington (1998) that opponents of inclusion contend that it will create a burden on general education teachers to educate all students without making provision for the students to receive individual instruction.

In synopsis, there appears to be lack of consensus on the implementation of inclusive education by teachers as a result of the divergent attitudes they hold. This view is corroborated by Scruggs & Mastropieri (1996) when they indicated that the exact nature of teachers' attitude towards inclusion is unknown and contradictory at best. These authors pointed out that in spite of the positive attitude by teachers on the concept of inclusion, these same teachers held negative attitudes towards the implementation of inclusive education in their own schools. It is therefore critical that In-service Teacher Training and teacher educational programmes are tailored to address these concerns. Corroborating this view, Avoke and Avoke (2004) reiterate the need for the concerns of teachers to guide policy makers and to help strike a balance between the environment that will result in meeting optimal needs rather than proposals made merely for expediency to satisfy policy implementers. These developments have great implications for teacher education and in-service teacher (INSET) training.

1.4.8 Teacher preparedness for Inclusive Education.

Teacher preparedness has been found to be one of the important considerations to the successful implementation of inclusive education. Several studies have been carried out to ascertain teacher preparedness for inclusive education based on their attitudes and beliefs about inclusion and its

practice (Beacham and Rouse, 2011; Florian and Rouse, 2009; Forlin, 2004; Sharma, Forlin and Loreman, 2008). These studies revealed that many teachers were concerned about their preparedness to deal with diversity in the general education classroom. Teachers' knowledge and skills as well as their attitudes and beliefs were found to be crucial to the development of inclusive education, however in many cases the teachers believed that they were not well prepared to manage diversity in their classrooms. Sharma and Associates,(2008) for example, suggested that there were challenges in changing the beliefs and attitudes of experienced teachers, towards inclusive education, especially in cases where inclusive education has been imposed on the schools, however younger teachers seemed more flexible in their thinking.

In a related study Clampit, Holifield & Nichols (2004) found that the most common resistance to inclusive education is the belief held by teachers that they lack the requisite competencies needed to teach a child with a disability. Another study revealed that in addition to teacher attitudes, knowledge and skills, school organization as well as inflexible school programmes were some of the challenges of the successful implementation of inclusive education (Agbenyega and Deku, 2011). This implies that teacher attitudes, knowledge and skills can also be mitigated or confounded by school organization and inflexible school programmes.

It is apparent that there are a number of teachers who seem to hold the belief that they have not been adequately prepared to meet the needs of children with special educational needs in the general education classroom. These teachers invariably will not feel competent enough to teach students with disabilities in their class.

Studies by Minke, Bear, Keemer & Griffin (1996) for example revealed that general education teachers who worked with special education teachers in the mainstream in providing instruction were better prepared for inclusive education. The study revealed further that these teachers had a greater sense of self-efficacy, were more confident and prepared to teach and manage behaviours than those teachers in the traditional general education class. The teachers identified the co-teaching model, which involved collaboration between general and special education teachers in providing the needed resources to all learners, as critical to the success of inclusion.

There appears so far to be an apparent balance between knowledge, skills and attitudes. Beacham and Rouse (2011) considered apparent balance among knowledge, skills and attitudes very crucial. These authors pointed out that, positive attitudes are more likely to be sustained when teachers possess the requisite knowledge and skills to persist with inclusive pedagogies. Again, in spite of the fact that knowledge and skills are very necessary they are not sufficient since without a positive set of beliefs about what seem possible, the knowledge and skills may be irrelevant and the teachers may not make use of them.

Archer and Hughes (2011) pointed out the fact that educators have the same goal of helping students to make the maximum possible gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. Teachers further make conscious efforts to promote teaching and learning in the classroom. These practices are largely referred to as methods of teaching. One of the intriguing questions that educators are often faced with both in general education and in special education appears to be basic – “what is the best method or way to teach students”. Methods of teaching are a means to an end but not an end in themselves. The methods are a means to achieving our instructional objectives. Methods that may work in one

setting may not necessarily work in another. Similarly, a method which may be effective in teaching one child may not be that effective in teaching another. In their contribution to what the best method of teaching is, Archer and Hughes (2011) posit that “first we believe that there is no one best way to teach” (p.18). These authors maintain that, instruction should be based on students’ needs and guided by research rather than by a personal philosophy.

In subsequent sub-topics, the principles and practices as well as issues on teaching students with Emotional and Behaviour Disorders, Intellectual Disabilities, Severe Disabilities and Learning Disabilities are discussed.

1.4.9 Teaching students with Behaviour Disorders

One of the categories of students with disabilities the regular classroom teacher has to contend with is those with Behaviour Disorders. The problems exhibited by these students are equally perplexing to attract the teacher’s attention although the problems come in varying forms and degrees. Students with Emotional and Behavioural Disorders exhibit inappropriate behaviours which invariably affect their academic performance or obstruct the learning of others in class.

In spite of the several attempts made to define Behaviour Disorders there appears to be no consensus on the most acceptable definition. Lewis and Doorlag (2011) stated that one reason for this is that no single pattern of behaviours identifies a student as having a behaviour disorders. On the contrary, they identified school behaviours that indicate behaviour disorders, these range from high levels of aggression to extreme withdrawal.

Lewis and Doorlag (2011) indicated that students with Behavioural Disorders can have special needs in areas such as classroom behaviour, social skills and academic instruction. As far as

classroom behaviour is concerned the students' problems relate to school conduct or the use of appropriate study skills.

1.4.10 Teaching students with Intellectual Disabilities

Intellectual disabilities has been referred to in diverse ways these include among others, mental challenge, mental handicap, mental retardation and other labels that are considered derogatory. Parmenter (2011) observed that the use of such labels have come to be seen as highly pejorative and stigmatizing even though those terms were acceptable in scientific literature. This author maintains that the term 'mental retardation' has been gradually replaced by the term 'intellectual disability' in many parts of the English-speaking countries. He further noted that representative organizations have responded by changing their names to reflect more contemporary acceptable language. He cited examples such as American Association on Intellectual and Developmental Disabilities (AAIDD) formerly American Association on Mental Retardation, and earlier American Association on Mental Deficiency, and the International Association for the Scientific Study of Intellectual Disabilities (IASSID) also 'of Mental deficiency' ; and Inclusion International, formerly the International League of Societies for Persons with a Mental Handicap. It is in the light of the change in the use of the term that is why in throughout this thesis, the term intellectual disabilities is largely used.

It is pertinent to note that the definitions of intellectual disabilities by the American Association on Mental Deficiency (Grossman,1973;1983;Herber,1959;1962;Luckasson,1992) were all

developed to provide a framework for identification ,classification and placement as well as for guiding various administrative activities that require the categorization of students with intellectual disabilities. However, Dever & Knapczyk (1997) assert that the practice have not proved very useful for instructional purposes. In the view of these authors that underscored the need for the instructional definition of intellectual disabilities. Dever (1989) proposed the instructional definition, which states:

A person with mental retardation is someone who requires specific training in skills that most people acquire incidentally and which skills enable people to live in the mainstream of the community without supervision (Dever, and Knapczyk,1997,p.12).

The definition just stated provides a clear direction for instructional purposes. The instructional definition became necessary because hitherto all the definitions in use were irrelevant to education and training of students with intellectual disabilities

Lewis and Doorlag (2011) indicated that intellectual disabilities are comprehensive disabilities which do not only affect only school learning but also the development of language, social, and vocational skills.

1.4.11 Teaching students with Severe Disabilities.

Lewis and Doorlag (2009) reported that generally, inclusion revealed positive outcomes for students with severe disabilities for social relationships and friendships, acquisition of communication skills as part of their participation in cooperative learning activities. The authors further pointed out that the students tended to receive more academic instruction, one-on-one instruction and more teacher attention than their peers in self-contained classrooms.

1.4.12 Teaching students with Learning Disabilities.

A student with learning disabilities manifests significant discrepancy between Achievement and potential. Lewis and Doorlag (2011) found learning disability a perplexing condition since such students have average intelligence and learn some things quickly and easily. On the contrary, as a result of deficits in attention, perception, and memory, their ability to acquire other skills becomes extremely difficult. Such students tend to for example read well but spell poorly. Again they may perform poorly in written test yet be able to answer all the questions correctly if the test is conducted orally. Lewis and Doorlag maintained that the special needs of students with learning disabilities could be addressed in the general education classroom with instructional modifications.

Heward (2003) also described the field of learning disabilities as so large, dynamic and controversial and further asserted that for the majority of students with Learning disabilities, the least restrictive environment for all or most of the school day is the regular education with their peers of the same age.

Several other studies have shown that the move toward full inclusion of all students with disabilities in regular classrooms has not received the approval of all professionals and advocates of students with learning disabilities (Fuchs and Fuchs, 1994; Kauffman & Hallahan, 1994;

Swanson 2000). The major issue raised by these authors was that although the full inclusion movement is based on strong beliefs and has the best intentions at heart there are not enough empirical studies to support it. These authors point out the potential difficulty associated full inclusion of a student with learning disabilities for example who spends the entire school day in the regular classroom will receive the individualized reading instruction needed.

Heward (2003) also reported that all the professional and advocacy associations concerned with the education of students with learning disabilities have criticized full inclusion. These associations strongly oppose policies that mandate the same placement and instruction for all students with learning disabilities .The view expressed is that special education for students with learning disabilities requires a variety of placement options including either some or even all instruction taking place outside the regular classroom. These arguments notwithstanding, studies carried out to ascertain the effectiveness of inclusion programmes made mixed findings. Those studies showcased successful programmes which revealed more gains in self-contained classrooms than resource rooms for students with disabilities. Contrarily, for students with mild learning disabilities, placement in the regular classroom with individualized instruction and resource support was more effective (Lewis & Doorlag, 2009, Smith & Tyler, 2010). It is evident that some practices and instructional strategies are more effective in the general education classroom.

Lerner and Johns (2009) identified seven instructional strategies for students in the general education classroom, these include,

1. **Peer tutoring.** It is a strategy for the general education classroom in which two students work on a learning task together, with one playing the role of teacher (tutor) and the other child, the learner (tutee). Owing to the fact that students work in pairs, peer tutoring has been found to support one-to-one teaching in the general education classroom. Lerner & Johns further stated that the tutor and tutee benefit from peer tutoring. The authors indicated that for the tutee, there are gains in academic achievement. This is because the child is able to learn more effectively from a classmate whose thinking processes are closer to that of the child than that of an adult. The tutor also derives academic benefit since the best way to fully learn is to teach what one knows to someone else.

2. **Explicit teaching.** This instructional strategy is needed by many students with learning disabilities. Explicit instruction like direct instruction, the teacher clearly states what is to be taught and explains what the learner has to do. In explicit instruction students are provided with models of appropriate methods for solving problems or explaining relationships.

Archer & Hughes (2011) also suggested that explicit instruction, is one of the best tools available to teachers in their quest for instructional strategies to maximize the students' academic growth. Archer and colleague contend that this type of instruction is explicit because it is unambiguous and direct approach to teaching, involving processes of instructional design and delivery.

3. **Promoting active learning.** The learner is supposed to be active and not reduced to a mere spectator. Instruction for active learning focuses on the child's interests, stresses the importance of building background knowledge prior to teaching and encourages the active involvement of students. Active learning highlights the concept that learning and behaviour emerge from the

interaction of three components. These are the learning environment, the learner, and the teaching material. The teacher can promote active learning by, encouraging interactive learning, recognizing the importance of previous experience, preparing students for the lesson, encouraging active involvement, structuring lessons for success and teaching “learning to learn” strategies.

4. **Scaffolded instruction.** Scaffolding instruction involves abundant teacher supports at the initial stages when the student is learning a task and removed when they are no longer required or necessary. The processes involved in Scaffolding include: simplified problems, modeling of the procedures by the teacher, thinking aloud by the teacher, and teacher mediation to guide the student to think through the problem.

5. **Executive functions.** It involves the ability of the learner to control and direct own learning. Executive functions involve planning what to do, deciding things in the environment to pay attention to, or deciding how to respond to a challenging task. Students are therefore taught how to plan ahead, how to gather appropriate materials for school tasks, how to prioritize the steps to complete an assignment, and how to keep track of their work.

6. **Reciprocal teaching.** This method is undertaken through a social interactive dialogue between the student and the teacher. In a reading comprehension lesson, it assumes the form of a conversation or dialogue in which teachers and students take turns leading discussions about a shared reading text. The key principles guiding reciprocal teaching instruction are: learning is considered a social activity, initially shared among people, Dialogue (conversation) between teachers and students guide the student’s learning, the teacher plays a mediating role, shaping

learning opportunities and bringing them to the attention of the learner, and finally, assessment is a continuing ongoing process that occurs during the reciprocal teaching.

7. Learning strategies instruction. Instruction in learning strategies have been found to increasingly used as a teaching strategy for students with learning disabilities and other mild disabilities. This instructional strategy involves helping students to learn the secrets of being successful learners, how to study, how to integrate new materials with what they already know, how to monitor their learning and problem solving, and how to remember or predict what is going to happen. (Lerner & Johns, 2009, p.109-116).

The seven instructional strategies have been found to be effective not only for students with learning disabilities but also for all other learners in the general education classroom.

1.4.13 Cross-cultural studies on Inclusive Education

It has been observed that developments in special and inclusive education and education in general show similar trajectories across countries and that, in fact, in part, underscores the need for cross-cultural studies. Mitchell (2010), lends support to this view and discussed why the developments in special education, inclusive education and education broadly in the developed western countries have shown similar trajectories across countries.

Any comparative study of social phenomena across two or more different societies Udy (1973) points out, is in the broadest sense of the term, “cross-cultural”. Current usage however ordinarily distinguishes “cross-cultural” from “cross-national” research with the former referring

only to comparisons among non-industrial societies of the variety traditionally studied by anthropologists and the latter, to comparisons among modern nations.

In the view of Mitchell (2010), to a very large extent the convergence of educational policies and practices across countries globally, reflects the trend towards nation states being influenced by world-level ideological prescriptions and practices under the auspices of agencies such as United Nations and Organization for Economic and Cooperative Development (OECD). Mitchell argued consistent with the findings of McNeely and Cha (1994) that such agencies exercised considerable authority and influenced national systems. Among the influences through a number of normative and rule-creating activities Mitchell (2010) highlighted four in particular;

1. International organisations act as major forum for transnational exchange of ideas and information through publications, provision of consultants and sponsorship of conferences, meetings and workshops,
2. For membership of these international organisations countries are expected to sign in to their charters and constitutions which mandates adherence to global principles, norms and procedures,
3. Ensuring international convergence again through standard-setting instruments such as declarations and recommendations (might not be legally binding but can be inspirational and educational), and
4. Particularly for developing countries, most importantly, international organisations exert great influence through direct financial assistance, provision of development experts, both of which are invariably linked to adherence to their policies and prescriptions (p.18).

It is evident that by joining these international organisations nation states have been influenced by the recommendations that these world bodies have made over the years. Currently there is a move towards inclusive education greatly influenced by these world bodies or organizations which has resulted in sweeping reforms in special education service delivery across countries. As countries practice inclusive education it becomes necessary to have evidence-based practices that ensure quality education for all categories of learners.

Although literature on cross-cultural studies on inclusive education is scant, there have been some studies which provide insight into the practice of inclusive education across countries (Leyser, Kapperman, & Keller, 1994; Sharma, Forlin, Loreman, & Earle, 2006). Leyser and Colleagues (1994) for example in a cross-cultural study found differences in attitudes towards inclusive education between teachers in six nations. Teachers from Ghana and Germany were involved in that study. The study revealed that teachers from Ghana and Taiwan showed less attitude towards inclusive education. The finding was attributed to the limited number of training opportunities for teachers in inclusive settings in these countries. Again, it was as a result of the limited opportunities for inclusion in the two countries. In that same study teachers from Germany and United States of America expressed the most positive attitude. The authors argued that the finding could be attributed to the fact that Inclusion was most practiced in the United States of America than it was in Africa and Asia. In Germany it was reported that although most of the students with special needs were educated in segregated settings, inclusion was being practiced on an experimental level.

A critical analysis of cross-cultural studies on inclusion reveal that they usually investigate practices across nations in a bid to draw from practices to improve on aspects of the process of

inclusive education. As has been stated already in this thesis, inclusive education is a process and once initiated there has to be monitoring and evaluation to highlight the strengths and weaknesses. As the weaknesses are identified efforts are geared towards improvement for successful implementation.

1.5 Purposes of the Study.

This study is intended to elicit, illuminate, examine and report the preparedness of teachers in Ghana and Germany towards inclusive education. The study therefore sought to:

1. ascertain the views of teachers in Ghana and Germany on the placement of students with disabilities in the regular classroom.
2. Find out the extent of teachers' competence in teaching students with Moderate or Severe Intellectual Disabilities, Emotional and Behaviour Disorders and Learning Disabilities in the regular classroom.
3. Investigate the preparedness of the teachers to accommodate students with special educational needs in the regular classroom.

1.6 Research Questions.

The following research questions have been raised to guide the study

1. What are the views of teachers in Ghana and Germany on the placement of students with disabilities in the regular classroom?

2. How competent are the teachers in instructional strategies to manage students with Intellectual disabilities, Emotional and Behaviour Disorders, and Learning Disabilities in the regular classroom?

3. How prepared are the teachers to accommodate students with special educational needs in the regular classrooms.

1.7 Delimitation of the Study

This study which investigated teacher preparedness towards inclusive education, focused on teachers in Central Region, Ghana and North Rhine-Westphalia, Germany. The study in Ghana was conducted at Winneba Municipality and Cologne in Germany. These teachers like all others, are expected to teach a variety of students with disabilities in the general education classroom. This study however focused on the preparedness of the teachers to work with students with Specific Learning disabilities (dyslexia), Emotional and behaviour Disorders, as well as those with Severe and Moderate Intellectual disabilities.

1.8 Significance of the Study

The role of the teacher is very critical to the successful implementation of inclusive education; this is underscored by the fact that it is the teacher who would implement the policy. It is therefore pertinent to investigate the views of teachers and their preparedness to meet the diverse needs of students with disabilities in the general education classroom.

The findings of this study will help to ascertain the factors that influence the attitudes of teachers in Ghana and Germany towards inclusive education. It will further provide empirical findings on the preparedness of teachers in Germany and Ghana to accept and teach students with disabilities in general education classrooms. The study will therefore partly address these issues and concerns thereby generating knowledge and understanding on the practice of inclusive education and its implications for teacher education particularly in Ghana.

Results of this study will also add to the existing cross-cultural studies on attitudes of teachers towards Inclusive education. This is consistent with the studies by D'Alessio & Cowan (2013) citing the argument of Hans (1958) that comparative studies elicit useful data from other countries which eventually help to improve national educational systems as a result of its policy and professional implications.

1.9 Summary

This chapter laid the foundation for this thesis. Consequently, it introduced the research problem, reviewed relevant literature in the light of the research questions and the report outlined. Having laid the foundation for the thesis, I proceed to present a detailed description of the research methodology in the next chapter.

CHAPTER TWO

METHODOLOGY

2.1 Introduction

This Chapter positions my study within post-positivist tradition, which is an approach to knowledge acquisition, otherwise, called the Quantitative Method. Phillips and Burbles (2000) identified the distinction between positivism and post positivism. These authors contend that to the post positivists, human knowledge is conjectural rather than unchallengeable since our warrants for knowledge can be withdrawn in the light of further investigations. The study was therefore largely quantitative with the use of Questionnaire, however there were open-ended items to generate qualitative data. As has been explained later, this was done consistent with my epistemological and ontological orientation. The chapter provides a discussion in detail of the procedure and the various activities carried out from the beginning to the end of the study. I therefore provide details of the methodology, the rationale for choosing it and method adopted for the study. Also included in the discussion are sampling, data collection procedure and analysis, validity and reliability as well as ethical considerations.

Methodology in the view of Neuman (2006) is broader than methods and envelops methods. This author explained further that methodology is the understanding of the social-organizational

context, philosophical assumptions, ethical principles, and political issues involved in the use of methods in a research. Neuman contends that methodology and methods are not synonymous and that methods are sets of specific techniques for selecting cases, measurement and observation of aspects of social life, gathering and refining data, data analyses, and reporting on results. Methodology and methods are therefore closely linked consequently, independent however distinct.

There are a variety of methodologies and methods that can be used to undertake a study of this nature; however the method chosen for this study was largely influenced by the hypothesis and research questions raised to guide the study. There is a further discussion of the ontology and epistemology influencing the choice of hypothesis, research questions and eventually led to the choice of method and the mode of data analysis adopted for this study.

2.2 Research Philosophy and Methodological Orientation

Research philosophy and methodological orientation of the researcher has a great influence on the research and its findings. The research philosophy of the researcher is therefore the belief held about the way data about the phenomenon under investigation should be gathered, analyzed and eventually used. Saunders, Lewis & Thornhill (2009) defined research philosophy as the development of the research background, research knowledge and its nature. Cohen, Manion & Morrison (2007) defined research philosophy with the aid of research paradigm, as a broad framework, which comprises perception, beliefs and understanding of several theories and practices that are employed in carrying out a research. Research philosophy is therefore the precise procedures involved in the different steps the researcher goes through to create a

relationship between the research objectives and the questions. Creswell (2012) summed it all up by noting that the choice of research approach is influenced by the knowledge claims, the strategies and the method.

Research philosophical and methodological orientation and considerations involve the use of terminologies such as, ontology, epistemology and paradigm. Grix(2004) pointed out that the research methodology used, for example, the data collection methods, sources of data and its treatments are issues related to the researcher's ontological and epistemological assumptions about reality and how knowledge is generated.

Crothy (1998) views ontology as the study of being, concerned with 'what is 'the nature of existence. Crothy draws a distinction between different research frameworks based on their epistemological grounding. Epistemology invariably lays the foundation for building the theoretical perspective of a research. The methodology is subsequently selected and eventually the method. It is a process, each providing the basis for the next.

Epistemology is the theory of knowledge underlying the research, such as objectivism, constructionism and subjectivism. Crothy (1998) considers the theoretical perspective as the particular philosophical position providing a context for the study, including positivism, feminism, and the branches of interpretivism such as phenomenology and hermeneutics. The method chosen can therefore be Quantitative or Qualitative and in recent times, Mixed Method (Pragmatism).

Methodology is therefore the overall strategy or plan of action for carrying out research like ethnography, survey or phenomenological research. Eventually, the actual method used can

either be a questionnaire, interview or participant observation. My ontological and epistemological orientation gravitates towards pragmatism otherwise called the mixed method (Pragmatism). I therefore combined or integrated qualitative and quantitative research and data in this study. Creswell (2014) suggests that the use of mixed methods involves the use of quantitative data which includes closed-ended responses found in questionnaires or psychological instruments while qualitative tends to be open-ended without predetermined responses.

2.3 Research Design

In this narrative the decisions that influenced the research design are woven and presented. The overall objective of this study was to ascertain teacher preparedness for inclusive education in Ghana and Germany, as a guide in developing the research design for this study. The study was a cross-sectional survey, which is one of the commonly used survey research designs. In such designs one or more samples are usually drawn from the population at one time. Consequently, the data gathered from the sample(s) can be used to describe the population at that point in time. One of the advantages of using a cross-sectional design is that it enables the researcher to describe the characteristics of the population as well as the differences between two or more populations. Contrarily, using the cross-sectional design does not allow researchers to infer how individual respondents have changed over time (Cresswell, 2013; Shaughnessy, Zechmeister, & Zechmeister, 2000). Neuman (2006) posits that cross-sectional research ‘can be exploratory, descriptive or explanatory but it is most consistent with a descriptive approach to research’

(p.37). This study used the cross-sectional survey design consistent with the views of Gay, Mills, & Airasian (2014) that it is usually effective for providing a snapshot of the current behaviours, attitudes and beliefs about a phenomenon. I therefore found the design effective in providing a quick understanding of trends and developments in teacher preparedness for inclusive education in Ghana and Germany. It afforded me the opportunity to gather data, analyze and draw conclusions relatively quickly.

Bryman and Bell (2007) points out that the choice of research design helps to reflect on a broad range of dimensions of the research process and further have considerable effect on the lower levels of methodological approaches such as sampling and statistical packages. Research design is therefore a guide to seeking answers to the research questions posed to guide the study which was carried out in Ghana and Germany to ascertain the preparedness of teachers for inclusive education.

D'Alessio & Cowan (2013) postulate that cross cultural and international studies on Inclusive education and special needs education have traditionally used quantitative methods. Consistent with this view, the study was largely quantitative however, as stated in this chapter, there were open-ended items in the questionnaire that were analyzed using qualitative methods, this was influenced largely by my ontological and epistemological orientation.

2.4 Sample and Sampling Technique.

A sample is a subset of the population used for study. Data is therefore collected from a small subset of the population and used to make inferences about the population as a whole (Field, 2009). Samples are used in researches mainly because it is very often not possible and to

sometimes not necessary to involve all segments of the population in a study. The use of sampling techniques are to ensure that there is representativeness. This will ensure that the researcher can draw valid conclusions based on the sample used to gather data for the study.

The procedures used to select samples can be by probability sampling or, and non-probability sampling techniques to ensure that the samples selected are representative of the research population. In a cross-sectional quantitative survey, a representative sample is usually obtained from all the relevant variables and factors that match the proportions to the overall population (Denscombe, 2014).

The sample size for the study was $n=212$ consisting of $n=150$ for Ghana and $n=62$ for Germany. This study employed multistage cluster sampling and purposive sampling techniques to obtain the sample for the study. Creswell (2012) contends that multistage cluster sampling technique is a quantitative sampling procedure in which a researcher selects clusters within a cluster, this is usually done because the population cannot be easily identified or that they are extremely large. This view informed the choice of multistage sampling technique especially in Germany where the clusters of schools in Cologne and surrounding area was very large geographically. Schools in the clusters were sampled and sent mails and those consenting to participate in the study purposively sampled for the study. This was done consistent with the suggestion by Gay, Mills and Airasian (2014) that cluster sampling is a feasible method of selecting a sample when the researcher is unable to obtain the list of the population. Again, Gay and colleagues opine that cluster sampling becomes even more convenient when the population is very large and spread over a wide geographic area.

2.5 Research Instrument and Instrumentation.

The instrument used for the study was adapted from the Attitude Towards Inclusive Education (ATIE), Questionnaire developed by Linderkamp, Krezmien, and Przibilla & Carey (2013) Survey Questionnaire. The English and German versions of the Instrument were used. The questionnaire was in three sections made up of close-ended and open-ended items. My choice of instrument for this study was made after several considerations. A review of literature related to this study revealed several instruments used for such studies. A critical analysis of the review revealed that in those studies Questionnaires with 5-scale and 6-scale Likert Scale were used for the teachers in inclusive and non-inclusive settings to complete(Campbell, Gilmore & Cuskelly,2003, Cook,2002,McLeskey, 2001).

In the process of developing an instrument it was obvious that those used in the studies reported in the literature were developed and used in contexts very different from the context in which my study was to be carried out and eventually carried out. Again, the design of this research was largely quantitative but consistent with my ontological and epistemological orientation I had to make use of qualitative data. As a result some open-ended items were needed to provide the teachers in Ghana and Germany opportunity to elaborate on their competencies in managing students with disabilities in an inclusive general education classroom.

In the process of adapting an instrument for the study, I had discussions with my supervisor which revealed that there was a team of professionals from Germany and United States of America, working on an Inclusive Education Research Project at Wuppertal University. They were engaged in a UMASS/Wuppertal Collaboration Inclusion Survey. This team of researchers

had developed an instrument that I found suitable and appropriate for my study. There were both English and German versions of the instrument which made it possible to administer the instrument in Ghana and Germany. I therefore sought permission and got approval from the Team to use the instrument. I attended the maiden Workshop organized as part of the Project on 3rd July, 2013 and subsequent International Conference on 11th and 12th July, 2014 at Wuppertal University. I was also involved in pre-testing the instrument since I personally responded to the items and submitted my inputs for consideration in the process to ensure content and construct validity and reliability of the instrument. It therefore afforded me the opportunity to ascertain the suitability of the instrument for the Ghanaian context. Since majority of the teachers in Ghana were not familiar with the characteristics of students with Autism, this category of students with special needs were not considered in my study, I used the Instrument excluding the section seeking responses on teacher competence in managing students with Autism. The first part of the questionnaire was to elicit demographic or background information about the respondents. The second part of the questionnaire was made up of close-ended items and had the Likert type of scale. The respondents were to register their responses to a series of statements by indicating whether they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with each statement. Respondents were expected to register the extent of agreement or disagreement with a particular statement, of an attitude, belief or judgment expressed. Majority of the questionnaire items comprised of Likert type of scale and were very relevant to the study.

The third part of the questionnaire consisted of open-ended items in which respondents were provided the opportunity to freely express themselves. This section of the questionnaire was meant to complement the responses from the close-ended items. Respondents were for example

to define inclusion in their own words and also indicate some of the teaching strategies they will use to manage pupils with Behaviour Disorders, Intellectual Disabilities and Learning Disabilities in the regular classroom.

With the consent and approval of my supervisor the instrument was ready for administration.

The questionnaire was administered in Ghana and Germany from October to December, 2013 in Ghana and from May to August, 2014 in Germany. A total of n=178 questionnaire were distributed in Ghana personally with the assistance of two Resource Teachers in Winneba Municipality and (n = 150) returned. The questionnaire in German were mailed to (n = 80) respondents and 62 returned. The return rate of questionnaire was 84% for Ghana and 76% for Germany. This response rate is generally considered good (Gillis and Jackson, 2002).

There were therefore a few respondents who did not respond to some of the items posing a threat of non-response bias. There were difficulties in identifying the respondents from Ghana and Germany who did not respond to the items since the questionnaire was structured in such a way to ensure anonymity of respondents. Although the threat of non-response bias could not be eliminated, consistent with the suggestion of Oppenheim (1992), the effect was minimised by the good response rate obtained for the questionnaire.

2.6 Validity and Reliability.

To ensure content and construct validity of the instrument, pre-testing of the questionnaire was carried out. This was done to ascertain the difficulty level of the items and the language used.

This practice which is a pilot testing of the instrument was carried out before administering the

questionnaire to participants. Gay, Mills, & Airasian (2014) suggested that pretesting the instrument before administration provides information on deficiencies and suggestions for improvement. The authors reiterate that having three or four individuals to complete the questionnaire helps to identify problems to rectify. Consequently, the individuals chosen have to be thoughtful, critical and possess the same characteristics as the intended research participants. In keeping with the suggestions, the English Version of the Instrument was pretested using 10 student-teachers at University of Education, Winneba in Ghana. The German Version of the Instrument was also pretested using 5 student-teachers at University of Cologne in Germany. The student teachers were used because they were deemed to possess the same characteristics as the teachers who were used in the study. The student-teachers used had considerable numbers of years of teaching experience in regular schools in Ghana and Germany. One of the reasons for carrying out pretesting of the instrument was to ensure the internal consistency of the Likert-type scale which formed majority of the items used.

The instrument was further subjected to confirmatory factor analysis and item analysis to determine the factor loadings and its reliability coefficient consistent with the suggestion of Matsumoto & Yoo (2006) that equivalence in cross-cultural studies is an important methodological consideration. The authors define equivalence as a “state or condition of similarity in conceptual meaning and empirical method between cultures that allows comparisons to be meaningful” (p.243). Measurement equivalence was therefore carried out to ascertain the degree to which the measures used to collect the data from Ghana and Germany were equally valid and reliable. As Matsumoto and Yoo pointed out, if a questionnaire was used in a cross-cultural comparison, there is the need to ascertain that its factor structures are

equivalent across cultures. The item analyses were therefore conducted separately for the Ghanaian and German samples respectively, to ascertain the internal reliability of the items in each culture. To provide statistical support to confirm the suitability of the instrument for the study, factor analysis was carried out. Data from the Ghana sample n=150 and the Germany sample n=62 was subjected to Principal Axis factor analysis, rotation of the factors were further carried out since the factors yielded eigenvalues greater than 1. The factor loadings obtained provided support for the various categories and items of the questionnaire administered to the samples in Ghana and Germany.

Table 1 shows the reliability coefficient using Cronbach Alpha index for the Ghana Sample.

Table 1: Item Analysis of Ghana Sample

	Mean scale, if Item deleted	Variance scale, if Item deleted	Corrected Item-Scale-Correlation	Cronbach-Alpha, if Item deleted
Item 1	121,19	195,093	-,086	,863
Item 2	120,83	183,339	,507	,847
Item 3	121,53	179,271	,358	,850
Item 4	121,41	181,564	,438	,848
Item 5	120,96	180,638	,512	,846
Item 6	121,19	183,025	,406	,848
Item 7	121,45	183,732	,349	,850
Item 8	121,76	180,281	,468	,847
Item 9	121,68	184,980	,299	,851
Item 10	121,45	185,392	,324	,850
Item 11	121,62	188,373	,169	,854
Item 12	120,86	182,580	,501	,847
Item 13	121,33	180,169	,515	,846
Item 14	121,37	182,507	,438	,848
Item 15	121,01	182,809	,434	,848

Item 16	121,14	183,279	,377	,849
Item 17	120,90	184,609	,400	,849
Item 18	121,39	182,117	,451	,847
Item 19	121,29	184,085	,410	,849
Item 20	121,03	186,067	,381	,849
Item 21	121,11	183,390	,426	,848
Item 22	120,93	184,015	,455	,848
Item 23	120,99	182,007	,483	,847
Item 24	121,55	184,167	,346	,850
Item 25	120,99	185,082	,344	,850
Item 26	120,78	184,688	,415	,849
Item 27	120,80	184,462	,394	,849
Item 28	120,97	184,917	,335	,850
Item 29	120,74	184,764	,403	,849
Item 30	122,52	193,625	-,015	,855
Item 31	122,39	194,458	-,075	,856
Item 32	122,06	194,697	-,102	,856
Item 33	122,43	193,540	-,010	,855
Item 34	122,58	192,286	,096	,854
Item 35	122,51	193,503	-,006	,855
Item 36	122,10	193,575	-,010	,855
Item 37	122,46	193,461	-,004	,855
Item 38	120,90	186,214	,368	,850
Item 39	121,14	187,129	,285	,851
Item 40	121,76	185,161	,305	,851
Item 41	121,11	184,900	,349	,850
Item 42	120,74	186,835	,376	,850
Item 43	120,47	188,795	,215	,852
Item 44	120,74	189,760	,165	,853
Item 45	120,91	189,781	,112	,855
Item 46	121,04	182,202	,449	,848
Item 47	120,27	190,838	,142	,853
Item 48	120,41	191,999	,083	,854
Item 49	121,41	189,018	,186	,853

Table1 reveals an overall reliability coefficient of .85 for the Ghanaian sample N=150 using the Cronbach-alpha index.

Presented in Table 2 is the calculated Cronbach Alpha of the Germany Sample.

Table 2: Item Analysis of Germany Sample

	Mean scale, if Item deleted	Variance scale, if Item deleted	Corrected Item Scale, Correlation	Cronbach-Alpha if Item deleted
Item 1	135,09	384,846	-,614	,929
Item 2	134,93	348,577	,256	,917
Item 3	135,09	347,428	,323	,916
Item 4	135,43	341,668	,445	,915
Item 5	135,34	346,046	,330	,916
Item 6	135,16	342,028	,440	,915
Item 7	135,30	335,815	,591	,914
Item 8	135,36	341,034	,484	,915
Item 9	135,63	339,330	,578	,914
Item 10	135,48	337,309	,525	,914
Item 11	135,48	336,981	,535	,914
Item 12	134,95	334,815	,722	,913
Item 13	135,21	338,135	,650	,913
Item 14	135,43	338,286	,617	,914
Item 15	135,27	338,891	,458	,915
Item 16	135,13	335,202	,617	,913
Item 17	134,82	339,386	,576	,914
Item 18	135,20	338,997	,549	,914
Item 19	135,38	337,984	,518	,914
Item 20	135,18	337,058	,556	,914
Item 21	134,95	333,906	,647	,913
Item 22	134,91	336,774	,613	,914
Item 23	134,95	340,015	,513	,915
Item 24	135,75	341,245	,397	,916
Item 25	134,93	336,249	,609	,914
Item 26	134,71	336,971	,623	,913
Item 27	134,73	340,636	,578	,914
Item 28	135,21	336,899	,524	,914
Item 29	134,75	334,955	,689	,913
Item 30	134,59	339,337	,583	,914

Item 31	134,66	340,774	,508	,915
Item 32	135,61	339,879	,362	,916
Item 33	134,66	335,792	,610	,913
Item 34	134,48	335,381	,654	,913
Item 35	134,61	337,406	,603	,914
Item 36	135,39	335,116	,451	,915
Item 37	134,57	332,795	,691	,913
Item 38	134,23	350,945	,264	,917
Item 39	134,48	351,709	,217	,917
Item 40	134,88	354,111	,063	,919
Item 41	134,39	350,134	,291	,916
Item 42	134,88	341,566	,529	,915
Item 43	134,96	358,653	-,075	,920
Item 44	134,66	358,556	-,086	,919
Item 45	134,32	362,731	-,241	,920
Item 46	134,38	346,966	,322	,916
Item 47	134,05	348,670	,472	,916
Item 48	134,36	365,106	-,312	,921
Item 49	134,96	347,890	,282	,917

Table 2 shows the reliability coefficient for the Germany sample n=62 using the Cronbach Alpha index. The reliability was .91.

2.7 Ethical Considerations.

This study was non-invasive since all the respondents were competent and agreed to participate in the study without inducement. The ethical considerations of individual participants in a study are based on three main demands, informed consent, confidentiality and use of response (Creswell, 2014). To ensure the observance of these ethical considerations, the teacher respondents were informed about the objectives of the study and the relevance of their responses

to the study. The teachers' consent were sought and also given opportunity to refuse to participate in the study if they wanted to. To ensure confidentiality of their responses, participants were assured that the data would be used for the intended purpose of the study. This was done by ensuring that participants did not state their names on the questionnaire. Respondents were further assured that although they were required to state the schools they were teaching in, they were at liberty not to state their schools if they felt intimidated. In some cases especially in Ghana, I had prior contact with the respondents as a result of my personal professional relations with them in the Central Region of Ghana where the study was carried out. The Age and Gender of respondents were however, maintained since these variables would not in any way reveal the identities of the teachers who participated in the study.

2.8 Data Management and Analysis.

Data management is one of the important aspects of the research process which is meant to make the research process as efficient as possible. As Whyte and Tedds (2011) pointed out, research data management involves the organization of data, right from its entry to the research cycle through to the dissemination and archiving of valuable results. These authors stated that it aims to ensure reliable verification of results, and permits new and innovative research built on existing information. They therefore noted that research data management concerns how data is created and its use planned, organised, structured and eventually, named. Above all the data has to be kept, made secure, accessible, stored and backed up. Consistent with the data management practices outlined, I undertook a number of activities to create my data, organise, structure,

name, secure and back up. The data set gathered for the study was therefore securely stored for use.

The quantitative data gathered from the study participants in Ghana and Germany were thoroughly screened and inputs entered in the IBM 2013 Statistical Package for Social Sciences (SPSS) Version 22 Computer Software. The use of SPSS facilitated the tracking of the data for screening to ascertain the normal distribution of the data. It also helped to trace sources of outliers to the questionnaire for the correct entries to be made. Among other measures undertaken to ensure effective and efficient data management was by filing all the hard copies of other relevant Secondary data sources used for the study. Soft copies were however saved in my E-mail account. I also backed up copies of my data set, on my computers at home and the office as well as on USB stick and External Hard Drive. I further, cultivated the practice of typing out issues and highlights of discussions with my thesis advisor, by saving them on my computers and External Hard Drives as back up. These practices outlined, ensured the secure storage of data for analysis and subsequently, writing up the thesis.

2.9 Data Analysis

The study yielded largely quantitative data from the Likert-scale survey questionnaire items which were subjected to quantitative analysis whilst the written responses to the open-ended items were subjected to qualitative data analysis.

2.10 Quantitative Data Analysis.

Data analysis is a process, in this study the process of quantitative data analysis began by preparing the numeric data obtained from the respondents using Statistical Package for Social Sciences (SPSS) programme. The analysis was largely conducted using the 2013 IBM SPSS Statistics Version 22 Computer Software. The responses were coded and labelled by critically assessing the data. Numeric scores were therefore assigned to each response option. The data² was subsequently entered into a computer 'by building a data grid consisting of variables and their values' (Creswell, 2012, p.201).

Having built a dataset, the process of analyzing the data was initiated to address the research questions raised to guide the study. The process of data analysis began by subjecting the data to descriptive statistics which yielded frequencies, percentages (%), means (M) and standard deviations (SD). Kolmogorov-Smirnov test was also conducted to determine whether the data was normally distributed. The test revealed a normal distribution for the dataset.

Inferential Statistical Analysis such as Analysis of Variance (ANOVA), Chi-square (χ^2) and t-test were also conducted consistent with the procedures suggested by Creswell (2012) using statistical tests and calculating p-values. The p value was .05 which was the confidence interval set to identify a range of scores that are likely to include the population mean. Consequently, an alpha level of .05 was used for all statistical tests. Further consideration was given to the fact that there were two data sets for Ghana and Germany which required further statistical consideration of the p-value.

2.11 Qualitative Data Analysis.

The responses to the open-ended items by the teachers were analyzed using Constant Comparative Analytic Techniques (Strauss & Corbin, 1998). As a qualitative approach to data analysis, Constant Comparison Analysis also known as the Method of Constant Comparison as Onwuegbuzie, Dickson, Leech & Zoran (2009) pointed out, was initially used in grounded theory research. However, Leech and Onwuegbuzie (2007, 2008) found constant comparison very useful and recommended its use in analyzing many other types of data. I therefore found it appropriate to use it to analyze the open-ended items in this study.

The Constant Comparison Analysis involved inductively identifying themes emerging from the responses from the teachers to the open-ended items and developing written summaries. The three major stages that characterize Constant Comparison Analysis (Strauss & Corbin, 1998) were duly followed.

The first stage which is Open Coding, involved chunking the data into smaller units and assigning codes to the units. Stage two, which is described as Axial Coding, also involved grouping the codes into categories. The third and final stage referred to as Selective Coding, involved developing themes that express the content of each of the data groupings.

The comparative process continued to the point of Saturation. At the point of Saturation, no new ideas and insights emerged from the data. Apparently, there seemed to be repetition of themes already identified and addressed. This was consistent with the suggestion by Charmaz (2006) that one stops collating when the categories or themes are saturated, as a result, gathering fresh data no longer reveals new insights or new properties. The transcripts of the written responses to the open-ended items were read through several times to identify the emerging themes. Having

identified the themes, points of collaboration and divergence were also addressed in the data analysis. The interpretation arising from the analysis were discussed and compared with existing findings. The themes and issues raised are presented as the results of the study and discussed in the light of the literature.

CHAPTER THREE

RESULTS

3.1 Introduction

This chapter presents patterns of results and their analysis consistent with their relevance to the research questions raised to guide the study. This is presented by providing summary of tables and figures to reveal the patterns in the mass data presented in the chapter. The results of the responses to the open ended items from the respondents from Ghana are stating verbatim.

However in the case of the respondents from Germany, their responses to the open ended items which were in the German language were translated. The translation of their responses in the English Language have been also been stated verbatim.

This study was guided by the following research questions, which have been answered.

1. What are the views of teachers in Ghana and Germany on the placement of students with disabilities in the regular classroom?
2. How competent are the teachers in instructional strategies to manage students with disabilities in the regular classroom?
3. How prepared are the teachers to accommodate students with special educational needs in the regular classroom?

To answer these questions sub-questions were answered on the following special educational needs, Intellectual Disabilities, Emotional and Behaviour Disorders, and Learning Disabilities.

3.2 Demographic Data.

Table 3 presents the gender/sex distribution of respondents.

Table 3: Gender/Sex Distribution of Respondents

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	Male	93	62.0	62.0	62.0
		Female	57	38.0	38.0	100.0
		Total	150	100.0	100.0	
Germany	Valid	Male	14	22.6	22.6	22.6
		Female	48	77.4	77.4	100.0
		Total	62	100.0	100.0	

It is evident from Table 3 that 212 respondents participated in the study in Ghana and Germany.

This was made up of 93(62%) Male and 57(38%) Female from Ghana and 14(22.6%) Male and 48(77.4%) Female respondents from Germany.

Presented in Figure 1 is the Histogram of Gender by Country.

Figure 1: Gender/ Sex Distribution of Respondents

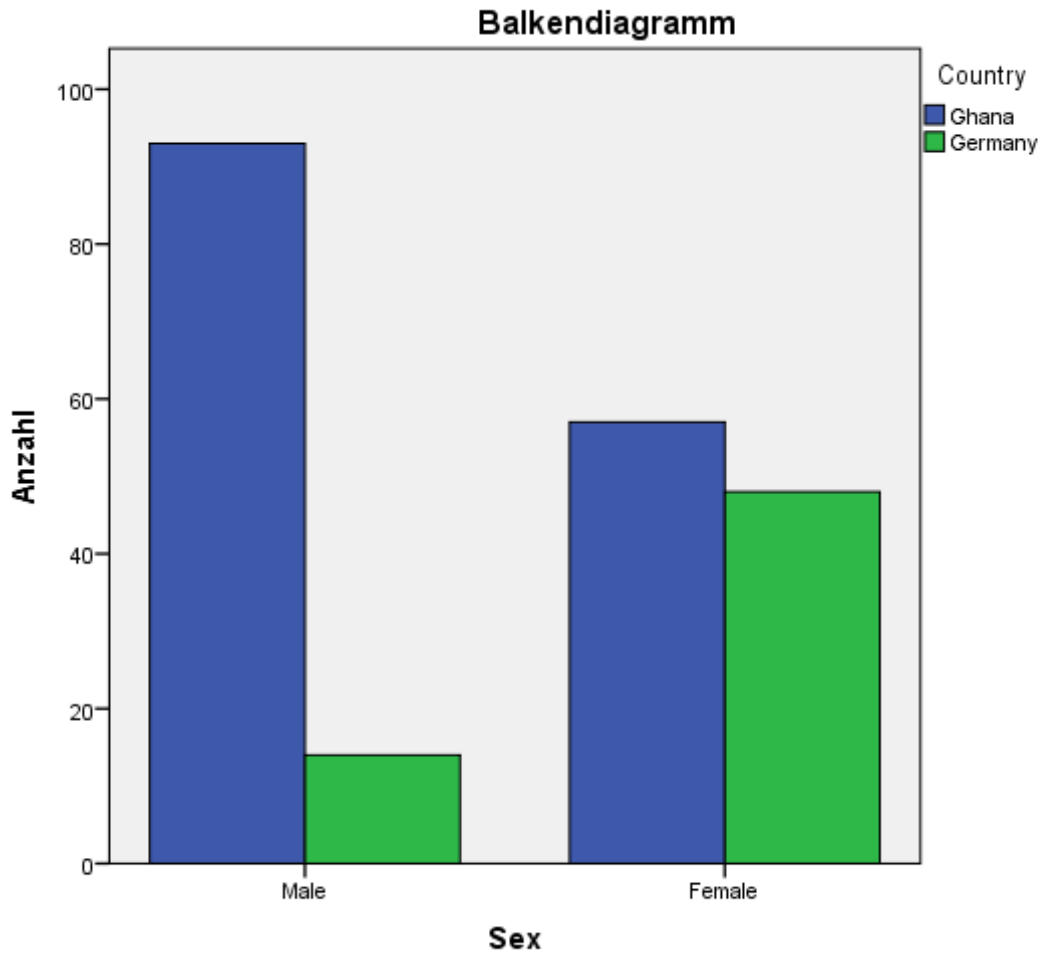


Figure 2 reveals the Gender/Sex distribution of respondents from Ghana and Germany. It is evident that the Ghana sample had a higher male representation than female respondents whereas there were more Female respondents from Germany than male.

Table 4 shows the Age Distribution of Respondents.

Table 4: Age Distribution of Respondents

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	20-30 Years	81	54.0	54.0	54.0
		31-40 Years	52	34.7	34.7	88.7
		41-50 Years	15	10.0	10.0	98.7
		51-60 Years	1	.7	.7	99.3
		No response	1	.7	.7	100.0
		Total	150	100.0	100.0	
Germany	Valid	20-30 Years	1	1.6	1.6	1.6
		31-40 Years	22	35.5	35.5	37.1
		41-50 Years	12	19.4	19.4	56.5
		51-60 Years	23	37.1	37.1	93.5
		No Response	4	6.5	6.5	100.0
		Total	62	100.0	100.0	

In Table 4 it is evident that 81(54%) respondents from Ghana were 20-30years old. There were 52(34.7%) respondents from 31-40years old. One (0.7%) respondent was within the range of 51-60+ years old, the stated age was 57years. There was 1(0.7%) missing value which appears in the Table as No Response. In that case the respondent failed to state his/her age.

Table 4 further shows the age ranges of the respondents from Germany. It is evident from the Table that 1(1.6%) respondent was within the ranges of 20-30years old. There were also

22(35.5%) respondents in the age ranges of 31-40years and 23(37.1%) respondents aged between 51-60+ years. It is pertinent to indicate that the stated ages of the respondents from Germany revealed that there were respondents more than 60 years old, the highest stated age was 64years. There were no respondent from Ghana above 60 years because at that age they would have retired, however in Germany the retirement age is 65 years.

Figure 2: Age Distribution of Respondents from Ghana.

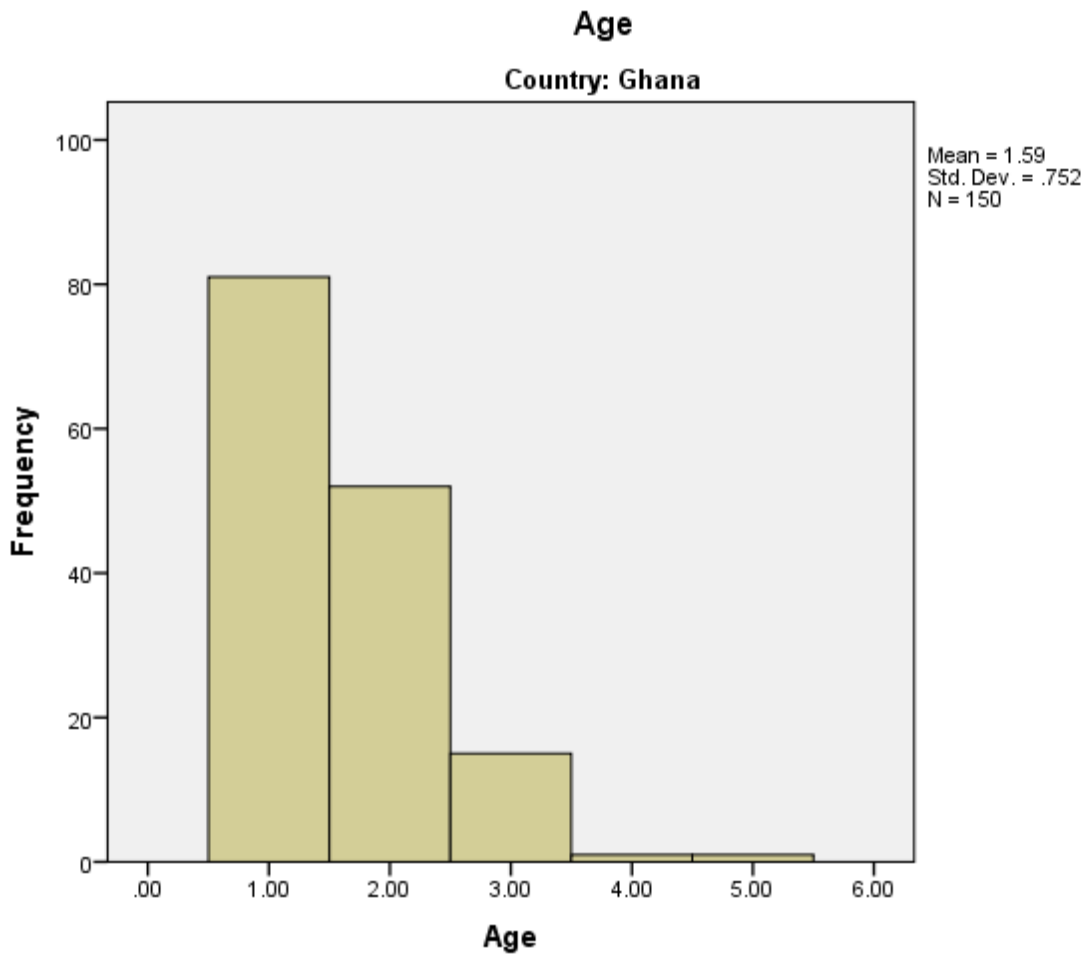


Figure 2 presents the age distribution of the respondents from Ghana in the graph. It is evident that there were N=150 respondents from Ghana who were aged between 20-60years. The mean

was 1.59 and a standard deviation of 0.75. In the Figure, Age is on the x-axis and the Frequency on the y-axis. In Figure2, 1.00-5.00 represent the age ranges of the respondents as follows, 1.00 (20-30years), 2.00(31-40years), 3.00(41-50years), 4.00(51-60years) and 5(No Response).

It is evident that N=81 respondents were between 20-30years (1.00). Again, N=52 respondents were between 31-40years old (2.00) and N=15 respondents in the age ranges of 41-50years (3.00).

Presented in Figure 3 is the Age distribution of respondents from Germany.

Figure 3: Age Distribution of Respondents from Germany.

Again, Figure 3 shows the age distribution of the respondents from Germany. It is evident that there were N=62 respondents from Germany aged between 20-64years (M=3.11, SD=1.03). In the Figure, Age is on the x-axis and the Frequency on the y-axis. 1.00-5.00 represents the age ranges of the respondents as follows, 1.00 (20-30years), 2.00(31-40years), 3.00(41-50years), 4.00(51-60years) and 5(No Response).

It is evident that N=1 respondent was between 20-30years (1.00). Again, N =22 respondents were between 31-40years old (2.00) and N=12 respondents in the age ranges of 41-50years (3.00). Twenty-three respondents were between 51-64years (4.00) and N=4 No Response (5.00), those respondents did not disclose their ages.

Presented in Figure 3 is the frequency of age distribution of the Germany sample.

Figure 3 Frequency of Age Distribution of Germany sample.

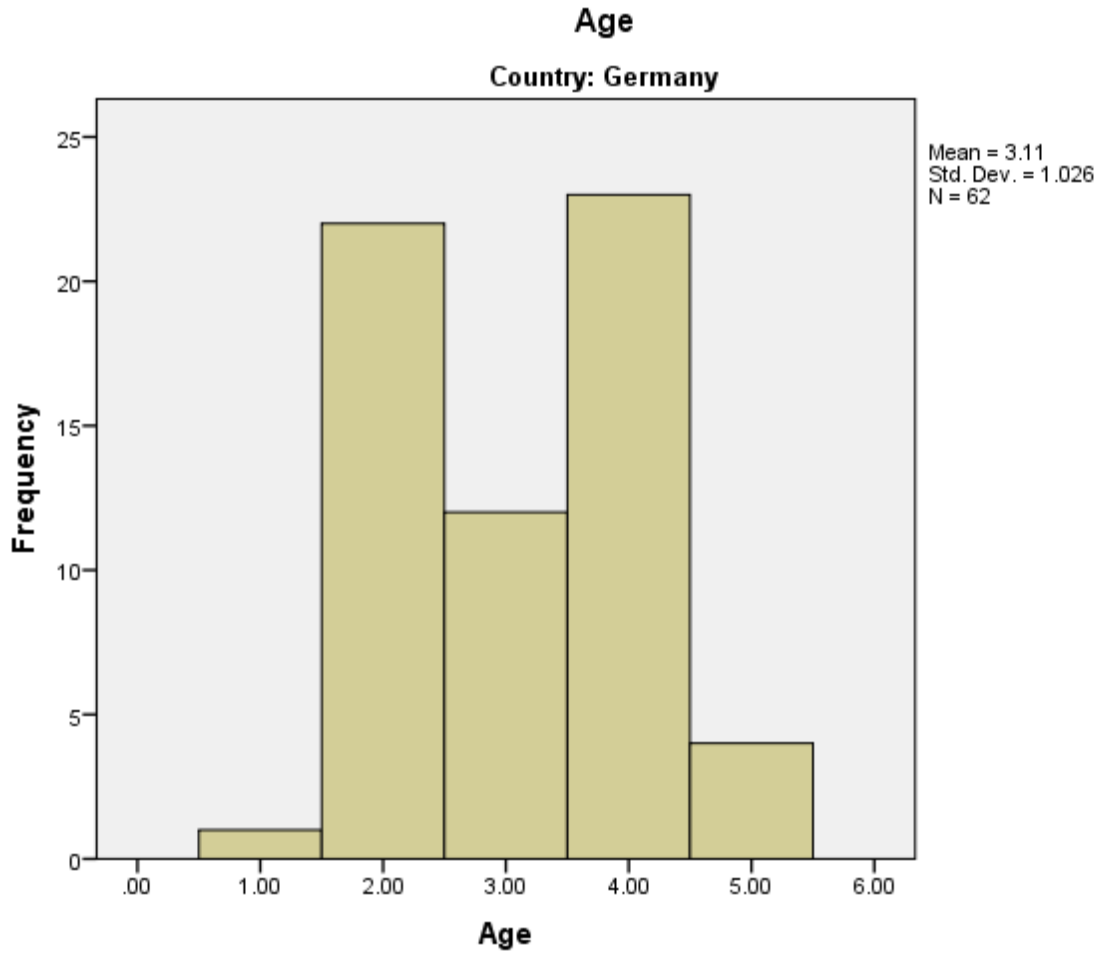


Figure 3 shows the Age Distribution of the sample from Germany.

A comparison of the age distribution reveals that the sample as a whole was relatively younger for Ghana ($M=31.49$, $SD=6.57$) than Germany ($M=45.84$, $SD=10.18$). The average age for Ghana sample was 31 years whereas for the Germany sample it was 46 years. As stated earlier, the early retirement age in Ghana in part accounts for the disparity.

Table 5 shows the Position of the Respondent.

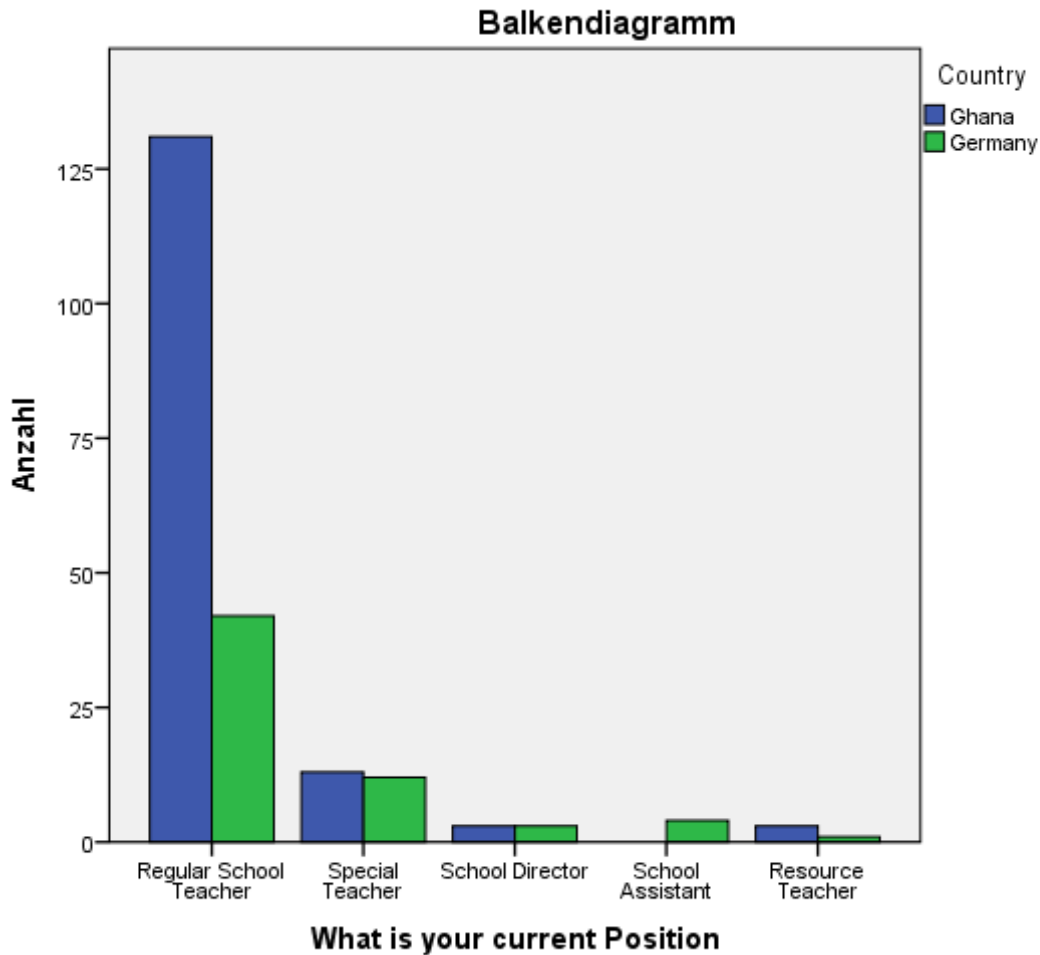
Table 5: Frequency Distribution on Position of the Respondents.

		Ghana	Germany	
What is your current Position	Regular School Teacher	131	42	173
	Special Teacher	13	12	25
	School Director	3	3	6
	School Assistant	0	4	4
	Resource Teacher	3	1	4
Total		150	62	212

It is evident from the Frequency Distribution in Table 5 that there were N=212 respondents made up of N=150 from Ghana and N=62 from Germany. These were made up of N=131 Regular Classroom Teachers from Ghana and N=42 Regular Classroom Teachers. Again, there were N=13 Special Teachers from Ghana and N=12 special school teachers from Germany.

Figure 4 presents the position of the respondents from Ghana and Germany.

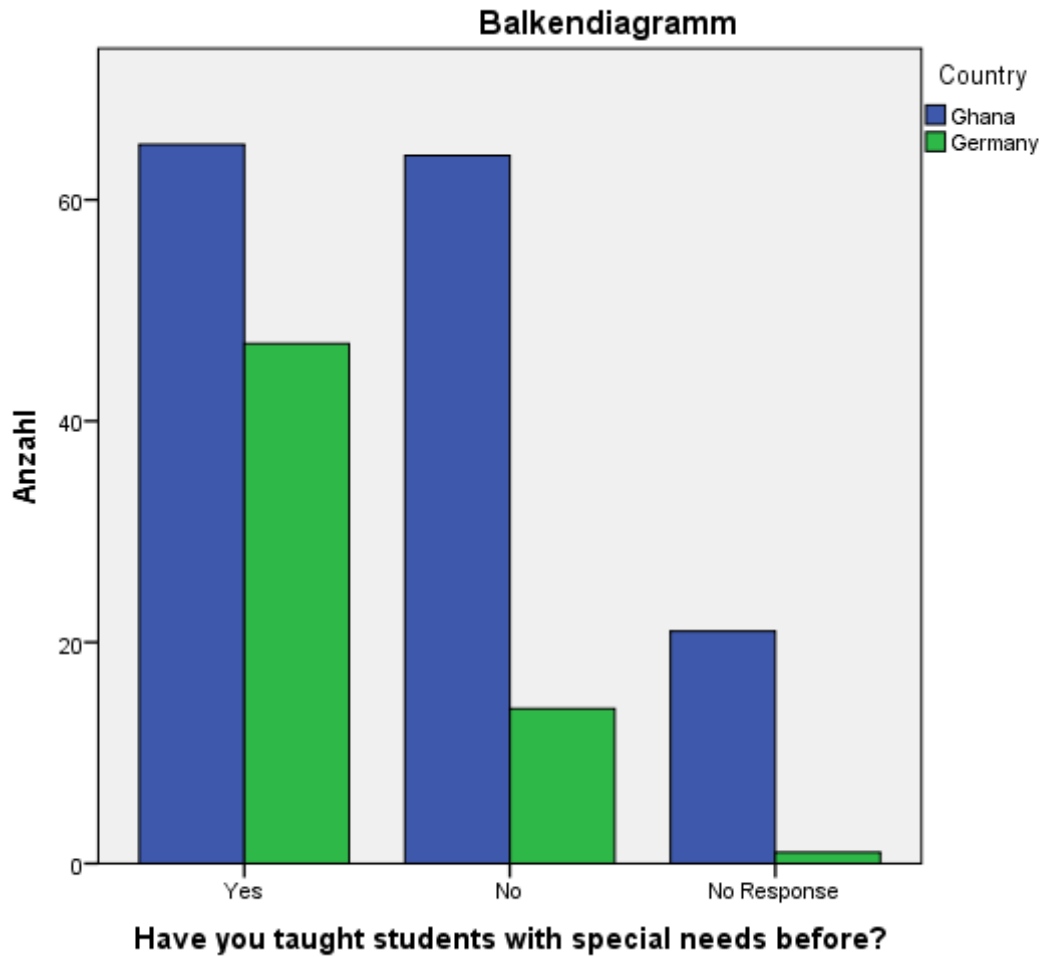
Figure 4: Position of Respondents from Ghana and Germany.



In Figure 4 the position of the Respondents from Ghana and Germany are presented side-by-side with their frequency distribution. It is evident that majority of the respondents were regular classroom teacher.

Presented in Figure 5 is the frequency distribution of the experiences the respondents from Ghana and Germany have had teaching student with disabilities.

Figure 5: Experience with Students with Disabilities.



It is evident from Figure 5 that nearly 50% of respondents from Ghana indicated that they had not taught students with disabilities before whereas majority of respondents from Germany indicated they have had experience in teaching students with disabilities.

3.2 Research Question 1. What are the views of teachers in Ghana and Germany on the placement of students with disabilities in the regular classroom?

Research question one sought the views of teachers in Ghana and Germany on placement of students with disabilities in the general education classroom. To answer this research question, respondents were required to indicate their choice among five placement options listed from (a) to (e) against the statement “Most students with disabilities should spend” .The options listed were, (a) all of their time in a general education classroom, (b) most of their time in a general education classroom, (c) some of their time in a general education classroom, (d) all of their time in a special education classroom in a general education classroom, (e) all of their time in a special education school.

Again respondents’ views were sought through a Likert-type scale, by indicating the extent of agreement or disagreement, Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).The statements were: Most students with Emotional and Behaviour Disorders should spend most or all of their time in general education classroom. Most students with Moderate Intellectual Disabilities should spend most or all of their time in general education classroom. Most students with Severe Intellectual Disabilities should spend most or all of their time in general education classroom. Most students with specific Learning Disabilities (Dyslexia) should spend most or all of their time in general education classroom. The views of the teachers were

therefore sought on the extent of agreement or disagreement to the placement of students with Emotional and Behaviour Disorders, Moderate Intellectual Disabilities, Severe Intellectual Disabilities, and Learning Disabilities (Dyslexia).

Comparison of the views of Ghanaian and German Sample on placement of children with disabilities in the regular classroom.

Table 6 presents the views of the respondents on the placement of students with disabilities.

Table 6: Views of Ghana and Germany Respondents on Placement

Most students with disabilities should spend * Country Cross tabulation

		Country		Total (%)
		Ghana (%)	Germany (%)	
Most students with disabilities should spend	All of their time in a general education classroom	31(20.7%)	5(8.1%)	36(17%)
	Most of their time in a general education classroom.	39(26%)	29(46.8%)	68(32.1%)
	Some of their time in a general education classroom	39(26%)	10(16.1%)	49(23.1%)
	All of their time in a special education classroom in a general education school	29(19.3%)	3(4.8%)	32(15.1%)
	All of their time in a special education school	10(6.7%)	9(14.5%)	19(9%)
	No Response	2(1.3%)	6(9.7%)	8(3.8%)
Total		150(100%)	62(100%)	212(100%)

Table 7: Chi-Square Test on Placement Option.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.465 ^a	4	.000
Likelihood Ratio	22.187	4	.000
Linear-by-Linear Association	.025	1	.874
N of Valid Cases	204		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.22.

A chi-square test was carried out on the placement option as Shown in Table 7 reveals a statistically significant relationship between the choices of placement option by respondents. X^2 (4, N=204) =21.47, $p < 0.001$.

Figure 6: Views of Ghana Sample on Placement.

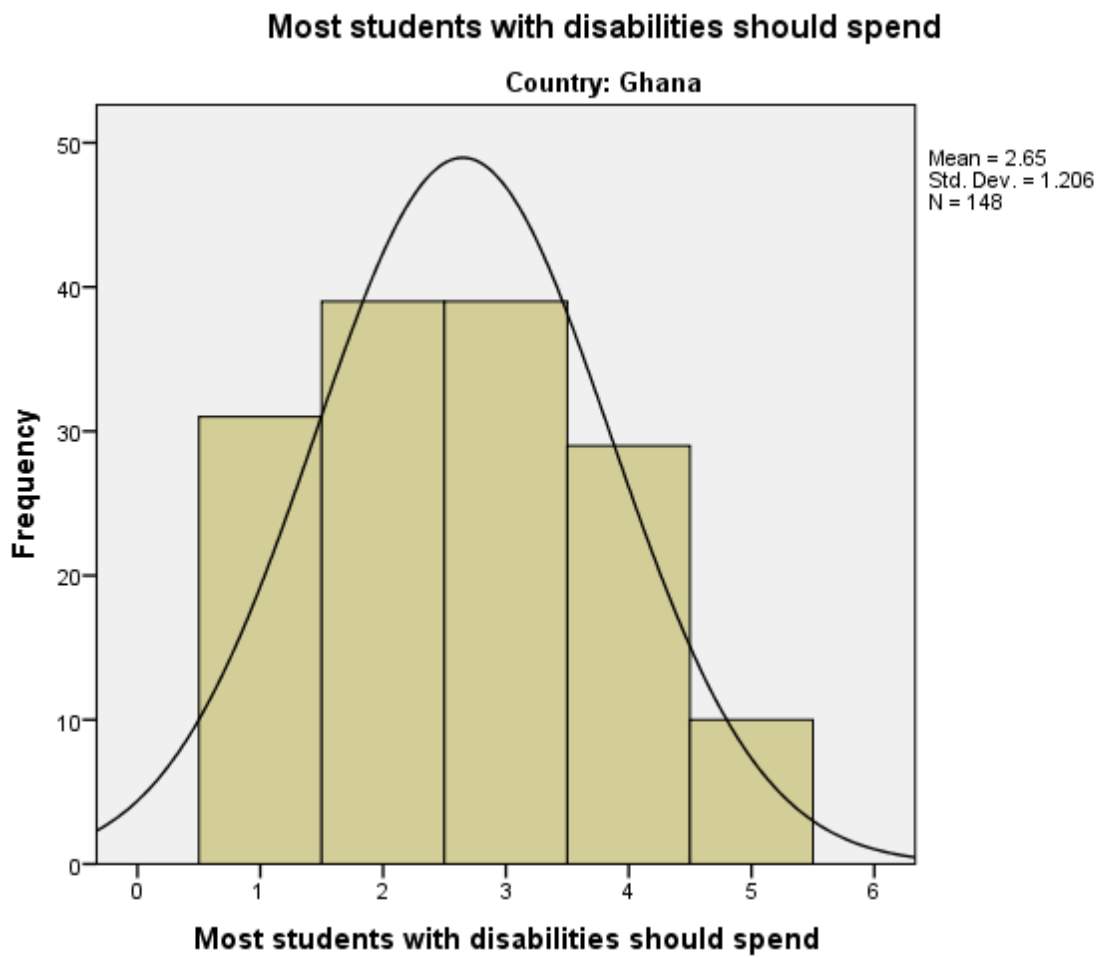
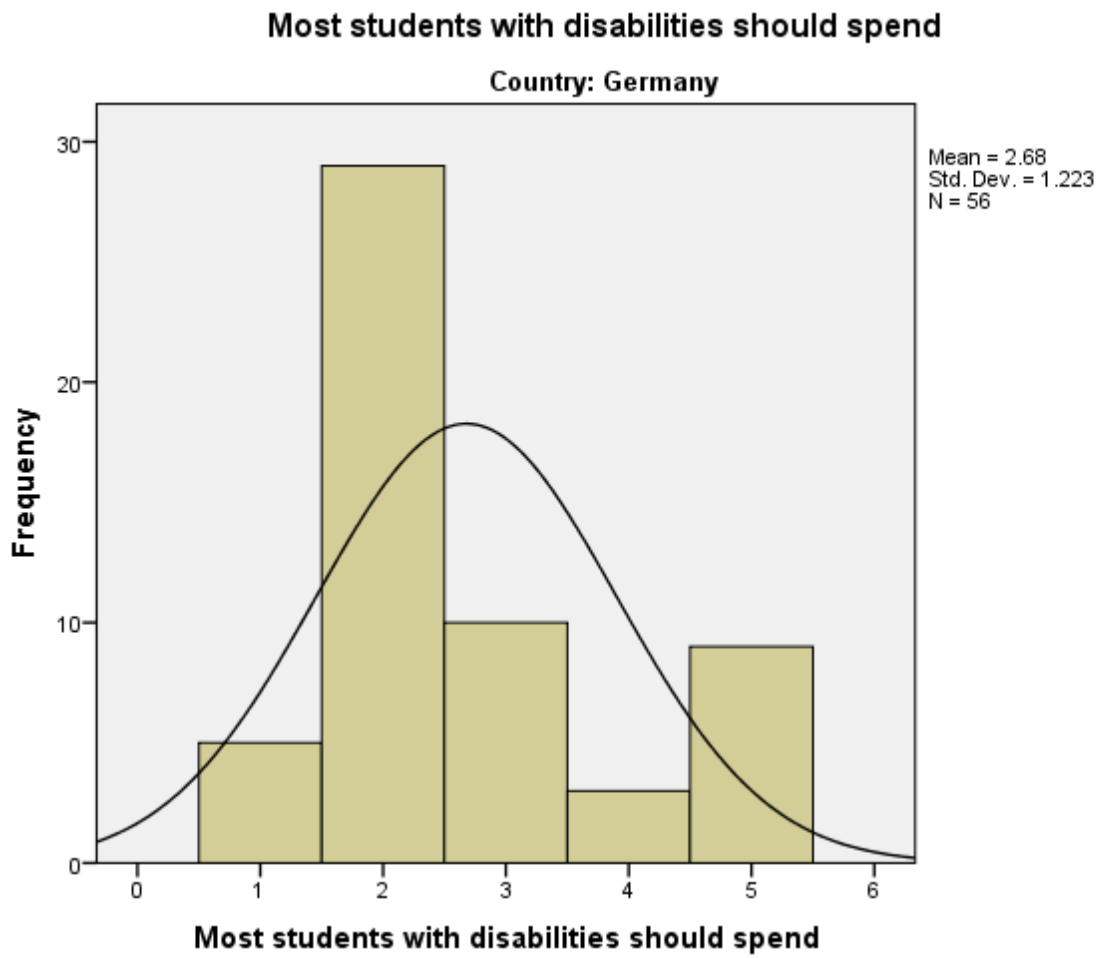


Figure 7: Views of Germany Sample on Placement.



3.2 Findings on Research Question One

3.2.1 Ghana Sample

It is evident from Table 6 that out of n=150 respondents from Ghana, n=148 respondents indicated their choice of placement option, while n=2 respondents did not indicate their choice. Figure 6 shows a calculated mean (M 2.65) and standard deviation (SD 1.21) for the Ghana sample.

In Table 6, it is evident that 31(20.7%) respondents from Ghana indicated that most students with disabilities should spend all their time in a general education classroom. Again, 39(26%) respondents also indicated that most students with disabilities should spend most of their time in the general education classroom. A further, 39(26%) respondents noted that most students with disabilities should spend some of their time in a general education classroom. From the results a total of 109(72.7%) respondents indicated that most students with disabilities should spend all of their time, most of their time, and some of their time in a general education classroom.

Contrarily, 29(19.3%) respondents indicated that most students with disabilities should spend all of their time in a special education classroom in a general education school. Again, 10(6.7%) respondents were of the view that most students with disabilities should spend all of their time in a special education school. It is evident that a total of 39(26%) respondents indicated that most students with disabilities should spend all of their time in a special education classroom in a general education school and all of their time in a special education school. Again whereas 31(20.7%) respondents were of the view that most students with disabilities should spend all of their time in a general education classroom, 10(6.7%) respondents were of the view that students with disabilities should spend all their time in a special school. It is again evident that, 31(20.7%) respondents opted for the students with disabilities to be spend all of their time in a special class located in a general education school.

In summary the results reveal that majority n=109(73%) respondents from Ghana were of the view that students with disabilities should be placed in the general education classroom. Contrarily, 10(6.7%) respondents were of the view that students with disabilities should be placed in special schools.

3.2.2 Germany Sample

Table 6 shows that out of N=62 respondents from Germany, N=56 respondents indicated their choice of placement option, while n=6 respondents did not indicate their choice. Figure reveals a calculated Mean (M=2.68) and Standard Deviation (SD 1.22) for the German sample.

It is evident from Table that 5(8.1%) respondents from Germany indicated that most students with disabilities should spend all their time in a general education classroom. Another, 29(46.8%) respondents also indicated that most students with disabilities should spend most of their time in the general education classroom. Again, 10(16.1%) respondents stated that most students with disabilities should spend some of their time in a general education classroom. The results show a total of 44(71%) respondents noted that most students with disabilities should spend all of their time, most of their time, and some of their time in a general education classroom. Contrarily, 3(4.8%) respondents were of the view that most students with disabilities should spend all of their time in a special education classroom in a general education school. Additionally, 9(14.5%) respondents indicated that most students with disabilities should spend all of their time in a special education school. It is evident that 5(8.1%) respondents indicated that most students with disabilities should spend all of their time in a special education classroom

in a general education school and all of their time in a special education school. Again whereas 31(20.7%) respondents were of the view that most students with disabilities should spend all of their time in a general education classroom, 10(6.7%) respondents were of the view that students with disabilities should spend all their time in a special school. It is again evident that, 31(20.7%) respondents opted for the students with disabilities to be spend all of their time in a special class located in a general education school.

In summary the results reveal that majority 109(73%) respondents from Ghana were of the view that students with disabilities should be placed in the general education classroom. Contrarily, 10(6.7%) respondents were of the view that students with disabilities should be placed in special schools.

3.3 Research Question 2. How competent are the teachers in instructional strategies to manage students with Emotional and Behaviour Disorders, Intellectual Disabilities and Learning Disabilities in the regular classroom?

To answer this research Question the teachers' responses to their ability to use instructional management strategies to address the needs of students with disabilities is presented. Some of their responses to the open ended items are also presented verbatim in English. In the case of the respondents from Germany their responses are presented in English translation.

Table 8: Ability to Teach Students with Behaviour Disorders.

I would be able to teach student with Emotional and Behaviour Disorders in a general education classroom

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	Strongly Disagree	3	2.0	2.0	2.0
		Disagree	26	17.3	17.3	19.3
		Agree	90	60.0	60.0	79.3
		Strongly Agree	29	19.3	19.3	98.7
		No Response	2	1.3	1.3	100.0
		Total	150	100.0	100.0	
Germany	Valid	Strongly Disagree	5	8.1	8.1	8.1
		Disagree	13	21.0	21.0	29.0
		Agree	31	50.0	50.0	79.0
		Strongly Agree	12	19.4	19.4	98.4
		No Response	1	1.6	1.6	100.0
		Total	62	100.0	100.0	

Table 9: Ability to teach Students with Severe Intellectual Disabilities

I would be able to teach student with Severe Intellectual Disabilities in general education class

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	Strongly Disagree	31	20.7	20.7	20.7
		Disagree	47	31.3	31.3	52.0
		Agree	56	37.3	37.3	89.3
		Strongly Agree	14	9.3	9.3	98.7
		No Response	2	1.3	1.3	100.0
		Total	150	100.0	100.0	
Germany	Valid	Strongly Disagree	14	22.6	22.6	22.6
		Disagree	12	19.4	19.4	41.9
		Agree	30	48.4	48.4	90.3
		Strongly Agree	5	8.1	8.1	98.4
		No Response	1	1.6	1.6	100.0
		Total	62	100.0	100.0	

Table 10: Descriptive statistics on Ability to Teach the Severe I.D.

Descriptive Statistics^a

	Mean	Std. Deviation	Analysis N
I would be able to teach student with Severe Intellectual Disabilities in general education class	2.39	.962	150
My school promotes sufficient administrative support to teach student with SID in general education class	2.07	.988	150
My school provides sufficient time to plan and prepare student with SID in general education class	2.15	.954	150
Student with SID will be academically and socially successful in a general education classroom	2.37	.862	150
Student with SID should spend most or all of their time in a general education classroom	2.20	.948	150

a. Country = Ghana

Table 11: Factor Analysis on Ability to teach Severe I.D

Component	Total Variance Explained ^a					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.626	52.519	52.519	2.626	52.519	52.519
2	.921	18.430	70.949			
3	.610	12.200	83.148			
4	.507	10.141	93.290			
5	.336	6.710	100.000			

Extraction Method: Principal Component Analysis.

a. Country = Ghana

Table 12: Ability to teach Moderate ID

I would be able to teach student with Moderate Intellectual disabilities in general education classroom

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	Strongly Disagree	10	6.7	6.7	6.7
		Disagree	17	11.3	11.3	18.0
		Agree	96	64.0	64.0	82.0
		Strongly Agree	24	16.0	16.0	98.0
		No Response	3	2.0	2.0	100.0
		Total	150	100.0	100.0	
Germany	Valid	Strongly Disagree	4	6.5	6.5	6.5
		Disagree	13	21.0	21.0	27.4
		Agree	32	51.6	51.6	79.0
		Strongly Agree	12	19.4	19.4	98.4

No Response	1	1.6	1.6	100.0
Total	62	100.0	100.0	

Table 13: Ability to Teach Students with Learning Disabilities

I know and understand the instructional strategies for teaching student with Specific Learning Disability in general education class

Country			Frequency	Percent	Valid Percent	Cumulative Percent
Ghana	Valid	Strongly Disagree	10	6.7	6.7	6.7
		Disagree	18	12.0	12.0	18.7
		Agree	97	64.7	64.7	83.3
		Strongly Agree	25	16.7	16.7	100.0
		Total	150	100.0	100.0	
Germany	Valid	Strongly Disagree	6	9.7	9.7	9.7
		Disagree	11	17.7	17.7	27.4
		Agree	32	51.6	51.6	79.0
		Strongly Agree	13	21.0	21.0	100.0
		Total	62	100.0	100.0	

3.4 Research Question 3. How prepared are the teachers to accommodate students with special educational needs in the regular classroom?

Results of responses of teachers on their ability to accommodate students with special educational needs are presented.

Table 14: Accommodation to meet the Needs of students with Disabilities.

			I know how to accommodate the unique needs of students with disabilities in my classroom					Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	No Response	
Country	Ghana	Count	2	17	96	35	0	150
		% within Country	1.3%	11.3%	64.0%	23.3%	0.0%	100.0%
		% within I know how to accommodate the unique needs of students with disabilities in my classroom	66.7%	50.0%	76.2%	76.1%	0.0%	70.8%
		% of Total	0.9%	8.0%	45.3%	16.5%	0.0%	70.8%
		Std. Residual	-.1	-1.4	.7	.4	-1.5	
	Germany	Count	1	17	30	11	3	62
		% within Country	1.6%	27.4%	48.4%	17.7%	4.8%	100.0%
		% within I know how to accommodate the unique needs of students with disabilities in my classroom	33.3%	50.0%	23.8%	23.9%	100.0%	29.2%
		% of Total	0.5%	8.0%	14.2%	5.2%	1.4%	29.2%
		Std. Residual	.1	2.2	-1.1	-.7	2.3	
Total		Count	3	34	126	46	3	212
		% within Country	1.4%	16.0%	59.4%	21.7%	1.4%	100.0%
		% within I know how to accommodate the unique needs of students with disabilities in my classroom	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

% of Total	1.4%	16.0%	59.4%	21.7%	1.4%	100.0%
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Table 15: The Need of Special Education Teacher in Inclusive Class.

			A student with a disability who is included in a general education classroom will need a special education teacher in the classroom to teach him or her.					Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	No Response	
Country	Ghana	Count	13	35	52	50	0	150
		% within Country	8.7%	23.3%	34.7%	33.3%	0.0%	100.0%
		% within A student with a disability who is included in a general education classroom will need a special education teacher in the classroom to teach him or her.	92.9%	94.6%	65.0%	62.5%	0.0%	70.8%
		% of Total	6.1%	16.5%	24.5%	23.6%	0.0%	70.8%
		Std. Residual	1.0	1.7	-.6	-.9	-.8	
Country	German	Count	1	2	28	30	1	62
		% within Country	1.6%	3.2%	45.2%	48.4%	1.6%	100.0%

	% within A student with a disability who is included in a general education classroom will need a special education teacher in the classroom to teach him or her.	7.1%	5.4%	35.0%	37.5%	100.0%	29.2%
	% of Total	0.5%	0.9%	13.2%	14.2%	0.5%	29.2%
	Std. Residual	-1.5	-2.7	1.0	1.4	1.3	
Total	Count	14	37	80	80	1	212
	% within Country	6.6%	17.5%	37.7%	37.7%	0.5%	100.0%
	% within A student with a disability who is included in a general education classroom will need a special education teacher in the classroom to teach him or her.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	6.6%	17.5%	37.7%	37.7%	0.5%	100.0%

Table 16: The Need for Collaboration in Inclusive Class.

			Special education teachers and general education teachers need to collaborate in order for inclusion to be successful				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Countr	Ghana	Count	2	5	50	93	150
y		% within Country	1.3%	3.3%	33.3%	62.0%	100.0%

	% within Special education teachers and general education teachers need to collaborate in order for inclusion to be successful	100.0%	100.0%	74.6%	67.4%	70.8%
	% of Total	0.9%	2.4%	23.6%	43.9%	70.8%
	Std. Residual	.5	.8	.4	-.5	
Germany	Count	0	0	17	45	62
	% within Country	0.0%	0.0%	27.4%	72.6%	100.0%
	% within Special education teachers and general education teachers need to collaborate in order for inclusion to be successful	0.0%	0.0%	25.4%	32.6%	29.2%
	% of Total	0.0%	0.0%	8.0%	21.2%	29.2%
	Std. Residual	-.8	-1.2	-.6	.7	
Total	Count	2	5	67	138	212
	% within Country	0.9%	2.4%	31.6%	65.1%	100.0%
	% within Special education teachers and general education teachers need to collaborate in order for inclusion to be successful	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	0.9%	2.4%	31.6%	65.1%	100.0%

Table 17: The Need for INSET

		I need additional training and in-services to be adequately prepared to teach students with disabilities in a general education classroom				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Ghana	Count	1	4	76	69	150
	% within Country	0.7%	2.7%	50.7%	46.0%	100.0%
	% within I need additional training and in-services to be adequately prepared to teach students with disabilities in a general education classroom	50.0%	44.4%	77.6%	67.0%	70.8%
	% of Total	0.5%	1.9%	35.8%	32.5%	70.8%
	Std. Residual	-.3	-.9	.8	-.5	
Germany	Count	1	5	22	34	62
	% within Country	1.6%	8.1%	35.5%	54.8%	100.0%
	% within I need additional training and in-services to be adequately prepared to teach students with disabilities in a general education classroom	50.0%	55.6%	22.4%	33.0%	29.2%

	% of Total	0.5%	2.4%	10.4%	16.0%	29.2%
	Std. Residual	.5	1.5	-1.2	.7	
Total	Count	2	9	98	103	212
	% within Country	0.9%	4.2%	46.2%	48.6%	100.0%
	% within I need additional training and in-services to be adequately prepared to teach students with disabilities in a general education classroom	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	0.9%	4.2%	46.2%	48.6%	100.0%

CHAPTER FOUR

DISCUSSION OF FINDINGS AND IMPLICATIONS

4.1 Introduction

This chapter presents the discussion of the findings of this study in the light of the literature reviewed. The study was cross-cultural and ascertained the perspectives of teachers in Ghana and Germany on their preparedness for inclusive education. Results of the study reveal a number of issues which have implications for teacher education. The main issues have been captured in the discussion under topics generated from the themes that emerged out of the data gathered for the study. The implications of these findings for teacher education are also highlighted after the discussion. The strands of the discussion are:

- The concept of Disability in Inclusive Education.
- Teacher Perspectives on Placement of Students with Disabilities in Regular Classroom.
- Teacher Competencies in Instructional Management in Inclusive Education.
- Teacher Preparedness to accommodate students with Special Educational Needs in Regular Classroom.

4.2 The concept of Disability and Inclusive Education.

The study revealed that majority of the respondents from Ghana and Germany fairly understood the concept of Disability but there was paucity in knowledge on Inclusive Education. As discussed earlier, the regular classroom teachers are key players in the implementation of inclusive education, therefore their understanding of the concept becomes very important. It is therefore reiterated that teachers' perceptions of good practices or about those that come closer to

their conception of inclusive practices vary considerably from one context to the other, Ghana and Germany are no exception. Moliner, sales, Ferrandez & Traver(2011) lend support to this view by pointing out that apart from teachers perception of good practices varying considerably, they are often conditioned by the different meanings of the term “inclusive education”. In the view of these authors, inclusive education means education in diversity. Firstly, the authors explained that education in diversity means that the teachers must see each individual in the classroom as different with his or her own peculiarities and a way of being and living, that is, the children have individual differences. Secondly, the authors contend that it is relevant to accept diversity as a value and always from a few shared minimum. Finally, by stating pedagogical strategies, responding to heterogeneous situations and promote the exchange of perspectives as a way of mutual enrichment. That is the way to translate the understanding of the concept of disability and inclusive education in real practice by the general education teacher.

The various respondents indicated that disability means deviation from the norm.

One respondent from Germany for example stated:

Disability is deviation from the norm so heavily that unfortunately they are enormously restricted/ handicapped in daily life and need help/support (Translation from German).

Another teacher stated:

Disability is deviation from the standard. (Translation from German).

Again another teacher indicated:

Restrictions of physical and or mental kind. (Translation from German).

There were no marked disparity in the responses from Ghana and Germany. Some of the responses included the following among others.

Disability refers to any shortfall that hinders or prevents an individual to function fully, being it emotional, physical, social etc. (Teacher A, Ghana).

Disability is total or partial loss of functioning (Teacher B, Ghana).

Inability to perform because of impairment (Teacher C, Ghana).

On inclusion the respondents from Germany indicated the following as their personal definition of inclusion. The dominant responses with the translations in German are provided.

Inclusion is joint learning of pupils with and without special needs (Translation A, German).

Children with and without special needs learning together (Translation B, German).

To receive everyone to the group, no matter which peculiarity they have (Translation C, German).

To create an environment where every pupil can learn, complying with their needs (Translation D, German).

The respondents from Ghana also stated their personal definition of Inclusion. Some of the dominant responses were the following among others.

Inclusion is teaching special needs students with normal students in the same learning environment (Teacher A, Ghana).

Another teacher stated:

Bringing disabled children to the normal classroom to learn (Another Teacher, Ghana).

A respondent also stated:

Inclusion is when both exceptional and normal school children are left to be in the same classroom to learn the same topics, subjects and gain the same experiences (Teacher Ghana).

Some of the responses reveal a paucity in the knowledge of the teachers on the concept of disability and inclusion. There was an apparent understanding of disability from the medical model, which views disability as a problem the individual has instead of environmental restriction imposed on the individual.

The findings on the teachers understanding of the concepts of disability and inclusion reveal some similarities and disparities in the understanding of both concepts.

Inclusion was largely viewed as the provision of access to regular education to persons with disabilities corroborating related studies (Agbenyega, 2007; Ocloo & Subbey, 2008) that the teachers understood inclusive education to be the provision of education to students with and without disabilities in the regular schools. The studies revealed that the teachers in Ghana demonstrated knowledge of the basic concepts, disability and inclusive education. Consistent with the views of Ocloo and Subbey that there were similarities and disparities between developed and developing nations in their understanding and support for inclusive education. The findings of this study revealed that the teachers in Ghana and Germany demonstrated similarities in their understanding of the concept of disability and inclusive education. There was no marked difference between the understanding of the two concepts by the teachers in both countries lending credence in part to similarity in a developed and a developing nation. It is again apparent that the teachers need further professional development to enhance their knowledge on disability issues and inclusive education. This would help provide clarity and deconstruct the term inclusion. It is in a bid to providing clarity and deconstruct inclusion that Lewis and Doorlag (2011) distinguished between mainstreaming and inclusion. The authors view mainstreaming as the inclusion of students with special needs in general education process. On

the contrary, they view inclusion as a term most often used currently to describe the placement of students with special needs in general education and further maintain that inclusion is a more modern term than mainstreaming; however, unfortunately its meaning is imprecise. In spite of the diverse definitions of inclusive education, Mitchell (2010) states the commonly accepted definition of inclusive education as students with special educational needs having full membership in age-appropriate classes in their neighbourhood schools, with appropriate supplemental aids and support services. It is pertinent to indicate that currently, the concept of inclusive education has also been broadened to include not only students with disabilities but also students who are found to be disadvantaged. The commonly accepted definition is an extension of the understanding of the views of majority of the teachers in the study. Inclusion is therefore not merely placing students with special educational needs in the regular classroom but also providing appropriate supplemental aids and support services for the students with disabilities to succeed in the regular classroom.

4.3 Placement of Students with Disabilities in regular classroom.

The study revealed that majority 109(73%) respondents from Ghana were of the view that students with disabilities should be placed in the general education classroom. Contrarily, 10(6.7%) respondents were of the view that students with disabilities should be placed in special schools.

The success or otherwise of inclusive education has been found to depend to a large extent on the regular classroom teacher. This is because the regular classroom teacher has a primary responsibility for the overall programmes of the students. It is in fact reported that the successful implementation of inclusive education critically depends on what takes place minute-by-minute in the regular classroom (McDonnell, 1998; Mitchell, 2010; UNESCO, 1994). It is pertinent to note that the 1994 Salamanca Statement demonstrated an international commitment to Inclusive education. One of the far-reaching recommendations or agreements reached subsequently was that persons with special educational needs must have access to regular schools with a child-centred instruction that meets their needs. Once students access the regular classroom, it is the regular classroom teachers who are responsible for almost all the classroom interactions and instructional management. The extent to which these teachers are prepared to accept the students in the regular classroom becomes critical.

Mitchell (2010) however points out that neither the Salamanca Statement nor the Convention on Rights of Disabled Persons explicitly states that all students with special educational needs should be educated in fully inclusive settings at all levels of education, as a result both documents are concerned with the placement of students with disabilities.

4.4 Teacher Competencies in Instructional Management in Inclusive Classrooms.

Some studies on Inclusive Education reveal that teachers do not possess the competencies required to teach in inclusive classrooms (Agbenyega, 2006, Agbenyega & Deku, 2011, Deppeler, Moss & Agbenyega, 2008; Kuyini & Desai, 2007, 2009; Ocloo & Subbey, 2008). Some of these studies on inclusive education practices in Ghana for example found that although majority of teachers support inclusive education they possess limited knowledge and pedagogical practices in inclusive classrooms. Ocloo & and Subbey in their study found similarities and disparities between developed and developing nations in their support for inclusive education. Among the findings of Ocloo and colleague were lack of teacher education on issues around disabilities and a paucity of in-service professional development. This suggests that in spite of the fact that many teachers are willing to teach students with special educational needs, they tend to have very limited knowledge in pedagogical practices in inclusive classrooms.

4.5 Accommodate students with Special Educational Needs in Regular Classroom.

The study revealed that majority of the teachers had variations in their preparedness to accommodate the students with Severe and Moderate Intellectual Disabilities, Behaviour Disorders and Specific Learning Disabilities (Dyslexia). The finding portrays inadequate preparedness to accommodate students with Special Needs in the regular classroom. Agbenyega (2007) has argued in support of the view that as teachers gained extensive professional knowledge needed to implement inclusive education they change their attitude. The author further reiterated the view that experience with students with disabilities boosted the confidence of regular teachers to teach them by eventually changing their negative attitude towards them.

4.6 Implications of Findings for Teacher Education.

The findings of the study have implications for teacher education since teacher educators are to ensure that teachers are well trained and equipped with the requisite competencies to teach to the differential needs of learners in the regular classroom, for the successful implementation of inclusive education.

The study revealed a paucity of essential knowledge and strategies required to teach in inclusive classrooms. As a result it would mean making appropriate adjustments to the curriculum in the Colleges of Education and Universities where teachers are trained for regular schools to ensure effective pre-service training for inclusive education.

Teacher educators are to accommodate their teaching to take account of any associated learning problems in the regular classroom and evaluation of school policies and procedures to deal with these related factors.

Again, the findings of this study provides insight for Teacher educators to assess teachers' needs regularly and provide the requisite training and re-examine their training criteria for processes to ensure that the classroom related challenges the teachers may have in inclusive classrooms are not overlooked.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

5.1 Introduction

This chapter presents a summary of the study, findings and conclusions drawn in the light of the findings. The chapter begins with an overview of the whole study and the processes involved in gathering data and statistical procedures. The findings made are also highlighted and presented under the strands based on the samples used in the study, namely, Ghana and Germany.

5.2 Summary

This study was a cross-sectional survey on the views of teachers in Ghana and Germany on their preparedness for inclusive education.

This study does not claim statistical generalizability as a result of the limited sample size of Ghana (N = 150) and Germany (N = 62) and again taking account of the cross-cultural dynamics. However, attempts were made to examine the extent to which the findings could be made relevant to teacher education and continuing professional development. Again, although the preparedness of teachers for inclusive practice in the general education classroom in both countries may not follow the same trajectory, the thesis illuminates apparent commonalities in the views of the teachers which might be relevant for effective implementation of inclusive practices in Ghana and Germany.

5.3 Conclusions.

Based on the findings from the Ghana and Germany samples it can be concluded that the views of the teachers gravitated towards positive attitude towards students with disabilities however their preparedness to provide instruction to the students was largely restricted. Their preparedness to accept to work with students with disabilities and others with special educational needs was largely restricted as a result of paucity of knowledge and requisite competencies in instructional management strategies in inclusive classrooms. This apparent paucity in the understanding of the concepts of disability and Inclusive education as well as competencies in instructional management have implications for teacher education.

CHAPTER SIX

RECOMMENDATIONS, LIMITATIONS AND FUTURE RESEARCH

6.0 Recommendations, Limitations and Future Research.

In this chapter recommendations are made based on the findings of the study highlighted in the preceding chapter. Again, Limitations to the generalization of the findings of this study are stated and finally, suggestions made for future research.

6.1 Recommendations.

In the light of the summary and conclusions arrived at, the following recommendations have been made to enhance the understanding of the issues involved in cross-cultural studies of the views of teachers on their preparedness for inclusive education in Ghana and Germany and in similar contexts.

The study revealed that a majority of teachers in both countries indicated the need for In-Service Teacher Training. This state of affairs to some extent reveals a paucity of in-service professional development. In the light of this finding, it is recommended that the Education Ministries and other stakeholders in education address this militating factor against successful inclusive practice through continuous professional development programmes.

It is further recommended that the professional development programmes are tailored to provide instructional management strategies to enhance the competencies of the regular teachers in meeting the diverse needs of the learners in inclusive classrooms. This would help the teachers to gain extensive knowledge on disability issues and diversity in the classroom thereby helping them to change their negative attitude towards inclusion.

Again, there is also the need to ensure that Ministries of Education, Teacher Training institutions and Universities assess teachers' needs regularly and provide the requisite training and re-examine their training criteria for processes to ensure that the classroom related challenges of the teachers in inclusive classrooms are effectively addressed. It is therefore recommended that Inclusive Education and related disability studies are introduced into all teacher training programmes as well as Professional Development Courses for practicing teachers. This will ensure that teachers are introduced to the theory, practices and strategies of Inclusive Education and Special Educational Needs related studies.

It is anticipated that the implementation of these recommendations would provide the enabling environment and requisite professional development for the successful implementation of Inclusive education.

6.2 Limitations of the Study.

The objectives of carrying out the study were achieved however a few issues militating against the generalization of the findings of this study have been identified. In the first place, the study was largely quantitative (positivism), making use of a survey questionnaire. There were however a few open-ended items which were analysed qualitatively (interpretivism). The study could have been enhanced with a mixed method (pragmatism) which tends to strengthen both quantitative and qualitative studies in generating knowledge. Respondents may agree in the choice of option but may have different reasons for their choice. A full-scale interview would have greatly enhanced the study, since the respondents would have had the opportunity to elucidate the choices made in the Likert-type of scale and provided greater insights.

Again, the sample size of N=212 was woefully inadequate to generalise the findings of this study. There were variations in the administration of questionnaire in Ghana and Germany. In Ghana whereas the questionnaire were personally distributed in Germany the questionnaires were mailed to respondents and were returned online or by post.

Furthermore, the study focused on only students with Behaviour Disorders, Dyslexia, and Moderate and Severe Intellectual Disabilities as a result the findings cannot be generalised to cover students with other categories of disabilities such as the visually impaired and hearing impaired.

Again, teacher characteristics cannot be the same in spite of training, however the study assumes that in terms of training and experience gained in the course of teaching, the teachers

respectively, in Ghana and Germany have relatively the same characteristics. Every teacher is unique no matter the training and years of teaching. As a result of the limitations highlighted, the findings of this study are to be interpreted with caution.

6.3 Future Research.

Regular classroom teachers have been identified as the key stakeholders in the successful implementation of inclusive education. It must be reiterated that regular school teachers have the responsibility of the minute-by-minute interactions in the classroom. This study investigated the preparedness of regular teachers for inclusive education and its implications for teacher education. Inclusive education is a process but not an event, as a result, there is the need to continue to conduct further studies to ensure evidence-based practices from empirical studies. Consequently, there is the need to conduct further researches in future to investigate teacher efficacy in inclusive classrooms, and context specific instructional practices in inclusive classrooms. Again, further research has to ascertain the Response to Intervention by students with disabilities in inclusive classrooms.

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APPENDIX A

SURVEY INSTRUMENT (GERMAN)

Vielen Dank, dass Sie an der Erhebung über Ihre Erfahrungen zur Arbeit in der Schule und über Erfahrungen in der Arbeit mit Schülerinnen und Schülern mit Behinderungen teilnehmen. Denken Sie daran: Wenn Sie den ersten Teil beantwortet haben, nehmen Sie an einer Lotterie teil, bei der Sie einen iPad mini gewinnen können. Wenn Sie beide Teile beantworten, nehmen Sie zudem an einer Lotterie teil, bei der Sie einen iPad mit Retina Display gewinnen können. Um an der Lotterie teilnehmen zu können, müssen Sie uns lediglich Ihre E-Mail-Adresse mitteilen (die E-Mailadresse wird ausschließlich (!) zu diesem Zweck genutzt).

1. Geschlecht

Männlich

Weiblich

2. Alter

- 3. Welche Jahrgangsstufen unterrichten Sie momentan?**

 - 4. Was ist Ihre momentane berufliche Position?**

 - 5. Wie ist der Name der Schule an der Sie momentan arbeiten (falls zutreffend)?**

 - 6. Wie viel Prozent der Schülerinnen und Schüler, die Sie momentan unterrichten, haben sonderpädagogischen Förderbedarf?**

 - 7. Wie viele Jahre Lehrerfahrung haben Sie?**

 - 8. Haben Sie jemals Schülerinnen und Schüler mit sonderpädagogischem Förderbedarf unterrichtet?**

 - 9. An welcher Schulform unterrichten Sie momentan?**
-

Bitte greifen Sie beim Beantworten des folgenden Fragebogens auf Ihre gesamten zurückliegenden und gegenwärtige Erfahrungen (bspw. im Unterrichten an einer Regelschule, im Unterrichten als Förderschullehrer/in, im Unterrichten einer bestimmten Jahrgangsstufe, in Ihrer Arbeit als Quereinsteiger/in, in Ihrer Arbeit als Referendar/in, in Ihrer Erfahrung als Sprachtherapeut/in, als Schüler/in etc.) zurück. Bitte versuchen Sie Ihr Bestes, jede Frage zu beantworten. Sie werden möglicherweise auf Fragen stoßen, in denen Unterrichtskontexte beschrieben werden, mit denen Sie nicht vertraut sind. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Unterrichtskontexte vorzustellen und die Fragen bestmöglich gemäß Ihrer Fähigkeiten zu beantworten. Weiterhin werden Ihnen möglicherweise Beschreibungen von Schülerinnen und Schülern begegnen, die Sie gegenwärtig nicht unterrichten oder Beschreibungen von Schülerinnen und Schülern, die Sie möglicherweise noch nie unterrichtet haben. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Schülerinnen und Schüler vorzustellen und die Fragen bestmöglich gemäß Ihren Fähigkeiten zu beantworten.

10. Definieren Sie „Inklusion“ in Ihren eigenen Worten.

11. Definieren Sie „Behinderung“ in Ihren eigenen Worten.

12. Der Großteil der Schülerinnen und Schüler mit Behinderungen sollte

- ihre gesamte Zeit in einer Regelschulklasse verbringen.
- den Großteil ihrer Zeit in einer Regelschulklasse verbringen.
- einige Zeit in einer Regelschulklasse verbringen.
- ihre gesamte Zeit in einer Förderschulklasse an einer Regelschule verbringen.
- ihre gesamte Zeit in einer Förderschule verbringen.

Bitte versuchen Sie Ihr Bestes, jede Frage zu beantworten. Sie werden möglicherweise auf Fragen stoßen, in denen Unterrichtskontexte beschrieben werden, mit denen Sie nicht vertraut sind. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Unterrichtskontexte vorzustellen und die Fragen bestmöglich gemäß Ihrer Fähigkeiten zu beantworten. Weiterhin werden Ihnen möglicherweise Beschreibungen von Schülerinnen und Schülern begegnen, die Sie gegenwärtig nicht unterrichten oder Beschreibungen von Schülerinnen und Schülern, die Sie möglicherweise noch nie unterrichtet haben. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Schülerinnen und Schüler vorzustellen und die Fragen bestmöglich gemäß Ihren Fähigkeiten zu beantworten.

13. Reagieren Sie auf die Aussagen über die im Folgenden beschriebenen Schülerinnen und Schüler.

Ein/e Schüler/in, der/die sich verbal unangemessen äußert, regelmäßig in Konflikte mit Mitschülern gerät, manchmal körperlich aggressiv ist und häufig derartig frech zu Erwachsenen ist, dass seine/ihre Möglichkeit zu lernen, behindert wird.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Ich wäre dazu in der Lage, diese/n Schüler/in in einer Regelschulklasse zu unterrichten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichende administrative Unterstützung bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichend Zeit zum Planen und Vorbereiten von Unterrichtsstunden bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in wird in einer Regelschulklasse akademisch und sozial erfolgreich sein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in sollte den Großteil oder seine gesamten Zeit in einer Regelschulklasse verbringen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Reagieren Sie auf die Aussagen über die im Folgenden beschriebenen Schülerinnen und Schüler.

Ein/e Schüler/in mit sehr niedrigem IQ, der/die den Stoff der Klasse nicht bewältigen kann, Hilfe zum Befolgen einfacher Anweisungen braucht und Unterstützung bei einfachen Routinen, wie dem Toilettengang, benötigt.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Ich wäre dazu in der Lage, diese/n Schüler/in in einer Regelschulklasse zu unterrichten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meine Schule stellt ausreichende administrative Unterstützung bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichend Zeit zum Planen und Vorbereiten von Unterrichtsstunden bereit, um mich zum Unterrichten dieses/er Schülers/in im einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in wird in einer Regelschulklasse akademisch und sozial erfolgreich sein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in sollte den Großteil oder seine gesamten Zeit in einer Regelschulklasse verbringen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Reagieren Sie auf die Aussagen über die im Folgenden beschriebenen Schülerinnen und Schüler.

Ein/e Schüler/in mit unterdurchschnittlicher Intelligenz, der/die Probleme beim Erinnern von Informationen hat, sich schwer tut, komplexe Informationen und Begriffe zu lernen, der/die Schwierigkeiten beim Schreiben von Absätzen und Aufsätzen hat und schlechte Noten in der Schule bekommt.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Ich wäre dazu in der Lage, diese/n Schüler/in in einer Regelschulklasse zu unterrichten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichende administrative Unterstützung bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichend Zeit zum Planen und Vorbereiten von Unterrichtsstunden bereit, um mich zum Unterrichten dieses/er Schülers/in im einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in wird in einer Regelschulklasse akademisch und sozial erfolgreich sein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in sollte den Großteil oder seine gesamten Zeit in einer Regelschulklasse verbringen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Reagieren Sie auf die Aussagen über die im Folgenden beschriebenen Schülerinnen und Schüler.

Ein/e Schüler/in mit durchschnittlicher Intelligenz tut sich fortwährend schwer beim Entziffern und im Leseverständnis, liegt im Vergleich zu seinen/ihren Mitschülern im Lesen etwa drei Jahre zurück und kann keinen der Klassentexte eigenständig lesen.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Ich wäre dazu in der Lage, diese/n Schüler/in in einer Regelschulklasse zu unterrichten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichende administrative Unterstützung bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Schule stellt ausreichend Zeit zum Planen und Vorbereiten von Unterrichtsstunden bereit, um mich zum Unterrichten dieses/er Schülers/in in einer Regelschulklasse zu befähigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in wird in einer Regelschulklasse akademisch und sozial erfolgreich sein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diese/r Schüler/in sollte den Großteil oder seine gesamten Zeit in einer Regelschulklasse verbringen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte versuchen Sie Ihr Bestes, jede Frage zu beantworten. Sie werden möglicherweise auf Fragen stoßen, in denen Unterrichtskontexte beschrieben werden, mit denen Sie nicht vertraut sind. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Unterrichtskontexte vorzustellen und die Fragen bestmöglich gemäß Ihrer Fähigkeiten zu beantworten.

17. Ich kenne und verstehe die instruktiven Strategien, die erforderlich sind, um Schülerinnen und Schülern mit den folgenden Behinderungen in einer Regelschulklasse zu unterrichten.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Spezifische Lernstörungen (z.B. Legasthenie; Dyskalkulie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sozial- emotionale Störungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geistige Behinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lernbehinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte versuchen Sie Ihr Bestes, jede Frage zu beantworten. Sie werden möglicherweise auf Fragen stoßen, in denen Unterrichtskontexte beschrieben werden, mit denen Sie nicht vertraut sind. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Unterrichtskontexte vorzustellen und die Fragen bestmöglich gemäß Ihrer Fähigkeiten zu beantworten.

18. Ich kenne und verstehe die charakteristischen Merkmale, die mit den folgenden Behinderungen assoziiert werden.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Spezifische Lernstörungen (z.B. Legasthenie; Dyskalkulie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sozial- emotionale Störungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geistige Behinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lernbehinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Ich bereite Schülerinnen und Schüler mit den folgenden Behinderungen darauf vor, erwachsen zu werden und einen Arbeitsplatz zu bekommen und zu behalten.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Spezifische Lernstörungen (z.B. Legasthenie; Dyskalkulie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sozial- emotionale Störungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geistige Behinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lernbehinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Ich bereite Schülerinnen und Schüler mit den folgenden Behinderungen darauf vor, unabhängig lebende Erwachsene zu werden.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Spezifische Lernstörungen (z.B. Legasthenie; Dyskalkulie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sozial- emotionale Störungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geistige Behinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lernbehinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Alle Schülerinnen und Schüler mit den folgenden Behinderungen sollten im Stande sein, eine Arbeitsstelle in einem regulären Unternehmen zu bekommen und zu behalten.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Spezifische Lernstörungen (z.B. Legasthenie; Dyskalkulie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sozial- emotionale Störungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geistige Behinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lernbehinderung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte versuchen Sie Ihr Bestes, jede Frage zu beantworten. Sie werden möglicherweise auf Fragen stoßen, in denen Unterrichtskontexte beschrieben werden, mit denen Sie nicht vertraut sind. Bitte versuchen Sie Ihr Bestes, sich die beschriebenen Unterrichtskontexte vorzustellen und die Fragen bestmöglich gemäß Ihrer Fähigkeiten zu beantworten.

22. Reagieren Sie auf die folgenden Aussagen.

	Lehne sehr ab	Lehne ab	Stimme zu	Stimme sehr zu
Ich weiß, wie ich den spezifischen Bedürfnissen von Schülerinnen und Schülern mit Behinderungen in meinem Klassenraum begegnen kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inklusion bedeutet, dass Schülerinnen und Schüler mit Behinderungen in einem Klassenraum mit Schülerinnen und Schülern ohne Behinderungen platziert werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inklusion bedeutet, dass Schülerinnen und Schüler mit Behinderung in altersangemessenen Regelschulklassen gefördert werden und sie die notwendigen speziellen Instruktionen im Rahmen des Kerncurriculums erhalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ein/e in eine Regelschulklasse inkludierte/r Schüler/in mit Behinderung wird eine/n Förderschullehrer/in zum Unterrichten in der Klasse benötigen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schülerinnen und Schüler mit Behinderungen sollten an allen schulischen Aktivitäten mit Ihren Mitschülern ohne Behinderungen beteiligt werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Damit Inklusion erfolgreich sein kann, müssen Förderschul- und Regelschullehrer/innen zusammenarbeiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich benötige zusätzliche Fortbildung und Unterstützung im Dienst, um in adäquater Weise auf das Unterrichten von Schülerinnen und Schülern mit Behinderungen in einer Regelschulklasse vorbereitet zu sein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schülerinnen und Schüler ohne Behinderung möchten Schülerinnen und Schülern mit Behinderung in ihrer Regelschulklasse haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Vielen Dank! Sie haben den ersten Teil der Befragung bearbeitet. Wenn Sie interessiert sind, folgen nun fünf weitere Fragen über spezielle Situationen von Schülerinnen und Schülern mit Behinderungen. Wenn Sie Interesse haben, antworten Sie bitte mit "Ja, ich möchte fortfahren". Wenn Sie die Befragung jetzt beenden möchten, antworten Sie bitte mit "Ich bin fertig. Meine Angaben können jetzt übermittelt werden."

Ja, ich möchte Fortfahren

Ich bin fertig. Meine Angaben können jetzt übermittelt werden.

Stellen Sie sich vor, Sie sind ein/e Lehrer/in in einer inklusiven Klasse, die aus 20 Schülerinnen und Schülern ohne Behinderung und 4 Schülerinnen und Schülern mit Behinderung besteht. Ein Schüler hat eine spezifische Lernstörung und hat Schwierigkeiten beim Entziffern, in der Leseflüssigkeit und im Leseverständnis. Durchschnittlich liegt der Schüler im Vergleich zu seinen Mitschülern im Lesen etwa drei Jahre zurück und kann keinen der Klassentexte eigenständig lesen oder verstehen.

Bitte beantworten Sie die folgenden zwei Fragen zu der beschriebenen Klassenzimmersituation.

- 24. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass der Schüler mit spezifischer Lernstörung den Inhalt einer Unterrichtsstunde lernt!**

- 25. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass die Schülerinnen und Schüler ohne Behinderungen den Inhalt der Unterrichtsstunde lernen, während Sie sich den Bedürfnissen des Schülers mit spezifischer Lernstörung widmen!**

Stellen Sie sich vor, Sie sind ein/e Lehrer/in in einer Klasse, die aus 19 Schülerinnen und Schülern ohne Behinderungen und 6 Schülerinnen und Schülern mit Behinderungen besteht. Eine Schülerin hat eine Verhaltensstörung. Sie hat ungefähr dreimal in der Woche Wutanfälle in der Klasse und sie verweigert sich in ungefähr 30% der Zeit, Arbeitsaufträgen nachzukommen. In der Gruppenarbeit wird sie wütend auf ihre Mitschüler und bedroht ihre Mitschüler, wenn sie nicht ihren Willen bekommt.

Bitte beantworten Sie die folgenden zwei Fragen zu der beschriebenen Klassenzimmersituation.

- 26. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um positive Interaktionsweisen der Schülerin mit der Verhaltensstörung im Umgang mit ihren Mitschülern zu fördern!**

- 27. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um das Verhalten der Schülerinnen und Schüler ohne Behinderungen zu handhaben, während Sie sich den Verhaltensproblemen der Schülerin mit der Verhaltensstörung widmen!**

Stellen Sie sich vor, Sie sind ein/e Lehrer/in in einem naturwissenschaftlichen Fach in einer Klasse, die aus 23 Schülerinnen und Schülern ohne Behinderungen und 3 Schülerinnen und Schülern mit Behinderungen besteht. Ein Schüler hat eine geistige Behinderung. Sein IQ ist 69 und ist nur in der Lage, Sätze der ersten Klassenstufe flüssig zu lesen. Er hat den Inhalt der Unterrichtseinheit nicht bewältigt aber er bringt sich in der Klasse ein, obwohl er die meisten der Unterrichtsinhalte nicht versteht. Im Besonderen genießt er praktische Aktivitäten, obwohl es ihm schwer fällt, zu demonstrieren, dass er die Inhalte gelernt hat, die mit diesen Aktivitäten verbunden sind.

Bitte beantworten Sie die folgenden zwei Fragen zu der beschriebenen Klassenzimmersituation.

- 28. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass der Schüler mit geistiger Behinderung etwas von den naturwissenschaftlichen Inhalten lernt!**

- 29. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass die Schülerinnen und Schüler ohne Behinderungen den Inhalt der Unterrichtsstunde lernen, während Sie sich den Bedürfnisse des Schülers mit geistiger Behinderung widmen!**

Stellen Sie sich vor, Sie sind ein/e Mathematiklehrer/in in einer Klasse, die aus 21 Schülerinnen und Schülern ohne Behinderungen und 5 Schülerinnen und Schülern mit Behinderung besteht. Eine Schülerin hat eine Lernbehinderung und einen IQ von 81. Sie hat einfache Rechenfertigkeiten erworben und kann Textaufgaben lösen, die drei bis vier Jahre unterhalb des Klassenniveaus liegen aber ist nicht in der Lage, die Fertigkeiten oder das Wissen der Klasse anzuwenden. Sie bekommt ungenügende Noten bei all ihren Aufgaben und ist frustriert über ihr Unvermögen, die Inhalte zu verstehen.

Bitte beantworten Sie die folgenden zwei Fragen zu der beschriebenen Klassenzimmersituation.

- 30. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass die Schülerin mit Lernbehinderung ein geometrischen Begriff erlernt, obwohl sie nicht in der Lage ist, die mathematischen Berechnungen, die mit diesem Begriff zusammenhängen, eigenständig durchzuführen!**

31. Benennen oder beschreiben Sie eine oder mehrere Strategien, die Sie anwenden würden, um sicherzustellen, dass die Schülerinnen und Schüler ohne Behinderungen den Inhalt der Unterrichtsstunde lernen, während Sie sich den Bedürfnisse der Schülerinnen mit Lernbehinderung widmen!

32. Welche Emotionen hatten Sie beim Beantworten der Fragen bisher?

Vielen Dank!!

Vielen Dank für Ihre Teilnahme an dieser Umfrage.

33. Vielen Dank, dass Sie die Fragen komplett beantwortet haben. Bitte geben Sie eine gültige E-Mail-Adresse ein, damit Sie an der Verlosung eines Ipad mini und / oder eines Ipad mit Retina Display teilnehmen können. Sie werden über das Ergebnis der Verlosung per Email benachrichtigt. Wenn Sie nicht an der der Verlosung teilnehmen möchten, müssen Sie keine Email-Adresse angeben. Sie können dann einfach mit "Done" abschließen.

34. Sind Sie daran interessiert, an einer Nacherhebung zu diesem Thema teilzunehmen? Wenn ja, nehmen Sie an einer weiteren Verlosung eines neuen Ipad mit Retina Display teil. Voraussetzung ist die Angabe einer gültigen Email-Adresse.

- Ja
- Nein

APPENDIX B

QUESTIONNAIRE ON TEACHER PERSPECTIVES AND PREPAREDNESS FOR INCLUSIVE EDUCATION

SECTION A

- 1) Sex
- 2) Age
- 3) What is your current position?
- 4) What grades do you currently teach (if applicable)?
- 5) What is the name of the school you currently work at (if applicable)?
- 6) What percentage of the students you currently teach have special needs?

7) How many years of teaching experience do you have?

8) Have you ever taught students with special needs before?

If so, how many years have you taught students with special needs?

9) What type of school do you currently work in?

SECTION B

In answering this questionnaire, please draw on all of your past and current experiences (i.e. teaching in a general education classroom, teaching as a special education teacher, teaching in a particular grade, working as a paraprofessional, working as a speech and language pathologist, your experience as a student, etc.). Please try your best to answer each question. You may encounter questions that describe teaching contexts that you are not familiar with. Please do your best to imagine the teaching context and answer the question to the best of your ability. You may encounter descriptions of students that you may not be currently teaching or descriptions of students that you may never have taught. Please do your best to imagine the student and answer the question to the best of your ability.

10. Define “Inclusion” in your own words.

11. Define “Disability” in your own words.

12. Most students with disabilities should spend: (**Choose one of the options**)

- a. All of their time in a general education classroom.
- b. Most of their time in a general education classroom.
- c. Some of their time in a general education classroom.
- d. All of their time in a special education classroom in a general education school.
- e. All of their time in a special education school.

13. Respond to the statements about the following student.

A student who is verbally inappropriate, regularly gets into conflicts with peers is sometimes physically aggressive and is often defiant with adults in a way that impedes his ability to learn.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I would be able to teach this student in a general education classroom.				

My school provides sufficient administrative support to enable me to teach this student in a general education classroom.				
My school provides sufficient time to plan and prepare lessons to enable me to teach this student in a general education classroom.				
This student will be academically and socially successful in a general education classroom.				
This student should spend most or all their time in a general education classroom.				

14. A student who has a very low IQ, who cannot master class content, who needs help following simple directions, and needs support following simple routines such as going to the bathroom.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I would be able to teach this student in a general education classroom.				

My school provides sufficient administrative support to enable me to teach this student in a general education classroom.				
My school provides sufficient time to plan and prepare lessons to enable me to teach this student in a general education classroom.				
This student will be academically and socially successful in a general education classroom.				
This student should spend most or all their time in a general education classroom.				

15. A student of below average intelligence who has problems remembering information, struggles to learn complex information and concepts, has difficulty writing paragraphs and essays and gets poor grades in school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I would be able to teach this student in a general education classroom.				

My school provides sufficient administrative support to enable me to teach this student in a general education classroom.				
My school provides sufficient time to plan and prepare lessons to enable me to teach this student in a general education classroom.				
This student will be academically and socially successful in a general education classroom.				
This student should spend most or all their time in a general education classroom.				

16. A student of below average intelligence who always struggles with decoding and with reading comprehension, who reads about three years behind his peers and who cannot independently read and class texts.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I would be able to teach this student in a general education classroom.				

My school provides sufficient administrative support to enable me this student in a general education classroom.				
My school provides sufficient time to plan and prepare lessons to enable me to teach this student in a general education classroom.				
This student will be academically and socially successful in a general education classroom.				
This student should spend most or all their time in a general education classroom.				

17. I know and understand the instructional strategies necessary to teach a student with the following disability in a general education classroom.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Specific Learning Disability				
Emotional Behavioural Disorder				
Severe Intellectual Disability				

Moderate Intellectual Disability				
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18. I know and understand the characteristics associated with students with the following disability.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Specific Learning Disability				
Emotional Behavioural Disorder				
Severe Intellectual Disability				
Moderate Intellectual Disability				

19. I prepare students with the following disabilities to become adults who obtain and keep a job.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Specific Learning Disability				
Emotional Behavioural Disorder				
Severe Intellectual Disability				
Moderate Intellectual Disability				

20. I prepare students with the following disabilities to become adults who independently.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Specific Learning Disability				
Emotional Behavioural Disorder				
Severe Intellectual Disability				
Moderate Intellectual Disability				

21. All students with the following disabilities should be able to obtain and keep a job in an office at a typical company.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Specific Learning Disability				
Emotional Behavioural Disorder				
Severe Intellectual Disability				
Moderate Intellectual Disability				

22. Respond the following statement

	Strongly Disagree	Disagree	Agree	Strongly Agree
I know how to meet the unique needs of students with disabilities in my classroom.				
Inclusion means that students with disabilities are placed into a classroom with students who do not have disabilities.				
Inclusion means that students with disabilities are supported in age-appropriate general education classes and receive necessary specialized				

instruction within the context of the core curriculum.				
A student with a disability who is included in a general education classroom will need a special education teacher in the classroom to teach him or her.				
Students with disabilities should be involved in all school activities with their peers without disabilities.				
Special education teachers and general education teachers need to collaborate in order for inclusion to be successful.				
I need additional training and in-service to be adequately prepared to teach students with disabilities in general education classroom.				
Students without disabilities want peers with disabilities in their general education classroom.				

Read the following paragraphs describing a hypothetical situation about a classroom and answer the two questions for each paragraph to the best of your ability. You may encounter

questions that describe teaching contexts that you are not familiar with. Please do your best to imagine the teaching context and answer the question to the best of your ability. You may also encounter descriptions of students that you may not be currently working with or descriptions of students that you may never have worked with. Please do your best to imagine the student and answer the question to the best of your ability?

Imagine you are a teacher in an inclusive classroom that consists of 20 students without disabilities and 4 students with disabilities. One student has a specific learning disability and has difficulty with decoding, reading fluency, and reading comprehension. On average, the student reads about 3 years behind his peers and is unable to independently read or comprehend the class texts.

23. List or describe one or more strategies you would use to ensure that the student with the learning disability learns the content of a lesson?

24. List or describe one or more strategies you would use to ensure that the students without disabilities learn the content of the lesson while attending to the needs of the students with the specific learning disability?

Imagine you are a teacher in a classroom that includes 19 students without disabilities and 6 students with disabilities. One student has a behavioural disorder. She has tantrums in

the classroom about three times a week. She refuses to follow directions about 30% of the time. She gets angry with her peers when working in groups and threatens her peers when she does not get her way.

25. List or describe one or more strategies that you would use to promote positive peer interaction for the girl with the behavioural disorder?

26. List or describe one or more strategies that you would use to manage the behaviour of the students without disabilities while attending to the behaviour problems of the girl with the behavioural disorder?

Imagine you are a teacher in a science classroom that includes 23 students without disabilities and 3 students with disabilities. One student has a severe intellectual disability. His IQ is 69 and he is only able to read first grade sentences fluently. He has not mastered the content of the course, but he participates in class even though he doesn't understand most of the material. He especially enjoys hands on activities, although he cannot easily demonstrate that he has learned the content associated with the activities.

27. List or describe one or more strategies you would use to ensure that the student with the severe intellectual disability is learning some of the science content?

28. List or describe one or more strategies you would use to ensure that the students without disabilities learn the content of the lesson while attending the needs of the student with the specific learning disability?

29. List or describe one or more strategies you would use to ensure that the student with the moderate intellectual disability learns a geometric concept even though she cannot independently do the mathematical computation associated with the concept?

31. List or describe one or more strategies you would use to ensure that the students without disability?

32 . What emotions did you have while taking the survey?