Ghana Journal of Education: Issues and Practice
Vol. 2, No. 1, December 2010, pp. 84-97

Determinants of Differing Teacher Attitudes towards Inclusive Education Practice

Emmanuel K. Gyimah, *University of Cape Coast, Ghana*
Francis R. Ackah Jnr, *University of Cape Coast, Ghana*
& John A. Yarquah, *University of Cape Coast Ghana*

Abstract

An examination of literature reveals that teacher attitude is fundamental to the practice of inclusive education. In order to verify the extent to which the assertion is applicable in Ghana, 132 teachers were selected from 16 regular schools in the Cape Coast Metropolis using purposive and simple random sampling techniques to respond to a four point Likert scale questionnaire. The Cronbach's reliability co-efficient of the questionnaire was .88 which was deemed conceptually high enough for the study. It emerged from the study that teacher attitude towards inclusive education is greatly affected by a multiple of factors, the highest among which included training and education in special education, teacher knowledge and understanding of inclusion as well as the availability of support services. On the basis of the findings, some recommendations were made to teachers, school administrators and policy makers as well as government to guide the development and implementation of inclusive education.

Keywords: Attitude, differing, factors, inclusive education, inclusion, children with disabilities, regular schools, teachers, Cape Coast

Introduction

In the wake of the current movement towards inclusion of children with disabilities in regular schools, the attendant issue of teacher attitude remains a critical challenge (Gyimah, 2006; Moltó, 2003; Audit Commission, 2002, Croll, 2001). Inclusion has to do with overcoming the barriers to learning, belonging and participation for all children with and without disabilities in regular schools. The question of whether to include, why include or how to include children with disabilities in regular schools mirrors some of the divergent sources of teachers' dilemma in the classroom. These reflect in teachers' attitudes towards inclusion.

In this paper, the terms "teacher attitude" and "teachers' attitudes" are used interchangeably and they mean the same thing.

According to Cook, Tankersley, Cook and Landrum (2000), teacher attitude towards students with disabilities who have been included in regular education represent a more trustworthy predictor of the quality of education; and teacher attitudes toward included students directly influence student-teacher interaction and related educational opportunities. Teachers' attitudes do not only set the tone for the relationship between teachers and students with disabilities, but they influence even the attitude of non-disabled students (D'Alonzo, Giordano & Cross, 1996).

Regular schools are incorporating large numbers of students with disabilities in recent times after a lengthy period of discrimination, segregation and exclusion world-wide. The UNESCO (1994) Salamanca Statement sees inclusion in regular schools to be the most effective means of combating discriminatory attitudes, creating welcoming communities and achieving education for all. Nearly a decade and half ago, Winzer (1996) observed that there had been a drastic decline in the number of students educated in residential and separate schools. About two decades ago, 65% of students with special educational needs (SEN) who needed special education services in the United States (US) did so in regular classrooms either for a part or all of the school day (US Department of Education, 1991). Twenty years on, the situation is arguably better in most advanced societies, and developing countries are also making efforts to address issues regarding inclusion.

For example, in consonance with international policy directives and statements such as Education for All and UNESCO (1994) Salamanca Statement, Ghanaian regular schools continue to experience their fair share of including children with disabilities. National legislative framework on education such as the 1961 Education Act, the FCUBE Policy and the 1992 Constitution all aim at providing education to all children. Lately, the Disability Act 2006 and Disability Law 2007 of Ghana have added a unique impetus to the education of individuals with disabilities. With the establishment of inclusive pilot schools in some regions of Ghana, the scope and number of children with disabilities that receive mainstream education has further widened. How then do teachers cope with increasingly diverse students' population in regular schools and classrooms?

A little over a decade ago, marginal numbers of children with SEN were included in mainstream environments. There were an estimated 1.8 million with SEN in Ghana but only a few of them were in mainstream environments (Kwawu, 1998). Indeed, Thurman (2003) observed that in Ghana, less than 1% of the 4 to 16 age group with disabilities had access to education.

Teacher Attitude towards Inclusive Education

Teachers are the principal players and actors who make inclusion happen in any country (Ackah Jnr, 2010). Therefore, teacher attitude plays a significant role in the successful implementation of inclusion programmes in Ghana (Gyimah, 2006). Teacher beliefs about disability, ethnicity, attitudes and concerns, opinions or perceptions can influence the practice of inclusion. Depending on the kind of attitudes exhibited by teachers, children with disabilities are included, marginalised or excluded from the regular school systems in Ghana.

Attitudes towards inclusive education vary greatly across the field of education and they are neither specific nor consistent throughout research studies conducted from country to country. In most cases, attitudes towards inclusive education are contradictory and paradoxical. The exact nature of teachers' attitudes is uncertain. Why the differences in teachers' attitudes' towards inclusion in regular schools in Ghana?

Traditionally, general education (regular) teachers have been pessimistic about the increased mainstreaming of children with disabilities in their classes. Available research appears not to have adequately focused on or taken a comprehensive view of teacher behaviour in a way that encompasses the critical variables of attitudes, knowledge and policy expectations, which agreeably drive the inclusive education agenda (Avramidis, Bayliss & Burden, 2000; Cornoldi, Terreni, Scruggs & Mastropieri, 1998; Desai, 1995; Praisner, 2003; Scruggs & Mastropieri, 1996). Teacher differing attitudes towards inclusive education arise from numerous factors which are mostly interrelated. There are child-related variables, teacher-related variables, as well as educational and environment-related variables. Avramidis and Norwich (2002) note that the nature of disabilities and/or educational problems presented have been found to influence teachers' attitudes. Educators cautiously accept the inclusion of a child with cognitive disability (Forlin, 1995) and unanimously reject the inclusion of children with severe disabilities (Ward, Center & Bochner, 1994). Gyimah (2006) reported that in Ghana the type and severity of disability appear to be the main bother to teachers in including children with disabilities and SEN in regular education.

Empirically, specific teacher characteristics such as gender, age, years of teaching, class level, contact with disabled persons, training and education, support services and personality factors influence teacher acceptance and attitude towards inclusion. Citing Avramidis et al (2001), Gyimah (2006), for example, reports that female teachers had more positive attitudes towards children with SEN and disabilities than their male counterparts. But the extent to which this finding is global is yet to be ascertained. Researchers such as Ackah Jnr (2010), Leyser, Kapperman and Keller (1994), Beh-Pajooh (1992) and Berryman (1989), however, report that gender was unrelated to attitudes towards inclusion.

Teaching experience is the second teacher-related variable cited by several studies as having an influence on teachers' attitudes to inclusion (Clough & Lindsay, 1991; Berryman, 1989). To Clough and Lindsay (1991), younger teachers and those with fewer years of experience are more supportive of integration/inclusion. Acceptance of a child with physical disability was highest among educators with less than six to ten years of teaching. However, Leyser et al. (1994) discount the assertion. Class level taught is also an associated variable that influences teachers' attitudes towards inclusion. An international study by Leyser et al. (1994) found that senior high school teachers displayed more positive attitudes towards integration /inclusion than did junior school and elementary school teachers.

Experience of contact with SEN or disabled persons is also an important variable that shapes teacher attitudes toward inclusion (Ackah Jnr, 2010; Gyimah, 2009). Several studies suggest that the type and quality of teacher-student interactions are influenced by the relationship between educators' attitudes toward inclusion and their knowledge of inclusion (Cook, 2001; Cook, Tankersley, Cook & Landrum, 2000; Van Reusen, Shoho& Barker, 2001; Barnett & Monda-Amaya, 1998). The 'contact hypotheses' (Avramidis & Norwich, 2002) suggest that as teachers implement inclusive programmes and therefore get closer to students with significant disabilities, their attitude might become more positive. This difference (Avramidis et al., 2000) may be due to the fact that people's attitudes change when encountered by different programmes, challenges and problems associated with educational innovations and practices. Overall, teachers with much experience with disabled persons had significantly more favourable attitudes than those with little or no experience (Bender, Vail & Scott, 1995; Leyser et al, 1994). In contrast, there are studies which have found that social contact per se does not lead to favourable attitudes (Avramidis & Norwich, 2002; Rees, Spreen & Harnadek, 1991). For example, the amount of contact time with people with disabilities did not affect positively teachers' attitudes towards them (Alghazo, Dodeen, & Algaryouti, 2003).

The essence of knowledge about children with SEN acquired through formal studies either pre-service or in-service training as an important factor in improving teachers' attitudes towards the implementation of an inclusive policy is well acknowledged in research. Training in special or inclusive education has been consistently found to have influenced educators' attitudes (Ackah Jnr, 2010; Subban & Sharma, 2006; Sharma et al., 2006; Avramidis & Norwich, 2002; Shade & Stewart, 2001) or through a content-infused approach (Sharma et al., 2006; Voltz, 2003). These studies have demonstrated a positive correlation between training and positive attitudes. Untrained teachers feel they are unprepared to face the challenge of inclusion (Scruggs & Mastropieri, 1996).

To Avramidis, Bayliss and Burden (2000), when teachers gain extensive professional knowledge needed to implement inclusive programmes, they

succumb to inclusion. Avramidis and Norwich (2002) and O'Brian and Ryba (2005) ascertain strongly that without a coherent plan for teacher training in the educational needs of children with special needs, attempts to include these children in the mainstream would be difficult.

In addition to teacher variables, environmental factors appear to have influence in the formation of teacher attitude towards inclusion. A major and consistent factor (Clough & Lindsay, 1991) associated with more positive attitude is the availability of support services at the classroom and school levels. Support services could be both physical such as teaching materials or a restructured physical environment, and human such as learning support assistants/aides, special teachers and speech therapists. Support from relevant authorities is key and instrumental in allaying teachers' apprehension and fear about workload levels in inclusive classes. Restructuring the physical environment to make buildings accessible to students with physical disabilities, and the provisions of adequate and appropriate equipment and materials were also instrumental in the development of positive attitudes.

Purpose of the Study

Teacher attitude is a crucial appendage to successful implementation and practice of inclusive education. It is important to unravel the underpinnings of such attitudes. The study was meant to identify determinants (if any) for differences in teachers' attitudes towards inclusive education in regular schools in the Cape Coast Metropolis. It also sought to determine the extent to which such factors could influence teachers' attitudes. One core research question guided the study: What factors (if any) are responsible for teachers' attitudes towards inclusive education in the Cape Coast Metropolis of Ghana?

Research Design

The study was a non-experimental descriptive survey which determined factors responsible for teachers' attitudes towards inclusive education in the Cape Coast Metropolis of Ghana. It described the existing attitudes that teachers held towards inclusive education at time of study. There was no manipulation or treatment of subjects but the researchers measured things as they were (Schumacher & McMillan, 1993; Cohen, Manion & Morrison, 2004). The design is useful for generalising from a sample to a population so that inferences can be made about the characteristics, attributes or behaviours of the population (Babbie, 2001). The descriptive survey is mainly advantageous as it potentially provides a lot of information from quite a large sample of respondents (Fraenkel & Wallen, 2000).

Participants for the Study

Participants in the study were 63 male and 69 female teachers who were drawn from a population of regular school teachers dispersed in rural and urban settings within the Cape Coast Metropolis. Their schools had many children with mild-moderate disabilities with few severe-profound ones. Children without disabilities actually interacted or had peers with disabilities in those regular schools and this informed the choice of the teachers and schools for the study. The researchers personally administered the questionnaire to all participants after appropriate permission had been sought from head teachers of the selected regular schools.

Instrumentation

Data for the study was collected using a four-point Likert formatted questionnaire. It had a scale level and score values as: Very Great = 4, Great = 3, Little = 2 and Very Little = 1, respectively. The instrument consisted of 10 statements on factors responsible for differing attitudes towards inclusive education. The instrument was pre-tested to improve its validity and reliability. This involved twenty-four (24) teachers selected from two schools namely, St. Nicholas and Kubease Primary and Junior High Schools in the Cape Coast Metropolis.

Research Results and discussion

Teachers' responses provided questionnaire data on the perceived factors responsible for differing attitudes towards inclusive education in order to determine their aggregate effect on its practice in the selected regular schools. Table 1 shows the mean (M), standard deviation (SD) and rank of perceived factors for differing teacher attitude towards inclusive education. The scale values ranged from 1 = Very Little, 2 = Little, 3 = Great and 4= Very Great; In the analysis, the higher the mean score, the higher the impact of a factor associated with differing attitudes towards inclusion.

Table 1

Perceived factors of teacher differing attitude towards inclusive education (N=132)

Factors	Rank	Mean	SD
Teacher knowledge and understanding of inclusive education influence their attitudes.	3	2.87	0.87
Type of disability and associated educational needs influence teacher attitudes.	4	2.76	0.71
Gender of teachers influences their attitudes to inclusion.	10	2.37	0.98
Teachers' teaching experience influences their attitudes to inclusion.	6	2.69	0.95
Class taught by teachers influences their attitudes to inclusion.	5	2.71	0.80
Contact and interaction with children with disabilities influence teacher attitudes.	7	2.65	0.89
Training and education in special education influence teacher attitudes to inclusion.	1	3.02	0.90
Teacher beliefs about the ability of children with SEN to benefit from regular school curriculum influence their attitudes.	8	2.49	0.89
Ethnic background of children with disabilities influences their academic performance in inclusive settings.	9	2.41	0.96
Availability of support services (such as teaching, learning materials and special teachers) influences teacher attitudes.	2	2.93	0.87

The descriptive data demonstrated that the three highest differing attitudes were associated with: *training and education in special education*, (M = 3.02, SD = 0.90), *availability of support services* (M = 2.93, SD = 0.87), and *teacher knowledge and understanding of inclusive education* (M = 2.87, SD = 0.87), respectively. The three lowest differing attitudes were associated with: *teacher beliefs*(M = 2.89, SD = 0.89), *ethnic background of children with*

disabilities (M = 2.41, SD = 0.96), and *gender of teachers* (M = 2.37, SD = 0.98), respectively. The overall mean (M) of 2.69 suggests that differing teacher attitudes are somewhat affected by a multiple of factors since an overall mean score of zero (0) would imply that the differing attitudes were not affected by any of the factors suggested in the statements and a mean score of 4 would imply that the differing attitudes were very greatly affected by all the factors suggested in the statements. This implies that regular school teachers generally, perceive those factors as responsible for their differing attitudes towards inclusive education in the Cape Coast Metropolis of Ghana.

Such multiplicity of attitudes is crucial to the successful development and implementation of inclusive education in Ghana. As practitioners, teachers must possess a clear and better understanding of inclusive education so as to appreciate the underlying philosophy and practices.

Inclusive education is about comprehensive education (Thomas & Loxely, 2001). Regular teachers need to understand that inclusive education is a social and human rights issue that benefits all individuals. With clear understanding of inclusive education, teachers would not recognise disabled children as "visitors", but rather integral and active participants of the regular school community.

The study revealed that training and education in special education are relevant to improving teacher attitude towards the inclusion movement (Ackah Jnr, 2010). In this direction, Avramidis and Norwich (2002) suggest strongly that without a coherent plan for teacher training in educational needs of children with special educational needs, the inclusion of these children would be difficult. Importantly, special education qualification acquired through pre and in-service training improves teacher knowledge and understanding and serves as a catalyst for developing positive attitude towards inclusion.

The availability of support services was identified as the second highest factor responsible for teachers' attitudes. This finding supports earlier views expressed by Mitchell (2005), Clough and Lindsay (1991), and LeRoy and Simpson (1996) who identified support services as pre-requisite for effective implementation of inclusive education. Support received from special educators is relevant in reducing regular teachers' apprehension and stress with respect to workload dilemmas and instructional adaptations.

The results further showed that the type of disability and associated educational needs were also responsible for teacher differing attitude. This corroborates with the conviction of Avramidis and Norwich (2002) who observed that the nature of disabilities and/or educational needs influence teachers' attitudes. Usually, teacher attitude varies greatly according to the type of disability, prevalence and educational needs of students in regular schools. Most regular school teachers are willing to include students with mild-moderate disabilities, but unanimously reject the inclusion of children with severe

profound disabilities (Gyimah, 2009; Ward, Center & Bochner, 1994). Teachers express positive attitude towards mild-moderate disabled children, but negative attitude towards the severe- profound (Gyimah, Sugden & Pearson, 2009; Forlin, 1995). Teacher positive attitude could be attributed to the success potentials of children with mild-moderate disabilities and the relatively low problems associated with their education in the mainstream.

Empirically, the study validated that gender per se is not specifically related to teacher attitude towards inclusive education. This may mean that attitude towards inclusion is not gender-specific. That is, male and female teachers are not noted for particular attitudes. Earlier, Ackah Jnr (2010), Leyser et al. (1994), Beh-Pajooh (1992) and Berryman (1989) had report that teacher gender was unrelated to attitude towards inclusion. It is therefore difficult to align teacher gender with specific attitude towards inclusion in spite of some researchers reporting that female teachers are more tolerant than their male counterparts for including children with disabilities. This contradicts Avramidis and Norwich's (2002) view that there was a marginal tendency for female teachers to express positive attitudes towards the idea of including children with behavioural problems than their male counterparts. As far as the findings of the present study are concerned, teachers, irrespective of gender expressed similar attitude towards inclusion.

Consistent with previous studies on factors that contributed to teacher differing attitudes towards inclusion (Avramidis & Norwich, 2002;Leyser, Kapperman & Keller ,1994), findings of the study depict that teaching experience influenced teacher attitude (M = 2.69, SD = 0.95). In general, teachers who have taught for many years expressed positive attitude towards inclusion. The reason may be that they might have experienced and/or encountered and overcome most problems of children with disabilities in regular schools. Not surprisingly, these teachers portrayed a high sense of acceptance for the education of children with disabilities. The current finding is inconsistent with Clough and Lindsay's (1991) position that younger teachers and those with less experience are more supportive of inclusion.

Closely related to teaching experience is the class taught by a teacher. Teachers consider the class taught was vital as far as attitude towards inclusive education is concerned. It was observed that at the lower levels of education, (for example, primary school) teachers encounter problems educating children with disabilities because such children lack the requisite social skills for effective functioning in the mainstream. Teachers claim children with SEN pose problems. Definitely, teachers would develop unfavourable attitude towards children with SEN and inclusion. However, as children with SEN progress higher on the educational ladder (for example, Junior and Senior Secondary School in Ghana), they develop appropriate social skills and pose very few problems. Further, most

do not reach this stage in their education. Hence, teachers express favourable attitude towards the education of children with SEN and inclusive education.

Similarly, teachers perceive contact and interaction with children with disabilities as an influential variable in shaping attitude towards inclusive education. Li (2007) suggested that a positive relationship exists between teachers with prior experience with disabilities and their attitudes. Contact and interaction with children with disabilities is necessary to offset teacher misconceptions, apprehension and negative perceptions about these individuals.

Teachers' beliefs influence not only their attitudes, but also actual teaching styles and adaptations in heterogeneous classrooms (Avramidis & Norwich, 2002). However, from the table, an approximately equal proportion of teachers (M = 2.50, SD = 0.98) opined that teacher beliefs, influence their attitudes towards inclusive education. Even so, teachers who hold positive beliefs about children with SEN are likely to express positive attitudes towards their inclusion than those who hold negative ones. This will require that measures are taken to raise teacher awareness of the capabilities of children with SEN in order to step up their attitudes towards children with SEN.

Ethnic background of children with disabilities was one of the factors examined in the current study. It came out that ethnic background of children with disabilities had no influence on teacher attitudes. Thus, ethnic background of children with disabilities is not a definite explanation of teacher attitude towards inclusion.

Conclusions and Recommendations

The study was undertaken primarily to identify differing factors affecting teachers' attitudes towards inclusive education in Ghana. The study unearthed the idea that teachers' attitudes were influenced by a multiplicity of factors. Specifically, the study established that teachers in the Cape Coast Metropolis of Ghana have differing attitudes towards inclusive education. This is mainly attributable to factors such as training and education in special education, disabilities and inclusion, teacher understanding of inclusive education, the availability of support services and the type of disability and associated educational problems. Indeed, it is incumbent on the appropriate educational authorities and government to make the necessary provisions to limit the negative impact and enhance the positive impact of such factors on teacher attitudes in order to promote inclusive education practices.

Hence, the following recommendations are put forward for consideration:

1. Colleges of education and other institutions that train teachers should pre-dispose teachers to emerging knowledge about special needs education, disability issues and inclusive practices to shape their attitudes towards a

positive outlook by including systemised and continuous education and training programmes in their curriculum.

2. Government and non-governmental organisations (NGOs) should provide adequate and sustained teacher support services such as teacher assistants to enhance the effectiveness of inclusion and to reduce teacher stress.
3. Field experience to expose pre-service teachers to children with SEN and disabilities is essential. Hence, in training prospective teachers, measures should be taken to expose the students to children with SEN and disabilities. In addition, there should be regular in- service programmes such as workshops and seminars for teachers to deepen their understanding of disability issues. This is important because attitude is a learned process and is influenced by the amount of contact teachers have for children with SEN as far as their inclusion in regular schools is concerned.

References

Ackah Jnr, F.R. (2010). Teacher characteristics as predictor of attitude towards inclusive education in the Cape Coast Metropolis of Ghana. *Ife Psychologia,* 18(2), 35 - 47.

Alghazo, E. M., Dodeen, H., & Algaryouti, I. A. (2003). Attitudes of pre-service teachers towards persons with disabilities. *College Student Journal*, 37(4), 515–522.

Annor, J. (2002). *Implementing government policy supporting technology use by persons with disability.* Centre on Disabilities Technology and Persons with Disabilities Conference 2002, California State University.

Avramidis, E., Bayliss, P., & Burden, R. (2000). Inclusion in action: An in-depth case study of an effective secondary school in the South-West of England. *International Journal of Inclusive Education* 6, 38-43.Audit Commission (2002) Statutory assessments and statements of SEN: in need of review? London: Audit Commission.

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of literature. *Special Needs Education,* 17(2), 129-147.

Babbie, E. (2001). *The practice of social research* (9th ed.). Belmont, California: Wardsworth Publishing Company/Thompson Learning.

Barnett, C., & Monda-Amaya, L. E. (1998). Principals' knowledge of and attitudes toward inclusion. *Remedial and Special Education*, 19,181-192.

Beh-Pajooh, A. (1992). The effect of social contact on college teachers' attitudes towards students with severe mental handicaps and their educational integration. *European Journal of Special Needs Education*, 7, 231-236.

Bender, W.N., Vail, C.O., & Scott, K. (1995). Teachings' attitudes toward increased mainstreaming: Implementing effective instruction for students with learning disabilities. *Journal of Learning Disabilities,* 28(2), 87-94.

Berryman, J.D. (1989). Attitude of public toward educational mainstreaming. *Remedial and Special Education,* 10(1), 44-49.

Clough, P., & Lindsay, G. (1991). *Integration and the support service.* Slough: NFER

Cohen, L., Manion, L. & Morrison, K. (2004). Research methods in education (5th ed.) London: RoutledgeFalmer.

Cornoldi, C., Terreni, A. Scruggs, T., Mastropieri, M. (1998). Teacher attitudes in Italy After twenty years of inclusion. *Remedial and Special Education,* 19, 350.

Cook, B. G. (2001). A comparison of teachers' attitudes toward their included students with mild and severe disabilities. *The Journal of Special Education*; Bensalem; 34(4) 203-213.

Cook, B.G., Tankersley, M., Cook, L., & Landrum, T.J. (2000). Teachers' attitudes towards their included students with disabilities. *Exceptional Children,* 67(1), 115- 135.

Croll, P. (2001) Teacher contact with parents of children with special educational needs: a comparison over two decades. *Journal of Research in Special Educational Needs* 1, 2.

D'Alonzo, B. J., Giordano, G., & Cross, T. L. (1996). Improving teachers' attitudes through teacher education toward the inclusion of students with disabilities into their classrooms. *The Teacher Educator,* 31, 304-312.

Desai, I. (1995). Primary school principals' attitudes toward mainstreaming in Victoria, Australia. *International Journal of Special Education,* 10(2), 22-36.

Forlin, C. (1995). Educators beliefs about inclusive practices in Western Australia. *British Journal of Special Education,* 22,179-185.

Fraenkel, J.R, & Wallen, N.E. (2000). *How to design and evaluate research in education* (4th ed.). Boston: McGraw Hill Co.

Gyimah, E. K. (2006). *Teacher attitudes to inclusion in Ghana.* PhD Thesis submitted to the University of Leeds, United Kingdom (unpublished)

Gyimah, E. K., Sugden, D., & Pearson, S. (2009). Inclusion of children with special educational needs in mainstream schools in Ghana: influence of teachers' and children's characteristics *International Journal of Inclusive Education.* 1-18.

Kwawu, M. (1998). *Review of the state of special education programmes in Ghana.* Proceedings on 1st Joint National Conference on Persons with Disabilities in Ghana, Winneba.

LeRoy, B., & Simpson, C. (1996). Improving student outcomes through inclusive education. *Support for Learning,* 11, 32-36.

Leyser, Y., Kapperman, G., & Keller, R. (1994). Teacher attitudes toward mainstreaming: A cross-cultural study in six nations. *European Journal of Special Needs Education*, 9, 1-15.

Li, L. (2007). *Parents and teachers' beliefs about preschool inclusion in P. R. China.* Unpublished Doctoral Dissertation, University of North Carolina at Greensboro.

Mitchell, D. (2005). Introduction; sixteen propositions on the contexts of inclusive education, in D. Mitchell (Ed.). *Contextualizing inclusive education evaluating old and new international perspectives.* London: Routledge, pp. 230-252.

Moltó, M. C. C. (2003). Mainstream teachers' acceptance of instructional adaptations in Spain. *European Journal of Special Needs Education*, 18, 3, 311-332.

Praisner, C. L. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, 69(2), 135-145.

O'Brian, P., & Ryba, K. (2005). *Policies and systems in special education.* In D. Fraser, R. Moltzen & K. Ryba (Eds), Learners with special needs in Aotearoa, New Zealand (3ed.) Dunmore Press, Palmerston North.

Rees, L.M., Spreen, O., & Harnadek, M. (1991). Do attitudes towards persons with handicaps really shift over time? Comparison between 1975 & 1988.*Mental Retardation,* 29(2)81-86.

Schumacher, S. & McMillan, J. H. (1993). .*Research in education: A conceptual introduction* (3rd ed.). New York: Harper Collins College Publishers.

Scruggs, T., & Mastropieri, M.A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958-1995: A research synthesis. *Exceptional Children,* 63, 59-74.

Shade, R., & Stewart, R. (2001). General education and special education pre service teachers' attitudes towards inclusion. *Preventing School Failure, 46*(1), 37- 41.

Sharma, U., Forlin, C., Loreman, T., & Earle, C. (2006). Impact of training on pre-service teachers' attitudes about inclusive education, concerns about inclusive education, and sentiments about persons with disabilities. *International Journal of Special Education.* 21(2).80-93.

Subban, P., & Sharma, U. (2006). Teachers' perceptions of inclusive education in Victoria, Australia. *International Journal of Special Education, 21*(1), 42-52.

Thomas, G., & Loxely, A. (2001). *Deconstructing special education and constructing inclusion.* Buckingham, England: Open University Press.

Thurman, M.S. (2003). *A study on children with disabilities and special education in Ghana: Key findings.* Washington: USAID.

UNESCO (1994).*The Salamanca declaration and framework for action.* Paris: UNESCO.

US Department of Education (1991). *Thirteen annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington D.C. Author.

Van Reusen, K. A., Shoho, A. R., & Barker, K. S. (2001). High school teacher attitudes toward inclusion. *The High School Journal,* 84 (2), 7-14.

Voltz, D.L. (2003). Collaborative infusion: An emerging approach to teacher preparation for inclusive education. *Action in Teacher Education, 25*(1), 5-13.

Ward, J., Center, Y., & Bochner, S. (1994). A question of attitudes: Integrating children with disabilities into regular classrooms. *British Journal of Special Education,* 21, 34-39.

Winzer, M. (1996). *Children with exceptionalities in Canadian classrooms* (4th ed.). Canada: Allyn & Bacon