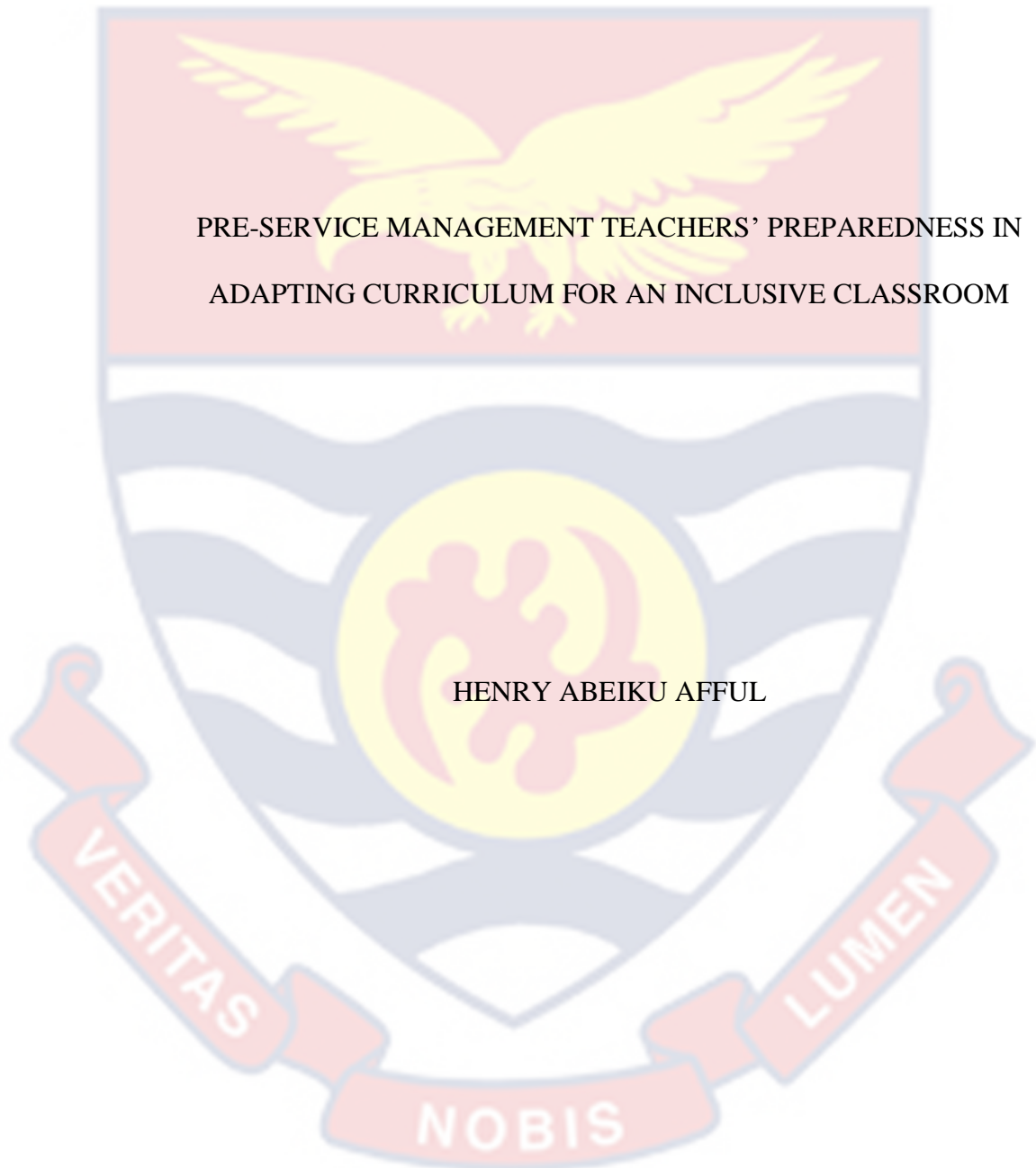


UNIVERSITY OF CAPE COAST



PRE-SERVICE MANAGEMENT TEACHERS' PREPAREDNESS IN
ADAPTING CURRICULUM FOR AN INCLUSIVE CLASSROOM

HENRY ABEIKU AFFUL

2023



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PRE-SERVICE MANAGEMENT TEACHERS' PREPAREDNESS IN
ADAPTING CURRICULUM FOR AN INCLUSIVE CLASSROOM

BY

HENRY ABEIKU AFFUL

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of Doctor of Philosophy Degree in
Management Education

AUGUST 2023

DECLARATION

Candidate's Declaration

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

Candidate's Signature: .

 Date:

Name: Henry Abeiku Afful

Supervisors' Declaration

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

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

Name: Prof Joseph Tufuor Kwarteng

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

Name: Dr. Bernard Yaw Sekyi Acquah

ABSTRACT

The research examined pre-service management teachers' preparedness in adapting the curriculum for an inclusive classroom. The study used the concurrent embedded mixed-methods research design. Through census survey, 164 respondents were studied in the quantitative phase of the study and the purposive sample of lecturers ($n = 7$) and 20 trainee-teachers partook the follow-up qualitative aspect. Questionnaires and interview guides were used to gather data from participants. Descriptive and inferential statistics were used to analyse the quantitative data, and thematic analysis for the qualitative data. The study established that pre-service management teachers had a moderate level of knowledge of inclusive classroom practices (KICP). They were highly prepared to use classroom management strategies (CMS) and time management strategies (TMS) but moderately prepared to use differentiated instruction strategies (DIS) in an inclusive classroom. The implementation of the "Special Education Course" and other professional courses that infuse inclusivity supports pre-service management teachers' preparation for an inclusive classroom. However, pre-service management teachers felt they were not ready for inclusive classrooms because they had student concerns, personal concerns, management concerns, facilities, and environmental concerns. Gender and age of pre-service management teachers had a significant influence on inclusive classroom instructional strategies (DIS, CMS and TMS). Significant gender differences were found in pre-service management teachers' use of TMS. However, there was no statistically significant difference in pre-service management teachers' KICP, DIS and CMS based on gender and prior teaching experience. Pre-service management teachers' KICP significantly influenced their preparedness for using inclusive classroom instructional strategies (DIS, CMS and TMS). Pre-service management teachers must be given more inclusive education knowledge through in-service training and practical experiences to enhance their classroom practices. Management education programmes should focus on diverse instructional strategies, particularly DIS, CMS, and TMS, while addressing potential gender-related disparities in TMS use. Management education programmes should emphasize knowledge enhancement, attitude shifts, and sustained support for teachers in inclusive education. Pre-service management teachers need to be supported with sufficient resources and learning support providers to effectively implement SEND strategies in their classrooms.

KEYWORDS

Classroom management strategies

Differentiated instruction strategies.

Knowledge of Inclusive Classroom Practices

Inclusive education

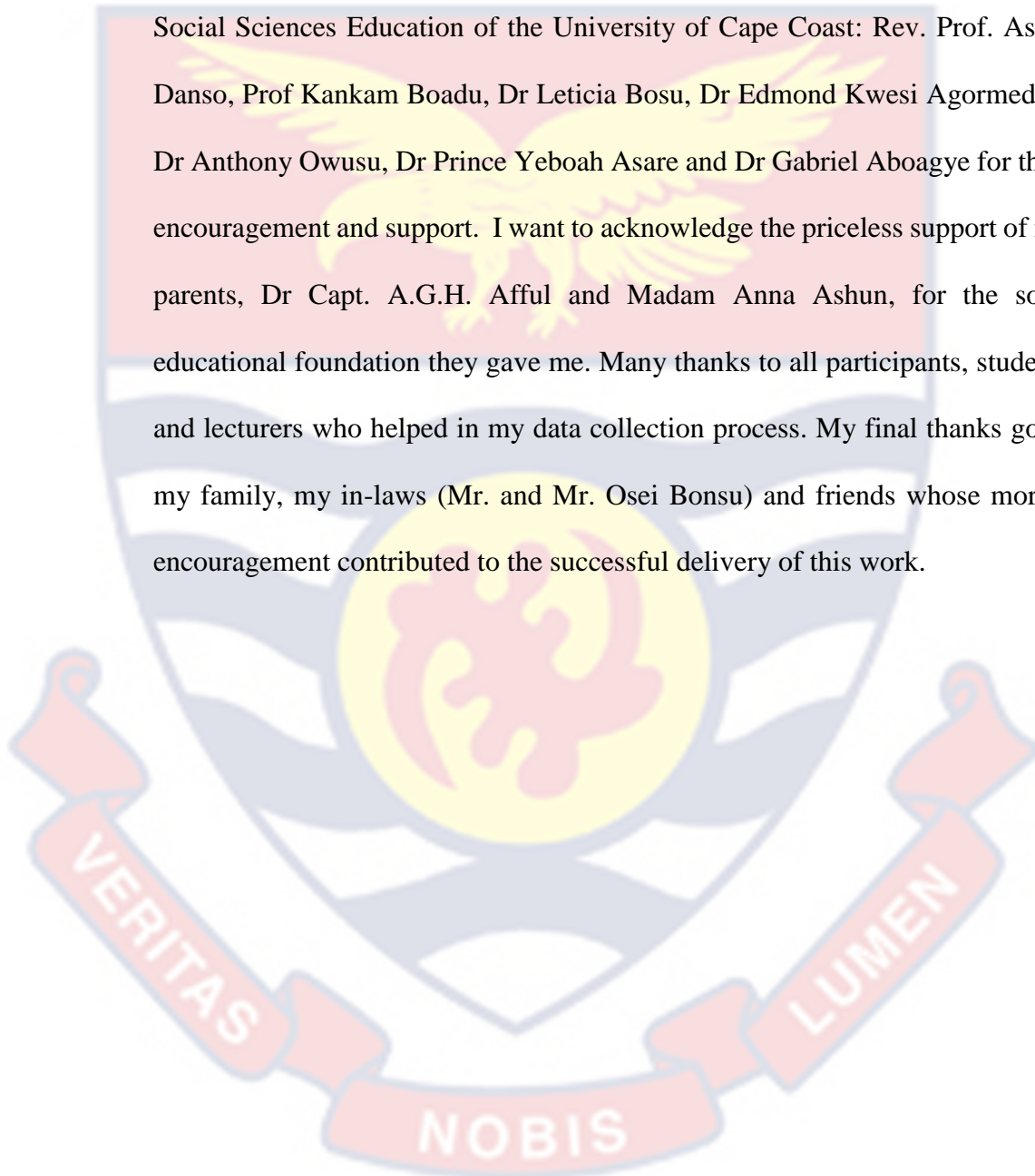
Pre-service management teachers

Time management strategies



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DEDICATION

To my wife, Ama, and children, David, Lili-Ann, Gianella and
Giovanni



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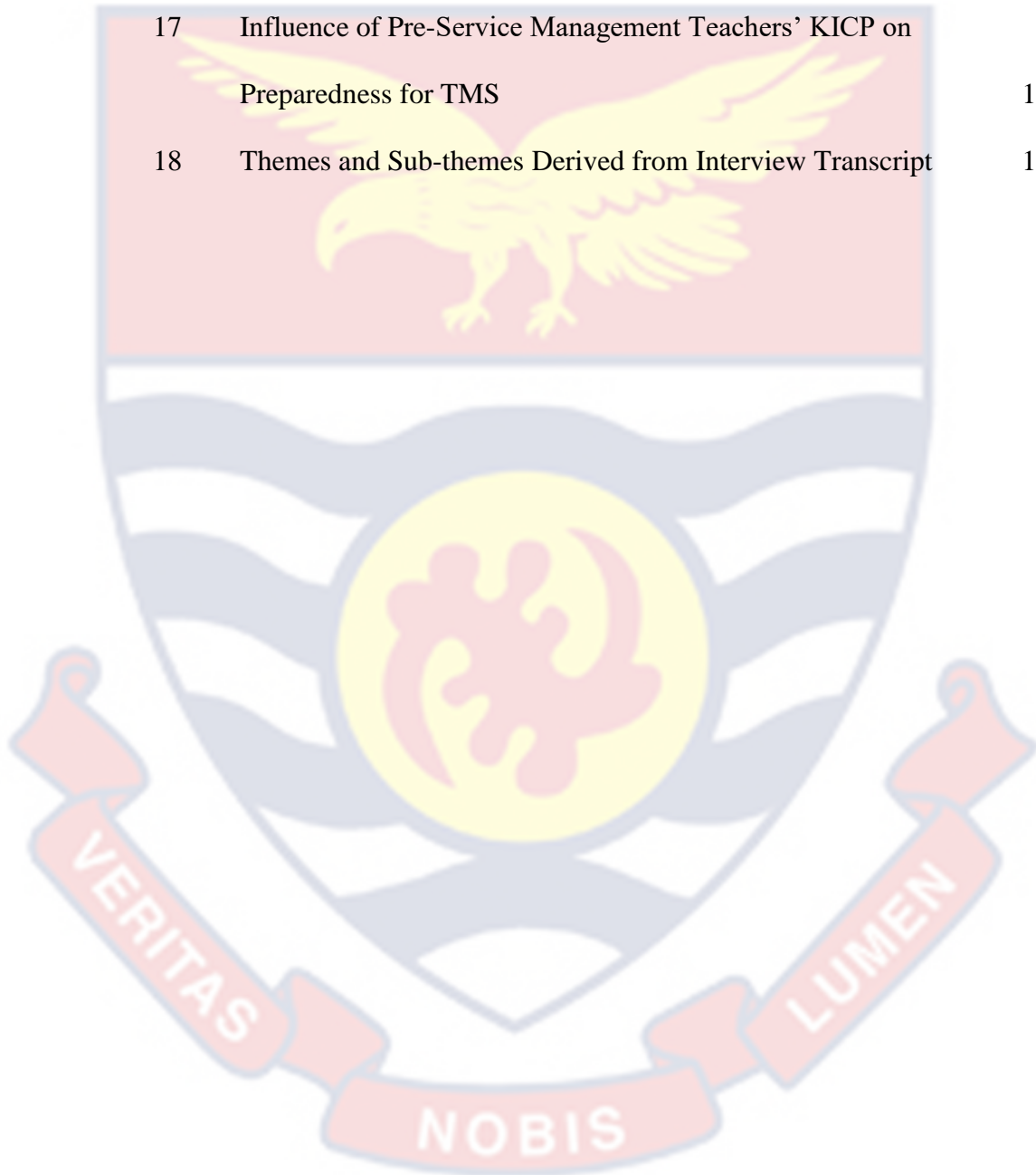
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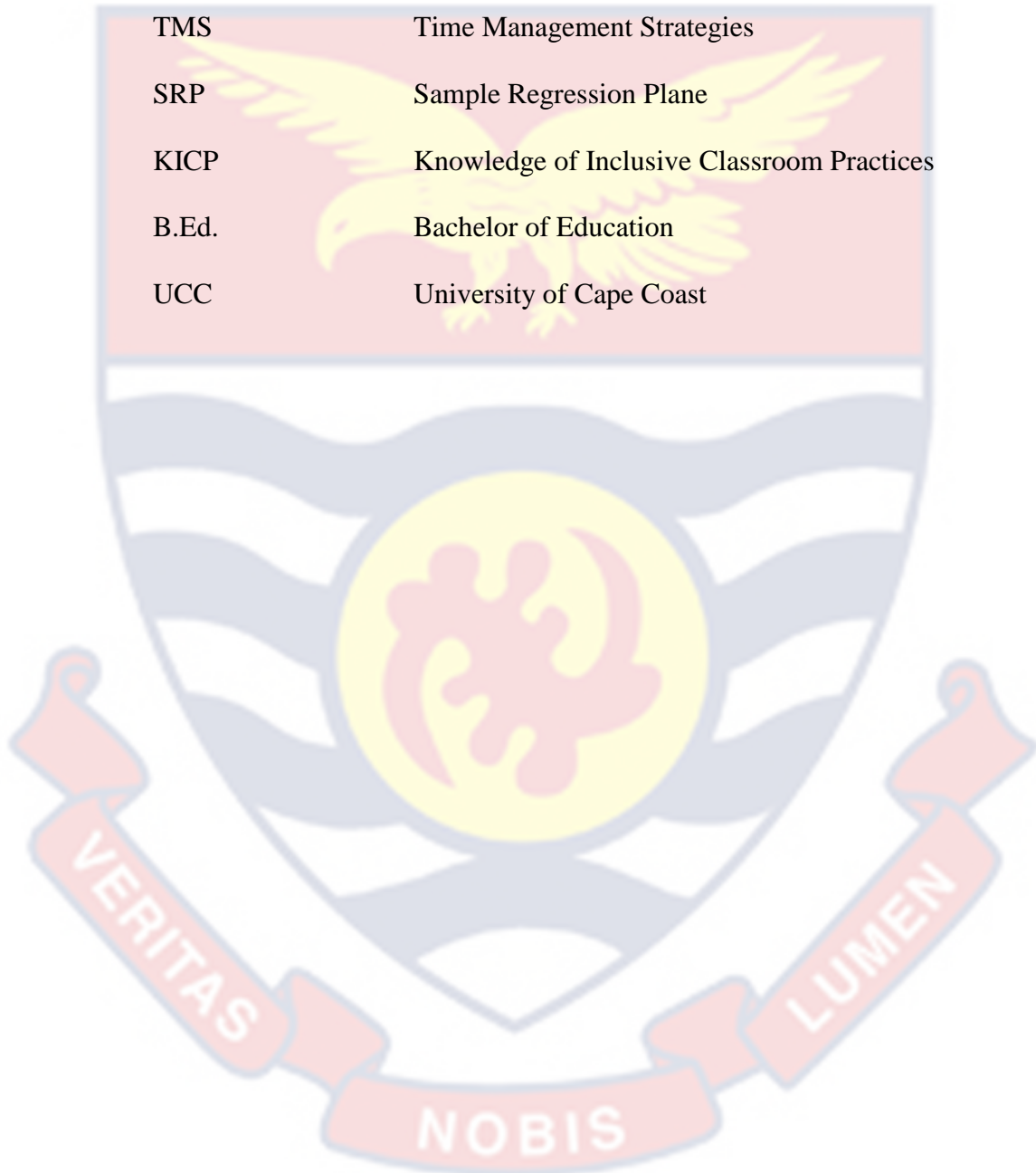
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LIST OF ACRONYMS

CMS	Classroom Management Strategies
DIS	Differentiated Instruction Strategies
SEN/D	Special Educational Needs/Disabilities
TMS	Time Management Strategies
SRP	Sample Regression Plane
KICP	Knowledge of Inclusive Classroom Practices
B.Ed.	Bachelor of Education
UCC	University of Cape Coast



CHAPTER ONE

INTRODUCTION

Inclusive education (IE) is predicated on the principle that all students, irrespective of whatever challenges they may encounter, should be integrated into age-appropriate general education classes within their local schools. This integration facilitates access to more effective instruction, interventions, and assistance, thereby empowering students to achieve proficiency in the curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). This requirement of inclusive education has gained significant recognition as societies strive for more equitable and inclusive educational environments. As the paradigm shifts towards greater inclusivity, it becomes paramount for management education programmes to equip pre-service teachers with the essential skills and knowledge required to effectively navigate the diverse and complex landscape of inclusive education. This study addresses a critical need by investigating the preparedness of pre-service teachers for inclusive education, shedding light on the extent to which special education courses adequately equip future educators to meet the unique needs of all students.

Background to the Study

According to McLeskey et al. (2004), inclusive education promotes the use of appropriate educational practices in general education schools by providing a variety of educational services to help all students with special needs best learn according to their abilities and needs. According to Ainscow and Sandill (2010, p. 10), “Inclusive education in today’s terms no longer refers only to students with disabilities, but to the education of all students, including learners with exceptional needs”. Therefore, inclusive education must bring key

stakeholders together to create an all-accepting and sense of belonging school environment and community of learning (Salend, 2011). It requires the placement of students with special educational need and disabilities (SEND) in mainstream settings alongside students without SEND (Artiles, et. al, 2006).

Teaching in an inclusive education setting means that the education provided must accommodate students with physical disabilities, learning, emotional, behavioural, or communication difficulties, conditions such as autism, dyspraxia, dyslexia, attention deficit hyperactive disorder (ADHD), sensory impairments (for example, visual impairment), sensory processing disorder, and mental health issues. Besides, SEND teachers may also work with gifted children. This must be done irrespective of how difficult it can become.

Inclusive education is increasingly promoted and supported, not just by a few passionate individuals and groups, but by international bodies such as UN agencies and governments globally. For instance, the Sustainable Development Goal (SDG 4) aims to ensure inclusive and quality education for all and promote lifelong learning (United Nations, 2021). This increasing need dates to June 1994, when the Salamanca World Conference on Special Needs Education, organised by the United Nations Educational, Scientific and Cultural Organization (UNESCO), overwhelmingly endorsed the idea of inclusive education (UNESCO, 1994). The highly influential role played by UNESCO has helped with significant gains in the global drive for inclusivity in education. Over two decades ago, 92 government representatives and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. At the conference, an agreement was reached on educating all disabled children, leading to the concept of inclusivity. A new framework

for action was adopted with the fundamental principle that ordinary schools should be able to admit and make provisions for all children, irrespective of their physical, intellectual, social, emotional, linguistic, or other conditions (UNESCO, 1994).

The need for inclusive education is no different in the Ghanaian context as the Ghana Inclusive Education Policy (2013, p.4) intimates that “inclusive education is the most effective means to combat discriminatory attitudes and to improve the cost-effectiveness of the entire education system”. Every Child in Ghana has the right to education irrespective of their gender or level of ability. By this right, all children of school-going age have the option to be educated in a mainstream educational system. The proposed practice aligns closely with the viewpoint expressed by Peters and Besley (2014), who assert that inclusive education is an integral aspect of the social inclusion strategy, widely seen as self-evident and inherent in the general acceptance of the human rights framework. Inclusive education is founded upon the principle that every child has the right to engage in educational opportunities, and it is the responsibility of schools to embrace all children, regardless of their individual requirements.

In the contemporary context of the dynamic and ever-changing global business environment, it is indisputable that beyond the foregoing reasons, there exists a compelling necessity for the implementation of inclusive practises within the field of management. The implementation of inclusive management education would effectively utilise a wide array of viewpoints and talents in order to cultivate wholly developed future leaders through the entire socialisation students would acquire from school (Ogotu, 2022). By integrating students with diverse needs and experiences, management education would not

only foster principles of equality and social justice but also provide future managers with crucial abilities in adaptation and empathy. Inclusive management education would also contribute to the facilitation of idea interchange, the examination of diverse perspectives, and the fostering of a dynamic problem-solving atmosphere that nurtures creativity. It is critical to note that the inclusive classroom environment reflects the current state of the corporate environment, which is progressively marked by varied workforces and client demographics (Haug, 2016). Therefore, the implementation of inclusive management education goes beyond the concept of fairness, as it serves as a crucial strategic necessity in cultivating resilient, inventive, and ethically accountable leaders who possess the capacity to effectively tackle the intricate difficulties presented by our interconnected global society.

Following the global drive for equity in education, and the enormous benefit it presents to the business world, inclusive education has to be adopted well into the management education context in Ghana to ensure the right to management education for all learners as it now the modern educational approach accepted and welcomed across the world (Subotić & Anđić, 2014; United Nations Convention on the Rights of Persons with Disabilities, 2016). Although the idea of inclusivity in education sounds laudable, studies have shown that this approach to education comes with its attendant challenges in practice as far as teachers are concerned (Ainscow & Sandill, 2010; Botha & Kourkoutas, 2016).

Several challenges have been identified in the implementation of inclusive education. These challenges encompass the practical feasibility of inclusion, the requirements placed on classroom teachers, the quality of support

provided to students, the level of knowledge and expertise expected of teachers, collaboration with external agencies, interactions with parents of learners with special educational needs and disabilities (SEND), the time-intensive nature of planning and supporting students through differentiated instruction, and the role of alternative settings. These concerns have been highlighted by scholars such as Botha and Kourkoutas (2016), Mowat (2010), and Hulgín and Drake (2011). Despite the various challenges that may exist, it has been revealed that the effectiveness of inclusive education is significantly influenced the teachers (Forlin, Loreman, Sharma, & Earle, 2009; Winzer & Mazurek, 2011).

Therefore, it is widely acknowledged that teacher training institutions have a responsibility to guarantee that newly qualified teachers possess the necessary skills to effectively teach in classrooms that consist of students with diverse learning needs (Umesh et al., 2008). To adequately equip educational professionals for success in contemporary classrooms, it is imperative to reassess and modify the methodologies employed in teacher education programmes. According to Schumm and Vaughn (1995), the incorporation of the inclusive teacher preparation model is advocated as the most efficacious approach in training pre-service teachers for inclusive education. Teacher education mandates the training of teachers to acquire the requisite competencies and skills for the enhancement of the quality of teaching in schools (Adeosun, Ini, Oladipo, Onuoha & Yakassai, 2009). To this end, the onus is on universities and teacher training institutions to ensure they have programmes that help to produce teachers who are competent to meet the demands of the modern educational system. According to Connard and Dill (1984), university teacher preparation faculty and public-school administrators

must jointly address the unique needs of inclusive classrooms. They highlighted collaborative consultation, cooperative teaching, and team teaching as some of these unique needs.

The University of Cape Coast being a leading university in training preservice teachers have upheld preparation preservice teachers (including those in management education) to gain the skills required for inclusive education. Particularly, courses such as Special Education, Educational Psychology and Guidance and Counselling have been mounted with the intention to provide the required knowledge base as well as skills and competences to enable develop the necessary skills and competences to effectively implement Special Education. The inclusion of special education courses in the curriculum for prospective management teachers is a crucial measure in providing them with the knowledge of inclusive classroom practices (KCIP).

The knowledge of inclusive classroom practices (KCIP) obtained from the special education courses should empower the preservice management teachers to competently address the different needs of their students through the use of appropriate pedagogical strategies such as differentiated instruction strategies (DIS), classroom management strategies (CMS), and time management strategies (TMS). Differentiated instruction strategies (DIS) are a crucial component that enables educators to customise their instructional approaches to cater to diverse learning styles and skills, hence guaranteeing equal access and active participation of all students in the learning process (Fox & Hoffman, 2011). Furthermore, special education courses provide preservice management teachers with classroom management strategies that help to create

an inclusive and supportive environment. The special education courses can, therefore, facilitate the development of time management strategies, enabling preservice management teachers to effectively allocate resources, maintain a harmonious equilibrium between the various demands of their pupils, and optimise learning for all participants (Jordan et al 2009). In essence, the inclusion of special education courses in the curriculum for preservice management instructors facilitates the cultivation of a thorough understanding of inclusive instruction. This, in turn, empowers these preservice teachers to become more proficient and empathetic educators within the contemporary educational milieu, characterised by its diversity and complexity.

In the conversation of teachers' preparedness in inclusive education, demographic factors such as prior teaching experience, age, gender, and current academic level have been identified to be possible antecedents to teachers' acquisition of knowledge and preparedness in inclusive education practices (Deku & Vanderpuye 2017; Sharma et al. 2013; Amedeker, 2005). Teachers with more experience might have a better understanding of diverse student needs and could be more adept at developing practical strategies for inclusive classrooms. For instance, Deku and Vanderpuye (2017) suggest that teaching experience can shape teachers' perceptions of inclusive schools. Age might also play a role; older teachers may bring wisdom and adaptability to inclusive settings, whereas younger teachers might be more open to innovative approaches (Amedeker, 2005). Gender can influence teaching styles and interactions, with both male and female teachers potentially offering unique perspectives that could enrich inclusive education, as emphasized by Sharma et al. (2013), who note the importance of gender-inclusive teacher training.

From the foregoing, it is apparent that inclusive education is the desired way of education. The demographics of teachers such as prior teaching experience, age, gender, and current academic level, could possibly contribute to their acquisition of knowledge and readiness for inclusive education practices. Most importantly, it would require that teachers are adequately trained to be fully equipped and well prepared for the execution and adaptation of an inclusive curriculum.

Statement of the Problem

Nevertheless, there are global apprehensions over the sufficiency of the training provided to pre-service teachers in preparation for inclusive education (Lancaster & Bain, 2007). There is a contention that the pre-service preparations of teachers play a crucial role in guaranteeing the effectiveness of inclusive practices, as the training received by teachers on inclusion is likely to impact their level of preparedness to implement such practices (Agbenyega & Deku, 2011). In Ghana, evidence suggests that teacher preparation programmes are short of full inclusivity in schools across the country (Deku & Vanderpuye, 2017; Naami & Mort, 2018). For instance, in the University of Cape Coast only one course (Special Education) across the teacher education curriculum is dedicated to preparing preservice teachers to implement inclusive classroom practices. This raises doubt about the readiness of preservice teachers to comply with this directive to meet the target set by the Ministry of Education through the Ghana Education Service. Although teachers generally support inclusive education, the inclusion of different groups of children, especially those with social, emotional, or behavioural difficulties, presents some difficulty in meeting the needs of the diversity of students at hand (Hornby, 2014). The

persistent presence of these circumstances may give rise to disparities in the availability of high-quality education for students with special needs, thus risking their successful integration and impeding general advancements towards a more inclusive educational framework.

Previous studies on understanding how to improve learning outcomes for underachieving students have highlighted some important factors, which include the relevance of curriculum (Gay, 2010), the effectiveness of pedagogical strategies (Baxter, Woodward, & Olson, 2001; Duffy, 1993;), and preparing teachers to work with students with varied learning needs (Beecher & Sweeny, 2008). Issues confronting teaching staff in implementing inclusive education include the classroom teacher demands and the degree of knowledge, understanding, and expertise required by classroom teachers (Botha & Kourkoutas, 2016).

In Ghana, many studies have been conducted on inclusive education policy. However, these studies (e.g., Ackah Jnr, 2006; Kuyini, & Desai, 2006; Agbenyega, 2007; Deku, & Vanderpuye, 2017; Ananga, 2018; Aboagye, 2018; Butakor, Ampadu & Suleiman, 2018) focused on regular teachers' (in-service teachers) knowledge, concerns, and attitude towards inclusive education. Other studies (e.g., Kuyini, & Desai, 2006) also focused on headteachers' knowledge and attitude towards inclusive education. Again, the existing studies (Agbenyaga & Deku, 2011) assessed the efficacy of the pre-colonial teacher training methods and its impact on inclusive education. Very limited studies concentrated on how the curriculum prepares pre-service teachers to deliver inclusive education (e.g., Owusu, 2016). However, these studies (e.g., Owusu, 2016) focused on pre-service teachers who were trained for special schools.

Although literature (Agbenyega & Deku, 2011; Nketsia et al., 2016) have been sighted, these were mostly studies conducted before the 2015-2019 implementation of the Ghana inclusive education rollout by the Ministry of Education. To this extent, no comprehensive research has been done to date which seeks to measure the level of responsiveness of the teacher training programmes in public universities in Ghana and how it prepares the trainee teachers to implement inclusive education. The previous studies (e.g., Aboagye, 2018; Agbenyega, 2007; Agbenyega & Deku, 2011; Ananga, 2018; Butakor, Ampadu & Suleiman, 2018; Deku, & Vanderpuye, 2017; Nketsia et al., 2016; Owusu, 2016) have not assessed how the “Special Education Course” content in the management teacher education curriculum in the University of Cape Coast support the preparation of pre-service management teachers to practice inclusive education. This study therefore seeks to fill the contextual existing gap in inclusive management education given the extreme benefit good management practices can have on the progress of businesses.

Purpose of the Study

The thrust of the study is to investigate the "Special Education Course" contribution to pre-service management teachers' knowledge of inclusive classroom practices and its effect on their preparedness in inclusive instructional strategies, while considering demographic factors such as gender, age, prior teaching experience, and academic level.

Research Objectives

The specific objectives of the study were to:

1. examine pre-service management teachers' level of knowledge of inclusive classroom practices (KICP) while considering their

- demographic profiles (gender, age, prior teaching experience and academic level)
2. examine pre-service management teachers' preparedness in the inclusive classroom instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies) while considering their demographic profiles (gender, age, prior teaching experience and academic level)
 3. analyse the influence of KICP on the preservice management teacher's preparedness in inclusive instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies) and
 4. assess how the delivery of the "Special Education Course" supports the preparation of pre-service management teachers for an inclusive classroom.

Research Questions

The following questions were asked to guide the achievement of the study's objectives:

1. What is pre-service management teachers' level of knowledge of inclusive classroom practices (KICP)?
2. what is pre-service management teachers' level of preparedness in inclusive classroom instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies)?

3. How does the delivery of the “Special Education Course” support the preparation of pre-service management teachers for an inclusive classroom?

Research Hypotheses

The following research hypotheses were also formulated to guide the researcher achieve the objectives of the study:

1. H_0 : There is no statistically significant difference in pre-service management teachers’ KICP based on demographic profiles (gender, age, prior teaching experience and academic level).
2. H_0 : There is no statistically significant difference in pre-service management teachers’ preparedness for inclusive classroom instructional strategies (DIS, CMS and TMS) based on demographic profiles (gender, age, prior teaching experience and academic level).
3. H_0 : There is no statistically significant influence KICP on pre-service management teachers’ preparedness for DIS.
4. H_0 : There is no statistically significant influence of KICP on pre-service management teachers’ preparedness for CMS.
5. H_0 : There is no statistically significant influence of KICP on pre-service management teachers’ preparedness for TMS.

Significance of the Study

The results of this study would be used by educational policy makers and curriculum designers to inculcate aspects of SEND components of the management education programme to help ensure preservice management teachers are adequately prepared to respond to the rigorous demands of inclusive teaching and learning in Ghana. The findings from this study would

also be used to measure the gaps between the level of expectation of policymakers and the reality on the ground in terms of its implementation. This work would be of immense benefit to the Ministry of Education (MoE) and the Ghana Education Service (GES). Policymakers would have a document that guides decision-making and the need for state-of-the-art resources to support pre-service training to enhance preparation for delivering inclusive education.

The Universities involved in teacher training programmes would be able to implement curriculum changes to ensure the content and resources needed to prepare teachers for inclusive education. Colleges of Education teachers in general and teacher education programmes designers, as it will provide recommendations on the level of preparation required for effective implementation. Whereas there have been studies on pre-service teachers' preparedness to implement inclusive education, there is no work on how the management education programmes supports the preparation of pre-service teachers in delivering inclusive education. Therefore, this study would fill that gap and add to the knowledge repository in this area.

Delimitation of the Study

The study was delimited to pre-service management teachers in the University of Cape Coast. The study focuses on Levels 300 and 400 students. The two levels were selected for the study because of the number of contact hours they have experienced in the programmes. It is believed that their level of preparation would expose them to inclusive classroom practices because both levels have covered about 75% of the pedagogical and special education courses in the programmes. The study was delimited to pre-service management teachers and their preparedness to implement inclusive education.

Limitations of the Study

The study acknowledges certain limitations. First, the sample used may not reflect the entire pre-service management teachers in Ghana, hence limiting the generalization of the findings. The study was largely based on self-reported measures, which can affect the validity of the results in situations where participants provided less accurate responses. This notwithstanding, efforts were made by the researcher to ensure that participants provided accurate responses besides ensuring internal consistency reliability provided reliability of the measures.

The use of Unstructured interview is highly flexible and open-ended, which makes them less standardized. The absence of a predetermined set of questions can lead to variations in the questions asked and the information gathered. This makes it difficult to compare responses across interviews. Again, the unstructured interviews heavily rely on the interviewer's judgment and skills. The interviewer's personal biases, attitudes, and opinions can influence the questions asked and the interpretation of responses. This subjectivity can affect the reliability of the data collected. The limitations of this approach were however, mitigated by employing rigorous methods such as credibility, dependability, transferability, and confirmability to secure the trustworthiness of the data gathered and analysed.

Definition of Terms

The following terms are defined to give the operational meaning of how they have been used in the study:

Inclusive Education: this is used to describe educational programme or school that considers and enrol students with special needs and disabilities.

Special Education Course(s): this refers to all the subject matter for teacher education that provides knowledge on how to train students with special needs and understanding the behaviour of students with special needs and disability.

Preservice Management Teachers: these are students who are being trained in the university to teach management and other business-related subjects at the high school level.

Teacher Education: this refers to any tertiary programme that is mounted to train students to become professional teachers.

Management Education: this refers to the programme mounted in the university to train students to become professional teachers who teach management and management related subjects.

Organisation of the Study

This research is made up of five chapters. Chapter One includes an overview of inclusive education and its implementation in Ghana. It also highlights the purpose of the study, research questions, study's significance, delimitation, and limitations of the study. Chapter Two presented the literature review that includes the review of general literature and review of related literature. The third chapter describes the methodology was employed to guide the research. It focuses on research philosophy, research approach and design, study area, population, sample and sampling procedures, instrumentation, data collection procedures, ethical considerations and data processing and analysis. Chapter Four presents the results and discussion of findings of the study and finally, Chapter Five presented summary, conclusions and recommendations made at the end of the study

CHAPTER TWO

LITERATURE REVIEW

Overview

The focus of this study is to ascertain the preparedness of pre-service teachers to adapt the curriculum in an inclusive classroom. This section, therefore, reviews relevant and comprehensive information on the phenomenon being investigated. The section has been partitioned into three distinct segments. The initial section of the study focuses on the theoretical foundations that support the research. The second section of the study centres around a conceptual review, while the third section examines empirical studies in relation to the research questions and hypotheses that guided the research.

Theoretical Review

Learning theories are instrumental in teaching and learning processes as they help to establish a firm pedagogical pathway for teachers and their relationships with learners. The key learning theories can be classified under three key domains: behaviourism, cognitivism, and constructivism. Al-Shammari et al. (2019) posit that teaching and learning practices connected to the inclusion of students with SEND have their underpinnings from each of the three theoretical perspectives. This section of the literature review will shed light on the three key theories and their bearing on contemporary inclusive education theories. According to Ertmer and Newby (2013), learning theories help curriculum designers with an array of instructional strategies and techniques confirmed to facilitate learning in classrooms, thereby reinforcing the need to implement inclusive education practices for students with SEND in mainstream settings. Dickson (2012) argues that although there is international

recognition of the right to an inclusive education, there remains very little clearly developed and articulated theory available to underpin that right.

Behaviourist Theory of Inclusive Education

Theoretically, behaviourism is one of the classical theories of learning and is recognized as the oldest (Nalliah & Idris, 2014). Behaviourism is one of the oldest learning theories, lending itself to strong psychological approaches dating back to work done by Thorndike, Pavlov, Watson, Skinner, Bandura, and many others. Skinner, often regarded as the progenitor of behaviourism, laid the foundation for the behaviourist learning theory. According to the principles of behavioural learning theory, learning can be defined as the process of acquiring novel behaviours. According to this theoretical framework, it is posited that learners exhibit distinct responses to various stimuli. The notion of classical conditioning was employed by Ivan Pavlov, but Skinner utilised a theory of operant conditioning in order to elucidate that learning is contingent upon alterations in observable behaviour. Skinner's theory posits that positive reinforcement entails the provision of stimuli to augment desired reactions, whereas negative reinforcement involves the elimination of negative stimuli to amplify desired responses. Punishment entails the implementation of an adverse stimulus or the elimination of a favourable stimulus in order to diminish an undesirable behaviour.

Behaviourism happens when a set of desired responses is seen because of the presentation of a certain specific environmental stimulus. The key focus of the behaviourist theory is on the importance of the consequences of the learner's performance. It asserts that responses that are acknowledged by reinforcers are likely to be repeated in future (Ertmer & Newby, 2013). Suzanne

and Peterson (2006) argue that behavioural learning theory hinges on the belief that one behaviour of an individual leads to another. Behaviourism, in the words of Harold and Corcoran (2013), can be summed up with the following key principles:

1. behaviour is learned,
2. behaviour is governed by the setting in which it occurs,
3. Teaching does not occur without learning,
4. learning equates to changing behaviour,
5. behaviour is governed by what follows actions, and
6. There needs to be a focus on the observable.

Winn (1990) suggests that behaviourists try to recommend strategies that help build and establish stimulus-response connections, which inculcate the use of instructional prompts, practice, and reinforcements. According to Hattie (2008), some key assumptions and features of the behaviourist theory are practiced in recent teaching and learning methods, with some of the interventions for learners with SEND highlighted, including direct instruction, functional behavioural analysis, and assessment, evaluation, and feedback. According to Blaise (2011), the behaviourist theory of learning is said to occur when there is a change in behaviour because of teachers' rewards and punishments interventions. Hattie (2008) posits that basic assumptions of behaviourist theories of learning are well embedded in current instructional practices.

Behaviourism-based inclusive education practises involve the use of behaviourism principles within inclusive education environments. This is evident in the focus on student behaviour and performance while utilising

stimulus materials (Ertmer & Newby, 2013). Widely known instructional methodologies, such as explicit or direct instruction, incorporate inclusive education practises rooted in behaviourism (Al Shammari, 2019A; Steele, 2005). According to Al-Shammari, et al. (2008), the approach has yielded favourable research outcomes when used in students who have special needs in inclusive educational settings. Practises that are grounded in explicit or direct instruction are characterised by a systematic approach, wherein a teacher provides a step-by-step method that is then followed by students during the instructional period (Zhang et al., 2016). Furthermore, it is common practise in inclusive education classrooms to employ explicit or direct instruction-based strategies that involve the deconstruction of activities into its constituent components when educating students with special educational needs and disabilities (SEND) (Steele, 2005).

During the instructional process, behaviourists engage in the assessment of learners to ascertain the appropriate timing for commencing instruction and to identify the most effective reinforcers. The role of the teacher in this process involves several key tasks. Firstly, the teacher must identify the specific cues that have the potential to elicit the desired responses from the students. Secondly, the teacher must design instructional activities that incorporate prompts alongside the target stimuli, with the intention of evoking the desired responses in a realistic context. Lastly, the teacher must create an environment that facilitates the students' ability to produce the correct responses in the presence of the target stimuli and ensure that they receive appropriate reinforcement for their responses (Ertmer & Newby, 2013).

Many contemporary teaching practises incorporate fundamental principles and traits of behaviourism. One example of effective remedies for students with special needs in inclusive education settings encompasses direct instruction, functional behavioural analysis, and assessment, evaluation, and feedback (Hattie, 2008). Direct instruction is a prevalent pedagogical approach that is typically implemented in a classroom setting, where the instructor assumes a central role in guiding and facilitating student learning through the delivery of focused and structured courses. As an illustration, the instructor initiates the instructional session, imparts a well-organized lecture, assesses student comprehension, and solicits student input to ascertain comprehension. Functional behavioural analysis is a systematic approach that classifies and addresses particular behaviours and their precursors in order to modify disruptive behaviours within the educational setting and promote constructive behavioural transformations. Conducting a functional behavioural analysis on a student entail employing a chart that systematically tracks and records the occurrence of specific targeted actions, while also documenting their frequency, time of day, antecedents, and consequences. Formative assessment, evaluation, and feedback serve as tools to gauge the advancement of learning and identify areas where remediation or enrichment may be required. One instance of this practise within a behaviouristic classroom setting is the utilisation of "Exit slips." These slips consist of inquiries presented by educators, to which students respond prior to concluding their day in the classroom. The questions typically encompass aspects such as the knowledge acquired throughout the lesson, intriguing aspects encountered, and remaining inquiries that is unresolved.

Hence, it is widely acknowledged that the Behaviouristic theory bears relevance to numerous exemplary approaches in the realm of inclusive education. In the context of behaviourism, direct teaching serves as the predominant method of delivering education within a teacher-centric setting. In this approach, the teacher assumes the responsibility of designing and delivering lessons that align with the students' objectives. The classroom environment that adheres to behaviourism places emphasis on conditioned reactions, which serve as the foundation for functional behavioural analysis. The behaviouristic classroom places emphasis on condition-response relationships, as well as the use of assessment, evaluation, and feedback as effective means of testing the transfer and generalisation of acquired knowledge.

Cognitive Theory of Inclusive Education

Cognitivism, in essence, places its emphasis on the processes involved in thinking, remembering, self-reflection, and motivation for the purpose of learning. According to Piaget (Evgeniou & Loizou, 2012), the learning aptitude and learning process vary across distinct developmental stages. The cognitive method places emphasis on the cognitive processes of the learner that impact their responses, while also recognising the significance of mental planning, goal setting, and organisational tactics. Cognitive theories prioritise the establishment of meaningful connections between knowledge and the facilitation of learners' organisation and integration of incoming material with preexisting knowledge. Furthermore, cognitivist perspectives place emphasis on cognitive processes and their significance in the acquisition of knowledge, encompassing memory, cognition, introspection, abstraction, and metacognition, all of which play integral roles in the process of learning

(Petersen, 2014). Hence, according to Ertmer and Newby (2013), for cognitivist teaching to yield desired outcomes, it is imperative that it is grounded in the pre-existing mental structures or schema of the learner.

Cognitivism-based inclusive education practises encompass the utilisation of cognitivism within inclusive education environments, as evidenced by the prioritisation of mental information processing and interactions to facilitate student learning (Ertmer & Newby, 2013). Students are strongly encouraged to articulate and establish links between their existing knowledge, past educational encounters, and their capacity to acquire the material that is being presented to them. For example, it is recommended that educators employ particular teaching strategies, such as framing, outlining, mnemonics, concept mapping, and advance organisers, in order to effectively cater to the cognitive requirements of children with special educational needs and disabilities (SEND) (West, Farmer, & Wolff, 1991).

There are several assumptions and principles that are directly relevant to instructional design practices. These include the emphasis on active learner involvement in the learning process, the use of hierarchical analyses to identify prerequisite relationships, the emphasis on structuring and organising information for optimal processing, and the creation of learning environments that facilitate connections with previously learned material (Tunmer, Chapman, Greatney, & Prochnow, 2002).

Cognitivism-oriented inclusive education practises are employed through the utilisation of various instructional strategies that prioritise learning activities, including note-taking (Boyle & Rivera, 2012), underlining (Swanson, Orosco, & Lussier, 2014), summarising (Wittrock & Alesandrini, 1990), writing

to learn, outlining and mapping, and implementation of the PQ4R method (Slavin, 2009). The pedagogical strategies have demonstrated favourable outcomes when implemented with students that possess exceptional requirements within inclusive educational settings. Additional strategies employed in inclusive education classrooms for students with special needs, drawing from the cognitive theory perspective, encompass a range of metacognitive techniques. These evidence-based approaches include the utilisation of study skills, concept mapping, and reciprocal teaching (Al-Shammari, 2019B; Hornby, 2014). According to Hornby (2008), Hattie also presents a series of recommended interventions for children with special needs in inclusive education settings that are founded on the principles of cognitivism. These interventions, which include metacognitive methods, are considered to be best practises. Metacognitive methods aim to facilitate students' comprehension of their cognitive processes. By employing specific study techniques such as targeted study skills, idea mapping, and reciprocal teaching, students are able to effectively strategize, arrange, and convey information and knowledge. An additional illustration of a metacognitive method inside a classroom grounded on cognitivism is the utilisation of a flow chart as a means of structuring and arranging knowledge. Cognitivism can be associated with the fundamental elements of effective practises in inclusive education, as it aids pupils in the assimilation and accommodation of information.

Constructivist Theory of Inclusive Education

Constructivism is an epistemological theory that asserts that individuals acquire information and derive meaning through the dynamic process of interacting with knowledge and ideas. Hein (1991) argues that the constructivist

learning theory should not be viewed as a passive process of information absorption. Instead, it emphasises the active engagement of learners in interacting with their surroundings to construct meaning. The theoretical framework of constructivism places emphasis on the development of cognitive tools that embody the cultural knowledge and learning experiences relevant to their usage. The constructivist approach encompasses the recognition of the social component as a crucial element in the process of learning. This entails the active engagement of individuals in seeing, processing, interpreting, and adapting information in order to construct a cognitive framework. Vygotsky (1962) placed significant emphasis on the social dimension of learning, highlighting its influence on cognitive development as a result of interactions and educational exchanges among children, their classmates, parents, and teachers. Constructivism refers to a learning approach characterised by the active construction, creation, and invention of knowledge, hence enabling individuals to generate their own understanding and personal meaning. According to Lenjani (2016), proponents of the constructivist approach argue that incorporating knowledge about the brain into pedagogical practises is essential. According to Akpan and Beard (2016), the constructivist paradigm is considered the most effective approach for teaching all learners, with a particular emphasis on children with special educational needs and disabilities (SEND).

Teachers are commonly regarded as facilitators who play a crucial role in imparting vital knowledge and structuring educational activities that enable students to independently explore and acquire knowledge (Liu & Ju, 2010). Lenjani (2016) provides an overview of the fundamental guiding ideas that

underpin the constructivist theory. 1) The process of learning entails the active pursuit of knowledge and comprehension. 2) The acquisition of meaning necessitates a comprehensive grasp of both the entirety and the constituent elements of a subject. 3) Educators should possess an awareness of the cognitive frameworks employed by learners to interpret their surroundings, as well as the underlying assumptions that inform these frameworks, in order to facilitate their development. 4) The objective of learning is for individuals to construct their own personal understanding, rather than relying solely on rote memorization or regurgitation of others' viewpoints. Constructivism emphasises the need of including learner-centred, task-based, hands-on, and minds-on activities (Shi, 2013) that are meaningful and closely aligned with practical and real-life experiences (Lenjani, 2016). Furthermore, it is imperative that constructivist-oriented classroom activities incorporate both internal and external scaffolding tactics to cater to the needs of all learners, including children with special educational needs and disabilities (Shi, 2013).

Constructivism-based inclusive education practises refer to the use of constructivism principles within inclusive education settings. These practises encompass many instructional approaches and strategies that aim to facilitate active exploration of complex subjects by learners. Potential approaches for investigating these subjects encompass contextualising assignments within real-world scenarios and employing concrete illustrations, leveraging cognitive apprenticeships such as modelling and coaching, presenting diverse viewpoints through collaborative learning to foster the development and exchange of alternative perspectives, incorporating social negotiations such as debates and discussions, promoting reflective awareness, and offering substantial guidance

on the utilisation of constructive processes (Ertmer & Newby, 2013). Lenjani (2016) emphasises the need of prioritising the examination of essential concepts and the interconnections among various tools, rather than treating knowledge as isolated fragments. In the context of students with special needs, it is crucial for teachers to prioritise the essential facts and information pertaining to the fundamental concepts being discussed. This approach aims to prevent overwhelming these students with excessive memorization requirements. According to Lenjani (2016), the implementation of graphic organisers and self-monitoring techniques has been proposed as effective techniques for facilitating the instruction of content subjects, fostering self-assurance and achievement, as well as acknowledging and addressing errors.

According to Hulgin and Drake, “Inclusive education requires a constructivist approach to teaching and learning” (2011, p. 395). Making this fundamental shift involves an explicit critique of assumptions, practices, and structures associated with a positivist approach. Hulgin and Drake also commented that constructivism ‘rejects the notion that there are instructional strategies that are effective, regardless of context, including students’ backgrounds and interests’ but that, ‘...it acknowledges and respects the wholeness and particularity of learning as situationally constructed’. An example of constructivism-based inclusive education practices is active learning (Steele, 2005). Steele suggested that practices such as “teaching students to summarize, paraphrase, predict, and use visual images, helps students with learning disabilities understand and remember” (2005, p. 2). Some practices such as summarizing, predicting, and using visuals have also been found to have high to medium effects on students with special needs (Hattie, 2008).

By adopting a constructivist perspective, Botha and Kourkoutas (2016) traced the support children with behavioural difficulties receive and the development and implementation of innovative practices that support these children. The authors commented that children with behavioural difficulties might often develop varying degrees of psychological symptoms, including social withdrawal, learning difficulties, lack of motivation, and disengagement from school. Botha and Kourkoutas argue, therefore, for an inclusive model of teaching children with behavioural difficulties to address their antisocial behaviours and establish constructive relationships with peers and teachers, since anti-social behaviour also makes them prone to exclusion, isolation, or rejection from others within and outside of the school setting.

Ineffective teacher training in managing children with behavioural difficulties is reported by Botha and Kourkoutas (2016) as a reason why teachers tend to refer students for external support. Additionally, ineffective inclusive education training is reported as a reason teachers lack an understanding of the range of inclusive approaches and the need for effective collaboration with professionals, such as psychologists and counsellors. Such collaborations are considered as being a prerequisite for inclusive education, therefore, a community of practice using a constructivist approach 'embraces social engagement in practices that are directly related to the role of schools, families, and communities. It also provides opportunities to enhance the social integration of children, including those with behavioural difficulties in schools. Additionally, it allows students to co-construct knowledge gained, which includes ways of supporting these children in their immediate contexts in their communities (Botha & Kourkoutas, 2016).

Students in a constructivist inclusive education setting would benefit most from the following best practices as reported by Hattie (2008) such as peer tutoring and cooperative learning. Through peer tutoring and cooperative learning, students can interact with each other and actively learn in a real-world setting. Cooperative learning groups, for example, may be formal or informal. Formal groups may be organized by student ability or interest, whereas informal groups may be spontaneous in which students are asked to pair and brainstorm topics. In the constructivist inclusive classroom, the belief is that students learn from experience and real-life application.

Social Inclusion Theory of Education

The social inclusion theory of the inclusive education has its underpinnings on the rights and access framework which has its positive statement in international law including the United Nations Convention on the Rights of the Child (CRC) (1989) ratified in 1990 by every country in the world with the exception the United States of America (USA), Somalia and South Sudan. The Convention against Discrimination in Education (1960) lends a robust support to the United Nations' Convention on the Rights of the Child which has subsequently be strengthened by Salamanca Statement (1994) and the Convention on the Rights of Persons with Disabilities (2006), all of which are embedded by principles of inclusive education at all levels. According to (UNESCO 1994), Inclusive Education (IE) is premised on the fundamental principle that children should learn together, wherever possible, irrespective of any difficulties and differences they may possess.

Kirk and Gallagher (1997) attempted to categorise inclusion in three core least restrictive educational environmental domains namely: firstly, being

placed directly with peers; secondly, receiving services in the regular class (not necessarily special needs only class); and thirdly being able to interact as much as possible their non-special needs peers in the least restrictive environment. Inclusive education in its social form considers schooling as the means of developing classrooms that cater for all children without exclusion or discrimination. The principle of inclusion seeks to achieve education for all by restructuring schools as institutions that include everybody, support learning, and respond to individual needs (UNESCO 1999).

The social inclusion theory of inclusive education is symmetrically opposed to the social exclusion model which seems to ostracise people from mainstream education based on their disabilities. According to Foucault (1977), the idea of exclusion suggests others represent a certain danger to society and hence must be excluded, studied, observed, and treated before they can be reintegrated into society. Peters and Besley (2014), describe inclusive education as one of the main platforms for the reform of education internationally which thrives on increased participation and learning of the marginalized child, which is a key theme of the United Nations' for 'Education for All'.

The discourse on inclusive education being a human right or legal obligation continues. John-Stewart Gordon (2013) in an article that asks the question 'Is *Inclusive* Education a Human Right?' concludes:

“That the widespread view in disability studies — that there is a moral human right to inclusive education — can be reasonably called into question by virtue of the cumulative efficacy of the proposed counter arguments, but without denying that inclusive education is of utmost importance. Practically speaking, the legal

human right to inclusive education is of great practical value for impaired students, and for their basic right to be free from discrimination in education, since their concern thereby gains great legal and moral force. But, theoretically speaking, this particular human right lacks an attainable consensus concerning proper moral justification” (p. 765)

Gordon (2013) further posits that from the philosophical view the legitimation of inclusive education remains a problem and that it is unsatisfactory according to him, we would add a more embarrassment ‘to internationally endorse far-reaching legal commitments without being able to provide a proper moral justification’. However, Berstein (2000) asserts that social consciousness is united in negotiated collective purpose as it creates identity via legitimization of knowledge, maintenance of social order and daily reinforcement and training.

Ponce (as cited in Gadotti, 1996), explains that education can be understood only through analysis of the society, which maintains it. Therefore, if a teacher believes in this assertion, the onus will be on them to critically examine the society in which they live, the curriculum they are required to teach, and how both affect the students in his or her classroom. One of the primary goals of education is to encourage students to be participatory in society, hence teachers must help students engage with education and society in a way that is most beneficial and personal to the student. It is this personalization, which supports a critical consciousness (Frerie, 2000). Magill and Rodriguez (2015) query: ‘If we cannot share with students our basic humanity, how can they be expected to learn?’ Therefore, the social inclusion model of inclusive education

aims to eradicate social exclusion because of the attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability (Vitello & Mithaug, 1998). Hence the belief that education is a basic human right and a foundation for a more just and fair society.

Models of Pre-service Teacher Education for Inclusivity

Many countries adapt different ITE programmes to prepare pre-service teachers for inclusive education. Stayton and McCollun (2002) highlighted three models for training pre-service teachers for inclusion: the Infusion, Collaborative Training, and Unification. According to Ashan, Sharma, and Deppeler (2012), pre-service teacher education curriculum content has a strong correlation to pre-service teachers' perceived teaching efficacy for IE. This affirms that the type of model adopted in the training of pre-service teachers goes a long way to affect their efficacy in delivering in inclusive settings.

Infusion Model of Pre-Service Teacher Education

According to the infusion model of pre-service teacher education, pedagogical practices should be guided by the principle of inclusion, and inclusive education is inextricably linked to the act of teaching (Florian & Graham, 2014; Forlin, 2010b). This specific methodology mandates that pre-service instructors, who are prospective educators, enrol in one or two courses that focus on the multifaceted aspects of inclusive education. The primary aim of this framework is to thoroughly incorporate inclusivity into every teacher education course and unit. The objective of this approach is to mitigate the perceived isolation and restriction of inclusive education to knowledge-based instruction in pre-service teacher programmes. This model has dominated general teacher education curricular in countries like Ghana, Tanzania, Uganda,

and South Africa. Practically, in the University of Cape Coast (UCC), the teacher education programmes infused inclusive education courses within the programmes. For example, management teacher-trainees are made to take one “Special Education” course. Other courses like curriculum and teaching, methods (pedagogy courses) infuse element of inclusive education. However, Jela (2011) reports that the model is ineffective and insufficient to prepare teachers for inclusive education.

Collaboration Model of Pre-Service Teacher Education

General classroom instructors must receive training to effectively implement inclusive education, as it is crucial that they comprehend the educational and emotional demands of these students (Singh, 2006). The training ought to be conducted in conjunction with specialists in special education. Accordingly, Stayton and McCollun (2002) identified the Collaborative Training model for training teacher-trainees for inclusive classrooms. Within the framework of the collaborative training model, numerous courses aimed at novice teachers focus on the pedagogical aspects of instructing in inclusive and special education settings, wherein they engage in practical experiences either collectively or partially. Consequently, an increased number of courses pertaining to inclusive education and special needs education are being provided. This approach emphasises the importance of collaborative teaching between trainers specialising in special needs education and trainers specialising in general education. Additionally, it mandates that student teachers from both special needs education and general teacher education engage in joint practicum experiences.

According to the findings of Wang and Fitch (2010), it is recommended that all initial teacher education (ITE) courses incorporate the essential components of effective co-teaching in order to effectively prepare teachers for collaborative practises in inclusive education in the 21st century. According to Rao (2009), it is imperative for teacher educators to adequately equip teachers for four distinct roles that encompass various forms of collaboration. These roles include collaboration-consultation, where a general education teacher seeks the assistance of a special education teacher to brainstorm solutions for a persistent issue; peer support systems, where two general education teachers collaborate to generate ideas; teacher assistance teams, which involve the participation of special educators to support general education teachers; and co-teaching, wherein general and special education teachers collaborate to deliver educational services to students. Pugach and Blanton (2009) discuss discrete, integrated, and merged models, highlighting their placement along a continuum that reflects varying degrees of collaboration.

Teacher education programmes should consider the importance of practical placements in educational institutions that have fully embraced the principle and implementation of inclusion. These placements should also provide sufficient and suitable assistance to ensure a successful learning experience for pre-service teachers. According to Jordan et al. (2009), it is crucial to incorporate practicum experiences that provide students with the chance to critically reflect on and develop their own beliefs, as well as acquire knowledge on effectively addressing the diverse needs of students in the classroom. This dimension, which is often overlooked or inadequately covered in teacher education programmes, warrants greater attention and rigour.

Unification Model of Pre-Service Teacher Education

By utilising Pugach's (1992) theoretical framework, which proposes a 'unifying model' to integrate general and special needs instruction (Jelas, 2010), this research argues that an amalgamation of accountability is crucial in both settings. Teachers could be introduced to the concept of accountability as early as during their teacher education (Jelas, 2010). According to the unification model, collaboration is a competency that is taught to both general educators and special needs educators throughout their teacher training. This skill is further developed and reinforced as the two groups approach teaching as "co-equal partners" (Stayton & McCollum, 2002). Under this framework, all pre-service teachers engage in the identical curriculum programme as those pursuing a B.Ed. Management, which equips them with the necessary skills to instruct students with special needs in conventional classrooms. This paradigm, according to Kemple, Hartle, Correa, and Fox (1994), entails the integration of special and regular education into a unified curriculum, with course discussions centering on matters that pertain to all children, including those who have disabilities.

According to Campbell and Fyfe (1995), their investigation of undergraduate programmes at Webster University suggests that incorporating specialised programmes at the graduate level can offer graduate students the chance to acquire knowledge about inclusive education practises while focusing on a specific field of study. They assert that infused programmes help prepare pre-service teachers with necessary professional and pedagogical content appropriate for the developmental, cognitive, and physical needs of diverse learners. In the UCC, the management teacher education programme also

operates on the model of unification. The teacher-trainees learn the same curriculum that trains them to teach mainstream education focusing on EC.

Implication of the theories to the study

The Behaviourist Theory of Inclusive Education highlights the importance of specific, observable skills and competencies that management education should impart to preservice teachers, emphasizing the role of reinforcement and practice in shaping their inclusive teaching behaviours. The Cognitive Theory of Inclusive Education also underscores the significance of developing preservice teachers' cognitive abilities, such as problem-solving, critical thinking, and decision-making skills, necessary for adapting to the diverse learning needs of inclusive classrooms. This therefore suggest that management teacher through special education courses should be equip with relevant competences that would make them ready to implement inclusive education in the classroom.

The Constructivist Theory of Inclusive Education further stresses the importance of management education in fostering preservice teachers' ability to construct knowledge through active learning experiences, encouraging them to create inclusive teaching strategies based on their understanding and reflections. While finally, the Social Inclusion Theory of Education emphasises the need for preservice teachers to grasp the social dynamics of inclusion, encouraging the development of empathy, cultural competence, and collaborative skills. In a study examining the extent to which management education adequately prepares preservice teachers for implementing inclusive education in Ghana, these theoretical perspectives collectively help assess the effectiveness of the curriculum in shaping preservice teachers' behaviours, cognitive processes,

active learning experiences, and their social inclusivity to meet the needs of diverse students in inclusive classrooms.

Conceptual review

This section reviews the relevant concepts that undergirds the argument of the study. The concepts inclusive education its requirements, policies and some historical foundations are all presented to improve the contextualisation of the study.

Concept of Inclusive Education

The concept of Inclusion poses a huge challenge to many school systems globally. According to Bellamy (1999), in economically impoverished countries, the priority is on millions of children who don't have access to education. However, economically vibrant countries have many students who leave school without meaningful qualifications because the contents in a mainstream setting may be irrelevant to their lives. In some countries, inclusive education is seen as a way of providing education for children with disabilities in mainstream school environments. But on the global stage, it is increasingly viewed as a reform that supports and enables diversity for all types of learners (UNESCO, 2001).

Many definitions have been given to the subject of inclusive education over the years (Ainscow, 1995), Ainscow (2005), in his work with many Local Education Authorities (LEAs) in the United Kingdom, came across differing working definitions, however, four key elements have tended to feature strongly. The four elements are as follows:

- a. "Inclusion must be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences

and learning how to learn from differences. In this way, differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults” (p.9).

- b. **Identification of barriers:** “Inclusion is concerned with identifying and removing barriers. Consequently, it involves collecting, collating, and evaluating information from various sources to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving” (p.9).
- c. **“Inclusion is about the presence, participation, and achievement of all students.** Here ‘presence’ is concerned with where children are educated and how reliably and punctually, they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results”. (p.9). “Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion, or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation, and achievement in the education system” (p.9)

According to Ainscow (1995), inclusion is a more radical set of changes through which schools come to embrace all children. It is a movement away from segregation. There are many benefits associated with inclusive education, such as good social integration for children with SEND and good use of DIS,

but the challenges exist in equal measure. Recently, there has been a strong case for inclusive education in Ghana. Inclusive education is, therefore, characterised by the attendance and acceptance of all students in their local schools, where they are placed in age-appropriate, mainstream classrooms and provided with the necessary support to facilitate their learning, engagement, and involvement in all school activities.

Inclusive Classroom

The inclusive classroom can be defined as having students with disabilities 'primarily in the general education classroom, under the responsibility of the general classroom teacher' (Mastropieri & Scruggs, 2010, p. 7). Ainscow and Sandill (2010) assert that 21st-century educators face with a variety of challenges within their classrooms, which includes meeting the wide range of learning needs of all their students, including special education learners. It is, therefore, imperative to assist teachers with the necessary skills and knowledge to effectively meet their students' learning needs by ensuring pre-service teacher education courses and units completed during their undergraduate degrees reflect this need. In the view of Avramidis and Brahm (2002), Inclusion denotes a restructuring of mainstream school settings that accommodates every child irrespective of the level of disability. They argue that it is about 'accommodation', not 'assimilation', which helps to ensure that all learners belong to a community.

Historical Developments of Special Education to Inclusive Education

Inclusive education has evolved from the early 1800s in the United States to 1994 the special education conference in Salamanca. Prior to the mid-18th century, people with disabilities were tagged as idiots, were seen as social

deviants, and abnormal were not tolerated in society. They were deprived of basic human rights and privileges. However, what started out as a sympathetic enlightenment approach within American society to support the weak, the dependent and the disabled continued to gain grounds with the evangelical mission's humanitarian commitment to set up a complex of institutions specially designed to cater for the needs of individuals with exceptional needs. Most of the early developments was underpinned by organised social responsibility and the socio-economic, religious, and political narrative of early nineteenth-century America.

The early years of special education under the care of priests and philanthropic organisations were predominantly focused on the protection of the vulnerable. According to Valentine (1991), early special educationists and mental health activists like Thomas Hopkins Gallaudet defined their roles within a missionary context as a protector of the welfare of vulnerable children. Despite the social philanthropist's early successes, many biases still existed. For instance, it was viewed as special schools for the blind will remove a 'lot of dead weights' from society and prevent them from 'becoming taxes' on the community' (Dumscombe, 1836, pg. 97). This led reformers to advocate for students with disabilities to be educated in a different setting which later went on to view them as recipients of charitable support.

Institutionalised idealistic reforms, therefore, pushed to concentrate students with disabilities in rural settings and some with mental retardations will soon be turned into farming labourers this continued for most parts of the nineteenth century, where the above served as the setting for training and instructing children with SEND. By the end of the nineteenth century, a plethora

of institutions were in place with an ideological framework for its operations. However, the settings were alienated from mainstream school establishments. A dual system of disabled students being educated alongside students in a mainstream education setting will follow, which to date has become known as inclusive education.

Ghana's Inclusive Education Policy

Ghana is one of the 194 countries that signed up for the UNESCO inclusive education agenda through the Salamanca Accord of 1994. Over the years, the inclusive education plan has evolved, leading up to the 2015-2019 implementation plan. The Implementation Plan (2015 - 2019), has four (4) key objectives, including:

1. Enhance and modify educational systems and frameworks to promote the integration of all students, especially those with special educational needs.
2. Advance the implementation of Universal Design for Learning (UDL) and foster a learner-friendly school environment to improve the overall quality of education for all students.
3. Advocate for the cultivation of a knowledgeable and skilled human resource cadre to ensure high-quality instruction.
4. Ensure the implementation of IE is sustainable.

According to the Implementation Plan (2015-2019), a five-year expected deliverables was outlined, which include:

1. Printing and distribution of the Inclusive Education (IE) policy
2. Sensitization workshops at regional and district levels for all relevant stakeholders on the policy.

3. Development and dissemination of minimum standards for disability-friendly school infrastructural provision,
4. Screening of all pupils in the basic schools, especially those newly admitted, start and complete construction of assessment centres as well as provision of targeted social intervention programmes for the first year.
5. The expected deliverables for year two (2) includes the review of school curricula to ensure it is inclusive, Collaboration with the National Council for Tertiary Education (NCTE), Colleges of Education (CoE) and universities to review the syllabus of CoE and other teaching universities, provision of relevant Teaching and Learning Materials (TLMs) to support pupils with SEND as well as collaboration with Ghana Health Service (GHA) to develop a database with information of persons born with disabilities.

Standards and Guidelines for Practice of Inclusive Education in Ghana

According to the Standards and Guidelines for practice of Inclusive Education in Ghana (2015 p.6), ‘the overarching goal of Ghana’s inclusive education Inclusive Education (IE) policy is to redefine and recast the delivery and management of educational services to respond to the diverse needs of all learners within the framework of the Universal Design for Learning and child-friendly school concept’. The aim is to forge a holistic educational approach that helps to reduce exclusion and makes education accessible to and functional for all learners with diverse needs. The standards and guidelines seek to provide a working document for all educational institutions in line with minimum access requirements in relation to school infrastructure, curriculum, and pedagogical

approaches for inclusive practice. The standards and guidelines document provides relevant information for everyone involved in providing support to children and students from early years, schools, and colleges through universities and adulthood for both public and private sectors of education in Ghana.

The document provides four standards for primary and secondary targets such as teachers and specialist support providers in private and public schools, educators, school staff, learners themselves, Ghana Education Service (GES) officials, parents, organisations, and stakeholders in providing special education among others. The standards include:

Standard One: Provision of access to schools: which involves site planning, walkways and road, ramps, buildings, doorways, stairways to mention a few. This meant to provide safe access for all learners especially those with SEND.

Standards Two: Provision of Health and Safety In all Schools. This involves schools having adequate first aid kits and sick bays manned by qualified professionals. Safe roads and routes leading to and from schools, safe school compounds, safe classrooms, adequate bathrooms, well-marked sites in compliance with fire, health and safety regulations and safe water and sanitation in place.

Standard three: Every school (Private and Public) should provide all learning opportunities for quality learning. This standard place emphasis on four primary domains, namely process, learner, personnel, and resources. The process of acquiring knowledge and skills emphasises the selection of educational content and instructional strategies that are intended to align with the national curriculum to cater to the diverse requirements of all learners. This

means that the classroom teacher must adapt the content of the teaching syllabi to meet the needs of various learners, including students with SEND. Teachers are expected to set the appropriate lesson objectives and achievable targets for all learners using differentiated Instructional Strategies and appropriate pace to help every child achieve their best potential.

Standard three, also expects all teachers across private and secondary sectors to be able to use multi-sensory approaches, direct instruction, one-on-one techniques, role play, and collaboration in teaching. Teachers should also be able to use different communication techniques such as speech and sign language, braille light and Information Communication Technology (ICT) during teaching. Teachers are expected to be able to use Teaching and Learning Materials (TLMs), such as bell balls and softballs, among others to support teaching and learning. This standard also requires teachers to know their learners who will require extra time and make provisions for them, especially learners with SEND who will have such access arrangements to complete tasks and examinations. Teachers are expected to make accommodations for learners with SEND to participate in all activities both within and without the classroom and school environment.

In addition to the above, teachers are expected under standard 3 of the Standards and Guidelines for the practice of inclusive education in Ghana with a focus on learners to be able to screen all learners for SEND, refer learners suspected of having SEND to the District Inclusive Education Team (DIET) for further assessment. Teachers will subsequently be expected to complete school registers indicating the diverse needs of learners in their classrooms. Furthermore, this standard expects all schools to have ways of establishing that

staff involved in teaching and learning are qualified and competent to do so by having the requisite qualifications and licence and that all new staff have at least the minimum necessary level of competence in IE.

Teachers are expected to have the right attitude and perception towards persons with SEND and have the discipline of SEND learners should take into consideration the learner's needs. Schools are expected to provide continuous in-service training for staff with support assistants provided for learners with complex needs such as blindness, deafness, autism, attention deficit hyperactivity disorder (ADHD).

Standard 3, concludes with Teaching and Learning Materials required for teaching in inclusive classrooms. Schools are expected to ensure that material resources such as braille, handwriting frames, stylus, and adapted materials are available to support diverse learners and that they are adequate, appropriate, accessible to all learners for each programme and subject. Schools are also expected to provide diverse learners with assistive devices, computer software, and hardware. In light of this standard, Scott, Vitale, and Masten (1998) and Florian (2009) have compiled a list of commonly implemented pedagogical approaches to facilitate the integration of students with SEND. The Florian strategies are classified into four groups: (1) differentiation (e.g., shortened assignments, consulting with students about their preferred learning styles, varying teaching styles, modifying instruction, granting additional time to complete assignments); 2) cooperative learning (e.g., peer collaboration, peer tutoring); and 3) classroom management (e.g., modifying seating arrangements, utilising praise, frequent monitoring and feedback, and varying group compositions for different types of activities). A clear analysis of these

expectations clearly demonstrates that the teacher should be able to execute inclusive instructional strategies that can be classified as differentiated instructional strategies (DIS), Classroom management strategies (CMS) and Time management strategies (TMS). These three classifications are therefore adapted to form the main variables of the study.

Standard 4: monitoring and conducting periodic reviews of programmes and tracking learners' progress. In line with the standards and guidelines, this aspect of the policy will look at continuous classroom observations across schools. Collecting evidence to support the practice of inclusion and tracking learners' progress. This also deals with the provision of special equity access arrangements for learners with SEND for instance, the provision of extended time in classroom-based activity and examination for students who require such support. Schools and teachers shall be required to use Inclusive Education monitoring tools to track the progress of learners.

Initial Teacher-Trainee Preparation in Ghana to acquire.

Sabornie and deBettencourt (1997), argue that the expanded and direct involvement of general education teachers necessitates a greater comprehension of diverse disabilities, suitable curricular and instructional modifications, and active engagement with students with disabilities within the classroom setting. This has necessitated that in-service and pre-service teacher training programmes are designed to address the move to a fully inclusive education. Pre-service teachers are expected to be prepared with the appropriate knowledge and requisite performance needed to succeed in the inclusive classroom.

In Ghana, the vision of the pre-tertiary teacher education programme is to “prepare teachers to enable them function in the basic and second cycle

schools and to develop and nurture them to become reflective and proficient practitioners capable of providing quality education for Ghanaian children” (Ministry of Education [MOE], 2012, p. 8). This assertion, along with previous similar statements, has prompted numerous reforms pertaining to modifications in curricula and the reorganisation of teacher education institutes responsible for training teachers across various grade levels, from early childhood to senior high school. In the context of Ghana, the initial teacher education programme encompasses the foundational levels of education, which currently include kindergarten, primary, and junior high schools. Additionally, it extends to the second cycle level, which encompasses senior high schools, technical/vocational institutions, as well as special schools. The training of educators for instruction at the elementary school level is conducted within higher education institutions commonly referred to as Colleges of Education (CoEs). Previously, the CoE offered three-year Diploma in Basic Education (DBE) programmes but now, they offer 4-year degree programmes for the basic education. Aside from the CoEs, there are two traditional universities (University of Cape Coast and University of Education, Winneba) with the mandate to prepare teachers (Four-year bachelor’s degree) to teach at various educational levels, including the basic schools.

At present, the duration of initial teacher training at the University of Cape Coast (UCC) spans a period of four years. Preservice teachers undergo a comprehensive four-year training plan consisting of eight semesters. Each academic semester consists of a duration of 14 weeks. The Department of Business and Social Sciences Education under the College of Education Studies offers comprehensive training to students aspiring to become management

teachers in both public and private Senior High Schools (SHSs). In the process of training, the teacher-trainees are given content courses, pedagogical courses, liberal courses, and practicum sessions (i.e., teaching practicum). The content courses prepare the trainees with subject matter knowledge. They are prepared to acquire deep knowledge and understanding of the subject matter so that they can acquire teaching confidence to teach. To be able to teach the subject matter, the trainees are given pedagogical knowledge through the pedagogical courses.

In order to equip preservice teachers with a comprehensive grasp of student learning, educational and professional studies courses delve into several themes, including educational psychology, special education, and the social and philosophical foundations of education. Within the professional courses, the “Special Education Course” equipped the trainees with the knowledge of inclusivity and or inclusive education. Aside from this course, the pedagogical courses, and other courses like educational psychology, social and philosophical foundation of education have infused elements of inclusivity. The last part of the training is teaching practicum (i.e., teaching practice or field teaching experience). In order to sufficiently equip preservice teachers for the profession, the University of Cape Coast, through its Centre for Teacher Professional Development within the College of Education Studies, partitions the teaching practicum into two distinct components. The first component, known as On-Campus Teaching Practise (ONCTP), commences on the university campus and concludes in educational institutions. The term frequently used to denote this educational encounter is Off-Campus Teaching Practise (OFCTP). The ONCTP is administered during the sixth semester of the programme for teacher preparation. It is therefore expected that after a teacher have gone through such

rudimentary process to become a teacher, they would have acquired the necessary knowledge of classroom instructional strategies (KICP) that will enable them to be prepared in classroom instructional practices (DIS, CMS and TMS) when they eventually get to practice their profession as teachers.

Empirical Review

This section of the chapter reviews empirical studies that were conducted on pre-service teachers' preparedness to teach in an inclusive classroom. The issues addressed were theme into (a) pre-service management teachers' KICP, (b) difference in pre-service management teachers' KICP based on their demographic profiles, (c) pre-service management teachers' preparedness for inclusive classroom instructional strategies (DIS, CMS, and TMS), (d) difference in pre-service management teachers' preparedness for inclusive classroom instructional strategies (DIS, CMS, and TMS) based on their demographic profiles (e) influence of pre-service management teachers' KICP on their preparedness for inclusive classroom instructional strategies.

Pre-Service Teachers' Level of KICP

The primary objective of pre-service teacher education is to provide educators with the necessary expertise, skills, and behaviours to effectively implement inclusive education policies (Nketsia, 2017). In light of the global commitment to sustainable development objectives, it becomes crucial for pre-service educators to possess a comprehensive understanding of inclusive education (Avramidis & Norwich, 2002). Various studies have explored the knowledge and awareness of inclusive classrooms among pre-service teachers.

In Pakistan by Pasha, Yousaf, and Ijaz (2021) conducted a study on the competencies and knowledge acquired by prospective instructors through

educational programmes. Data was collected from a sample of 250 preservice teachers using a questionnaire as part of a descriptive survey. Most pre-service teachers had a clear understanding of the concept of inclusion and are equipped to apply the skills and knowledge garnered from these educational programmes, according to the study.

Adigun (2021) conducted a study in South Africa to investigate pre-service teachers' level of inclusive education knowledge in both Nigeria and South Africa. A cross-sectional survey was conducted to gather data from a sample of 217 Nigerian and 266 South African pre-service teachers. The findings of the study indicated that pre-service teachers originating from Nigeria and South Africa possessed a moderate level of understanding on inclusive education. However, pre-service teachers from South Africa had higher mean scores on knowledge about inclusive education than Nigerians.

Knowledge and comprehension of inclusion are crucial elements for its effective execution, according to Kamenopoulou et al. (2016) and Osisanya et al. (2015). Nevertheless, an investigation conducted by Gable, Tonelson, Sheth, Wilson, and Park (2012) revealed that educators were deficient in the requisite expertise and readiness to impart effective education to students with special needs. According to a study by De Boer, Pijl, and Minnaert (2011), educators perceive their own knowledge of SEND to be inadequate and experience diminished competence and confidence when instructing these pupils. Additionally, Shillingford and Karlin (2014) demonstrated that educators lacked knowledge and hypothesised that they might have been more supportive of students with special needs if they had more information or a more profound understanding of those students.

Studies (Pottas, 2005; Dapudong, 2014; Wanjiru, 2017) have indicated that a considerable number of prospective teachers possess only a rudimentary understanding of inclusive education, an educational philosophy that effortlessly accommodates all students regardless of their geographical location or varied learning requirements. Wanjiru (2017) found that educators in Kenya lacked adequate understanding of the criteria necessary for effective teacher engagement in order to promote and accomplish the objective of inclusion. According to Baguisa and AngManaig (2019), there is a significant deficiency in the understanding of inclusive education among teacher candidates. Likewise, Timothy et al. (2014) observed that the majority of educators in Nigeria possessed a restricted understanding of inclusive education. The notion of inclusive education, which aims to provide equal opportunities for all students regardless of their learning differences, might not be completely comprehended by pre-service teachers (Rouse, 2010; Dapudong, 2014; Wanjiru, 2017). A study of 2577 South African teachers conducted by Hay et al. (2001) revealed that South African educators lacked specific knowledge regarding inclusive education.

In India, Belapurkar and Phatak (2012) investigated the inclusive education knowledge of school instructors. In order to collect responses for a questionnaire, 300 teachers were specifically selected from a diverse range of institutions in Pune, Maharashtra, both urban and rural, using incidental purposive sampling. A substantial deficiency in instructors' understanding of inclusive education is evident from the findings. Their understanding of inclusive education is ambiguous in terms of government policies and planning, identification of children's varying abilities, and remedial treatment options as

there exists a lack of clarity. Dapudong (2014) evaluated the understanding of teacher-trainees in Thailand regarding inclusive education to improve professional development initiatives. A descriptive survey methodology was utilised to interview full-time general education and special educational needs and disabilities (SEND) instructors at four regional international schools. The respondents' understanding of inclusive education was average. It is imperative that schools increase their provision of SEND training, ensure an adequate supply of learning support providers and educational resources, and offer comprehensive specialisation courses that cover practical implementation of SEND strategies in the classroom and teacher strategies for bridging theory and practise.

AlMahdi and Bukamal (2019) investigated the perspectives of pre-service teachers in Western Asia regarding inclusive education. Using the Sentiments, Attitudes, and Concerns regarding Inclusive Education–Revised (SACIE-R) questionnaire, data were collected from 138 teacher candidates enrolled in a teacher preparation programme at Bahrain Teachers College as part of this quantitative study. The findings of the research indicated that the prospective educators hailing from the Bay District in the Philippines exhibited a limited comprehension of the notion of an inclusive policy, whereas a subset displayed a moderate level of awareness. Candidate teachers required additional preparation and knowledge of educational policies pertaining to these students, according to the findings. When interacting with these children, not every candidate teacher was certain of their knowledge and abilities. Additionally, their school practicum should have provided them with more opportunities to interact with and instruct children with disabilities.

Gyasi, et al. (2020) investigated the extent to which educators in Ghana were informed about students with SEND and their strategies and protocols for managing the classroom. The research was subjected to a thematic analysis and was conducted using a qualitative paradigm and a descriptive data collection method. The findings revealed that instructors had a very limited understanding of SEND students. It exposed educators' limited understanding of implemented and operational policies regarding inclusivity, classroom management procedures, and the supervision of students with special educational needs and disabilities (SEND). It is advisable to administer suitable examinations and obtain certification for educators prior to authorising their employment in schools. It is imperative that current educators remain abreast of the most recent developments in educational concerns, such as gender sensitivity, equity, and inclusivity.

Mensah, et al. (2022) investigated the level of awareness among educators in a Ghanaian college of education regarding inclusive education. At Presbyterian College of Education in the Eastern region of Ghana, a total of 35 students with disabilities and 15 tutors were enlisted through the utilisation of convenience sampling and census techniques. With in-depth interviews and observations, the participants' perspectives on inclusive education regarding teachers' knowledge of how to instruct and manage students with special needs were gathered. According to the findings of the study, educators have a very limited understanding of how to address and instruct students' requirements. Additionally, it was disclosed that most educators lacked a sufficient comprehension of inclusive education prior to the implementation of the programme. To promote inclusion, it is suggested that in-service training be

organised for instructors at the College of Education level. Heredia (2021) explored general education teachers' perceptions and practices of differentiated instruction in the inclusive classroom. While teachers demonstrated knowledge of differentiated instruction principles, the study revealed a need for support to enhance the effectiveness of differentiated instruction for students with learning disabilities.

Pre-Service Teachers' Level of KICP and Demographic Profiles

Multiple variables, including gender, age, prior teaching experience/training, academic standing, and academic background, impact the level of knowledge that pre-service teachers possess regarding inclusion (Alghazo & Gaad, 2004; Haq & Mundia, 2012). Their prior experiences with inclusive education have been found to be correlated with their knowledge and awareness of inclusivity as pre-service teachers have grown older. Participants who engaged with an inclusive education module demonstrated a greater depth of understanding regarding the subject, according to the findings of Kraska and Boyle (2014).

Varcoe and Boyle (2014) found that teachers who had specialised training in special education demonstrated sufficient understanding of inclusive education. The study conducted by Moti, et al. (2016) in Ethiopia examined the level of teachers' understanding and awareness regarding inclusive education. The study comprised individuals who held the positions of elementary school teachers and principals. The data was gathered by the utilisation of a Likert-type scale questionnaire. The analysis involved the utilisation of descriptive statistics, hierarchical multiple regression, and a series of one-way multivariate analysis of variance (MANOVA). The findings of the study suggest that

primary school teachers possess a moderately moderate level of understanding on inclusive education. There were no statistically significant variations observed in the level of inclusive education knowledge among primary teachers, when considering variables such as sex, training, and teaching experience.

Adigun's (2021) investigation on the knowledge of pre-service teachers regarding inclusive education in both Nigeria and South Africa in South Africa indicate that pre-service teachers' gender has a substantial impact on their understanding of inclusive education. On average, the knowledge subscale scores of the female pre-service teachers were higher than those of the male counterparts. In the same nation, Jacob and Pillay (2022) investigated the knowledge of pre-service educators regarding inclusive education. A total of 131 pre-service teachers from two programmes were surveyed utilising a cross-sectional survey research design and a factorial design. To gather information, a self-designed survey was utilised. There was a statistically significant disparity in the knowledge of pre-service teachers according to gender and academic programme, according to the study. The knowledge of pre-service teachers in the College of Education regarding inclusive education was superior to that of university instructors. The KICP is equivalent for male and female pre-service instructors.

Pre-Service Teachers' Preparedness for Inclusive Classroom Instructional Strategies

Positive teacher attitudes towards inclusive education teaching strategies have been reported in Zambia and South Africa, according to separate studies (Nel et al., 2016; Magumise & Sefotho, 2018). The study conducted by Adigun (2021) investigated the perspectives of pre-service teachers regarding

inclusive education in both South Africa and Nigeria. According to the findings of the research, pre-service educators used DIS and TMS in the classroom. Pre-service teachers from Nigeria had a higher positive perception than their counterparts in South Africa. In India, Belapurkar and Phatak (2012) examined schoolteachers' perceptions about teaching strategies used in inclusive education. Using an incidental purposive sampling technique, 300 schoolteachers were selected from various urban and rural Pune, Maharashtra schools to respond to a questionnaire. The results indicate overall positive perceptions of schoolteachers towards inclusive education teaching strategies. The teachers indicated DIS, cooperative learning and TMS as teaching strategies used in the inclusive class.

King (2010) conducted research concerning the implementation of differentiated instruction for diverse learners by inclusive classroom instructors. Instruments gauging 220 regular education and special education teachers' perceptions and knowledge of differentiated instruction were utilised to collect data. Dapudong (2014), again, evaluated the perspectives of preservice teachers in Thailand regarding inclusive education. The participants held a neutral opinion regarding the implementation of teaching strategies and inclusion. The study conducted by Adlam (2015) examined the attitudes of elementary school educators towards the implementation of differentiated instruction and the frequency at which they employed differentiated strategies across various subject domains. Using qualitative and quantitative surveys, data were gathered. The results of the study indicated that instructors implement diverse DIS at varying frequencies, including learning contracts, tiered assignments,

independent projects, curriculum compacting, interest centres, learning centres, flexible grouping, and pre-assessment.

Lindnera and Schwab (2020) conducted a systematic review which revealed that educators implemented the subsequent instructional approaches in inclusive classrooms: grouping, collaboration and co-teaching, individual motivation and feedback, modification of instructional elements (including assessment, content, extent, learning environment, material, process, product, and time frame), and personnel support for students. In South Asia, Dema, et al. (2022) investigated the perceptions of Bhutanese educators regarding differentiated instruction in inclusive institutions in Bhutan, as well as the demographic differences in those perceptions. The information gathered from 185 educators across 19 inclusive schools via an online survey was analysed utilising descriptive and inferential statistics. The findings revealed that the majority of educators held positive attitudes towards DI.

Notwithstanding the favourable perspectives held by educators regarding inclusivity, alternative research has identified unfavourable attitudes among teachers regarding inclusive education. Prior research has documented the unfavourable attitudes of educators towards inclusive education. Cheng (2011), on the other hand, harbours doubt regarding the preparedness and competence of educators to instruct in an inclusive environment, notwithstanding the teachers' positive attitudes and conviction regarding the advantages of incorporating students with special needs. A few South African educators held pessimistic views regarding inclusive education, according to research (Adewumi & Mosito, 2019; Mphongoshe et al., 2015; Nel et al., 2011).

The divergent results reported in these studies may be attributed to factors such as human diversity, identity, and dignity.

In their research on instructors and their execution of differentiated instruction in the classroom, Suprayogi, Valcke, and Godwin (2017) discovered that the implementation of differentiated instruction remains below a crucial benchmark. The complete realisation of "inclusion" remains a distant goal, according to a study by Abu-Hamourand and Al-Hamouz (2013), because professional educators are not adequately trained in the implementation of differentiated instruction for students with special needs who are placed in inclusive classrooms. Siam and Al-Natour (2016) conducted a mixed-method study with the objective of examining the implementation challenges face by teachers when it comes to differentiated instruction for students with learning disabilities. Differentiated practises in six domains (differentiation in content, process, resources, product, assessment, and differentiation in the learning environment) were assessed through a questionnaire comprising 75 items. The findings revealed that the average ratings for all six domains and items are relatively low.

Pre-Service Teachers' Preparedness for Inclusive Classroom Instructional Strategies and Demographic Profiles

Several variables affect the perceptions of inclusion held by teacher-trainees, including the academic level, gender, age, and prior teaching experience/training of the instructors (Alghazo & Gaad, 2004; Haq & Mundia, 2012). Scholars have identified a notable distinction in the attitudes of male and female educators regarding inclusive education; specifically, female educators hold a more favourable view of inclusive education than their male counterparts

(AlMahdi & Bukamal, 2019; Fakolade et al., 2017). The study conducted by Adigun (2021) identified Male pre-service teachers to have a more favourable perception than their female counterparts, according to the study.

Anderson and Hendrickson (2007) identified a noteworthy positive correlation between the implementation of individualised support strategies for students with special needs and the prior experience and training of educators. Jacob and Pillay (2022) investigated the perspectives of pre-service teachers regarding inclusive education in South Africa. A total of 131 pre-service teachers from two programmes were surveyed utilising a cross-sectional survey research design and a factorial design. In order to gather information, a self-designed survey was utilised. Gender and programme of study differences in pre-service teachers' perspectives on inclusive education were found to be statistically significant. Inclusive education received higher ratings from female pre-service teachers enrolled in the College of Education compared to their counterparts enrolled in the Faculty of Education. Cheng (2011), who similarly discovered favourable teacher attitudes towards inclusive education, supported this result.

The study conducted by Moti et al. (2016) in Ethiopia examined the inclusive education practises of educators. Principals and educators from elementary schools comprised the study's participants. The analysis employed descriptive statistics, a series of one-way MANOVA, and hierarchical multiple regression. It was found that inclusive education was seldom implemented by primary school instructors. While there were statistically significant differences between the inclusive education practises of primary school teachers in urban

and rural areas, there were no significant differences identified among teachers based on their gender, level of education, or teaching experience.

Dema, et al. (2022) investigated the impact of demographic variables on the perceptions of differentiated instruction among Bhutanese educators in inclusive schools in South Asia. The information gathered from 185 educators across 19 inclusive schools via an online survey was analysed utilising descriptive and inferential statistics. The findings of the study revealed that there were no statistically significant variations in perception between teaching experiences and credentials. On the contrary, the perceptions of DI among special education teachers were notably greater than those of general education teachers. Furthermore, the perceptions of DI among trained teachers were found to be substantially higher than those of untrained teachers.

Pre-Service Teachers' KICP and Preparedness for Inclusive Classroom Instructional Strategies

The outcomes of education are contingent upon the knowledge, attitudes, and reactions demonstrated by educators within the classroom setting. In accordance with this, the inclusive classroom practises of educators would be impacted by their understanding of inclusive education. According to USAID (2011), it is critical to have a comprehensive comprehension of inclusive education due to the fact that various outcomes can result from distinct underlying principles and values. These professionals are able to bridge any gaps between formally designed education programmes and their actual implementation in terms of curriculum modifications and adaptations that are suitable for students with special educational needs, the knowledge and attitudes of educators are extremely valuable to the system (Dapudong, 2014). Inclusive

education modules facilitate the development of student instructors' confidence in their own abilities and training to effectively instruct children with a wide range of needs (Subban & Sharma, 2005; Sharma, Forlin, & Loreman, 2008). This facilitates the preparation of preservice teachers to instruct children from diverse backgrounds by enhancing their awareness and knowledge of inclusive education modules.

King (2010) in his study, found that a significant correlation existed, among other things, between teachers' knowledge and perception of differentiated instruction and their implementation of it in inclusive classrooms, according to the study's findings. Alkahtani (2022) conducted a study that included 782 elementary regular education instructors who held certification. Using questionnaires and descriptive analysis, data were gathered and analysed using Pearson correlation coefficients. A significant correlation was identified between the knowledge level of educators and the way in which they regarded students with special needs. Teachers are more likely to cultivate favourable attitudes and self-assurance when instructing in inclusive classrooms when they are sufficiently equipped (Avramidis et al., 2000; Haugh, 2003; Srivastava et al., 2017). Consistently, the successful implementation of inclusive education has been correlated with the perceptions of pre-service teachers regarding teaching strategies (Florian, 2009; Forlin, 2011).

Existing research has indicated a potential correlation between the teaching strategies employed in the classroom and the knowledge and perceptions of pre-service teachers regarding inclusive education (Bransford, Darling-Hammond, & LePage, 2005; Hasting & Oakford, 2003). Consequently, one would anticipate that pre-service educators who possess favourable

attitudes would employ more efficacious pedagogical approaches when instructing students with SEND. On the other hand, recent research on teachers' perspectives regarding inclusive education programmes has yielded contradictory findings (e.g., Mphongoshe et al., 2015; Magumise & Sefotho, 2018; Nel et al., 2016, 2011; Adewumi & Mosito, 2019).

Scholars have discovered that the self-efficacy, beliefs, knowledge, and attitudes of educators may influence the manner in which they conduct themselves in inclusive classrooms (Brown, 2007; Polat, 2009). Because the educator is responsible for carrying out the educational programme, selecting the suitable methods and techniques to instruct on cultural differences, establishing the learning environment, and determining the efficacy of the learning (Neuharth-Pritchett, et al, 2001; Banks, 2007; Benediktsson, 2019; Gay, 1994). Studies (Forlin, 2010; Pearce, 2008) indicated that effective implementation of inclusive education requires instructors to possess knowledge regarding special educational needs (SEN) and effective teaching strategies. Shippen et al., (2005) in their study also showed that educators may inspire greater confidence and acceptance when working with students who have special educational needs (SEN) if they possess a greater understanding of SEN (e.g.,).

Moti et al. (2016) conducted a study in Ethiopia to examine the knowledge, attitude, and practises of educators regarding inclusive education. The researchers also examined the relationship between instructors' knowledge and attitude towards inclusion and the implementation of inclusive education. Principals and educators from elementary schools comprised the study's participants. The findings suggested that the teachers' knowledge played a

substantial role in advancing inclusive education, whereas their attitude had little impact. Increasing teachers' awareness regarding inclusive education, emphasising the necessity of providing them with both theoretical and practical skills pertaining to inclusive education, and ensuring an accessible school environment are among the suggestions put forth.

Yıldırım and Tezci (2020) conducted a study in Turkey to assess the knowledge, beliefs, attitude, and self-efficacy of educators regarding multicultural education in Kosovo. The research was conducted with the participation of 975 volunteer instructors from Kosovo, Turkey, Albania, and Bosnia. The data was gathered utilising six measures. The data from the research were analysed using path analysis. A moderate relationship was observed between teachers' conceptual understanding of cultural differences and multicultural education, as well as their knowledge of inclusive education; these factors also predicted multicultural classroom teaching practises. The cultivation of teachers' understanding and conviction regarding the implementation of inclusive education programmes was of greater significance.

Special Education Course delivery and Preparation of Pre-service Teachers for Inclusive Classroom

Teachers hold a critical position within the enterprise of education and learning. There is a prevailing belief that educators, to a greater degree than any other member of the school staff, dictate the character and magnitude of academic success within the classroom (Alih, 2014). Shade and Stewart (2001) conducted an observation which revealed that educators who lack confidence in their ability to provide individualised instruction for children with special needs in the classroom express feelings of frustration, burden, dread, and inadequacy.

This is due to the fact that their professional competencies were not honed prior to their employment in an inclusive environment. It is critical to equip current educators with the knowledge, abilities, and strategies necessary to implement inclusive education. Pre-service teachers in Ghana are required to consistently update their professional skills in order to improve their instructional performance, with a particular emphasis on inclusive classrooms. This can be achieved through the utilisation of three models: infusion, collaborative training, and unification.

According to the findings of a study by Kraska and Boyle (2014), individuals who engaged in the study of an inclusive education module exhibited more favourable dispositions towards the subject. This bolsters the notion that inclusive education modules assist preservice teachers in preparing for instructing diverse children and enhance their attitudes towards such instruction. Inclusive education modules have been found to positively influence student teachers' confidence in their own abilities and knowledge to effectively instruct children with a wide range of needs (Sharma, Forlin, & Loreman, 2008; Subban & Sharma, 2005). Additionally, according to the findings of Varcoe and Boyle (2014), educators who had received special education training exhibited even more favourable attitudes towards inclusive education. Therefore, the authors themselves recommended that a mandatory module on inclusive education be incorporated into all teacher preparation programmes in the nation.

Furthermore, in their study of sixteen institutes, Kantavong, Nethanomsak, and luang-ungkool (2012) examined the curricula of their teacher training programme and discovered discrepancies in the inclusive education

offered by the programmes. While all teacher training institutes provided one or two courses on inclusion and special needs education, the extent to which these courses addressed matters like the inclusion of disadvantaged children was contingent on the lecturers' personal interests and expertise in the subject matter. Notwithstanding the training and education of teachers in inclusive education, the degree of exposure to various facets of inclusion may be substantially contingent upon the course instructor's personal circumstances, according to these findings.

Implication of empirical review to the study

The apparent observation from the reviewed literature is the conflicting results in all the empirical topics that have been reviewed. It is also trite that the literature has barely explored the phenomenon of inclusive education in the context of management education. This is despite the relevance of training management in an inclusive environment in order to improve their practice of fairness and inclusiveness in the world of work as well. The study will therefore be situated in management education to address this lacuna in the empirical literature.

Conceptual Framework

Figure 1 shows that the management education programme helps to prepare pre-service teachers to be able to adapt their pedagogical approach to teaching in an inclusive classroom.

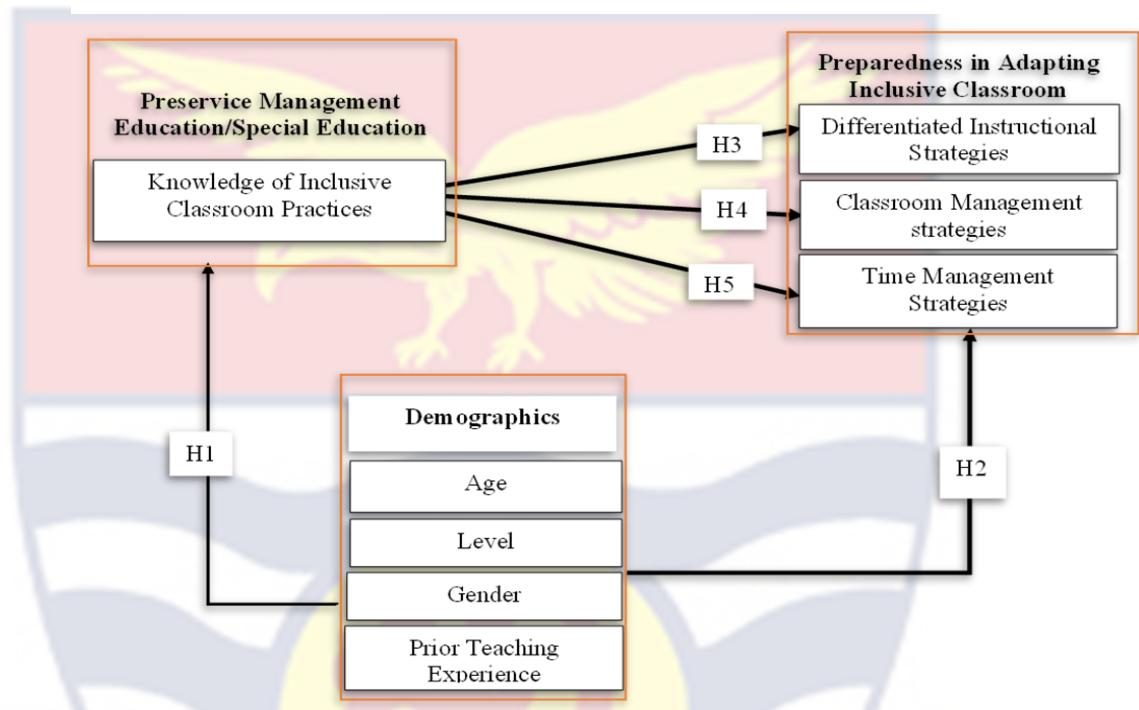


Figure 1: Pre-service management teachers' preparedness for inclusive classroom practices

Source: Author's construct, 2021

The management education programme is meant to prepare the pre-service teachers with the knowledge on inclusive practices in the classroom to know about the constituents, purpose and relevance of special education. The "Special Education Course" is to enhance their roles as a teacher in an inclusive classroom. The knowledge imparted through the course will further help them provide an appropriate pedagogical approach to cater to the needs of individual students in the inclusive class by providing learning experiences that would emphasise personalisation, individualisation, and differentiation in the class.

Pre-service management teacher preparedness in Figure 1, also represents their ability to use inclusive classroom instructional strategies or pedagogical approaches like DIS, CMS and TMS in inclusive classroom teaching to support the teaching and learning of students with a variety of needs. A good synergy of knowledge on teaching in an inclusive classroom and effective pedagogical approaches of using differentiated instruction, good behaviour and time management leads to overall good adaptation and delivery in an inclusive classroom. Students' demographics can influence the knowledge levels, their ability to use pedagogical approaches like DIS, CMS and TMS in inclusive classroom teaching to support the teaching and learning of students with a variety of needs, which in turn can affect their level of preparedness to deliver in an inclusive classroom. Also, to avoid a bivariate regression analysis where only one predictor variable (factor) is included in the model the demographic variables served as control variables mitigates the problems of omitted biases that lead to spurious correlation, improves the model fit as well as increases the precision in estimates.

Chapter Summary

This chapter reviewed some relevant theories that undergird the study. This included the behaviourist theory of inclusive education, cognitive theory of inclusive education, constructivist theory of inclusive education, and social inclusion theory of education providing relevant implications for how the study variable had to be related. Conceptual reviews brought to light the requirements of inclusive education in Ghana while the empirical review of literature revealed the management education gap in relation to the phenomenon under study.

CHAPTER THREE

RESEARCH METHODS

Overview

The primary objective of this study was to determine the level of readiness exhibited by pre-service management teachers in terms of their ability to adapt the curriculum to meet the needs of students in an inclusive classroom setting. The present chapter is dedicated to discussing the research methods that was utilised in conducting the study. The section centres around various key aspects like research philosophy, research approach, research design, population, sample and sampling techniques, data collection instruments, data collection procedures, ethical considerations, and data processing and analysis.

Research Philosophy

According to Creswell and Plano Clark (2007), it is essential for research to have a foundation that aligns with the researcher's chosen worldview. The foundation referred to in this context pertains to the philosophical or research paradigm that establishes principles and guidelines for the execution of research activities. The paradigms, as posited by Lincoln and Guba (2000), serve as guiding principles for researchers regarding the process and content of scientific inquiries. Two primary analysis approach have been put forth: qualitative and quantitative. The qualitative approach is characterised by its interpretive and naturalistic nature, allowing the researcher to explore the meanings associated with the topic being analysed. Conversely, in cases where the researcher's explanations hold less significance, the quantitative approach adopts a positivistic stance, prioritising research instruments and statistical analysis. However, the utilisation of both quantitative and qualitative

methodologies to construct a mixed methods investigation aligns with the pragmatist viewpoint. The three fundamental research paradigms, namely positivism, interpretivism, and pragmatism, are explicated in terms of their ontological, epistemological, and methodological dimensions. The field of ontology is primarily focused on the fundamental nature of existence (Crotty, 1998). Epistemology is a branch of philosophy that examines the fundamental nature of knowledge, with a particular focus on the interplay between the subject who possesses knowledge and the object of knowledge itself (Crotty, 1998). The term "methodology" refers to the various methodologies employed in educational research for the purpose of collecting data, which would subsequently be utilised as a foundation for making inferences and interpretations (Cohen, Manion, & Morrison, 2003; 2007).

Positivism is a worldview that is grounded in the utilisation of measurement and reason. It posits that knowledge is derived from an impartial and quantifiable observation of activity, action, or reaction. Positivism asserts that if a phenomenon lacks measurability, it is deemed to be beyond certain knowledge. Scientific knowledge is acquired through the collection of theory-free and value-free evidence gathered from observation (Easterby-Smith, Thorpe, & Jackson, 2008). Positivism is commonly linked to the utilisation of quantitative approaches for data collection. Positivism is a philosophical stance that upholds the belief that knowledge deemed reliable is solely derived from empirical observations, particularly those obtained through the senses and measurement. In positivist studies, the researcher's responsibility is confined to the collecting and analysis of data in an objective manner. The researcher assumes an objective position and maintains a professional detachment from

personal values during the investigation (Easterby-Smith et al., 2008). In the context of such studies, the study findings typically exhibit observability and quantifiability. Positivism relies on empirical findings that can be measured and analysed using statistical methods. According to Wilson (2010), for several decades, it has been a prevailing method of research within the fields of business and management. The philosophy of positivism aligns with the empiricist perspective, which posits that knowledge originates from human experiences. According to Collins (2010), the perspective in question adopts an atomistic and ontological stance towards the universe, perceiving it as consisting of distinct and observable entities and occurrences that engage in observable, deterministic, and natural interactions. In positivist investigations, the researcher maintains independence from the study, and there is a lack of consideration for human interests inside the research. According to Crowther and Lancaster (2008), it is generally observed that positivist studies tend to employ a deductive strategy, while an inductive research approach is commonly connected with the philosophy of phenomenology. In addition, positivism pertains to the perspective that researchers should prioritise the examination of empirical evidence, while phenomenology emphasises the exploration of subjective meaning and include consideration for human experiences (Wilson, 2010).

Interpretivism, often referred to as the interpretivist paradigm, entails researchers engaging in the interpretation of various parts within a study. Consequently, interpretivism incorporates the subjective perspectives and interests of individuals into the research process. According to Myers (2008), interpretive scholars hold the belief that the only way to access reality, whether

it is inherent or socially manufactured, is through social constructs such as language, consciousness, shared meanings, and tools. The interpretivist perspective posits that the nature of reality is subjective, characterised by multiplicity, and shaped by social construction. The comprehension of an individual's reality is contingent upon their subjective encounter with such reality, which can diverge from another individual's understanding due to the influence of their unique historical or social standpoint. Saunders, Lewis, and Thornhill (2012) assert that interpretive methodologies are predicated around the use of questioning and observation as means to ascertain or develop a comprehensive and profound comprehension of the topic under investigation. This phenomenon is intricately linked to the utilisation of qualitative methodologies for gathering data. The emergence and evolution of interpretivist philosophy in the realm of social sciences can be attributed to its critical examination and evaluation of positivism. This ideology places greater focus on qualitative analysis rather than quantitative analysis. Interpretivism is a theoretical framework that aligns with the philosophical perspective of idealism. It encompasses various methodologies such as social constructivism, phenomenology, and hermeneutics. These approaches collectively reject the objectivist standpoint, which posits that meaning exists objectively in the world, separate from human consciousness (Collins, 2010). The interpretivist approach emphasises the significance of the researcher, as a social actor, to recognise and value the diversity among individuals (Saunders et al., 2012). Furthermore, research within the interpretivist paradigm typically centres on the exploration of meaning and often utilises a variety of methodologies to capture diverse facets of the phenomenon under investigation.

This study employed the pragmatic philosophy, which is grounded in the notion of practicality and effectiveness. The research paradigm of pragmatism is rooted on the historical contributions of the philosophy of pragmatism (Maxcy, 2003), which supports the adoption of multiple approaches. Pragmatism, as a research paradigm, posits that researchers ought to employ the philosophical and/or methodological framework that is most effective in addressing the research problem under investigation (Tashakkori & Teddlie, 1998). The research philosophy of pragmatism posits that concepts are deemed meaningful solely if they contribute to the facilitation of action. According to Saunders, Lewis, and Thornhill (2012), pragmatics acknowledges the existence of diverse perspectives in interpreting the world and doing research. It emphasises that no single viewpoint can provide a comprehensive understanding and recognises the possibility of various realities. According to the tenets of pragmatism in research philosophy, the research question assumes a paramount role as the primary determinant of the research philosophy. Pragmatics has the capacity to integrate both positivist and interpretivist perspectives within the framework of a singular research endeavour, contingent upon the specific character of the study inquiry. Mixed-methods or multiple-methods are frequently linked to this approach (Biesta, 2010; Creswell & Plano Clark, 2011; Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2014a; Teddlie & Tashakkori, 2009). In this context, the emphasis is placed on the outcomes of research and the research inquiries, rather than on the specific methodologies employed. The utilisation of both formal and informal rhetoric can be observed (Creswell & Plano Clark, 2011).

The pragmatists have an ontological perspective that posits the existence of an external reality independent of the mind, as well as a world that is intertwined with the mind. Therefore, from an epistemological standpoint, truth can be understood as that which is effective and influenced by human agency (Creswell, 2003). Pragmatism, as a research paradigm, prioritises the practical effectiveness of methods in addressing research inquiries, rather than adhering exclusively to either positivist or interpretivist approaches (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). According to Johnson and Onwuegbuzie (2006), pragmatism is characterised by its focus on outcomes and its pursuit of understanding the significance of phenomena. Biesta (2010) concurs with this assertion by emphasising the significance of directing attention on the outcomes of research. According to Tashakkori and Teddlie (2003), there is a significant emphasis placed on research issues and a support for methodological heterogeneity. According to Creswell (2003) and Johnson and Onwuegbuzie (2004), researchers own the prerogative to choose the methodologies, techniques, and procedures of inquiry that effectively address the pertinent concerns in a research project.

According to Morgan (2007), pragmatism emphasises the concept of complementarity, wherein mixed methods research combines quantitative and qualitative methodologies to address the strengths and limitations inherent in each methodology. Pragmatism, as a comprehensive research philosophy, offers researchers the flexibility to select from a range of research styles. This is because the choice of methodology is contingent upon the research questions being addressed, ultimately determining which techniques are most suitable (Morgan, 2007). In the realm of academic research, it is seen that the utilisation

of qualitative analysis is more effective in addressing certain research challenges, whereas quantitative approaches are more suitable for others. Therefore, this study was guided by a pragmatic mindset, which necessitated the methodical implementation of appropriate qualitative and quantitative approaches in order to achieve each objective.

Research Approach

The study was conducted using a mixed method, in accordance with the research philosophy. The utilisation of the mixed methods approach was due to its appropriateness in facilitating the incorporation of both quantitative and qualitative approaches for the aim of data collection (Creswell & Plano-Clark, 2011). The primary objective of employing a mixed methods approach was to enhance the depth and comprehensiveness of comprehending a particular phenomenon, which would have been limited if only a single method had been utilised (Morse & Niehaus, 2009; Creswell & Plano Clark, 2011). The utilisation of many approaches can enhance the trust in research findings by offering additional evidence and mitigating potential limitations associated with a singular strategy (Bryman, 2004; Tashakkori & Creswell, 2008; Albert, Trochelman, Meyer & Nutter, 2009; Creswell & Plano Clark, 2011; Caruth, 2013). According to Teddlie and Tashakkori (2009), the integration of questionnaires and interviews in a single research study allows for the synthesis of the advantages associated with the comprehensive nature and in-depth insights provided by these two distinct methodologies. Integrating the findings of these two methodologies is expected to provide a comprehensive understanding of a study issue, enabling the exploration of many research problems, and contributing to theoretical advancements and practical

applications (Johnson & Onwuegbuzie, 2004). Nevertheless, the execution of this process is characterised by a significant investment of time (Creswell & Plano Clark, 2011).

The mixed methods approach was utilised in this study for the purposes of triangulation and expansion. The primary objective and fundamental assertion of employing this research methodology was that a comprehensive comprehension of intricate phenomena and research issues can be attained through the integration of quantitative and qualitative approaches—as opposed to the utilisation of either approach in isolation (Creswell & Plano Clark, 2007). By triangulating one set of results with another, one can attain a more comprehensive understanding, thus bolstering the validity of inferences.

The mixed design provides a foundation for the extent to which this research is conducted. Approach combinations are epistemologically adequate for this investigation. When attempting to resolve a research problem, various information sources may provide contradictory truths regarding the same subject (convergent and divergent findings). To examine the level of readiness exhibited by pre-service management instructors to instruct in an inclusive classroom, it is necessary to modify approaches towards comprehending the intricate interplay between knowledge in inclusive education and preparedness to employ inclusive practices.

Research Design

The study utilised concurrent embedded design, consistent with a mixed methods research approach, to accomplish this objective. The study was structured according to the design proposed by Creswell et al. (2003), which permits investigators to investigate the integration of a mixed methods

approach. The embedded design combines the accumulation and analysis of qualitative and quantitative data within a conventional quantitative or qualitative research design (Caracelli & Greene, 1997; Greene, 2007).

Concurrent embedded design is suitable when the researcher has multiple inquiries that necessitate distinct forms of data to optimise the implementation of a quantitative or qualitative design in order to achieve the study's primary objective (Creswell, 2013; Saunders et al., 2012). The researcher may incorporate a qualitative component into a quantitative design, as in an experiment, or a quantitative component into a qualitative design, as in a case study, using an embedded design. Certain embedded designs incorporate a secondary, auxiliary data set into the investigation. Conversely, traditional designs or procedures may incorporate both quantitative and qualitative methods (Creswell, Fetters, Plano Clark, & Morales, 2009). The second data set may be gathered and analysed prior to, during, or after the execution of the data collection and analysis methods that are conventionally linked to the primary research design (Creswell, 2013; Saunders et al., 2012).

In an embedded design, one form of data supports a second form of data within a single study. The rationale for an embedded design is that a single data set is not sufficient to answer different questions, and each type of question requires different types of data. Particularly in this study the quantitative data provides answers to the knowledge of the pre-service management teachers' knowledge of inclusive practices, their preparedness levels and how the preparedness is influenced by their knowledge. (Research questions 1 and 2). However, there was a need to use qualitative data to understand how the knowledge acquired from the special education would result in the preservice

teachers' preparedness. This made the qualitative strand embedded in a larger quantitative strand of the study. Also, given that the researcher had the intention to gather both qualitative and quantitative data and analyse them at the same time (concurrently), the study applied a concurrent embedded design.

Population

The population of the study was all Level 300 and 400 pre-service management teachers and lecturers at the UCC. The study focused on the above-named institution as the premier Education-oriented university in Ghana which trains pre-service management teachers at the undergraduate level. The research also used level 300 and 400 students as they completed the "Special Education Course" within the programme of study. These respondents were presumed to have taken 80–120 credit hour courses in the management teacher education programme. Per the management education programme document of UCC, they had taken other courses such as curriculum design, methods of teaching, educational psychology, social and philosophical foundations which infuse and unified a component of inclusivity. These courses and others presumably would aid their inclusive education practices. The total number of the population was 192 pre-service management teachers (UCC Division of Academic Affairs, 2022). This comprised 105 Level 300 and 87 Level 400 B.Ed. Management students.

Finally, lecturers were relevant for the last objective of the study because it sought to understand how the delivery of special education as a course contributed to the preparedness of the preservice management teachers. The inclusion of lecturers was based on their ability to give rich insights on how the teaching and delivery of special education has contributed to the preparedness

of the preservice management teachers. Their insights supplemented the qualitative information that were also gathered from the preservice management teachers themselves.

Respondents and Participants

Through the census, all level 300 and 400 pre-service management teachers (N = 192) participated in the research for the quantitative data. The concept of collecting data from everyone in a population, particularly when the population is limited, is emphasised by Ogah (2013). When this occurs, the researcher is not burdened with concerns regarding sampling errors. The highest level of accuracy can be assumed when every aspect of the population is considered in the investigation, as this eliminates any element of chance (Kothari, 2004).

To address the qualitative part of the study, seven lecturers were purposively selected from the University of Cape Coast. These lecturers were purposively selected because they teach “Special Education Course” and other courses that infuse inclusivity in the B.Ed. Management programme. The lecturers teaching Courses like Methods of Teaching, Curriculum Design, Educational Psychology, and Social and Philosophical foundations were also purposively selected for the study.

Aside from the lecturers, 20 pre-service management teachers were also purposively selected for interviews. The pre-service management teachers were selected for the interview because they had taken “Special Education Course” and other professional courses that infuse inclusive education like methods of teaching, curriculum studies, educational psychology and social and philosophical foundations, and assessment practices in education. So, their

knowledge from these courses could help to gauge and understand whether the delivery or implementation of inclusive education in the programme supports them for inclusive classroom practices. Besides, these 20 respondents were purposely chosen due to their exhibition of genuine and strong commitment to become teachers after their training. This gives the assurance that they would take the lessons more seriously to be applied in the real world. These 20 student respondents were determined by observing their average performance in education-related courses and selecting first 10 highly performed students in Level 300 and 400 each. Purposive sampling was used as this gives a quality representation of respondents involved in teaching courses that infuse and unify the “Special Education Course” component of the management teacher education programme.

Data Collection Instruments

The research deployed the use of questionnaires and unstructured interview guides as part of the data collection instruments.

Questionnaire

The Pre-Service Teacher Inclusive Knowledge and Preparedness (PTIKP) questionnaire was developed to collect data from pre-service management teachers to address objectives One, Two and Three. The questionnaire was designed to measure pre-service management teachers’ preparedness in adapting the curriculum for an inclusive classroom (See Appendix A). The questionnaire comprises three sections with four-point Likert scales ranging from strongly disagree (SD) to strongly agree (SA). Section A seeks general background information about participants such as their gender, age, prior teaching experience, and academic level. Section B explores

respondents' knowledge about SEND practices. This section was measured by 23 items. Section C elicits information about participants' preparedness to deliver in an inclusive classroom using (a) DIS, (b) CMS, and (c) TMS. DIS has 11 items. For CMS, it has 10 items and for TMS, it has 7 items.

According to Cohen, et al. (2007), the reliability of a questionnaire is generally higher than that of an interview, because its anonymity promotes greater candour. The use of questionnaire may have certain limitations, such as respondents potentially withholding information about their beliefs and attitudes to have a socially desirable appearance. Also, responses to questionnaire could be influenced by the knowledge, experience, and motivation of the respondents. Regardless the questionnaire remains a valuable data collection tool. According to Cohen et al. (2007), the questionnaire offers a comparatively uncomplicated and direct method for investigating motives, values, attitudes, and beliefs. Additionally, it can be modified to gather generalised data from any human population. Additionally, questionnaires feature a significant degree of data standardisation, they say. In light of these considerations, the researcher made the decision to solicit responses from the subjects of the study through the use of questionnaires.

Unstructured Interview Guide

The study uses Pre-Service Inclusive Classroom Delivery (PICD) Unstructured Interview Guide to collect data from the lecturers and students to address Research Question Three (see Appendix B). The guide consisted of ten unstructured items. The items seek to draw responses from participants with regards to the delivery of the "Special Education Course" and how it prepares pre-service management teachers to adapt the curriculum in inclusive

classrooms. A one-on-one interview with seven lecturers and 20 students was performed. Each interviewee was given a pseudonym (e.g., PMT and Lecturer) to guarantee obscurity and secrecy.

The unstructured interview was deemed a suitable method for gathering information for this study because it allowed participants to express themselves more freely without the interviewer exerting undue influence (Johnson & Christensen, 2008). This enabled the respondents to provide an unlimited amount of information, with the interviewer acting merely as an intermediary to facilitate the conversation. Fundamentally, the interview enables the investigator to amass substantial and detailed data (Mason, 2002). The rationale for the interview lies in its straightforwardness to coordinate and oversee. However, coordinating a scheduled meeting that adequately addressed the needs of all the participants, including lecturers and students, involved in this research, was not a simple task. Furthermore, it is considerably more efficient to identify and transcribe original suggestions during interviews that focused on a single respondent (Denscombe, 2007). Nevertheless, the study relied on participants.

The participants were provided with an indication of the phenomenon of interest that the interview covers prior to the actual interview, to ensure they were well-informed about the matters that would be addressed. A protocol was also implemented by the interviewer during the interview to monitor the interaction and capture crucial responses, external appearances, and emotional expressions of the twenty-seven participants that the recorder was unable to capture. Frequently, throughout the interview process, questions and responses were repeated to ensure clarity and prevent misunderstandings or

misinterpretations. The interviews were carried out in a relaxed and comfortable environment, specifically at a time that was agreed upon by all parties involved, including the interviewer and the participants. Additionally, arrangements were made for meetings. Consequently, the lecturers participated in the interviews from their designated offices, whereas the students were met at any accessible location that was free from potential damage. The interviews with lecturers and students spanned a duration of 45 minutes to one hour. To capture the intricacies of the discussions, a computerised voice recorder was utilised during the interviews. The most secure method for gathering all the information provided by the participants is through voice recording, according to Johnson and Christensen (2008). It motivated me to revisit the initial interview using the recording device, an action that note taking fails to accomplish.

Pilot-Testing of Research Instruments

In order to ascertain the validity and reliability of the instruments for the present investigation, a pilot test was undertaken involving B.Ed. Management students enrolled at the University of Education, Winneba (UEW). The pilot testing was carried out at UEW because their mandate to provide B.Ed. Management Education is identical to that of UCC at this level. The similarity lies in both institutions offering similar management education programme. Existing research indicates that a pilot study sample should comprise 10–20% of the primary study's anticipated sample size (Baker, 1994; Lackey & Wingate, 1998; Connelly, 2008). The pilot-test therefore entailed the distribution of the questionnaires to 60 pre-service management instructors affiliated with UEW. This consists of thirty respondents each from level 300 and level 400. The pre-

test participants were requested to complete the questionnaires and offer feedback or recommendations for clarifying any items that were unclear. This was undertaken to assess the responses to the questionnaire, evaluate the clarity and comprehensibility of the items, identify potential areas for additional items, ascertain non-responsiveness to any items, and ascertain the feasibility of the proposed data analysis method for the study. No modifications were made to the questionnaire after the pilot test; therefore, the questionnaire items remained unchanged.

Validity and Reliability of Quantitative Instrument

Validity denotes the extent to which a test accurately assesses the construct it claims to evaluate. Content and construct validity were evaluated through the utilisation of non-statistical methods (e.g., pilot testing, expert, and peer review) as well as statistical methods (Cronbach's Alpha) (Fraenkel & Wallen, 2008). A validation process was conducted on the questionnaire used in the study to ensure its face and content validity. To ascertain the face validity of the questionnaire items, they were meticulously crafted in accordance with the literature review. Subsequently, the questionnaires were reviewed by the researcher's supervisors and other colleagues, who provided valuable feedback and recommendations.

Before the pilot test, a copy of the questionnaire was distributed to supervisors and specialists in special education for their feedback during the validation procedure. Expertise and supervision consultations aid in the identification of errors and provide the chance to modify and enhance the instrument. They thoroughly reviewed the questionnaire and research inquiries to determine the instrument's suitability and sufficiency. In addition to the

evaluations, the pilot testing was conducted at UEW contributing to the achievement of validity by identifying and suitably modifying weaknesses pertinent to the subject under investigation.

The degree of consistency exhibited by the test results is the definition of reliability (Mugenda & Mugenda, 2009). An assessment of the items' reliability on the instrument was conducted utilising Cronbach's alpha analysis. Cronbach's alpha quantifies the degree of internal consistency, or the degree to which a collection of items is related as a unit. To establish reliability, Cronbach's Alpha was calculated; the outcomes are displayed in Table 1.

Table 1: Reliability Coefficient

Variable	No. of Items	Cronbach's Alpha	
		Pilot Test data	Actual data
Knowledge of inclusive classroom practices (KICP)	23	.860	.893
Differentiated instruction strategies (DIS)	11	.897	.888
Classroom management strategies (CMS)	10	.824	.810
Time management strategies (TMS)	7	.950	.914

Source: Field data, 2022

As shown in Table 1, the internal consistency of items on the questionnaire as measured by Cronbach's Alpha revealed that both the pilot test data and actual data have a reliability coefficient higher than the threshold of .7 which suggested that the instrument gathered credible data (Fraenkel & Wallen, 2000; Huck, 2004; Abington-Cooper, 2005). For example, regarding KICP scale, the reliability coefficient for 23 items of pilot test data and actual data

were .860 and .893 respectively. The DIS, CMS and TMS were found to be highly reliable for both pilot test data and actual data.

Overall, it can be said that the questionnaire met the reliability attributes of homogeneity, stability, and equivalence (Heale & Twycross, 2015).

Homogeneity is the extent to which all the items on a scale measure one construct and the high value of the coefficient reveals homogeneity or uniformity of the items. Stability considers the consistency of results when an instrument is used repeatedly. Again, the coefficients of both the pilot test data and actual data indicated steadiness of the items on the questionnaire. The consistency of responses from multiple users of an instrument or from alternative variants of the instrument is the focus of equivalence. According to Kerlinger (2000), a dependable instrument consistently yields an exact score for each time point, as determined by the scales.

Trustworthiness of the Qualitative Instrument

The reliability of qualitative data is assessed based on the extent to which the obtained data can be relied upon (Lincoln & Guba, 1985; Merriam 2009). To establish the trustworthiness of research results, Lincoln and Guba (1985) proposed four fundamental models: credibility, dependability, confirmability, and transferability. These metrics acknowledge the immutable complexity of the qualitative data, which is designed to supplement the quantitative findings concerning the research-teaching nexus, as well as the perspectives and implications derived from the faculty and students' inquiries, which ought to be reflected in the present study's research design and methodologies.

Since the purpose of this investigation is to examine the perspectives of instructors and teacher-trainees regarding the manner in which the "Special Education Course" aids in the development of pre-service teachers for inclusive classrooms (Research question 3), it was imperative to ensure that both the report and its content were as authentic as possible given the constraints imposed by implementing these standards. Explanation of the criteria in detail follows.

Credibility: The concept of reliability pertains to the extent to which the narrative of a qualitative study is precise and pertinent (Gibbs, 2007). Thus, the credibility of the obtained results was determined by assessing whether the conclusions were accurate from the perspective of the study, the participants, and the intended audience (Creswell & Miller, 2000). Triangulation and member verification were employed as methodologies to guarantee the aforementioned level of legitimacy. Triangulation can take the form of database, research method, researcher, or theory-based triangulation (Miles & Huberman, 1994). In order to assure triangulation, data pertaining to research question three was also collected from both lecturers and students.

Respondent validation, also known as member verification, is "the procedure in which a researcher provides study participants with an initial interpretation and data analysis in order to ascertain their level of agreement or disagreement with the researcher's analysis" (Hinchey, 2008, p. 97). To assure the integrity of the interview data acquired, participant evaluations were conducted. In order to ensure that my interpretation of the information presented aligned with the intentions of the lecturers and students, I employed member verification (Cohen, Manion & Morrison, 2000). Thus, updates regarding the

consistency of the specified categories and themes are provided to the participants. Cohen et al. assert that interviewers frequently misinterpret what respondents say, and that the interviewee's misunderstanding of the information could compromise the interview's validity.

Dependability: The concept of dependability in qualitative research pertains to the consistency of the methodology employed in a specific study across multiple researchers and programmes (Gibbs, 2007). There are numerous methods to discuss dependability in qualitative research. Creswell (2013) suggests that to establish inter-rater continuity, dependable information can be gathered through the use of comprehensive field notes (created with a respectable recorder to document the interview), the interview record, and the validation of codes by multiple researchers. To enhance the reliability of the findings presented in this analysis, the researcher conducted pilot interviews and verified the recording, translation, and coding. This was done in consideration of the fact that biases often stem from the interviewer's qualities, the respondent's attributes, and the verifiable content of the inquiries (Cohen et al., 2007; Breakwell, 2000).

To ascertain the reliability of the findings, four experimental interviews were undertaken, one with each of the lecturers and students, as part of the pilot study. This is consistent with Creswell's (1994) suggestion that qualitative data reliability could be ensured with the participation of one to four individuals. Initially, one of my supervisors completed the initial pilot while another supervisor observed and provided feedback. Following feedback received on the principal preliminary, the researcher implemented modifications to the format of the queries. The second trial was subsequently conducted with an

undergraduate student, followed by a postgraduate student. The purpose of the endeavour was to familiarise myself with the interview procedures and acquire proficiency in the methods entailed in procuring dependable data.

The interview trial proved to be highly beneficial, as it facilitated the development of my hearing, explaining, and learning interview abilities in accordance with the feedback provided by my supervisors. In addition, I was cognizant of the potential phonetic fluctuations that might arise during the interview. To convey the participants' intended meanings, I endeavoured to interpret the words and their connotations irrespective of the manner in which they were expressed by the members. This knowledge facilitated my ability to employ the data in a valid and rational fashion, while also preventing any exploitative usage. All interviews, including authentic ones, were recorded utilising a digital voice recorder and my personal mobile phone as an additional backup. By utilising both devices, I was able to extract comprehensive information from the interview, thereby increasing the accuracy of my data.

To enhance the reliability of the qualitative findings, the interview data were transcribed in vivid detail. The interview data were accurately transcribed, and I conducted a second review of the transcripts. Following that, duplicates of the annotated transcripts were emailed back to the participants for the purpose of verifying and supplementing any necessary responses. Certain transcripts were deemed legitimate and accurate without requiring any revisions; however, a few participants provided minor comments and adjustments. Overall, throughout the interviews, participants refrained from altering the viewpoints they expressed. Instead, they provided commentary regarding their own perspectives and made slight adjustments to the wording.

Transferability: Transferability is defined as "the degree to which the results obtained from one research endeavour can be implemented in different contexts" (Merriam, 2009, p. 223). While qualitative research may not place significant emphasis on generalisation, by providing a detailed description of the study's context, individuals who encounter similar circumstances can potentially apply the findings to their own specific requirements. Therefore, I furnished an elaborate and detailed account of the study's participants, including their selection and the study's setting. After that, I conducted in-depth interviews with 27 participants, including 20 students and 7 lecturers, to persuade readers to consider the generalizability of this study.

Confirmability: Confirmability or objectivity, as defined by Denscombe (2007), pertains to the extent to which the conclusions drawn from a research sample are not influenced by the researcher's bias, incentive, or desire. To mitigate the influence of my bias in the current analysis, I employed reflexivity, triangulated data from multiple data processing methods, and informed my superiors of my preliminary findings. I took measures to ensure that the collected data was self-explanatory and that any interpretations provided accurately reflected the participants' positions. The transcribed data underwent a process of cross-checking by fellow researchers, and the accuracy of the themes generated was assessed. According to Schwandt (2007), incorporating additional reviewers of the data and conclusions beyond the researcher could serve as a strategy to promote confirmability.

Data Collection Procedures

Since the study involves human beings, the ethical principles were followed during data collection. The data was collected using 10 weeks

(November 2021 - April 2022). The pilot testing was carried out within November 2021 using respondents from UEW. The actual data was collected using six (6) weeks (21st March – 29th April 2022) with teacher-trainees from UCC. Before the study was conducted, a research proposal was approved by the Department of Business and Social Sciences Education, University of Cape Coast upon a successful proposal defence on the 8th of April 2020. After the proposal defence, I collected an introductory letter from the Department. This enabled me to seek ethical clearance from the University of Cape Coast Institutional Review Board (UCCIRB). On September 7, 2021, I successfully obtained ethical clearance (UCCIRB/CES/2021/91) from the Institutional Review Board (IRB) of the University of Cape Coast. Again, a letter of introduction was obtained from the Department of Business and Social Sciences Education to request approval from the Head of Department and lecturers participating in the research.

The introductory letter was intended to establish a rapport between the researcher and the respondents, who were the primary participants of the study, and to request their cooperation. Furthermore, I ensured that informed consent was obtained from both the lecturers and students prior to carrying out the interviews and administering the questionnaire. The participants were duly informed of the voluntary nature of their involvement and their prerogative to discontinue their participation in the research at any given moment. Every endeavour was undertaken to ensure the confidentiality of the responses. The confidentiality of the participants' responses was guaranteed, and it was ensured that the information supplied would not be accessible to any individual known

to them. After data collection, the questionnaires were further protected from loss by being encased in an envelope and stored in a cabinet.

With the help of two trained research assistants, the questionnaires were administered. The training of the research assistant focused on understanding about the scale items and how to administer a questionnaire. The research assistants were trained on how to administer the instruments in compliance with the ethical protocols provided. The principal researcher liaised with the field assistants on the date, time, and mode of administration of questionnaires to respondents. The respondents took about 10-20 minutes in filling the questionnaires. One hundred and ninety-two (192) questionnaires were distributed and 164 of them were retrieved giving a response rate of 85. Table 2 shows questionnaire distribution and response rate.

Table 2: Questionnaire Distribution and Return Rate

Respondents	Questionnaire	
	Distributed	Retrieved
Level 300	105	84 (80%)
Level 400	87	80 (92%)
Total	192 (100%)	164 (85%)

Source: Field data, (2022)

For the interviews, the researcher contacted the lecturers and students through their emails and followed up with calls to agree on the date and time for the face-to-face interviews. Once dates and times were agreed upon with the participants for the interviews, they were briefed about the voluntary nature of the exercise. During the interviews, participants were given a second chance to clarify what they said in interviews. The consent form was provided to the

participants in a straightforward format to facilitate comprehension. One day prior to the interviews, they were notified via email. Two audio recording devices were affixed to the table's centre to capture the voices of the participants from each angle. I welcomed the attendees and proceeded to introduce myself as the moderator and the trained assistant who was responsible for taking field notes.

A synopsis of the subject matter was presented, the purpose of the discussion was expressed, and the parameters and time frame for the discourse commenced. The participants were provided with the primary subjects of the interview protocol (refer to Appendices B) prior to the commencement of the interview. It was discovered that the interviewees possessed a comprehensive understanding of the topics and inquiries presented, thereby reducing the likelihood of any potential miscommunication between the interviewer and the participants. This also increased the participants' understanding of the issues. The participants were duly informed that their responses would be recorded to facilitate anonymous reporting (pseudonyms were employed). They were encouraged to offer forthright and objective responses to the extent that they were knowledgeable and able to communicate with others. Following the participants' introductions, the moderator commenced the discussion.

The participants were granted unrestricted access to deliberate on matters of interest, devoid of any moderator interruptions. The sole instance in which the moderator intervened was when a specific participant repeated themselves in response to a point. Data saturation was achieved when all participants had contributed no further ideas to a given issue. Following the conclusion of the discussion, the field note-taker presented a concise summary

of the proceedings by reciting selected participant responses for their verification. Each interview lasted between forty-five minutes and an hour. Following our discussion, I expressed my gratitude and adjourned the meeting.

Data Processing and Analysis

After error-checking and coding of responses, the quantitative data obtained via the questionnaire was entered into SPSS version 25.0 for analysis. Descriptive statistics (including means, percentages, frequencies, and standard deviations) and inferential statistics (including the Independent Samples t-test and regression) were employed to analyse the data. The analysis of the data gathered in response to Research Objectives One and Two employed means and standard deviations as well as independent samples t test. The average response of the participants regarding their (a) KICP and (b) inclusive classroom instructional strategies (DIS, CMS, and TMS) was estimated using the mean score. The mean, being a composite score that represents the distribution of scores within a given population, was deemed a suitable statistical instrument. Additionally, it provides the most accurate estimation of central tendency for symmetrical data when the variables are measured at the ratio or interval level (scale). On a four-point Likert scale, the information was gathered (1 = strongly disagree; 4 = strongly agree).

The most appropriate metric for quantifying the dispersion around the mean is the standard deviation (SD). The utilisation of the standard deviation was pertinent in elucidating the extent to which responses on (a) the KICP scale and (b) inclusive classroom instructional strategies (DIS, CMS, and TMS) are dispersed or clustered around the mean. When all respondents provide identical responses, a low standard deviation (SD near zero) is anticipated, indicating that

the responses are homogeneous in nature (with equal levels of agreement and disagreement). On the contrary, in cases where the responses deviate from one another, a high standard deviation (typically greater than one) is observed, indicating that the responses are considered heterogeneous.

Data collected on Research Hypotheses One and Two (RH 1-2) were analysed using independent samples t-test. The independent-samples t-test was used to compare the means between two unrelated groups (gender, age and prior teaching experience) on the same continuous, dependent variable [(a) KICP, and (b) inclusive classroom instructional strategies (DIS, CMS, and TMS)]. The test was used to examine whether there is a difference in pre-service management teachers' (a) KICP and (b) inclusive classroom instructional strategies (DIS, CMS, and TMS) based on gender (male and female), age (20-29 years and 30-39 years), prior teaching experience (yes, no), and academic level (level 300 and 400).

Data collected on Research Hypothesis Three, Four, and Five (RH 3-5) was analysed using multiple linear regression. Multiple regression was used because the researcher sought to ascertain the influence of pre-service management teachers' KICP on their preparedness for inclusive classroom instructional practices (DIS, CMS and TMS). Pre-service management teachers' KICP was used as an independent variable and their preparedness for DIS, CMS and TMS was used as dependent variables. To determine the contribution of KICP, the demographic variables (gender, age, prior teaching experience, and academic level) were used as a control variable.

All the hypotheses were tested at 0.05 level of significance. Prior to the test, the assumptions of no significant outliers, normality, and homogeneity of

variances were checked and ensured. Effect size using eta-squared was used to determine the magnitude of the effect of independent variables (gender, age, prior teaching experience and academic level) on the dependent variables (KICP, DIS, CMS, and TMS).

The qualitative data pertaining to the third research question (RQ 3) were subjected to thematic analysis. The approach of thematic analysis is defined by Braun and Clarke (2006) as one that identifies, evaluates, and reports patterns (themes) within data. Interpreting multiple facets of the research subject is beneficial (Boyatzis, 1998). The interview responses were transcribed in their entirety, and analysed using reflexive thematic analysis (Braun & Clarke, 2006) in conjunction with constant comparison qualitative analysis (Glaser & Strauss, 1967). According to Newby (2010), for this process to be executed effectively, the researcher must thoroughly examine the transcription to identify significant themes that will facilitate the organisation of these themes into a collection of overarching categories and subsequent narration along these themes. The reportage utilised narratives and themes; the combination of the two has been cited as an effective method for reporting FFGD results (Anderson, 1990). In the present investigation, I employed the procedures outlined by Braun and Clarke (2006) to conduct a reflexive thematic analysis. The procedures employed in this study to code and examine interview documentation and details are illustrated as follows:

1. **Preparation of data:** At this preliminary phase, to render the unedited data amenable to analysis, I listened to the raw data in great detail and subsequently transcribed them.

2. ***Familiarity with the data:*** In this stage, after going through all the 27 transcripts many occasions, I engulfed myself with data to obtain an overall understanding of the material and to understand its general impression. To ensure that I received correct data and transcripts, I also corroborated those transcripts with the field notes I took during the interview phase.

3. ***Interpreting the data:*** The themes for this phase were thematically classified through the construction of tree nodes employing hierarchical structures derived from the interview transcripts. At the outset, I formulated preliminary codes by utilising themes extracted from the overarching concepts of the research-teaching nexus, which were deduced from the literature review and research inquiries of the study. I subsequently determined the significance of one selected transcript and classified it in accordance with the initial codes. As I reviewed the transcripts, I incorporated additional codes that emerged from the transcripts and contribute to the focus of the study. I was receptive to the possibility of addressing the research inquiries that were currently being examined. Critical analysis was conducted on recurring patterns in individual instances, such as sentences, names, or expressions, by designating an additional level of the node for sub-themes. The resulting patterns were then coded and implemented within the tree node. Coding was performed on all 27 transcripts using the same procedure: defining text fragments and assigning a code word. The codes were subsequently grouped together to provide examples that addressed inquiries

pertaining to the theme. This process encompassed data recognition and code generation, which ultimately generated research inquiries.

4. **Verifying the data:** I cross-checked the coding with my superiors of all the 27 transcripts for the purpose of data coding authentication. Also, to

acquire the validity of the examination, I put a great deal of consideration on research trustworthiness by checking, bracketing, and triangulating the data.

5. **Representing the data:** Every effort was made to avoid conflating the data. I ensured that the data gathered in support of a specific research question or hypothesis did so. Thus, misrepresentation of data is prevented. In this qualitative analysis, the data reduction techniques utilised encompassed concept clusters and matrix construction (Miles & Huberman, 1984). These methods were employed to construct a comprehensive representation of the participants' expressed beliefs and perspectives. In order to construct a composite image that preserves the integrity of each individual interview, the researcher attempted to identify overarching "themes" through the grouping of shared concepts and problems. Then, distinctions, parallels, and interrelationships were investigated. Discrepancies that might have been attributable to trends in wide disciplinary membership and/or managerial status were examined. An attempt was undertaken to avoid overemphasising or relying on the singular, innovative, or extreme perspective during the review. The selection process ensured that the opinions expressed and cited were representative of the participants' views. To assure the preservation of confidentiality, pseudonyms L1 and S1 were used to

identify all participants. S1 represents students, while L1 represents lecturers. In qualitative data analysis, I followed the procedures outlined by Creswell (2002), which included the following: preliminary exploration of the data through the reading of transcripts and drafting of memos; coding the data by segmenting and annotating the text; utilising codes to generate themes through the aggregation of related codes; connecting and interrelating themes; and developing a plot.

Table 3 provides a summary of both quantitative and qualitative data analysis.

Table 3: Summary of Data Analysis Plan

Objective	Research Questions/Hypotheses	Analytical Technique
OBJ 1	RQ 1 What is pre-service management teachers' level of knowledge of inclusive classroom practices (KICP)? RH 1: There is no statistically significant difference in the pre-service management teachers' KICP based on demographic profiles (gender, age, prior teaching experience and academic level).	Mean & Standard Deviation Independent Samples t-test
OBJ2	RQ 2 To what extent does the "Special Education Course" equip pre-service management teachers for using the following inclusive classroom instructional strategies? a. Differentiated instruction strategies (DIS) b. Classroom management strategies (CMS) c. Time management strategies (TMS) RH 2: There is no statistically significant difference in the pre-service management teachers' preparedness for inclusive classroom instructional strategies (DIS, CMS and TMS) based on demographic profiles (gender, age, prior teaching experience and academic level).	Mean & Standard Deviation Independent Samples t-test

Table 3: Cont'D

OBJ 3	RH 3: There is no statistically significant influence of knowledge from “Special Education Course” on pre-service management teachers’ preparedness for DIS.	Multiple linear regression
	RH 4: There is no statistically significant influence of knowledge from “Special Education Course” on pre-service management teachers’ preparedness for CMS.	Multiple linear regression
	RH 5: There is no statistically significant influence of knowledge from “Special Education Course” on pre-service management teachers’ preparedness for TMS.	Multiple linear regression
OBJ 4	RQ 3 How does the delivery of the “Special Education Course” support the preparation of pre-service management teachers for an inclusive classroom?	Thematic analysis

Source: Field data, 2022

Diagnostics

There was the need to conduct normality and homogeneity of variance tests as they were crucial for ensuring the validity of the inferential statistical analyses. If these assumptions are not met, researchers need to consider using appropriate non-parametric tests or robust statistical methods to draw accurate conclusions from the data. It was therefore imperative to determine whether parametric or non-parametric test was to be conducted and this was done subsequently.

Normality Test

A normality test was conducted on (a) KICP, (b) DIS; (c) CMS and (d) TMS. The normality test was examined using mean, 5% trimmed mean (TM), median, skewness, kurtosis, Histogram and Normal Q-Q plot. The results of the normality test are presented in Table 4 and Figure 2.

Table 4: Test for Normality of Variables

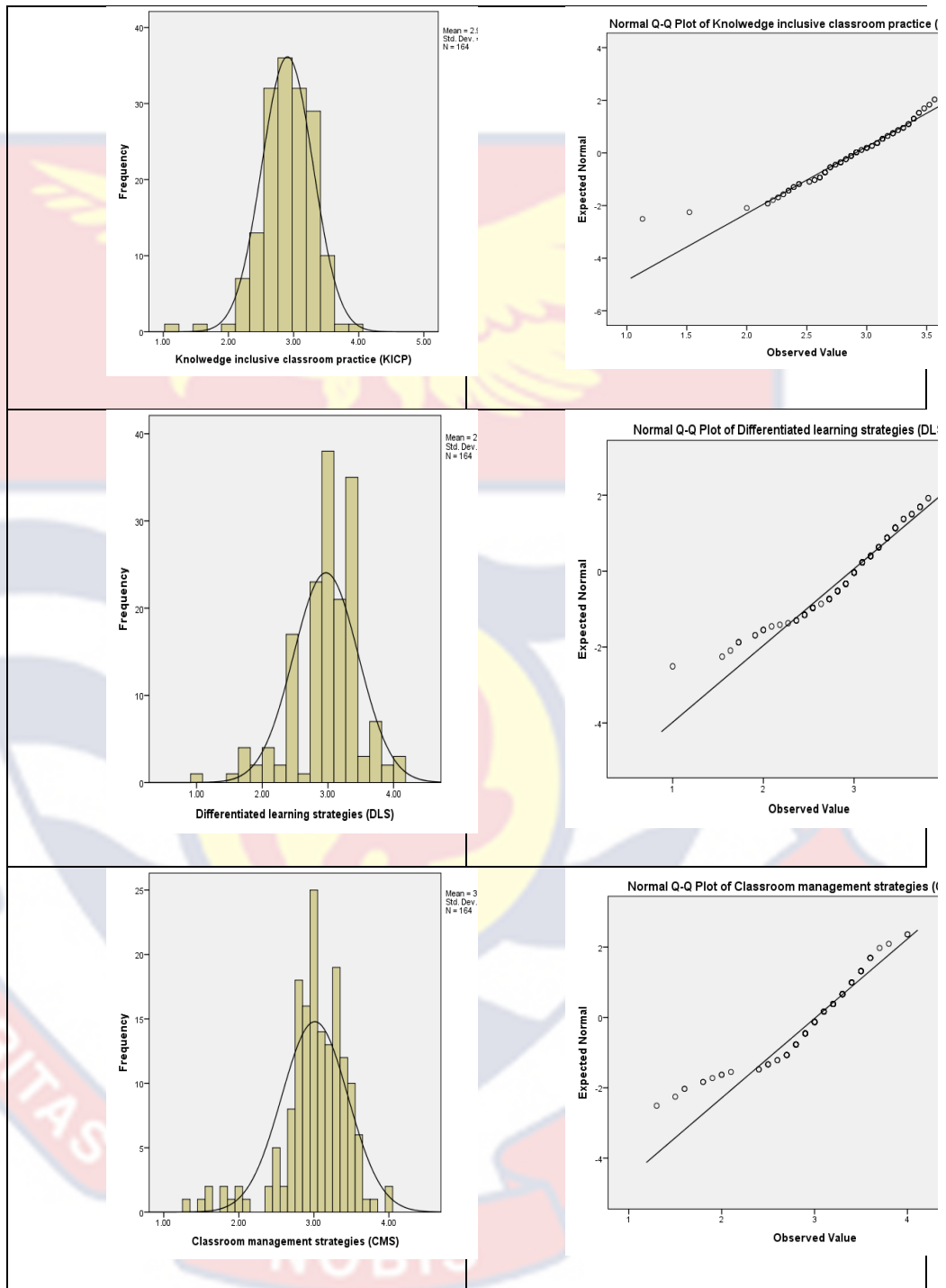
Variable	Mean	Median	Skewness	Kurtosis
Knowledge of inclusive classroom practices (KICP)	2.91	2.91	-.789	2.247
Differentiated instruction strategies (DIS)	2.97	3.00	-.899	1.694
Classroom management strategies (CMS)	3.01	3.00	-1.239	2.838
Time management strategies (TMS)	3.04	3.00	-1.421	2.810

Source: Field data, 2022

As presented in Table 4, the mean and median of pre-service management teachers' (a) KICP, (b) DIS; (c) CMS and (d) TMS were approximately equal. This suggests that the scores for the variables mentioned in Table 4 followed a normal distribution. Once more, data can be considered normally distributed if the skewness and kurtosis values of each construct fall within the intervals of -2 and +2 or +3.29 and -3.29, respectively. Further examination of the skewness and kurtosis of (a) KICP (SK = -.789; Kur = 2.247), (b) DIS (SK = -.899; Kur = 1.694), (c) CMS (SK = -1.239; Kur = 2.838), and (d) TMS (SK = -1.421; Kur = 2.810) were within the range of -2 and +2 for skewness or + 3.29 and -3.29 for kurtosis (Bryne, 2010; George & Mallery, 2010; Gravetter & Wallnau, 2014; Hair et al., 2010; Tabachnick & Fidell, 2007), hence the variables are normally distributed to permit the use of parametric statistics for the hypothesis testing.

To validate the normality test proposed by the descriptive statistics, the variables were represented graphically using the Histogram and Normal Q-Q plot, as illustrated in Figure 1. This was done to facilitate a visual comparison

of the observed data to the diagonal distribution line of expectation for a normal distribution.



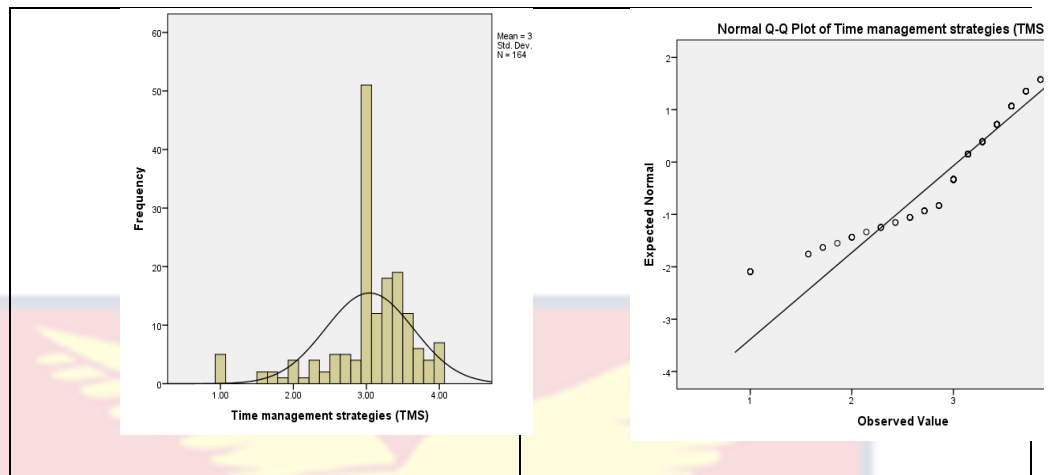


Figure 2: Histogram and normal Q-Q plot for normality

According to the histograms of the dependent variables (KICP, DIS, CMS, and TMS), the data sets exhibit a moderately symmetrical apex situated in the middle. This finding suggests that the data set exhibited a normal distribution. Additionally, the normal Q-Q plot provides evidence that the data set is thought to follow a normal distribution, as it closely adheres to the diagonal line and lacks any discernible non-linear trend. Consequently, the data points appeared along a reasonably linear diagonal line from bottom left to top right, with slight deviations at the extremities, as indicated by a normal Q-Q plot. As the observed deviations from the expected normal distribution line are not significantly off, it can be concluded that the two variables are approximately normal.

Homogeneity of Variances Test

The independent samples t-test assumes that the variances of the groups are equal in the population (equal variance assumed). To ascertain this, a test was performed using Levene's test for homogeneity of variances. This test for homogeneity of variance provides an F-statistic and a significance value (p-value). The results of homoscedasticity are presented in Table 5.

Table 5: Test of Homogeneity of Variances

Variable	Group	Test of Equality of Variances	
		F	Sig.
Knowledge of inclusive classroom (KICP)	Gender	1.056	.306
	Age group	3.890	.050
	Prior teaching experience	.013	.908
	Academic level	1.015	.315
Differentiated instruction strategies (DLS)	Gender	.021	.886
	Age group	2.514	.115
	Prior teaching experience	.023	.879
	Academic level	3.273	.072
Classroom management strategies (CMS)	Gender	2.499	.116
	Age group	4.288	.040
	Prior teaching experience	.022	.883
	Academic level	1.315	.253
Time management strategies (TMS)	Gender	1.584	.210
	Age group	.004	.952
	Prior teaching experience	.002	.965
	Academic level	1.759	.187

Source: Field data, 2022

All the demographic profiles of pre-service management teachers met the assumption of homogeneity of variances (equal variances assumed). This is because the sig. values (p-value) of all the variables were greater than .05 significant level. For example, concerning the construct KICP, equal or similar variances were observed in pre-service management teachers' gender ($F = 1.056$; $p = .306$), age group ($F = 3.890$; $p = .050$), prior teaching experience ($F = .013$; $p = .908$) and academic level ($F = 1.015$; $p = .315$). This trend was realised for (b) DIS; (c) CMS and (d) TMS. It is concluded that the assumption of homoscedasticity, or homogeneity of variances was met.

Chapter Summary

This chapter offers a comprehensive overview of the research methodology utilized in conducting this study. It outlines the research design and elucidates the rationale behind its selection. Additionally, it provides insights into the population under investigation and the procedures employed for sampling. Both quantitative and qualitative data collection methods are elucidated, encompassing a detailed description of the questionnaires and unstructured interview guide. The instruments' face and content validities are also explicated. The study used the concurrent embedded mixed-methods research design as it encompasses 164 respondents included through census survey for the quantitative phase of the study and the purposive sample of lecturers ($n = 7$) and 20 trainee-teachers partook the follow-up qualitative aspect. Questionnaires and interview guides were used to gather data from participants. Descriptive and inferential statistics were used to analyse the quantitative data, and thematic analysis for the qualitative data. The ensuing findings derived from this data are expounded in Chapter Four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The research examined pre-service management teachers' preparedness in adapting the curriculum for an inclusive classroom. This investigation was carried out using the concurrent triangulation embedded mixed methods design. The results and a discussion of the results are presented in this chapter. Following the presentation of the demographic characteristics of the respondents, the primary findings that addressed the research questions and hypotheses were disclosed. The quantitative data was presented using 164 cases. In the qualitative phase, interviews were conducted among seven (7) lecturers and 20 students.

Demographic Characteristics of Respondents

This section presents the results of respondents' demographic distribution. The demographic information includes gender, age, prior teaching experience and academic level. Table 6 presents details of the results.

Table 6: Respondents' Background Information (n = 164)

Variable	Category	Frequency	Percent
Gender	Male	102	62.20
	Female	62	37.80
Age	Between 20-25 years	147	89.60
	Between 26-30 years	17	10.40
Prior teaching experience	Yes	122	74.40
	No	42	25.60
Academic level	Level 300	84	51.20
	Level 400	80	48.80

Source: Field data, 2022

As shown in Table 6, there were more male students ($n = 102$; 62%) than females ($n = 62$; 38%). The demographic distribution of the sample exhibits a disproportionate representation of gender, hence rendering the findings vulnerable to gender bias. Most participants fell within the age range of 20-25 years ($n = 147$; 90%). The data also shows that the respondents are of mature age, and this suggests that respondents are in a better position to provide accurate information about their preparation to adapt and implement inclusive education.

In Table 6, most of the respondents had taught before ($n = 122$; 74%). Thus, the majority of the pre-service management teachers had prior teaching experience before enrolling in the management education programme. It could be inferred from this result that some of the respondents might have had professional education background, which presupposes that they could be exposed to inclusive education formally in the previous teaching or might experience some form of inclusivity in during their practice. Having prior teaching experience is quite reasonable to infer that respondents might be experienced teachers. Most of the respondents who participated in the study were in Level 300 ($n = 84$; 51%). It is believed that these groups of students had completed their special education, assessment, methods of teaching and curriculum studies courses in Management Education programme, hence, they would be exposed to issues about inclusive education in the programme.

Main Results

The results were presented according to the objectives of the study and their respective research question or research hypothesis. The study had four main objectives. The first objective of the study was addressed with both

research objective one and research hypothesis one. The second objective was also addressed with both research question two and research hypothesis 2. The third objective was addressed with research hypotheses only (i.e. research hypotheses 3-5). Finally, the fourth objective was also addressed with only research question (i.e. research question three).

Pre-Service Management Teachers' KICP

Under Objective One, the researcher sought to examine pre-service management teachers' level of knowledge of inclusive classroom practices (KICP) while considering their demographic profiles (gender, age, prior teaching experience and academic level). This led to answering one research question and testing one research hypothesis. The research question was addressed first.

Research Question One: What is pre-service management teachers' level of knowledge of inclusive classroom practices (KICP)?

Research Question One determined the level of knowledge of pre-service management teachers in inclusive classroom practices. Respondents were asked to respond to 23 items concerning their knowledge on inclusive education based on four-point Likert scale (1 = strongly disagree to 4 = strongly agree). The total scores for all the 23 items, therefore, ranged from 23 to 92. A mean score of 1.00 – 1.99 (thus, 25% - 49.9%) was classified as possessing a low level of knowledge, 2.00 – 2.99 (50% - 74.9%) was classified as possessing a moderate level of knowledge while 3.00 – 4.00 (75% - 100%) was described as possessing a high level of knowledge. Also, Higher standard deviations suggested higher dispersion of the mean estimates while lower standard deviation showed the estimates were more centred. Lower standard deviation

gives evidence of a more reliable mean estimate. Table 7 presents details of the results.

Table 7: Pre-Service Management Teachers' Knowledge of Inclusive Classroom Practices (n = 164)

Statement	Mean	<i>SD</i>
I have had significant interactions with a person with special needs.	2.72	.89
I have had training focusing on the education of students with special needs.	2.84	.81
My knowledge of the local legislation and/or policy as it pertains to children with special needs is good.	2.76	.72
My level of confidence in teaching students with special needs is high.	2.67	.76
I have experience teaching students with special needs.	2.46	.87
I understand the differences between impairment, disabilities, and handicap.	3.19	.68
I understand the difference between physical disabilities and intellectual disabilities.	3.27	.61
I have an idea about the history of exceptional individuals.	3.02	.67
I will be able to plan lessons for exceptional learners in an inclusive classroom.	2.89	.66
I will be able to identify lessons for exceptional learners in an inclusive classroom.	2.93	.61
I will be able to write an Individualised Education Plan (IEP) for learners with special educational needs and disabilities (SEND).	2.79	.73
I am aware of the role of teachers in special education for learners with special needs.	3.11	.57
I know about the relevance of assessment in special education.	3.15	.63
I know about the purpose of assessment in special education.	3.21	.66

Table 7:Cont'D

I know about the principles of assessment in special education.	3.06	.70
I will be able to carry out assessment for learners with special education needs.	2.96	.67
I am aware of the barriers to assessing learners with special educational needs.	2.99	.67
I have no idea about the causes of intellectual and developmental disabilities.	2.54	.94
I have no idea about the educational considerations of intellectual and developmental disabilities.	2.51	.94
My knowledge of strategies to cater for the need's diverse learners in an inclusive classroom is sound.	2.94	.72
I know about the classification of learners with social, emotional, and behavioural disorders.	2.96	.59
I am very confident in informing others don't about laws and policies relating to the inclusion of students with special needs.	2.94	.68
I know about the factors to consider in implementing inclusive education.	2.93	.65
Mean of Means/SD	2.91	.71

Source: Field data, 2022

As shown in Table 7, the overall mean of means scores ($MM = 2.91$; $SD = .71$) of respondents regarding their knowledge level in inclusive education was moderate. The standard deviation of .71 indicated that respondents individual scores fall above the lower boundary of the moderate range (2.00 – 2.99). Thus, on the average, the pre-service teacher scored 73% out of 92% on their knowledge about inclusive education. This result could emanate from the fact that the majority of the respondents had taken the following courses: special education, assessment, methods of teaching and curriculum studies in Management and teacher professional enhancement. Some of them also had prior teaching experience before coming to the university.

The moderate level of knowledge among the student-teachers of Management was demonstrated within the individual items. For example, the respondents highly indicated that they had knowledge about the history of exceptional individuals ($M = 3.02$; $SD = .67$). Respondents understood the difference between physical disabilities and intellectual disabilities ($M = 3.27$; $SD = .61$), impairment, disabilities, and handicap ($M = 3.19$; $SD = .68$). They also had knowledge about the classification of learners with social, emotional, and behavioural disorders ($M = 2.96$; $SD = .59$). They also knew about the purpose of assessment in special education ($M = 3.21$; $SD = .66$), the relevance of assessment in special education ($M = 3.15$; $SD = .63$) and principles of assessment in special education ($M = 3.06$; $SD = .70$). This level of knowledge on inclusive education among the pre-service management teachers could be attributed to several courses like special education, assessment, methods of teaching, curriculum studies in management and teacher professional enhancement.

In Table 7, the respondents reported that they are aware of the roles of the teacher in special education ($M = 3.11$; $SD = .57$). Some of their roles in special education are that they could identify lessons for exceptional learners in an inclusive classroom ($M = 2.93$; $SD = .61$), carry out assessment for learners with special education needs ($M = 2.96$; $SD = .67$) and devise instructional strategies to cater for the need's diverse learners in an inclusive classroom ($M = 2.94$; $SD = .72$). The knowledge level of respondents in inclusive education helped them to recognise the barriers to assessing learners with special educational needs ($M = 2.99$; $SD = .67$) and factors to consider in implementing inclusive education ($M = 2.93$; $SD = .65$).

Finally pre-service management teachers' moderate level of knowledge on inclusive education suggested they knew about the purpose and relevance of special education, they could differentiate among physical disabilities, intellectual disabilities, impairment, disabilities, and handicap. They also knew the roles as a teacher in an inclusive classroom. This level of knowledge could help them provide an appropriate pedagogical approach to cater for the needs of individual students in the inclusive class. They could appreciably provide learning experiences that would emphasise personalisation, individualisation, and differentiation in the class.

Hypothesis One: There is no statistically significant difference in the pre-service management teachers' KICP based on demographic profiles (gender, age, prior teaching experience and academic level).

Research Hypothesis One assessed the existence of any significant difference in pre-service management teachers' KICP based on demographic profiles (gender, age, prior teaching experience and academic level). The data was analysed using independent samples t-test. Details of the results are presented in Table 8.

Table 8: Difference in Pre-Service Management Teachers' Knowledge of Inclusive Classroom Practices based on Demographic Profiles

Variable	Sub-scale	N	Mean	SD	t-value	df	p-value
Gender	Male	102	2.95	.42	1.612	162	.109
	Female	62	2.84	.34			
Age	20-29yrs	147	2.92	.37	1.486	162	.139
	30-39yrs	17	2.77	.56			
Prior Tech. experience	Yes	122	2.93	.39	1.214	162	.226
	No	42	2.84	.40			
Academic level	Level 300	84	2.78	.40	-4.544*	162	<.001
	Level 400	80	3.04	.35			

Source: Field data, 2022

*significant at .05

The results of the independent samples t-test with respect to gender, indicated that there was no significant difference in pre-service management teachers' KICP score for male teachers ($M = 2.95$; $SD = .42$) and female teachers ($M = 2.84$, $SD = .34$; $t(162) = 1.612$, $p = .109$). Similarly, it was observed that there was no statistically significant difference in pre-service management teachers' KICP based on age, $t(162) = 1.486$, $p = .139$ and prior teaching experience, $t(162) = 1.214$, $p = .226$.

However, a statistically significant difference in pre-service management teachers' KICP with respect to academic level was observed, $t(162) = -4.544$, $p < .001$. The level 400 pre-service management teachers ($M = 3.04$; $SD = .35$) acquired more knowledge about inclusive classroom practices than level 300 ($M = 2.78$; $SD = .40$). This result implies that the level of academic attainment influences pre-service management teachers' KICP. It is concluded that pre-service management teachers' level of KICP is dependent on their academic level, but not on gender, age and prior teaching experience.

Discussion of Objective One Results

Preservice Management Teachers' Level of KICP

The study revealed that pre-service management teachers have a moderate level of KICP. They knew about the purpose and relevance of special education, they could differentiate among physical disabilities, intellectual disabilities, impairment, disabilities, and handicap. They also knew the roles as a teacher in an inclusive classroom. The finding suggests that pre-service management teachers have a fair knowledge of some of the inclusive practices such as the purpose and relevance of special education, differentiation among physical disabilities, intellectual disabilities, impairment, disabilities, and

handicaps. This level of knowledge could help them provide an appropriate pedagogical approach to cater for the needs of individual students in the inclusive class. They could provide learning experiences that would emphasise personalisation, individualisation, and differentiation in the class. This level of KICP could influence pre-service management teachers' perception, attitudes, intentions, and efficacy for inclusive education. This, although not adequate, is better than having low or no knowledge of inclusive education. The moderate level of pre-service management teachers' knowledge about inclusive classrooms could be attributed to their professional preparation programmes, as it is safe to assume that most of them have never taught in an inclusive classroom or experienced a practical inclusive classroom. Further, it could be attributed to the implementation of the "Special Education Courses" since most of them never have practical experience in an inclusive classroom.

The findings of the current study are consistent with the study conducted by Pasha et al. (2021) in Pakistan, where pre-service teachers exhibited a good grasp of inclusion concepts and readiness to implement inclusive classroom practices. Similarly, in South Africa, Adigun (2021) reported a moderate level of knowledge among pre-service teachers from Nigeria and South Africa concerning inclusive education. This alignment between the current study and previous research suggests a shared level of awareness and knowledge among pre-service teachers in different contexts regarding inclusive education. Also, the present study's findings corroborated the conclusions drawn from several prior studies (Pasha et al., 2021; Adigun, 2021; Monico et al., 2018; Moti et al., 2016; Sharma et al., 2015; Dapudong, 2014), which collectively establish that both teachers and preservice teachers across different disciplines and

educational levels possess a moderate level of understanding regarding inclusive education.

The findings of knowledgeable preservice management teachers, however, deviates from the findings of numerous other studies (Alkahtani, 2022; Mensah et al., 2022; Gyasi et al., 2020; AlMahdi & Bukamal, 2019; Baguisa & AngManaig, 2019; Wanjiru, 2017; Shillingford & Karlin 2014; Timothy et al., 2014; Belapurkar & Phatak, 2012; Gable et al., 2012; Dee, 2011; De Boer et al., 2011; Afreen, 2011; Hay et al., 2001). These studies rather found that preservice teachers were not sufficiently knowledgeable in inclusive classroom practices. The divergence between the present study and prior studies may be ascribed to various factors, including educational policies regarding inclusive education, institutional policies regarding inclusive education, sample characteristics, and respondents' values and beliefs regarding inclusive education practises within each respective country.

Also, the study established that there was no statistically significant difference in pre-service management teachers' KICP with respect to gender, age, and prior teaching experience. This suggests that the level of knowledge of inclusive education by pre-service management teachers does not vary based on gender, age and teaching experience. Thus, these personal factors do not affect or influence their level of knowledge of inclusive education or classroom practices.

This finding substantiates the fact that pre-service management teachers undergo similar teacher education programmes that mandatorily cover inclusive education content uniformly leading a consistent level of knowledge across gender and age. With respect to teaching experience, it could be attributed to

the fact that inclusive education even though policies have been developed for their implementation, is not largely done giving experienced teachers meagre avenue to acquire the necessary knowledge more than those without experience. This tells how the management teacher education programme can be considered very important in acquiring KCIP. This again fortifies the position of the theories underpinning the study as they hold that the knowledge acquired by learners are sourced from the instruction they have received. Therefore, the knowledge of preservice teachers is a function of the special education enlightenment they have received through management teacher education.

The findings of the current study (i.e., gender, age, and teaching experience do not influence knowledge of inclusive education) confirmed the study of Moti et al. (2016) in Ethiopia who found that there were no statistically significant differences in teachers' knowledge and attitude, practices of inclusive education-based sex, training, teaching experience. However, the current findings deviate from the study of previous researchers that pre-service teacher knowledge about inclusion is influenced by several factors such as teachers' gender, prior teaching experience, training, and academic level (Alghazo & Gaad, 2004; Haq & Mundia, 2012). For example, in South Africa, Adigun (2021) revealed that the gender of pre-service teachers significantly affects their knowledge about inclusive education. Furthermore, in South Africa, Jacob and Pillay (2022) revealed a statistically significant difference in pre-service teachers' knowledge based on gender and programme of study. The study further disagrees with the finding of previous researchers that prior experiences of training influence teachers' KICP (e.g., Kraska & Boyle's, 2014; Varcoe & Boyle, 2014). Particularly, pre-service teacher knowledge and

awareness about inclusivity was associated with their previous experiences of inclusive education (Kraska & Boyle's, 2014).

Pre-Service Management Teachers' Preparedness for using Inclusive Classroom Instructional Strategies

According to previous studies (Avramidis et al., 2000; Haugh, 2003; Srivastava et al., 2017), instructors who are sufficiently prepared are more likely to cultivate favourable perceptions and enhance their confidence in implementing instructional practises within inclusive classroom settings. The successful implementation of inclusive education has continuously been linked to pre-service teachers' perceptions of instructional practises (Florian, 2009; Forlin, 2011). Previous studies have indicated a potential correlation between the understanding and perspectives of pre-service teachers about inclusive education and their instructional approaches inside the classroom (Bransford, Darling-Hammond, & LePage, 2005; Hasting & Oakford, 2003). Therefore, it may be anticipated that pre-service teachers who hold positive perspectives will employ more effective instructional approaches when working with kids with special educational needs and disabilities (SEND). Given the critical role of preservice teacher preparedness, the second objective of the study therefore explored the preparedness of the preservice management teachers to use the inclusive classroom instructional strategies while considering their profiles. Research Question Two was answered, and Research Hypotheses Two was tested to achieve this objective. The results are subsequently presented.

Research Question Two: What is pre-service management teachers' level of preparedness in inclusive classroom instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies)?

Research Question Two sought to determine the readiness of pre-service management teachers to use the inclusive classroom instructional strategies (DIS; CMS and TMS). Based on a 4-point Likert-type scale, the participants responded to 28 items divided into three sections namely: (a) DIS (11 items); (b) CMS (10 items) and (c) TMS (7 items). The data was analysed using the mean and standard deviation. For easy interpretation of the scores with regards to pre-service teachers' preparedness for an inclusive classroom, a mean criterion was established. A mean score of 1.00 – 1.99 (25% - 49.9%), 2.00-2.99 (50% - 74.9%) and 3.00-4.00 (75% - 100%) denotes a low, average and a high level of preparedness among pre-service teachers respectively. Also, Higher standard deviations suggested higher dispersion of the mean estimates while lower standard deviation showed the estimates were more centred. Lower standard deviation gives evidence of a more reliable mean estimate. The results were presented in Table 9-11.

Table 9: Pre-Service Management Teachers' Preparedness for Differentiated Instruction Strategies (n = 164)

Statement	Mean	SD
I will be able to plan lessons for students with different needs.	2.85	.81
I will be able to deliver lessons for students with different needs.	3.01	.67
I will be able to use a variety of teaching and learning aids to support students with learning disabilities.	2.98	.64
I will be able to differentiate appropriately, using a range of teaching styles & approaches for students with special needs.	2.99	.70
I will be able to adapt teaching to support students' education at different stages of development.	3.01	.61
I will be able to differentiate, cater for the needs of all students (SEND; G & T; EAL; disabilities).	2.95	.70
I will be able to set learning objectives and targets that challenge all students in an inclusive classroom.	3.01	.74
I will be able to promote positive values & behaviour expected of learners in an inclusive classroom.	2.99	.67
I will be able to effectively model expected behaviour for learning in an inclusive classroom.	3.06	.66
I will be able to adapt teaching strategies to take account of students' different learning styles.	3.12	.68
I will be able to use technology effectively to provide an alternate explanation or example when students are confused.	2.70	.97
Mean of Means/SD	2.97	.71

Source: Field data, 2022

Pre-Service Management Teachers' Preparedness for DIS

As shown in Table 9, the respondents reported a moderate level of preparedness for using DIS in an inclusive classroom. This is depicted by the

mean of means score ($MM = 2.97$; $SD = .71$). This implies that the “Special Education Course” moderately equips pre-service teachers to effectively use DIS for an inclusive curriculum and to deliver lessons in an inclusive classroom.

The participants in the study indicated their ability to provide instruction to students with diverse needs ($M = 3.01$; $SD = .67$). They also expressed their capability to utilise various teaching and learning resources to assist students with learning disabilities ($M = 2.89$; $SD = .64$), and to effectively adapt teaching styles and approaches for students with special needs ($M = 2.99$; $SD = .70$). Additionally, the respondents confirmed their willingness to modify instructional methods to facilitate the educational progress of students at various developmental levels ($M = 3.01$, $SD = .61$). They also expressed their commitment to fostering positive values and behaviours that are expected of learners in an inclusive educational setting ($M = 2.99$, $SD = .67$). Furthermore, they indicated their ability to adjust teaching strategies to accommodate the diverse learning styles of students ($M = 3.12$, $SD = .68$).

Pre-Service Management Teachers’ Preparedness for CMS

Table 10 shows the results of the respondents concerning the views on their preparedness to use CMS in an inclusive classroom. Generally, from the results, it was evident that pre-service management teachers were highly prepared to use CMS ($MM = 3.02$; $SD = .72$).

Table 10: Pre-Service Management Teachers' Preparedness for Classroom Management Strategies (n = 164)

Statement	Mean	SD
I will be able to establish and communicate clear and consistent rules and routines.	3.02	.72
I will be able to use the school behaviour policy to enhance students' learning.	3.06	.65
I will be able to establish a framework for discipline for students with learning needs and special needs.	3.08	.67
I will be able to adopt a range of strategies fairly and promote very good behaviour for an inclusive classroom.	3.07	.64
I will be able to manage class effectively, using approaches which involve and motivate pupils in an inclusive classroom.	3.14	.64
I will be able to maintain good relationships with pupils, exercise authority, and act decisively, when necessary, ensure student safety in an inclusive classroom.	3.08	.66
I will be able to encourage a responsible attitude from different learners.	3.13	.67
I will be able to ensure learners in my care have the right learning environment to make the required academic progress in a safe space.	3.10	.64
I have a problem managing students with disruptive behaviour.	2.82	.90
I will be able to prevent disruptive behaviour before it occurs.	2.64	1.01
Mean of Means/SD	3.02	.72

Source: Field data, 2022

The respondents strongly agreed that they could establish and communicate clear and consistent rules and routines ($M = 3.02$; $SD = .72$), establish a framework for discipline for students with learning needs and special needs ($M = 3.08$; $SD = .67$), adopt a range of strategies fairly and promote very good behaviour for an inclusive classroom ($M = 3.07$; $SD = .64$), manage class effectively, using approaches which involve and motivate pupils in an inclusive

classroom ($M = 3.14$; $SD = .64$), maintain good relationship with pupils, exercise authority, and act decisively, when necessary, ensure student safety in an inclusive classroom ($M = 3.08$; $SD = .66$), encourage a responsible attitude from different learners ($M = 3.13$; $SD = .67$) and ensure learners have the right learning environment for quality academic success ($M = 3.10$; $SD = .64$).

Pre-Service Management Teachers' Preparedness for TMS

Table 11 displays the results of the respondents concerning their views on their preparedness for using TMS in an inclusive classroom. Generally, it was evident that pre-service management teachers were highly prepared for using TMS in an inclusive classroom ($MM = 3.04$; $SD = .74$).

Table 11: Pre-Service Management Teachers' Preparedness for Time Management Strategies (n = 164)

Statement	Mean	SD
I will be able to plan lessons effectively to meet the needs of different learners in an inclusive classroom.	2.99	.76
I will be able to pace lessons to support the needs of different learners in an inclusive classroom.	3.02	.74
I will be able to manage lesson time well to ensure a good pace for all learners and no learning time wasted.	3.08	.77
I will be able to provide needed assistance to learners who may need extra support.	3.16	.71
I will be able to arrange for extra support for students with special needs through resource persons and teaching assistants.	3.00	.76
I will be able to make the necessary adjustments (make notes available to them, help them catch up) for students who may need extra time to get to the lesson (e.g., students with mobility issues or visual impairment)	2.98	.74
I will be able to ensure there is an equality of opportunity for all learners to access every lesson, as building blocks to the wider curriculum.	3.07	.73
Mean of Means/SD	3.04	.74

Source: Field data, (2022)

For example, they were equipped with the ability to pace lessons to support the needs of different learners in an inclusive classroom ($M = 3.02$; $SD = .74$), manage lesson time well to ensure good pace for all learners and no learning time wasted ($M = 3.08$; $SD = .77$), provide needed assistance to learners who may need extra support ($M = 3.16$; $SD = .71$), and arrange for extra support for students with special needs through resource persons and teaching assistants ($M = 3.00$; $SD = .76$).

Research Hypothesis Two: There is no statistically significant difference in pre-service management teachers' preparedness for inclusive classroom instructional strategies (DIS, CMS and TMS) based on demographic profiles (gender, age, prior teaching experience and academic level)

Research Hypothesis Two tested whether there is any significant difference in pre-service management teachers' inclusive classroom instructional strategies (DIS; CMS, and TMS) based on demographic profiles (gender, age, prior teaching experience, and academic level). The data was analysed using independent samples t-test. Details of the results are presented in Table 12-14.

Pre-Service Management Teachers' Preparedness for DIS and Demographic Profiles

In Table 12, an independent samples t-test was conducted to assess the difference in pre-service management teachers' preparedness for DIS based on gender, age, prior teaching experience, and academic level. With regard to age of the respondents, it was found that there was a statistically significant difference in pre-service management teachers' preparedness for DIS score for those within the age bracket of 20-29 years ($M = 3.00$, $SD = .37$) and those

within the age bracket of 30-39 years ($M = 2.67$, $SD = .56$) $t(162) = 2.652$, $p = .009$). The teacher trainees within the age bracket of 20-29 years were moderately prepared for using DIS in an inclusive classroom than those within the age bracket of 30-39 years. This result implies that the age of the pre-service management teachers influences their DIS to be employed during an inclusive classroom.

Table 12: Difference in Pre-Service Management Teachers' Differentiated Instruction Strategies based on Demographic Profiles

Variable	Sub-scale	N	Mean	SD	t-value	df	p-value
Gender	Male	102	3.03	0.50	1.886	162	.061
	Female	62	2.88	0.48			
Age	20-29 yrs	147	3.00	0.37	2.652*	162	.009
	30-39 yrs	17	2.67	0.56			
Prior Tech. experience	Yes	122	2.98	0.39	0.358	162	.721
	No	42	2.95	0.40			
Academic level	Level 300	84	2.83	.52	-3.788*	162	<.001
	Level 400	80	3.11	.42			

Source: Field data, (2022)

*significant at .05

Further, based on the academic level of respondents, there was a statistically significant difference in preparedness for DIS mean score for pre-service management teachers in Level 300 ($M = 2.83$; $SD = .52$) and those in level 400 ($M = 3.11$; $SD = .42$), $t(162) = -3.788$, $p < .001$. The pre-service management teachers in Level 400 were more moderately prepared for using DIS in an inclusive classroom than those in Level 300. This result implies that

the level of academic attainment among pre-service management teachers influences their preparedness for using DIS in an inclusive classroom.

However, it was observed that no statistically significance difference existed in pre-service management teachers' preparedness for using DIS in an inclusive classroom based on gender, $t(162) = 1.886, p = .061$ and prior teaching experience, $t(162) = 0.358, p = .721$. It is identified that pre-service management teachers' preparedness for using DIS in an inclusive classroom is dependent on their age and academic level but not on their gender and prior teaching experience.

Pre-Service Management Teachers' Preparedness for CMS and Demographic Profiles

In Table 13, an independent sample t-test was conducted to assess the difference in pre-service management teachers' preparedness for CMS based on gender, age, prior teaching experience, and academic level. Concerning the age of respondents, the results of the independent samples t-test revealed that there was a statistically significant difference in pre-service management teachers' preparedness for CMS score for those within the age bracket of 20-29 years ($M = 3.06, SD = .41$) and those within the age bracket of 30-39 years ($M = 2.65, SD = .58$), $t(162) = 3.741, p < .001$. The teacher trainees within the age bracket of 20-29 years were more prepared for using CMS in an inclusive classroom than those within the age bracket of 30-39 years. This result implies that the age of the pre-service management teachers influences their preparedness in using CMS during inclusive classrooms.

Table 13: Difference in Pre-Service Management Teachers' Classroom Management Strategies Based on Demographic Profiles

Variable	Sub-scale	N	Mean	SD	t-value	df	p-value
Gender	Male	102	3.06	0.47	1.906	162	.058
	Female	62	2.93	0.38			
Age	20-29 yrs.	147	3.06	0.41	3.741*	162	<.001
	30-39 yrs.	17	2.65	0.58			
Prior experience	Tech. Yes	122	3.02	0.44	0.136	162	.892
	No	42	3.01	0.44			
Academic level	Level 300	84	2.92	.45	-2.879*	162	.005
	Level 400	80	3.11	.41			

Source: Field data, (2022)

*significant at .05

Further, regarding the academic level of respondents, it was found that there was statistically significant difference in pre-service management teachers' preparedness for CMS mean score for those within level 300 ($M = 2.92$; $SD = .45$) and level 400 ($M = 3.11$; $SD = .41$), $t(162) = -2.879$, $p = .005$. This result implies that the pre-service management teachers in level 400 were more prepared for using CMS in an inclusive classroom than those in level 300. By implication, the academic level of pre-service management teachers affects their preparedness for using CMS in an inclusive classroom.

However, it was observed that there was no statistically significant difference in pre-service management teachers' preparedness for using CMS in an inclusive classroom based on gender, $t(162) = 1.906$, $p = .058$, and prior teaching experience, $t(162) = 0.136$, $p = .892$. It is concluded that pre-service management teachers' preparedness for using CMS in an inclusive classroom is

dependent on their age and academic level but not on their gender and prior teaching experience.

Pre-Service Management Teachers' Preparedness for TMS and Demographic Profiles

In Table 14, an independent sample t-test was conducted to assess the difference in pre-service management teachers' preparedness for TMS based on gender, age, prior teaching experience, and academic level. Concerning the gender of respondents, the results of independent sample t-test revealed that there was a statistically significant difference in pre-service management teachers' preparedness for TMS mean score for males ($M = 3.14$, $SD = .54$) and females ($M = 2.88$, $SD = .68$; $t(162) = 2.742$, $p = .007$). The male pre-service management teachers are more prepared in using TMS for an inclusive classroom than the females.

Table 14: Difference in Pre-Service Management Teachers' Time Management Strategies based on Demographic Profiles

Variable	Sub-scale	N	Mean	SD	t-value	df	p-value
Gender	Male	102	3.14	0.54	2.742*	162	.007
	Female	62	2.88	0.68			
Age	20-29 yrs	147	3.05	0.61	0.610	162	.543
	30-39 yrs	17	2.96	0.60			
Prior Tech. experience	Yes	122	3.06	0.59	0.530	162	.597
	No	42	3.00	0.65			
Academic level	Level 300	84	2.91	.63	-2.956*	162	.004
	Level 400	80	3.18	.54			

Source: Field data, 2022

*significant at .05

Concerning the academic level of respondents, it was realised that there was a statistically significant difference in pre-service management teachers' preparedness for TMS mean score those in level 300 ($M = 2.91$; $SD = .63$) and

those in level 400 ($M = 3.18$; $SD = .54$; $t(162) = -2.956$, $p = .004$). This result means that the pre-service management teachers in level 400 were more prepared for using TMS in an inclusive classroom than those in level 300. This result implies that the level of academic attainment among pre-service management teachers influences their preparedness for using TMS in an inclusive classroom.

However, it was observed that there was no statistically significant difference in pre-service management teachers' preparedness for using TMS in an inclusive classroom based on age, $t(162) = .610$, $p = .543$ and prior teaching experience, $t(162) = .530$, $p = .597$. It is concluded that pre-service management teachers' preparedness for using TMS in an inclusive classroom is dependent on their gender and academic level but not on their age and prior teaching experience.

Discussion of Objective Two Results

The first phase of this objective revealed that pre-service management teachers demonstrated moderate preparedness in using Differentiated Instructional Strategies (DIS), Classroom Management Strategies (CMS), and Teaching Management Strategies (TMS) in inclusive classrooms. Specifically, they could plan lessons, use diverse teaching approaches, employ various aids for students with special needs, and adapt strategies to individual learning styles.

The moderate levels of preparedness in all the three instructional strategies could be attributable to the moderate knowledge acquisition as indicated by the student in the previous objective of the study. Since management teacher education curriculum includes courses that explicitly address teaching methods for inclusive education, pre-service teachers are more

likely to acquire the necessary skills. The moderate level of preparedness may however indicate that these concepts are covered but might not be exhaustive or highly emphasized probably due to the lack of practical experience in dealing with students with special need while training the preservice management teachers.

The current study aligns with existing research, supporting the positive perceptions and preparedness of teachers towards differentiated teaching strategies, classroom management strategies (CMS), and teaching management strategies (TMS) in inclusive classrooms (Blecker & Boakes, 2010; Pijl, 2010; Sharma, Forlin, & Loreman 2008). The findings are also consistent with studies by Dema et al. (2022) and Adigun (2021), emphasizing favourable attitudes towards differentiated instruction and the correlation between teachers' positive perceptions and their preparation in using differentiated strategies. Additionally, the study aligns with Lindnera and Schwab's (2020) research, revealing the employment of diverse classroom management strategies by teachers in inclusive classrooms. Belapurkar and Phatak's (2012) study in India further supports positive perceptions of teaching strategies, including CMS and TMS, indicating teachers' readiness to utilize these approaches in inclusive education settings. These aligned findings collectively suggest a widespread positive outlook and readiness among teachers regarding differentiated and inclusive instructional strategies, reinforcing the potential impact of teacher preparation on effective implementation in inclusive classrooms.

The current study, however, reveals a divergence from the findings of Mensah et al. (2022) in Ghana. Studies by Suprayogi et al. (2017), Siam and Al-Natour (2016), Sueb's (2013), Abu-Hamourand and Al-Hamouz (2013)

diverged as they rather highlight factors such as inadequate support from school administrators, limited involvement from parents, insufficient time allocation, and deficiencies in learning resources to contribute to a low implementation of differentiated instruction and inclusive practices.

The second phase of the Research Objective Two reveals that gender and age significantly influence the preparedness to use of inclusive classroom instructional strategies (DIS, CMS, and TMS) among pre-service management teachers. Specifically, age plays a crucial role in explaining respondents' preparedness to use DIS and CMS. However, gender and prior teaching experience do not impact the use of DIS and CMS. Additionally, the study identifies significant gender differences in the use of TMS, indicating that male pre-service management teachers are more highly prepared in TMS compared to their female counterparts, but age and prior teaching experience do not influence the use of TMS among pre-service management teachers.

The observed influence of gender and age on the preparedness to use inclusive classroom instructional strategies (DIS, CMS, and TMS) among pre-service management teachers can be logically explained by considering the potential effects of age-related pedagogical training and evolving societal roles. Younger individuals, may have been exposed to more contemporary and inclusive teaching methods during their recent educational experiences, contributing to their preparedness in employing differentiated and classroom management strategies compared to relatively older respondents. The significant gender differences in TMS preparedness may be associated with varying educational and societal expectations placed on male and female teachers, potentially shaping their readiness for employing specific teaching

management strategies. Overall, these findings underscore the dynamic interplay of gender, and educational experiences in shaping the preparedness of pre-service management teachers for inclusive instructional practices.

The study aligns with previous research, indicating that the preparedness of pre-service management teachers in inclusive classroom instructional strategies (TMS, DIS, and CMS) is influenced by factors such as gender, age, prior training, and academic level. Consistent with findings from Alghazo & Gaad (2004) and Haq & Mundia (2012), the study underscores the significant differences between male and female teachers in their utilization of CMS and TMS, resonating with research by AlMahdi & Bukamal (2019) and Fakolade et al. (2017). However, the current study diverges from Anderson and Hendrickson's (2007) observations, challenging the notion that prior teaching experience positively correlates with the use of individualized support strategies. Discrepancies are also evident when compared to Dema et al. (2022) in South Asia, who found no significant differences in teachers' use of DIS based on teaching experiences, and Moti et al. (2016) in Ethiopia, reporting no statistically significant variations in teachers' inclusive education practices based on sex, training, and teaching experience. These disparities highlight the nuanced nature of factors influencing pre-service teachers' preparedness for inclusive instructional strategies across diverse educational contexts.

The influence of KICP on the preservice management teacher's preparedness in inclusive instructional strategies

Objective Three tested three main hypotheses to unearth the influence of the KCIP of preservice management teachers on their preparedness to use and apply the inclusive instructional strategies. Each hypothesis considered the

three individual sub variables of inclusive instructional strategies as presented subsequently. Three different multiple linear regression models were run to assess the hypotheses. The regressions included other independent variables (Gender, Prior teaching experience, Level and Age) that were employed as control variables to the three regression models. This helped to avoid the biases of bivariate regression giving robust outcome. The results are subsequently presented.

Hypothesis Three: There is no statistically significant influence of KICP on pre-service management teachers' preparedness for DIS.

Research Hypothesis Three examined the association between pre-service management teachers KICP and preparedness for DIS. Details of the results are presented in Table 15. The fitness of the model was determined by satisfying several statistical criteria, as indicated in Table 15. The coefficient of determination, denoted as R square, which measures the proportion of the variance in the dependent variable that can be explained by the independent factors, is found to be 0.499, indicating that approximately 50% of the variance in the dependent variable can be accounted for by the independent variables. These indicate that the regression model demonstrated a fitness establishing the reliability of individual relationships observed.

Table 15: Influence of Pre-Service Management Teachers' KICP on Preparedness for DIS

Variable	B	SE	(β)	t-value	p-value
(Constant)	1.008	.344		2.927	.004
Knowledge (KICP)	.809	.076	.644*	10.642	<.001*
Gender	-.073	.58	-.072	-1.260	.209
Prior teaching experience	.046	.066	.041	.696	.487
Academic level	.066	.061	.066	1.082	.281
Age	-.212	.089	-.136*	-2.378	.019*

Table 15:Cont'D

Multiple R value	.706
R Square value	.499
Adjusted R Square	.483
F value (5, 158)	31.465, $p = <.001$
Source: Field data, (2022)	significant at .05

Observing the control variables, gender (-0.073), academic level (0.066), age (-0.212), and prior teaching experience (0.046), all had no significant individual influence on the dependent variable (DIS). The constant of the regression model stands at 1.008, signifying that even when the predictort variables (age, level, gender, prior teaching experience, and KICP) remain constant or are set to zero, pre-service management teachers' preparedness for DIS retains a value of 1.008.

The coefficient of pre-service management teachers' KICP ($B=0.809$; $p<0.01$), denotes a statistically significant influence of KICP on pre-service management teachers' preparedness for DIS. The estimated positive sign suggests that the influence of KICP on pre-service management teachers' preparedness for DIS is positive. every unit increase in KCIP causes an increase of 0.809 in the pre-service management teachers' preparedness for DIS score for. This therefore set the basis to reject the null hypothesis.

Hypothesis Four: There is no statistically significant influence of KICP on preservice management teachers' preparedness for CMS.

The goal of this research hypothesis is to examine the relationship between pre-service management teachers' KICP and preparedness for CMS. Details of the results are presented in Table 16. The goodness of fit of the regression model is reasonably adequate. The obtained R Square value of 0.356 significant at $p < 0.001$ indicates that around 35.6% of the variance in the dependent variable can be accounted for by the independent factors. The

obtained F value of 17.456, accompanied with a significance level (p) < 0.001, provides strong evidence to support the conclusion that the model is statistically significant. The significance of the result established the fitness of the model.

Table 16: Influence of Pre-Service Management Teachers' KICP on Preparedness for CMS

Variable	B	SE	(β)	t-value	p-value
(Constant)	2.125	.349		6.084	<.001
Knowledge (KICP)	.550	.077	.490	7.136	<.001
Gender	-.093	.59	-.103	-1.583	.115
Prior teaching experience	.036	.067	.031	.472	.638
Academic level	.040	.061	.045	.649	.517
Age	-.325	.090	-.233	-3.594	<.001
Multiple R value				.597	
R Square value				.356	
Adjusted R Square				.335	
F value (5, 158)				17.456, $p = <.001$	
Source: Field data, (2022)					*significant at .05

The control variables gender (-0.093), academic level (0.040), age (-0.325), and prior teaching experience (0.036), all had no significant influence individual influence on the dependent variable (CMS). The constant of the regression model stands at 2.125, signifying that even when the independent variables (age, level, gender, prior teaching experience, and KICP) remain constant or are set to zero, pre-service management teachers' preparedness for CMS retains a value of 2.125.

The coefficients of pre-service management teachers' KICP amount to ($\beta=0.550$; $p<0.01$), denoting the significant influence of KICP on pre-service management teachers' preparedness for CMS, holding other independent variables as constant. The estimated positive sign suggests that the influence of

KICP on pre-service management teachers' preparedness for CMS is positive, leading to an increase of 0.550 in the pre-service management teachers' preparedness for CMS for every unit increase in knowledge. The result of this test also rejects the null hypothesis.

Hypothesis Five: There is no statistically significant influence of KICP on preservice management teachers' preparedness for TMS.

The goal of this research hypothesis was to examine the relationship between pre-service management teachers KICP and preparedness for TMS. Details of the results are presented in Table 17. The R Square value of 0.159 indicates that only about 15.9% of the variability in the dependent variable can be explained by the independent variables, which is relatively low compared to the others. However, the F value of 5.957 with a significance level of $p < 0.001$ still suggests that the model is statistically significant hence fit, giving a basis to rely on its output.

Table 17: Influence of Pre-Service Management Teachers' KICP on Preparedness for TMS

Variable	B	SE	(β)	t-value	p-value
(Constant)	1.948	.344		3.580	<.001
Knowledge (KICP)	.431	.120	.281	3.588	<.001
Gender	-.206	.092	-.166	-2.246	.026
Prior teaching experience	.028	.104	.020	.270	.788
Academic level	.142	.096	.118	1.481	.141
Age	-.058	.141	-.030	.410	.683
Multiple R value				.399	
R Square value				.159	
Adjusted R Square				.132	
F value (5, 158)				5.957, $p = <.001$	

Source: Field data, (2022)

*significant at .05

The control variables academic level (0.142), age (-0.058), and prior teaching experience (0.028), all had no significant influence individual influence on the dependent variable (TMS). However, gender ($B=-0.206$; $p<0.001$), had a significant influence suggesting that females are less prepared than males in terms of time management strategies for inclusive management education. The constant of the regression model stands at 1.948, signifying that even when the independent variables (age, level, gender, prior teaching experience, and KICP) remain constant or are set to zero, pre-service management teachers' preparedness for TMS retains a value of 1.948.

Pre-service management teachers' KICP ($B = .431$; $p = <.001$) had a positive and significant influence on their preparedness for TMS. The estimated positive sign suggests that the impact of KICP on pre-service management teachers' preparedness for TMS is positive, leading to an increase of 0.431 in the pre-service management teachers' preparedness for TMS score for every unit increase in knowledge. This also led to the rejection of the null hypothesis.

Discussion of Objective Three Results

According to Hypotheses Three to Five (RH 3-5), it has been determined that the KICP of pre-service management teachers has a notable influence on their inclusive classroom instructional strategies. Specifically, KICP influenced the readiness for Differentiated Instruction Strategies (DIS), Classroom Management Strategies (CMS), and Time Management Strategies (TMS).

The foregoing findings means that when teachers are knowledgeable and understand students with special needs it results in an increased Level of readiness to help the students with special need in the classroom setting. The knowledge gained about inclusive practices acts as a stimulus, shaping the

teacher's behaviour in the form of preparedness to employ specific instructional strategies, such as DIS, CMS, and TMS. In line with the Cognitive theory, the possession of knowledge about inclusive practices by pre-service management teachers enables teachers to mentally organize and integrate information, facilitating their ability to apply inclusive instructional strategies effectively.

The current study corroborates and extends the research works of, Yildirim and Tezci (2020), Moti et al. (2016), and Anderson and Hendrickson (2007), by reinforcing the pivotal role of teachers' understanding of inclusive education in its successful implementation. Other prior research consistently emphasizes the impact of teachers' knowledge, beliefs, attitudes, and self-efficacy on inclusive classroom practices (Brown, 2007; Polat, 2009) and successful implementation of inclusive education (Forlin, 2010; Pearce, 2008). Educators' knowledge has been vital for comprehending inclusive education and applying policy reforms in practice, underlining its essential requirement for successful inclusive practices (Baguisa & Ang-Manaig, 2019; Landasan, 2016) and this is similarly revealed by the current study. This, therefore, fortifies the need to equip preservice management teachers with the required inclusive educational knowledge.

Delivery of Special Education Course in Support of Pre-Service Management Teachers' Preparedness

Research Question Three: How does the delivery of the "Special Education Course" support the preparation of pre-service management teachers for an inclusive classroom?

This research question sought to determine how the "Special Education Course" is delivered or taught to support pre-service management teachers'

preparedness for inclusive classrooms. Data was collected from seven lecturers and 20 students on their perspectives of how the “Special Education Course” is taught or delivered to support their preparation of pre-service management teachers for inclusive classrooms. The analysis generated five major themes and sub-themes concerning how the delivery of the “Special Education Course” supports the preparation of pre-service management teachers in an inclusive classroom. To protect the anonymity of interviewees, pseudonyms were used. For example, PMT 1 (Pre-service management teacher 1) .

Table 18: Themes and Sub-themes Derived from Interview Transcript

Theme	Sub-themes
1. Knowledge and awareness of inclusive practices	
2. Areas of preparedness for the inclusive classroom	a. Curriculum planning and preparation b. Knowledge of the learner characteristics, screening and identification of SEND c. Classroom/behaviour control and management d. relatedness/engagement/involvement/ e. equal treatment and opportunity for learners with SEND f. Instructional strategies (differentiated, personalisation, individualisation learning, time management, collaborative teaching)
3. Educational support to enhance inclusive classroom	g. Practical field experiences h. Extend course duration/time
4. Concerns about Special Education Course implementation	i. Misconception and attitudes towards the course (e.g., student concerns) j. Personal concerns (lack of training/workshops on SEND, lack of practical preparation, TLRs for SEND) k. Management concerns (e.g., time, resources, technology)
5. Readiness/confident for inclusive teaching	l. Facilitators and environmental concerns

Source: Field data, (2022)

Theme 1: Pre-service management teachers' knowledge and awareness of inclusive practice

The first theme in the narratives I collected was pre-service management teachers' knowledge and awareness of inclusive practice. Almost all participants had knowledge about inclusive education. They could express their view on the concept of "inclusive education". However, most of them had never seen before the Ghana Ministry of Education' Inclusive Education Policy (2015-2019). Some of the interviewees have this to say:

"Inclusive education is a programme where people [learners] irrespective of the background [ethnic group, language, physical] should be included in a classroom or they should be part of a classroom environment" (PMT 2).

"When we talk about inclusive classrooms, this means there is no discrimination...We try to involve those students with disabilities with those without disabilities in one classroom" (PMT 3).

"Inclusive education caters for people with disabilities and those without, those who are privileged and those who are not privileged so that they can cope in education, for equity in education" (PMT 4).

"Inclusive education means a teacher not disregarding any student because of his or her disability but involving everyone in the classroom" (PMT 6).

From the perspectives of faculty, the pre-service teachers have knowledge about inclusive education because they were taught in "Special Education Course" and other courses that have inclusive education or

multicultural classroom issues like curriculum studies and methods of teaching among others. Some of the faculty interviewed lamented:

“Yes, the students have knowledge about inclusive education, because it is a course, they learnt in Level 200. Yes, I teach “Special education”. The trainee teachers are taught several issues about inclusive classrooms...well, I can’t tell whether they have read about the educational policy on inclusive education in Ghana, although it has been mentioned in the class” (Lecturer 1).

“Yes, the students have been introduced to several issues about inclusive education. You know, they are taught “special education” in Level 200. Also, they are taught curricular issues in level 200 and methods of teaching and assessment in education in level 300. I believe that in these courses, students are equipped with knowledge about inclusive classrooms and practices” (Lecturer 4).

“Well, this is a general course for all education students in the college of education in UCC...The content is to expose the students to the concept of inclusive education, all the categories of disabilities and the educational intervention and strategies for such children...But it’s quite theoretical in the teaching. We do not have practice or practical component...Yes, we have a whole chapter or unit devoted to inclusive education...actually going to revise it, focusing more on the 2015 policy [what goes into it and what is expected of a teacher], so we are hoping the current review will take care of all that (Lecturer 5).

“Yes, our students have knowledge about inclusive education. I think they were well exposed to issues of inclusions. They did a course

“Special Education” where they were taught a lot of issues about learners with SEND and about inclusive classrooms. Although I am not in other departments, the trainee teachers were taught courses like curriculum studies, methods of instruction and assessment practices where issues about inclusion were raised....so, I can say, they have knowledge. Well, I cannot say with 100% assurance that they have the inclusive education policy document, and they know the content or the standards or expectations” (Lecturer 7).

It is conclusive that all the participants interviewed have knowledge about the concept “inclusive education”. However, they were not aware about the Ghana Ministry of Education’ Inclusive Education Policy (2015-2019) and its standards or expectations from teachers. Some of the participants revealed:

“...No, I have not seen the policy document with my eyes before...but I have heard of the Inclusive Education Policy in Ghana. I think we were taught in our Teacher Professional Enhancement course... And they drew our attention to people with special needs and how we should cater for them, we should include them in our class...” (PMT 2).

“No. Apart from the course [Special Education] we did, where we were taught inclusive education, I have never heard or seen any policy document about Inclusive Education in Ghana. Maybe the policy exists, but I have never seen it before or read about it before” (PMT 7).

“No, I have not seen the Ghana Ministry of Education’s inclusive education policy. I don’t know about the standards expected of

teachers as far as teaching in an inclusive classroom in Ghana is concerned” (PMT 4, 10, 12, 13).

These results imply that pre-service management teachers were not exposed to any policy document about Inclusive Education in Ghana, even though they were taught certain professional courses like special education, curriculum studies, methods of teaching/instruction, assessment practices in education, and teacher professional enhancement.

Theme 2: Areas of pre-service teachers’ preparedness for inclusive classroom

All the participants interviewed seemed to fall into consensus that “Special Education Course “ (EPS 212) and Methods in Teaching Management Course (ESS 341) have helped prepare them to teach in an inclusive classroom. They reported that the course has helped them in (a) curriculum planning and preparation, (b) knowledge of the learner characteristics, screening, and identification of SEND, (c) classroom/behaviour control and management, (d) relatedness/engagement/involvement/equal treatment and opportunity for learners with SEND, and (e) instructional strategies (differentiated, personalisation, individualisation learning, time management, collaborative teaching).

One of the critical areas that the interviewees believed that the courses (EPS 212 and ESS 341) have helped develop is *curriculum planning and preparation*. The interviewees have this to say:

“Yes.... the study of those courses [EPS 212 and ESS 341] have shaped me towards the professionalism...How to get prepared, in terms of what the curriculum entails and what is supposed to be entailed in the

lesson note and other stuffs.... we were actually taught how to even write the lesson plan” (PMT 1).

“Yes, it has helped me in preparing my lesson to cover an inclusive area. I think the TLM aspect...consider inclusive education in my lesson plan” (PMT 2).

“The two courses [EPS 212 and ESS 341] have prepared me to design and plan for my lesson. The course introduces us to what it should include in our lesson plan..., think ahead and plan ahead. The method of teaching requires a teacher to gather teaching and learning resources for every topic he is going to teach” (PMT 5).

The lecturers reported that the trainee-teachers were prepared and taught on inclusive practices, yet the extent to which they incorporate these practices in their lesson planning and preparation is another concern because their preparation lacks practical aspects. A lecturer has this to say:

“So, these students do the course but sometimes it is a different story to talk about whether they incorporate these issues during the teaching practicum session... I have not had the privilege of observing a lot of students...it looks as if the training is focused on the regular students... I am yet to see how they will incorporate that, I can't really say so because they don't get the practical aspects of it” (Lecturer 5).

“Yes, they [pre-service teachers] are prepared in curriculum planning, and preparation, typically, the lesson planning and preparation. We taught them how they can incorporate inclusive issues into their lesson preparation...we never have any practical session of that nature. But this exists in a real classroom” (Lecturer 7).

These findings imply that the special education and methods of teaching courses prepare and equip pre-service management teachers in the area of lesson [curriculum] planning and preparation. They are equipped with the competencies to incorporate inclusive issues in their lesson planning preparation. This could help them attend to each individual learner in the class.

In the context of *knowledge of the learner characteristics, screening and identification*, the participants interviewed revealed that the courses equipped them to have knowledge about a diverse group of students in the class [both normal and those with special needs]. They could also identify and screen for learners with SEND. Some of the excerpts of the interviewees are as follows:

“Yes, the course helped me to be aware of people [learners] with attention deficit [students who cannot pay attention in the classroom]”

(PMT 2).

“The course has given us a wider knowledge about how the teaching field is... and how we must know and understand our students”

(PMT 3).

“The course enabled us to identify a student with such problems [learners with SEND] ...you will have to address the special needs of the students. The method course helps us to understand that each student is coming from a different background and they may have different attitudes and abilities in the classroom” **(PMT 5).**

“The EPS 212 has helped me to know whether I have a student who needs special attention in my class. I don’t have to exclude that student but have to make time for the student after class” **(PMT 6).**

“With this course, it helped me to understand more about children with special needs and how to treat them.... I have to identify their needs and give them special care” (PMT 11).

“Special Education Course” has prepared me...I can now be able to identify people with disabilities and how to relate with them as well” (PMT 13).

The lecturers also revealed that the courses prepare and equip trainee-teachers with the ability to know their students and be able to identify and screen for those who need special attention. Some of the lecturers have this to say:

“Yes. Although, we do not have a practical session in the “Special Education course” for them, with what they are taught, they can identify and screen for learners with SEND. The objective of the course is to expose the students to all the categories of disabilities and at least know the education intervention strategies for such children” (Lecturer 2).

“I guess so...because they have done several professional courses aside “Special Education Course” like curriculum studies, educational psychology, methods of teaching and assessment practices in education. Now, there is a new course called “teacher professional enhancement”. These courses exposed our trainees to the issue of inclusive classrooms to some extent. So, they should have the ability to know all their students, their characteristics, and how they learn. They are also equipped with the ability to identify learners with Special needs, especially in the “Special Education Course” (Lecturer 4).

“These teachers [pre-service management teachers], they have [knowledge about their learners, ability to identify and screen] because we prepare them. You see, I taught them curriculum studies and methods of teaching management, so the issues of inclusive education are embedded here, although they have a stand-alone course in Level 200 “Special Education”. They are prepared to be aware of the characteristics of the students in their class. Some of them might need special attention and care. So, your ability to know this will help you to identify and screen them” (Lecturer 6).

These findings suggest that pre-service management teachers are prepared and equipped with the ability to know or have knowledge about their learners, and be able to identify and screen them for SEND.

Regarding *preparedness in classroom/behaviour control and management*, a notable observation from the interview’s transcription is, the courses (EPS 212 and ESS 341) prepare and equip pre-service teachers for classroom and behaviour control and management. The interviewees indicated that the knowledge of the courses prepares them to control disruptive behaviours in the classroom to ensure effective teaching and learning. Some of the excerpts of the trainee teachers are as follows:

“It [course] has equipped me with certain skills...to manage people irrespective of their behaviour in classroom environment...it [course] has helped me not necessary about how to cater for people with disabilities but to be aware of people [learners] with attention deficit [students who cannot pay attention in classroom” (PMT 2).

“I was taught how to handle people with special needs. For instance, in class you may have people who learn slowly and people who learn faster... there will be students disturbing even while you are teaching...have to bring such students to the front or always monitor such students to reduce the disturbances” (PMT 4).

“Yes, the course has enlightened me to know the likely behaviours of students in a classroom. As a teacher, you have to know the behaviour of your students in the classroom. For instance, a student with hearing impairment must be at the front seat so he/she can also benefit from the lesson...For example, a student who is hyperactive, may tend to disturb the class, but as a teacher I may change his or her seating arrangements as a means to help him or her focus in class” (PMT 7).

“Yes, the courses (EPS 212 and ESS 341) taught me how to manage student’s behaviour. How to discipline them when they are disturbing while teaching” (PMT 9).

“As you can see, some of the students are hyper-active and some are ok. As a teacher, we have to ensure that we manage the class...in doing that, you have to ensure that all the students [those that are hyper-active], are stabilised so that the class can move on effectively” (PMT 11).

The lecturers also believed that the pre-service management teachers are prepared and equipped in the areas of classroom/behaviour control and management. They believed that it is a core key competence requirement of an effective teacher in a 21st century classroom made of a diverse group of learners. Some of the lecturers reported this:

“Yes, they are taught and prepared on how to manage and control their classroom, especially an inclusive classroom. In “Special Education Course” ...they are taught and equipped with several interventions they can deploy to control and manage students with disruptive behaviours” (Lecturer 1).

“When it comes to behaviour management, I am sure it was taught well because we have categories of behaviour disorders so emotional behavioural disorder, where we look at the behaviour management in the classroom...for example, we look at three areas been attention, hyper-active and impulsivity and their respective interventions and strategies...So, I think, they are highly prepared in that area” (Lecturer 5).

“Yes, we prepared them in that area. In methods of teaching, we taught them “classroom behaviour control, management and communication”. So, the trainees are equipped with the competences needed to ensure effective classroom management and behaviour control. We also taught them how to use reinforcement (positive and negative) to control and manage behaviours in the class. In “Special Education Course”, I think they are taught. They even need these competences more for an inclusive classroom” (Lecturer 6).

The implication of these outcomes is that the “Special Education Course” and other professional courses that have an implicit element of inclusive education prepare and equip trainee-teachers with the ability to control and manage their classroom. Pre-service management teachers’ confidence in their

ability to control and manage their class is a hallmark for effective instruction in a multicultural classroom.

Another critical area identified from the interview analysis is students' *relatedness/engagement/involvement/equal treatment and opportunity for learners with SEND*. All the participants including the lecturers revealed that pre-service management teachers were prepared and equipped with the ability to relate and treat students equally, engage them in the lessons and provide equal opportunity for learners in the classroom. Some of the participants have this to say:

“The course (EPS 212 and ESS 341) taught us that as a teacher there is no need to do discrimination. You need to give the students equal opportunities. There should be gender equality in whatever you do with your students.... try to engage them in a way they will feel like part of the class where there is no discrimination” (PMT 3).

“The courses (EPS 212 and ESS 341) helped me to know how to relate and care for all my students...I have to make time for the student after class and also, you have to be free with your students, so that anytime they need your help they can come to you for aid” (PMT 6).

“Yes, I feel confident, because it taught me how to involve all students [both the normal and the special students]in the teaching and learning process. Also, how to communicate with them and how to teach them” (PMT 9).

“It [The EPS 212 and ESS 241] has really helped me to know different kinds of student's behaviours, how to relate with them in the

classroom and how to treat them, how to comply with rules and regulation to make teaching and learning successful” (PMT 10).

“The course has helped me to understand and know how to treat them [learners with special needs] ... I shouldn’t discriminate against a child in any way...I have to give them special care that I have to give to each and every student” (PMT 11).

The lecturers also lamented that the trainee-teachers are prepared and equipped with the ability to relate to each student in the class, engage them during lesson delivery and provide equal treatment and opportunity. The excerpts of the lecturers’ view are as follows:

“Yes, we trained them in that area. They are prepared to identify learners with special needs so that they can cater for them differently, provide equal treatment and learning opportunities. We teach them to be fair and firm to students irrespective of their background and they must ensure that each child is involved in the lesson. You see, “Special Education Course “really stressed this area” (Lecturer 1).

“As a professional teacher, you must learn to relate to all students in the class including those with special needs. Those students [learners with special needs] need our attention more. So, we train and prepare them to avoid discrimination irrespective of the background of the students. They are trained and taught how to provide equal learning opportunity, equal treatment and engage them in the learning process. These issues are stressed mostly in curriculum studies because it is an issue of learning experiences, and in methods of teaching”. I also believe that special education is a major concern because of the policy

of inclusive education, so too much emphasis is being placed on that area” (Lecturer 3).

“Yes, we trained and equipped them with knowledge and ability to engage all learners in the class. We always tell them how to relate to each student in the class and treat everyone equally. They should not discriminate. In our course [special education], we have behavioural and cognitive strategies about how to engage learners with special needs and we taught and trained our students [pre-service teachers]” (Lecturer 5).

These results infer that pre-service teachers are prepared and trained on how to relate with students, engage them during the instructional process and provide equal opportunity for all learners irrespective of the background.

From the interview analysis, it was observed that pre-service teachers were prepared and equipped with *instructional strategies for an inclusive classroom*. Some of the instructional strategies were differentiated instruction, personalisation instruction, individualisation instruction, time management, collaborative teaching. Both the lecturers and students reported that the pre-service management teachers were prepared in an area of providing differentiated, personalisation, individualisation instruction, time management, and collaborative teaching. Some of the excerpts of the students’ views are as follows:

“...with the help of special education, we got to know that each student comes with his or her own specialty. ...each student is supposed to be treated with their uniqueness” (PMT 1).

“The course equips us to provide instruction that would cater for their needs...for example, we try to put all students into a small group and try to engage them all... how to mix the disabled students with the normal students to ensure unity in the classroom” (PMT 3).

“The EPS 212 has helped me to provide instruction for students who need special attention in my class...I have to make time for the student after class. I must teach them all and make sure they catch up with their colleagues”. Yes, the courses taught us how we should collaborate or provide team teaching... Assuming you are going to teach a particular topic that involves a practical element, you can invite a resource person to help you teach it... We are taught to provide lessons that cater for the differences among students... time is very important...ensure that you are always working within your time” (PMT 6).

“The courses have prepared me with the knowledge in certain teaching strategies such as differentiated learning, collaborative teaching and time management. Some of the people or students that you will meet in the class have a lot of capabilities, some of them if you spend some few times with them, they are good to go and some of them to you have to spend a lot of time with them so [differentiated instruction] ...I will dedicate more of my time with the less privileged student [personalisation]...we will be teaching with our colleagues with the same programme. I think it’s good in the sense that it will promote teamwork [collaborative instruction]” (PMT 8).

“Through those courses (EPS 212 and ESS 341), I know that every student has his or her own way of learning...teach in a way that everyone will benefit according to their unique needs [differentiated instruction] ...learning how involve everyone in the class [collaborative instruction] ... how we are going to manage our time in other to avoid time waste and make time for each student in the class [time management]” (PMT 9).

“I also learn that, students in a class are different with diverse abilities...so as a teacher, you should be able to differentiate between them through you teaching [differentiated instruction]...we can work with someone with a special ability of teaching to make things easier for those with different needs in the classroom like the disabled, the visually impaired and the handicapped persons [collaborative instructions]...know how to manage your time in the classroom to be able to accomplish the task within the day [time management]” (PMT 10).

The lecturers also lamented that the courses prepared students to use several instructional strategies during teaching and learning. Some of the comments of the lecturers are as follows:

“The course introduces them [pre-service teachers] to different teaching strategies that can be used in the class. For example, a student who is gifted and talented may be given more questions or questions that are slightly difficult than the questions the whole class is working on [differentiated learning]. Three teachers can be assigned to a class, one of them may deal with classroom management and the other two may be

teaching [team teaching]. As a teacher, you have to make provision in your lesson plan to accommodate all students [time management]” (Lecturer 1).

“I think they have learnt some strategies that can be used in teaching in an inclusive classroom... they can allocate time and special tasks for some children (the gifted ones) and you can have time for those with special needs [differentiated instructions/personalised instruction] we have some people who are slow learners, and some are very fast... they are prepared in how to create time for them during a lesson delivery” (Lecturer 3).

“Yes, we taught them several instructional strategies. We taught them how to provide different activities or experiences for diverse groups of people so as to cater for their needs [differentiated instruction/personalised instruction]. This is a key principle in curriculum design and development. Yes, they are prepared in a way where they can team up or collaborative and teach in an inclusive classroom...on the placement option, we have where the teacher would have to go for consultation...the teacher must collaborate...for example, if there is a special education coordinator, it is their responsibility to collaborate with that individual to ensure that the child with special education needs is supported [team instruction]” (Lecturer 5).

These findings suggest that pre-service management teachers were prepared and equipped with the ability to use several instructional strategies. They are prepared in how to manage their instruction time, provide

differentiated, individualisation, personalisation instruction to students. They are also taught on how to provide collaborative instruction to all students.

Theme 3: Educational support to enhance inclusive classroom.

Concerning the third theme, participants emphasised that practical field experience and extended course duration were educational support needed to enhance inclusive classrooms. Some of the students' comments on *practical field experience* are as follows:

“I think sometimes they should take us on a tour or excursion or a visit to some of these special school or people with special needs so that at least we observe or know how these people behave sometimes...this will give us practical experience...I think if we include that [practical element] it will help us” (PMT 2).

“I believe we should be given or be exposed to an inclusive classroom before we even partake in teaching practicum exercise. Frankly, I did a “Special Education Course” as part of my programme, I didn't find any student with a special need in the class. Actually, I believe that we should also be taken to schools where students with special needs are there so that we can really have a class with them” (PMT 5).

“In teaching the course, it should be practical. They should bring some of these special needs children to the class, so that they can experience their reality in class.... they can schedule that we meet them and see how real it is and it will help us a lot” (PMT 8).

The lecturers also have this to say:

“But it’s quite theoretical in the teaching. We do not have practice (there is no practical component to it). And that is where sometimes we have felt that it is a deficit for the students but there is little we can do” (Lecturer 5).

Regarding extending the course duration as a way of supporting inclusive practice, the students lamented:

“The time duration for special education, I think the school should do a one-year course to give us more practical field experience” (PMT 8).

“Like they can extend the time so that we can get used to the field. They can make it one-semester special education field experience and another semester normal teaching experience. This will expose us more to the inclusive classroom” (PMT 9).

“I think that it will be best if the school administration gives more time for we the students to learn more, to get to know more about their field and their abilities or how to communicate...maybe one-year course so that we will be more equipped to be able to teach and express ourselves in the classroom” (PMT 10).

Some of the lecturers have this to say concerning the course duration as a way of supporting inclusive classroom practices:

“We cannot talk about limited time with the bulky content...we cannot have the practical aspects, we do demonstrate some of it in the classroom, we do show videos but that one is related to the teacher handling it” (Lecturer 3).

“Three credits hours for a semester is just ideal but if you want them to be better...we may have to take it for two semesters but that is quite also difficult to defend at the academic board because they are not special educators, and it is not their specialty” (Lecturer 5).

These outcomes indicate that pre-service management teachers need more practical field experience on inclusive education so that they could be abreast with 21st century inclusive classrooms. This could be done if the course duration is extended.

Theme 4: Pre-service management teachers’ concerns about “Special Education Course” implementation

Another critical theme that emerged from the interview analysis was the concerns that both lecturers and students have about inclusive education. The concerns were students’ attitude, personal concerns (e.g., lack of training/workshops on SEND, lack of practical preparation), management concerns (e.g., time, facilities, logistics, resources) and facilitators and environmental concerns). The following are some excerpts that demonstrated the concerns of both lecturers and students about inclusive education.

“[Misconception and attitudes towards the course]. My concern is about the students. Some people have a misconception that special education is nothing to study...the student themselves will have to be educated on what an inclusive classroom is and what it entails...if the teacher is aware and the student is not aware, there wouldn’t be a free flow of communication” (PMT 1).

“[Personal concerns-lack of practical preparation] ...They do not actually take us through some of these real-life situations for us to

experience them. Sometimes, we find it challenging, so we try to copy what we were taught in class” (PMT 2).

“We lack practical knowledge and experience. We were taught the course in class, but we were not fully exposed to how the student are, to how they behave or have a practical feeling of their nature...we were just taught the theoretical aspect, but we were not fully exposed to them...I think if we are exposed to practical sessions, we will really have prepared for real life teaching environment” (PMT 5).

“The lecturers didn’t expose us to the practical element of the course. They didn’t use some of the machines or facilities that these special students use, so we don’t even know how to operate them” (PMT 6).

“[Management concerns-time, resources, technology] ...Most of the schools lack the resources that will help in getting the inclusive classroom to happen (PMT 1).

“I think for anything to work or be successful, we try to look at the resources available. So, we need to look at the resources available for the educators and students...I think the factors to consider are mostly the resources and availability of money as well” (PMT 3).

“Teachers must be motivated so that they can deliver better. They should also provide materials needed to teach and incentive sometimes like money” (PMT 7).

“It is the materials. The special needs students have their materials that they use to learn. If the students have the materials, I think

it can help them a lot. For example, their braille and the recorder they use to record when the lecturer is teaching” (PMT 8)

“An ideal inclusive classroom must have all the necessary resources to cater for the needs of the individual learners” (Lecturer 5).

“[Facilitators and environmental concerns] ...The teacher’s knowledge of inclusive classrooms. The teacher himself will have to be endowed in that aspect. If the person doesn’t know about it, it will be very difficult to make it happen...The environment must be conducive for the inclusive classroom to happen. If there is a weak environment for such a thing, then it’s not going to happen (PMT 1).

“In the inclusive classroom, the teacher must be resourceful in order to provide differentiated instruction to benefit everybody in the classroom” (Lecturer 5).

These results imply that pre-service management teachers have several concerns about inclusive education preparedness. This could affect their teaching confidence in an inclusive classroom.

Theme 5: Pre-service management teachers’ readiness/confidence for inclusive teaching

The last theme that emerged from the interview analysis was trainee-teachers’ readiness and confidence for inclusive classrooms. All the interviewees asserted that they were taught and trained for inclusive classrooms, yet they are not really ready. They believed that an inclusive classroom requires more than what they were taught or exposed to. Some of the students have this to say:

“Yes, I am prepared. Even though some of the things we learnt lacked practical experience, the little knowledge I have in pedagogy and content and classroom management, I think, I can deliver in an inclusive classroom” (PMT 2).

Yes, I feel adequately prepared to deliver effective lessons in an inclusive classroom” (PMT 4).

“Yes, to some extent, I am prepared...with the help of special education and methods of teaching, I will be able to teach in an inclusive education classroom” (PMT 7).

Yet, other interviewees believed that they are not prepared adequately for an inclusive classroom.

“I will say no please [not prepared]. Our educational system is bookish...we need practical work on how to handle or deal with such students. So, I think for a teacher to perform excellently in an inclusive classroom, we need adequate training to be well prepared because you cannot use your book knowledge to apply in an inclusive classroom” (PMT 3).

“Not really, I am not sure I am really prepared. I have to really prepare myself” (PMT 5).

“Yes, but I am not fully prepared in the sense that, these special people have their own materials and resources that they use and I am not taught how to use that material so it will be a very difficult task for me but how to entertain them, how to manage them, I am cool with that but how to use their material and resources is a challenge” (PMT 8).

“I am not really prepared for that because I don’t have any knowledge about sign language and all those things but I am going to try my best to involve my students and also try my best and invite people to come and help us with that” (PMT 9).

The lecturers also lamented that pre-service management teachers should be prepared for an inclusive classroom because they were taught special education and other professional courses that have an element of inclusive classroom, although they lacked practical experience. The lecturers have this to say:

“The content itself gives enough exposure and it also exposes them to some of the interventions that can be put in place for children with special needs or disabilities. So, other things being equal, they should be competent to deliver in an inclusive classroom. For the content knowledge, yes, but other areas such as pedagogical content knowledge, I can’t say, because some of them might go through all the content, they might know but they have not seen these students in reality” (Lecturer 1).

“Yes, I think they should be ready for an inclusive classroom because that is the policy. Maybe the way they are trained might be challenge because, these students never have any practical experience in an inclusive classroom, although we taught the content and other intervention to handle learners with special needs” (Lecturer 5)

Yea, I think they should be ready. Now, our educational system is changing totally with more emphasis on “no child left behind”. I think that the concept of inclusive education is also changing to embrace a lot

of issues such as diversity. So, these our trainee-teachers should be ready. I think the courses especially, special education, curriculum studies, methods of teaching, assessment, teacher enhancement should in a way prepare them for an inclusive classroom. I know we have issues of facilities, and resources for this inclusive classroom. They also never had any practical experience before (Lecturer 7).

These results imply that pre-service teachers are prepared for inclusive classroom practices, yet they are not fully ready due to deficiencies in certain areas like the absence of practical training on inclusive classrooms, facilities, and resources for inclusive classroom practices.

Discussion of Objective Four Results

The findings reveal that pre-service management teachers possess knowledge and awareness of inclusive practice, primarily acquired through courses such as “Special Education Course” and “Methods of Teaching Management Course.” While participants demonstrated understanding of inclusive education, they lacked awareness of specific policy documents, such as the Ghana Ministry of Education’s Inclusive Education Policy (2015-2019).

It was found that the courses equip pre-service management teachers with competencies related to curriculum planning, learner characteristics, behaviour control, and instructional strategies. In terms of preparedness, the participants reported being equipped to handle classroom and behaviour control, fostering relatedness, engagement, and providing equal opportunities for learners with special educational needs (SEND). The courses were noted to contribute to the development of instructional strategies for inclusive classrooms, including

differentiated instruction, personalization, individualization, time management, and collaborative teaching.

Educational support needed for enhancing inclusive classrooms includes more practical field experience and an extended course duration. Additionally, concerns were raised by both lecturers and students regarding attitudes, personal issues, management challenges, and environmental factors related to inclusive education. Lastly, there is a discrepancy between the participants' perceived readiness and confidence for inclusive teaching. While they were taught and trained for inclusive classrooms, they expressed a lack of full readiness, citing deficiencies in practical training, facilities, and resources for inclusive practices. This highlights the need for further improvements in pre-service teacher education programmes to adequately prepare teachers for the challenges of inclusive education.

The findings from the study on pre-service management teachers' knowledge and awareness of inclusive practices resonate with existing literature on the pivotal role teachers play in inclusive education. Teachers are considered crucial for the success of inclusive classrooms, influencing academic success, and shaping the character of the learning environment (Alih, 2014). Shade and Stewart (2001) observed that educators lacking confidence in providing individualized instruction for children with special needs in inclusive settings often express feelings of frustration and inadequacy. This underscores the importance of equipping educators with the necessary knowledge and competencies for inclusive education, aligning with the findings that courses such as "Special Education Course" and "Methods of Teaching Management

Course” contribute to competencies in curriculum planning, learner characteristics, behaviour control, and instructional strategies.

The study’s identification of a gap in awareness of specific policy documents, like the Ministry of Education’s Inclusive Education Policy (2015-2019), echoes the broader call for continuous professional development for pre-service teachers in Ghana (Alih, 2014). It emphasizes the need for pre-service teachers to update their professional skills, particularly in the context of inclusive classrooms. The recommendation for improvement in pre-service teacher education programmes aligns with the observation that professional competencies need to be honed prior to employment in an inclusive environment (Shade and Stewart, 2001).

The study’s emphasis on the participants’ reported preparedness for inclusive classrooms, including competencies in behaviour control, relatedness, and instructional strategies, aligns with the literature supporting the positive impact of inclusive education modules on student teachers' attitudes and confidence (Kraska & Boyle, 2014; Sharma, Forlin, & Loreman, 2008; Subban & Sharma, 2005). It reinforces the idea that specific training, such as that received in “Special Education Course” and “Methods in Teaching Management Course,” can contribute to teacher readiness for inclusive practices.

Concerns raised by both lecturers and students about attitudes, personal issues, management challenges, and environmental factors related to inclusive education resonate with findings by Kantavong, et al., (2012). Their study revealed discrepancies in the inclusive education curricula of teacher training programmes, with the extent of coverage depending on lecturers' personal

interests and expertise. This suggests that, despite training and education in inclusive education, exposure to various facets of inclusion may vary significantly based on the instructor's circumstances.

The study's findings align with and contribute to the empirical literature by highlighting the importance of continuous professional development, specific training modules, and improvements in teacher education programmes to enhance pre-service teachers' readiness for inclusive education. The identified gaps and concerns underscore the need for ongoing efforts to address the multifaceted challenges of inclusive classrooms in Ghana.

Chapter Summary

The study's findings indicate that pre-service management teachers possessed a moderate level of knowledge of inclusive classroom practices (KICP). They demonstrated a high level of preparedness in utilizing classroom management strategies (CMS) and time management strategies (TMS), while their preparedness for employing differentiated instruction strategies (DIS) in inclusive classrooms was moderate. This readiness was positively influenced by the inclusion of the "Special Education Course" and other relevant professional courses that integrate inclusivity principles. However, pre-service management teachers expressed concerns that they were not fully prepared for inclusive classrooms due to various factors, including student, personal, management, and environmental concerns. Notably, gender and age exhibited significant influences on the use of inclusive classroom instructional strategies (DIS, CMS, and TMS) among pre-service management teachers. Gender differences were particularly pronounced in their use of TMS. Nevertheless, no statistically significant variations based on gender or prior teaching experience were

observed in pre-service management teachers' KICP, DIS, and CMS. Importantly, the level of pre-service management teachers' KICP significantly affected their readiness to employ inclusive classroom instructional strategies (DIS, CMS, and TMS).



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The chapter provides an overview of the methods, findings, the derived conclusions, and the recommendations made from the research. The chapter additionally outlines the study's contributions to the existing body of knowledge and provides suggestion for future research endeavours.

Summary of the Study

The research examined pre-service management teachers' preparedness for an inclusive classroom engagement. To achieve the rationale for the study, the study was guided by the following objectives.

1. examine pre-service management teachers' level of knowledge of inclusive classroom practices (KICP) while considering their demographic profiles (gender, age, prior teaching experience and academic level)
2. examine pre-service management teachers' preparedness in the inclusive classroom instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies) while considering their demographic profiles (gender, age, prior teaching experience and academic level)
3. analyse the influence of KICP on the preservice management teacher's preparedness in inclusive instructional strategies (Differentiated instruction strategies, Classroom management strategies, Time management strategies) and

4. assess how the delivery of the “Special Education Course” supports the preparation of pre-service management teachers for an inclusive classroom.

The study drew knowledge and support from behaviourism, cognitivism, and constructivism. These theories assisted in explaining pre-service management teachers’ preparedness for inclusive classroom practices. The theories also directed the study in pre-service management teachers’ preparedness construct.

The research employed a mixed methods approach with a concurrent embedded design to examine the readiness of pre-service management teachers to adjust the curriculum in an inclusive classroom, drawing on principles from pragmatic philosophy. The population for this study consisted of pre-service management teachers and lecturers who specialise in special education and methods of teaching management. The study recruited respondents and participants using a combination of census and purposive sampling techniques. All 192 pre-service Management teachers at the University of Cape Coast were included in the quantitative phases of the study as part of the census. However, a total of seven lecturers and 20 preservice management teachers were purposively selected to partake in the research.

The data was gathered by the utilisation of a structured questionnaire and an unstructured interview guide. The instruments underwent rigorous testing to assess their reliability, validity, and trustworthiness. The reliability of the questionnaire was assessed using Cronbach’s Alpha. Additionally, the experts assessed the instrument’s face and content validity. The credibility of the qualitative data was ensured through the process of member checking.

Additionally, measures were taken to establish dependability, such as conducting pilot interviews and cross-checking the recorded interviews with the vivid transcriptions. Transferability was addressed by conducting in-depth interviews with a sample of 7 lecturers and 20 pre-service teachers. Prior to, throughout, and subsequent to the data collection procedure, ethical protocols were adhered to. The collected data was subjected to analysis using descriptive statistical methods, including measures of frequency, percentages, means, and standard deviation. Additionally, inferential statistics were employed, specifically an independent samples t-test and regression. The qualitative data was subjected to thematic analysis.

Summary of Key Findings

The following findings emerged from the study:

1. Pre-service management teachers demonstrated a moderate level of knowledge in inclusive classroom practices. They reported understanding of special education purposes, various disabilities, and their roles in inclusive classrooms. Also, there was no significant difference in their KICP based on gender, age, or prior teaching experience, however, a notable difference existed between academic levels, with level 400 pre-service management teachers exhibiting higher level of knowledge than level 300s.
2. Pre-service management teachers demonstrated moderate preparedness in using DIS and high preparedness in using CMS and TMS in inclusive classrooms. Younger teachers were more prepared in DIS and CMS, while males were more prepared in TMS. However, prior teaching

experience did not show a significant influence on the preparedness of pre-service management teachers in using DIS, CMS, and TMS.

3. Pre-service management teachers' KICP significantly influence their preparedness for using inclusive classroom instructional strategies in terms of DIS, CMS and TMS.

4. The following findings were obtained from the fourth objective:

a. The delivery of the Special Education Course can support the preparation of pre-service management teachers for an inclusive classroom by increasing their knowledge and awareness of inclusive practices, boosting their readiness and confidence for inclusive teaching, and benefiting from practical field experience and extended course duration.

b. The concerns of inadequate resources and the lack of awareness about the Ghana Ministry of Education's Inclusive Education Policy limits the possibility of the special education course preparation of the PMTs

Conclusions

The moderate level of pre-service management teachers' Knowledge of Inclusive Classroom and Practices (KICP) is appreciable. The moderate level also means they are not yet fully equipped in knowledge meaning there is more to acquire going forward to enable their curriculum adaptation for inclusive classrooms. The differences based on level shows that as one get more engagement in special education, they are able to acquire more KICP.

Pre-service management teachers' moderate and high level of preparedness for inclusive classroom instructional strategies (DIS, CMS, and

TMS) indicate their readiness to implement these strategies, when given they get to the field of work. The significant differences based on academic level imply that advancing in inclusive education enhances preparedness and utilization of instructional strategies. The lack of influence from prior teaching experience again implies that being prepared for inclusive classroom practices is not contingent on whether one has prior teaching experience or not.

The substantial impact of Knowledge of Inclusive Classroom Practices (KICP) on pre-service management teachers' preparedness suggests that the extent of knowledge in inclusive education among pre-service management teachers is a determinant of their readiness. Higher knowledge acquisition correlates positively with increased preparedness for implementing inclusive classroom strategies. On the other hand, a reduced level of knowledge in the field of inclusive education is associated with a decreased degree of readiness. This highlights a mutually reinforcing relationship between KICP and readiness in inclusive classroom practices

The manner through which special education is delivered determines how prepared pre-service management teachers become. However, pre-service management teachers' concerns may impact their readiness for inclusive classrooms, potentially leading to deficiencies in knowledge and confidence. It is obvious that inclusive education demands specific skills, and the absence of training and resources can heighten anxieties that may affect preparedness to implement inclusive practices. Addressing these concerns is crucial for fostering teachers' support for the inclusion of students with special needs.

Recommendations

Following the findings of the study, the following are recommended:

1. The findings revealed that pre-service management teachers needed more preparation and knowledge about inclusive education and its related policy. The faculty of business education should provide comprehensive training to improve the KICP of the preservice management students. This can be done by providing in-service training and practical field experiences, incorporating diverse instructional approaches, assessments, and resources. Also, management educators should emphasize the provision of the KCIP irrespective of the preservice management teachers' teaching experience, gender or age.
2. Continuous education on inclusivity is recommended to keep teachers updated on the latest developments, fostering readiness in adaptability and refinement of inclusive classroom strategies. Also, collaborative learning through peer networks, mentorship, and collaborative projects should be applied in the management teacher education programmes to bridge gaps created by demographic differences, enhancing collective knowledge and preparedness among all pre-service management teachers.
3. Management education programmes should continually prioritize in-depth comprehension of inclusive education principles, strategies, and practices. Continuous and sustained support and training in KICP throughout a teacher's education and career should be undertaken by the responsible institutions to ensure that KICP is effectively translated into

classroom practices for a seamless implementation of inclusive strategies.

4. The faculty of business education must give Pre-service management teachers thorough training and support within their education programmes. They must provide resources and enough time for the special education courses in the B.Ed. Management programme. The PMTs must be given the opportunity to interact with students with special need to give the confidence to deal with students with special needs.

Suggestion for Future Research

Given the scope of this study in terms of inclusive education being delimited to the prepared of teachers to implement it in the management education context, future studies should:

1. focus on the actual implementation of inclusive education and how well it is being done by the management teachers.
2. look beyond the managements teachers' role to examine the other stakeholders' (the school administration, government etc) role in the improvement of inclusive education in management education.

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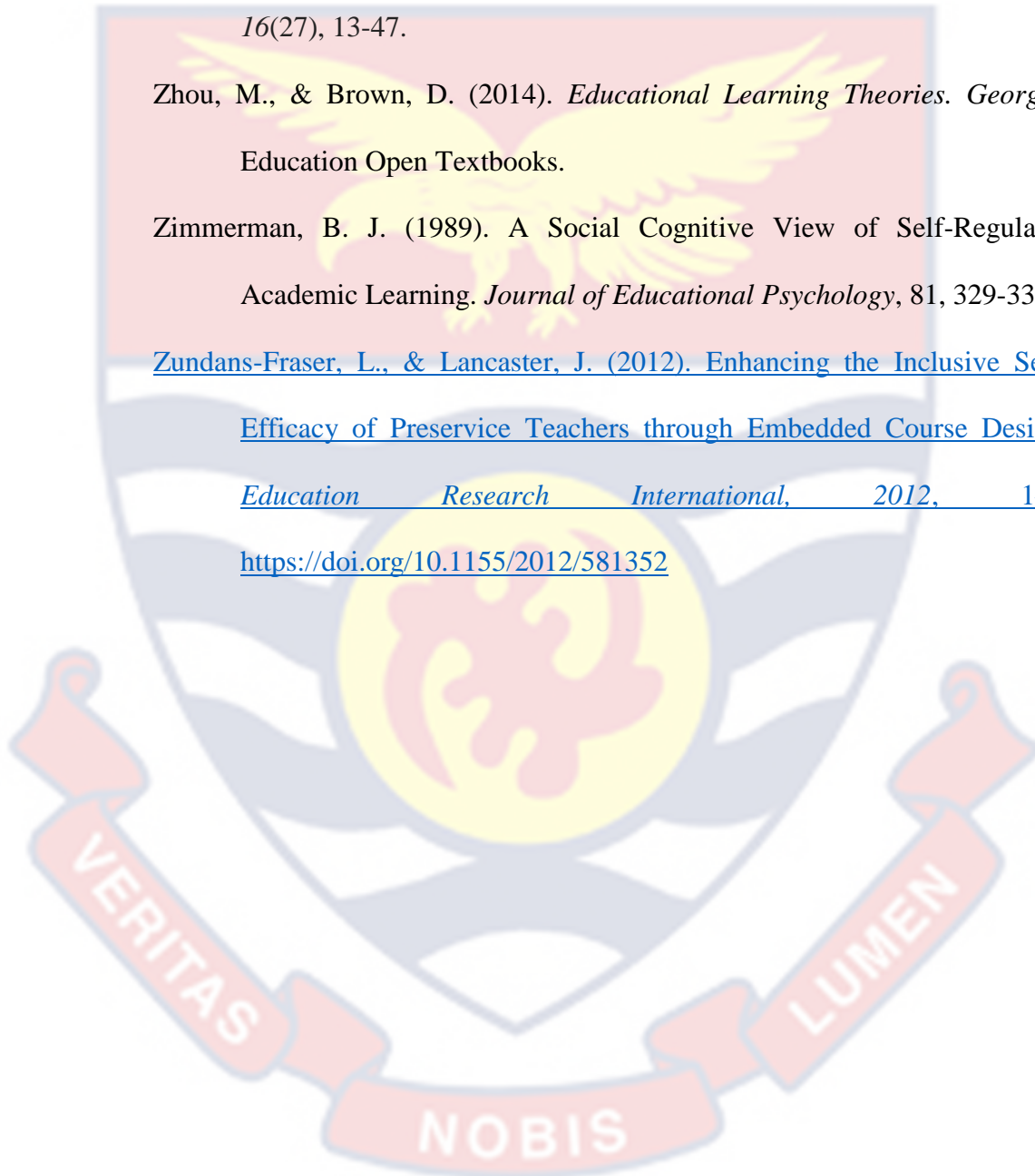
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

Questionnaire for Pre-Service Management Teachers**Dear Respondent,**

This questionnaire seeks your opinion on the topic: *Pre-service management teachers' preparedness in adapting the curriculum for an inclusive classroom*. The purpose of this study is to investigate the level of preparedness of pre-service management teachers' in adapting the curriculum for an inclusive classroom. Please your response to the items on this questionnaire will be treated with the confidentiality it deserves. The study forms part of my academic work in school. In order for my study to be successful, your participation will be highly appreciated. Please note that it is free to participate in this exercise hence you are not obliged to complete this form, should you wish to opt-out.

Instruction: Please tick (✓) or provide responses to the questions which follow:

Please do NOT discuss your answers with anyone else.

SECTION A

Background Characteristics of Respondent

1. I am a:

a) Male

b) Female

2. Age:

a) Below 20 years

b) 20 – 25 years

c) 26 – 30 years

d) 30+ years

3. Prior teaching experience: I have taught before

a) Yes

b) No

4. Academic level

c) Level 300

d) Level 400

SECTION B

**Pre-Service Management Teachers' Level of Knowledge of
Inclusive Classroom Practices (KICP)**

For the following items, please read carefully and select the response which best expresses your opinion about each statement by ticking (✓) the appropriate box. Indicate the extent to which you agree or disagree to the statements in this section using the guide below:

1. Strongly agree = SA
2. Agree = A
3. Disagree = S
4. Strongly disagree = SD

Knowledge of Inclusive Classroom Practices (KICP)	SD	D	A	SA
1. I have had significant interactions with a person with special needs.				
2. I have had training focusing on the education of students with special needs.				
3. My knowledge of the local legislation and/or policy as it pertains to children with special needs is good.				
4. My level of confidence in teaching students with special needs is high.				
5. I have experience teaching students with special needs.				
6. I understand the differences between impairment, disabilities and handicap.				
7. I understand the difference between physical disabilities and intellectual disabilities.				

8. I have an idea about the history of exceptional individuals.				
9. I will be able to plan lessons for exceptional learners in an inclusive classroom.				
10. I will be able to identify lessons for exceptional learners in an inclusive classroom.				
11. I will be able to write an Individualised Education Plan(IEP) for learners with special educational needs and disabilities (SEND).				
12. I am aware of the role of teachers in special education for learners with special needs.				
13. I know about the relevance of assessment in special education.				
14. I know about the purpose of assessment in special education.				
15. I know about the principles of assessment in special education.				
16. I will be able to carry out assessment for learners with special education needs.				
17. I am aware of the barriers to assessing learners with special educational needs.				
18. I have no idea about the causes of intellectual and developmental disabilities.				

19. I have no idea about the educational considerations of intellectual and developmental disabilities.				
20. My knowledge of strategies to cater for the needs of diverse learners in an inclusive classroom is sound.				
21. I know about the classification of learners with social, emotional and behavioural disorders.				
22. I am very confident in informing others don't about laws and policies relating to the inclusion of students with special needs.				
23. I know about the factors to consider in implementing inclusive education.				

SECTION C

Pre-Service Management Teachers' Preparedness for Inclusive Classroom Instructional Strategies

The section focuses on how prepared pre-service management teachers are in using differentiated instruction strategies (DIS), classroom management strategies (CMS) and time management strategies (TMS) in an inclusive classroom. For the following items, please read carefully and select the response which best expresses your opinion about each statement by ticking (√) the appropriate box. Indicate the extent to which you agree or disagree to the statements in this section using the guide below:

1. Strongly agree = SA
2. Agree = A
3. Disagree = S

4. Strongly disagree = SD

Differentiated Instruction Strategies (DIS)	D			A
1. I will be able to plan lessons for students with different needs.				
2. I will be able to deliver lessons for students with different needs.				
3. I will be able to use a variety of teaching and learning aids to support students with learning disabilities.				
4. I will be able to differentiate appropriately, using a range of teaching styles & approaches for students with special needs.				
5. I will be able to adapt teaching to support students' education at different stages of development.				
6. I will be able to differentiate, cater for the needs of all students (SEN; G&T; EAL; disabilities).				
7. I will be able to set Learning objectives and targets that challenge all students in an inclusive classroom.				
8. I will be able to promote positive values & behaviour expected of learners in an inclusive classroom.				
9. I will be able to effectively model expected behaviour for learning in an inclusive classroom.				
10. I will be able to adapt teaching strategies to take account of students' different learning styles.				

11. I will be able to use technology effectively to provide an alternate explanation or example when students are confused.				
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Classroom Management Strategies (CMS)	D			A
1. I will be able to establish and communicate clear and consistent rules and routines.				
2. I will be able to use the school behaviour policy to enhance students' learning.				
3. I will be able to establish a framework for discipline for students with learning needs and special needs.				
4. I will be able to adopt a range of strategies fairly and promote very good behaviour for an inclusive classroom.				
5. I will be able to manage class effectively, using approaches which involve and motivate pupils in an inclusive classroom.				
6. I will be able to maintain good relationships with pupils, exercise authority, and act decisively when necessary, ensure student safety in an inclusive classroom.				
7. I will be able to encourage a responsible attitude from different learners.				
8. I will be able to ensure learners in my care have the right learning environment to make the required academic progress in a safe space.				
9. I have a problem managing students with disruptive behaviour.				

10. I will be able to prevent disruptive behaviour before it occurs.				
Time Management Strategies (TMS)	D			A
1. I will be able to plan lessons effectively to meet the needs of different learners in an inclusive classroom.				
2. I will be able to pace lessons to support the needs of different learners in an inclusive classroom.				
3. I will be able to manage lesson time well to ensure a good pace for all learners and no learning time wasted.				
4. I will be able to provide needed assistance to learners who may need extra support.				
5. I will be able to arrange for extra support for students with special needs through resource persons and teaching assistants.				
6. I will be able to make the necessary adjustments (make notes available to them, help them catch up) for students who may need extra time to get to the lesson eg. students with mobility issues or visual impairment.				
7. I will be able to ensure there is an equality of opportunity for all learners to access every lesson, as building blocks to the wider curriculum.				

APPENDIX B**Interview Guide for Lecturers (Special Education)**

1. What group do you teach? Management or Accounting students?
2. Well does the EPS 212 course help expose pre-service teachers to issues of inclusion
3. Are the pre-service teachers familiar with the Ghana Ministry of Education policy (2015-2019) on inclusive education?
2. How could the educational preparation or training of pre-service teachers be enhanced to help prepare them for an inclusive classroom?
3. What type of support would be helpful to you as a lecturer in helping prepare pre-service Management teachers for an inclusive classroom?
4. What do you think are the most important factors for inclusion education in Ghana to succeed?
5. What do you think are the most significant existing barriers to the effective delivery of the *EPS 212 (Special Education) course for Management and Accounting education students* ?
6. What concerns do your students have regarding teaching in an inclusive classroom?
7. Do you use different communication techniques (speech, sign language, braille light, ICT) while teaching?
8. How does the EPS 212 course prepare pre-service teachers in an inclusive classroom, under the following headings?
 - Differentiated learning
 - Behaviour management

- Time management
- Collaborative teaching

9. How does the EPS 212 help pre-service teachers to plan lessons for an inclusive classroom?

10. How does the EPS 212 enhance pre-service teachers' preparedness to manage inclusive classrooms?

11. How does the EPS 212 help pre-service teachers to deliver lessons for students with diverse needs?

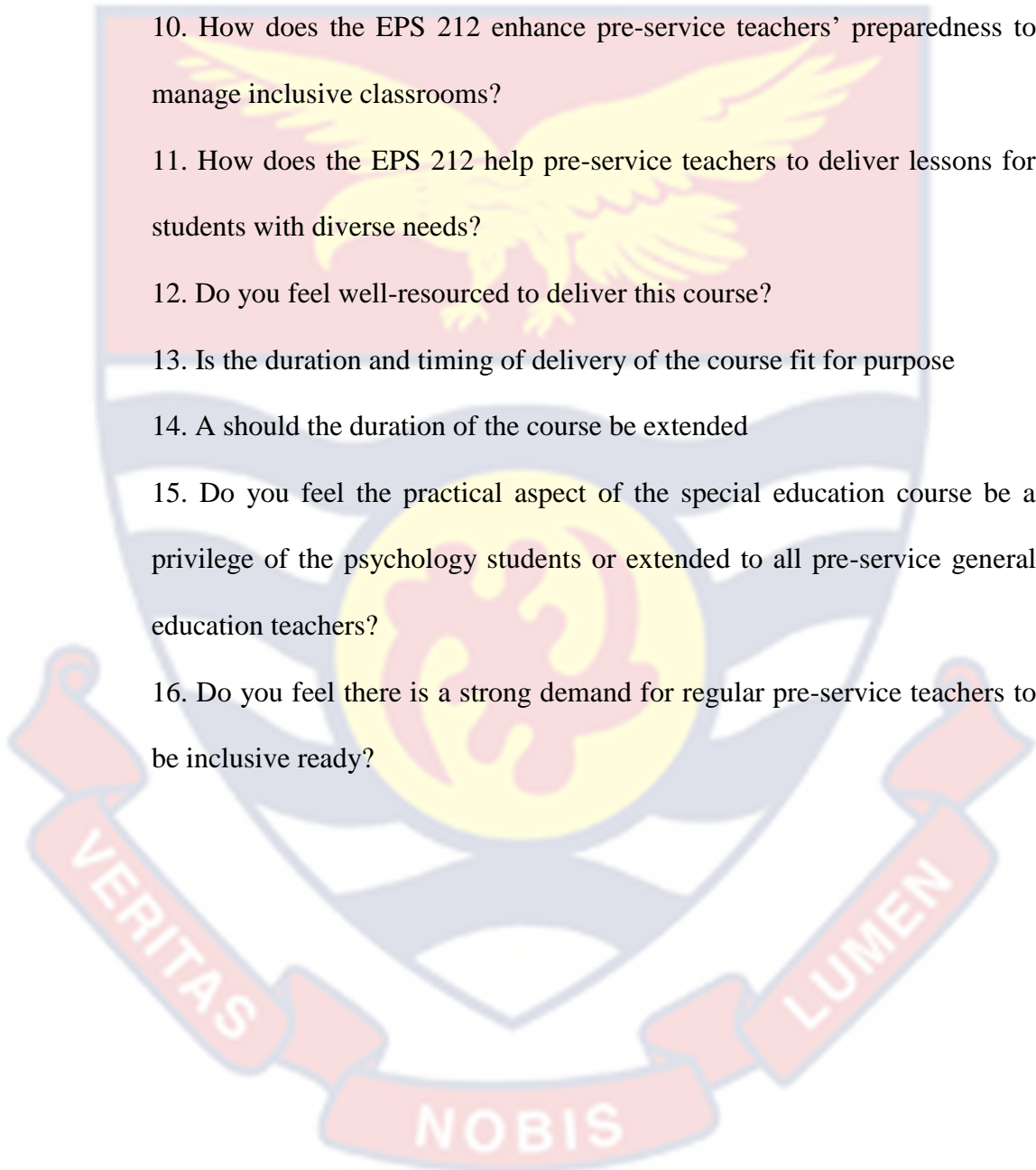
12. Do you feel well-resourced to deliver this course?

13. Is the duration and timing of delivery of the course fit for purpose

14. A should the duration of the course be extended

15. Do you feel the practical aspect of the special education course be a privilege of the psychology students or extended to all pre-service general education teachers?

16. Do you feel there is a strong demand for regular pre-service teachers to be inclusive ready?



APPENDIX C**Interview Guide for Lecturers (Methods of Teaching)**

1. What group do you teach? Management or Accounting students?
2. How could the educational preparation or training of pre-service teachers be enhanced to help prepare them for an inclusive classroom?
3. What type of support would be helpful to you as a lecturer in helping prepare pre-service Management teachers for an inclusive classroom?
4. What do you think are the most important factors for inclusion education in Ghana to succeed?
5. What do you think are the most significant existing barriers to the effective delivery of the ESS 341 (Methods of Teaching) course for Management and Accounting education students ?
6. What concerns do your students have regarding teaching in an inclusive classroom?
7. Do you use different communication techniques (speech, sign language, braille light, ICT) while teaching?
8. How does the ESS 341 course prepare pre-service teachers to use differentiated instruction in an inclusive classroom?
9. How does the ESS 341 help pre-service teachers to plan lessons for an inclusive classroom?
10. How does the ESS 341 enhance pre-service teachers' preparedness to manage inclusive classrooms?
11. How does the ESS 341 help pre-service teachers to deliver lessons for students with diverse needs?
12. Do you feel well-resourced to deliver this course?

Interview Guide for pre-service Management and Accounting Education students- Levels 300 & 400.

Questions

1. What is your programme?

2. What level are you?

3. Do you have any teaching experience?

3. What do you know about inclusive education?

4. Have you seen the Ministry of Education's inclusive education policy? If Yes? Do you know about the standards expected of teachers' as far as teaching in inclusive schools are concerned?

5. Do you feel the EPS 212 (Special Education) course has helped prepare you to teach in an inclusive classroom?

What key aspects of the EPS 212 course have helped in this regard?

6 Do you feel the ESS 341(Methods in teaching) course has helped prepare you to teach in an inclusive classroom?

7. What key aspects of the ESS 341 course have helped in this regard?

- Behaviour management
- Differentiated learning
- Collaborative teaching
- Time Management

8. How could the educational preparation or training be enhanced to help fully prepare pre-service teachers for an inclusive classroom?

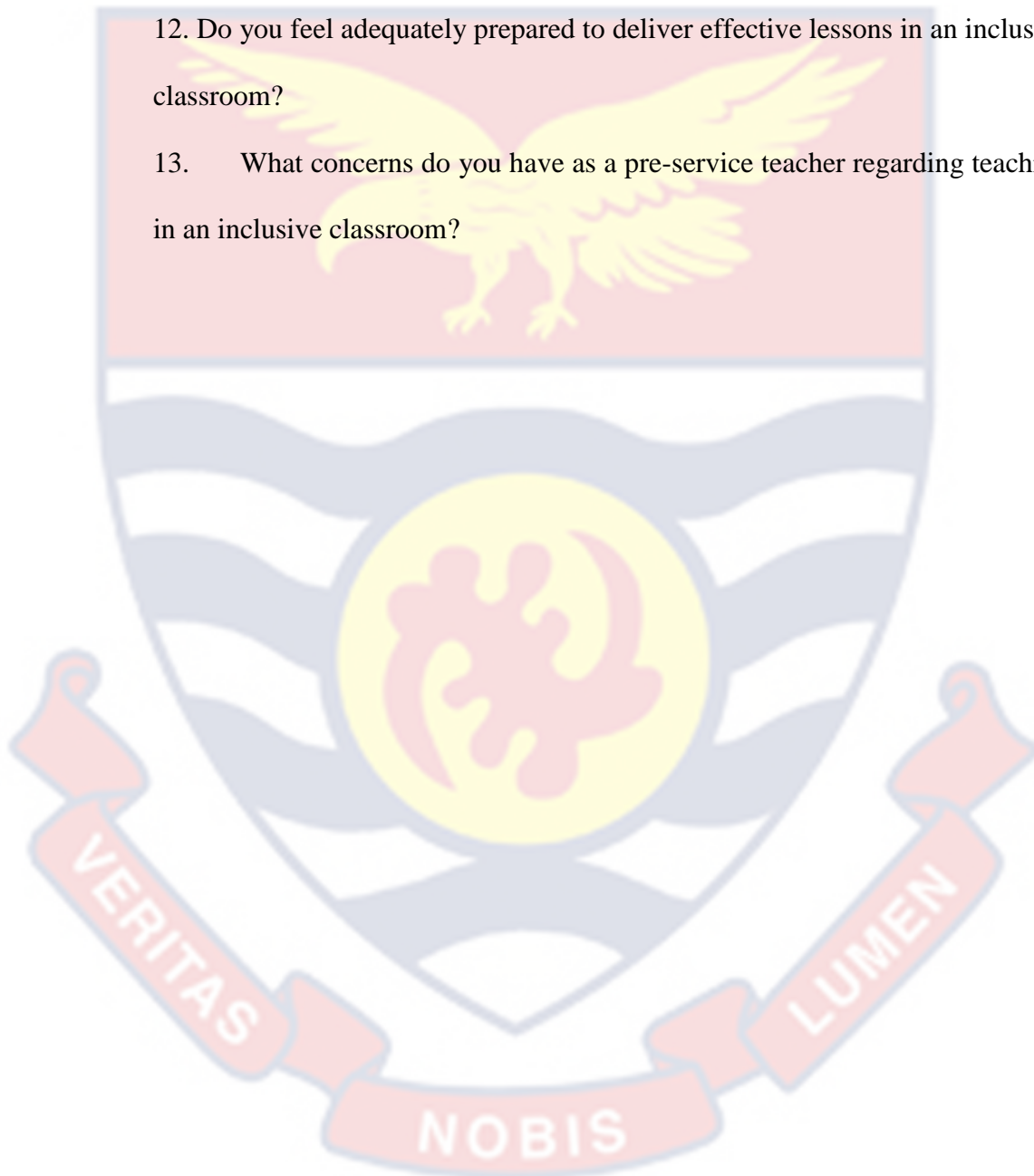
9. How do you find the input to your lecturers in helping prepare you for an inclusive classroom?

10. What do you think are the most important factors for inclusive education to succeed?

11. What do you think are the most significant existing barriers to the effective delivery of the Special Education courses (EPS 212)?

12. Do you feel adequately prepared to deliver effective lessons in an inclusive classroom?

13. What concerns do you have as a pre-service teacher regarding teaching in an inclusive classroom?



APPENDIX D

Ethical Clearance Letter



APPENDIX E

Application for Ethical Clearance

Department of Business & Social Sciences Education
Faculty of Humanities & Social Sciences Education
College of Education Studies
University of Cape Coast
19th July, 2021.

The Administrator,
Institutional Review Board
University of Cape Coast, Ghana.

Thru'

The Head of Department
Department of Business & Social Sciences Education
Faculty of Education Foundations
College of Education Studies
University of Cape Coast

Dear Sir/Madam,

APPLICATION FOR ETHICAL CLEARANCE (IRB APPROVAL)

In lieu of the guidelines of the Institutional Review Board (IRB), University of Cape Coast (UCC), with regards to the proposed research activity which requires human participants, I, Henry Abeiku Afful, a Doctor of Philosophy (Ph.D. Management Education) student of the Department of Business & Social Sciences Education, writes to apply for ethical clearance or IRB approval. This will help me with the necessary clearance to go ahead with the implementation of my proposal. I am seeking to collect data on "*Pre-service management teachers' preparedness in adapting the curriculum for an inclusive classroom*".

In line with the above request, I would be grateful to receive your assured assistance in processing my application as a successful application is of essence with this research work. I have attached to this letter, copies of all necessary paperwork required for the smooth processing of this application.

Looking forward to hearing favourably from you soon.

Thank you in advance.

Yours faithfully,



Henry Abeiku Afful (Ph.D. Student)
Dept. of Department of Business & Social Sciences Education

APPENDIX F

Supervisor's Consent Letter

Department of Business and Social Sciences Education
University of Cape Coast
Cape Coast.
21st July, 2021.

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast.

Dear Sir,


ACCEPTANCE OF PROPOSAL

I formally bring to your notice that I am satisfied with the research proposal of Henry Abeiku Afful and have granted him the permission to apply for ethical clearance from IRB to enable him collect data for his PhD thesis.

Counting on your usual cooperation.

Thank you

Yours faithfully,


DR. BERNARD YAW SEKVI ACQUAH
Co-Supervisor



APPENDIX G

Department's Cover Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233 209408788
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Email: dbase@ucc.edu.gh
Our Ref: DoBSSE/37/V.2/68
Your Ref:



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

DATE: 21st July, 2021

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir,

ACCEPTANCE OF PROPOSAL

We formally bring to your notice that the Department is satisfied with the research proposal of Mr. Henry Abeiku Aful, and has accordingly given the said candidate the permission to apply for ethical clearance from IRB in order to enable him to undertake data collection.

He is working on the Research Topic: **“Pre-Service Management Teachers’ Preparedness in Adapting the Curriculum for an Inclusive Classroom”**.

We count on your usual cooperation.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Bernard Y. S. Acquah'.

DR. BERNARD Y. S. ACQUAH
HEAD

