

## Teachers' Perception of the Implementation of Inclusive Creative Arts Education

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**Abstract :** This quantitative study investigates Creative Arts teachers' perceptions regarding the implementation of an Inclusive Creative Arts curriculum. The research employs a descriptive approach utilizing a 5-point Likert scale questionnaire comprising 15 items to gather data from Creative Arts educators. The Census with a disproportionate stratified sampling method was utilized to select 226 teachers from five educational circuits (Circuit A, B, C, D & E) within Offinso Municipality, Ghana. The findings indicate that most Creative Arts teachers hold a positive perception towards implementing an inclusive Creative Arts curriculum. Positive perceptions and attitudes among teachers are correlated with increased student engagement and participation in class activities. This study recommends organizing workshops and in-service training sessions focused on inclusive Creative Arts education for Creative Arts teachers. Additionally, it suggests that Colleges of Education and Universities responsible for teacher training integrate foundational courses in Creative Arts and Special Education into their primary education teacher preparation programs.

**Keywords :** perception, attitude, inclusive education, creative art, creative arts teachers, Ghana

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