

**UNIVERSITY OF EDUCATION, WINNEBA**

**EXPLORING LEADERSHIP CHALLENGES IN IMPLEMENTING  
INCLUSIVE EDUCATION IN EFFUTU MUNICIPALITY**

**MELINDA BOATEMAA SARPONG**

**8160210013**

**A THESIS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND MANAGEMENT, FACULTY OF EDUCATIONAL STUDIES,  
SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY  
OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR AWARD OF THE MASTER OF PHILOSOPHY  
(EDUCATIONAL ADMINISTRATION AND MANAGEMENT) DEGREE.**

**APRIL, 2019**

## DECLARATION

### STUDENT'S DECLARATION

I, Melinda Boatemaa Sarpong, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISORS' DECLARATION

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF PRINCIPAL SUPERVISOR: Prof. Dominic K. D. Mensah

SIGNATURE: .....

DATE: .....

NAME OF CO-SUPERVISOR: Dr. Hinneh Kusi

SIGNATURE: .....

DATE: .....

## **ACKNOWLEDGEMENTS**

With a heartfelt gratitude, I also want to appreciate my academic supervisors, Prof. Dominic K. D. Mensah and Dr. Hinnieh Kusi, for the tremendous effort they made in making my research a successful and worthwhile one.

I could not have gone through this without the support of my family. To my grandmother, Mrs. Georgina Benneh, my mother, Mrs. Sophia Owusuaa, my uncle, Mr. Alex Gyan Benneh and my sister, Belinda Boatemaa Sarpong, I say thank you.



## DEDICATION

I dedicate this thesis to my late father, Johnson Kusi.



## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
GLOSSARY	viii
ABSTRACT	ix
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Research objectives	6
1.5 Research questions	7
1.6 Significance of the study	7
1.7 Limitations of the study	8
1.8 Delimitation	8
1.9 Organisation of the rest of the study	9
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Introduction	10
2.2 Conceptual framework	10
2.3 Headteachers' perceptions about inclusive education	11

2.4	Headteachers' knowledge of inclusive education	14
2.5	Challenges in implementing inclusive education	19
2.6	Support systems for inclusive education	22
2.7	Summary of literature review	25

### **CHAPTER THREE: METHODOLOGY**

3.1	Introduction	26
3.2	Research approach	27
3.3	The study area	28
3.4	Effutu Municipality in context	29
3.5	Population	31
3.6	Sample size and sampling strategies	32
3.7	Methods for data collection	33
3.8	Instruments for data collection	34
3.9	Validity of instruments	35
3.10	Trustworthiness criteria for the qualitative instruments	35
3.11	Pilot testing of instruments	36
3.12	Data collection procedures	37
3.13	Data analysis	38
3.14	Ethical considerations	40

### **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS**

4.1	Introduction	43
4.2	Personal information of participants	43

4.3	Types of special needs conditions in schools	45
4.4	Perceptions about inclusive education	46
4.5	Knowledge of the concept of inclusive education	57
4.6	Challenges to implementing inclusive education	61
4.7	Support Systems	69
4.8	Others (Emerging Themes)	87

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction	95
5.2	Summary of key findings	95
5.3	Conclusions	100
5.4	Recommendations	101
	References	106
	Appendix I	109
	Appendix II	111
	Appendix III	113

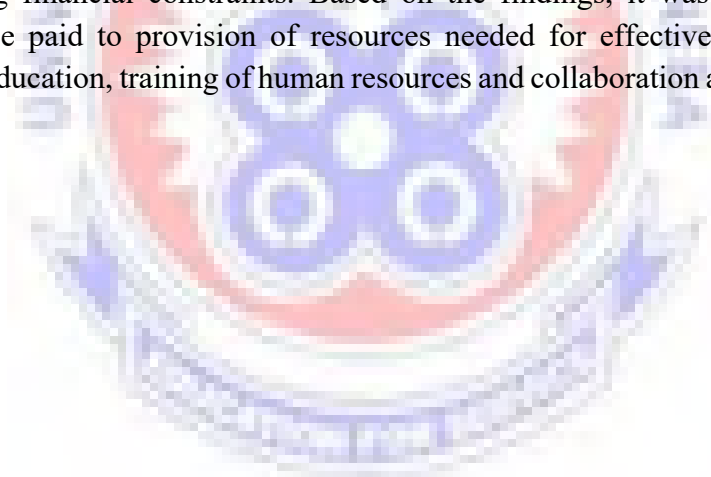
## GLOSSARY

CSO	Civil Society Organization
CBO	Community Based Organization
GES	Ghana Education Service
IE	Inclusive Education
INSET	In-Service Training
JHS	Junior High School
JSS	Junior Secondary School
MPCU	Municipal Planning and Coordinating Unit
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
PWD	Persons with Disability
SMC	School Management Committee
SPED	Special Education Division
TLM	Teaching and Learning Material
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UEW	University of Education, Winneba
UNIPRA	University Practice



## ABSTRACT

In an era where the development of a people and nation rests largely on education, the need for everybody to be educated cannot be overemphasized. This makes the concept of inclusive education gain much prominence in recent times. It is important to note that a relatively emerging phenomenon like inclusive education is likely to be met with setbacks in its implementation. This study therefore sought to explore the challenges that educational leaders face in implementing inclusive education. The case study approach was used in undertaking this study, which employed interviews and questionnaires as methods for data collection. The study engaged headteachers and teachers from 6 basic schools and GES officials in the Effutu Municipality. The sample size was 37 (6 headteachers, 27 teachers and 4 GES officials) and was sampled purposively. Data was gathered through a face-to-face interaction between the researcher and participants. Data gathered was analysed through the manual generation of codes and themes. The study revealed that participants were knowledgeable of the concept of inclusive education and held diverse perceptions about its implementation. Support was found to be available to schools for implementing inclusive education, largely in the form of human resources. The implementation of inclusive education was found to be faced with several challenges, all related to resource constraints, key among them being financial constraints. Based on the findings, it was recommended that attention be paid to provision of resources needed for effective implementation of inclusive education, training of human resources and collaboration among stakeholders.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Education has proven to promote the development of individuals, society and the nation at large. It plays an essential role in one's life through the contribution it makes in terms of higher earnings, better health, longer life and other related benefits (UNESCO, 2009). The enormous benefits derived from education have created the necessity for all to gain access and participation on an equitable basis. It is therefore not surprising that all children of school going age are obliged under Ghana's constitution and other international conventions to be in school. In addition to giving everybody the opportunity to be in school, emphasis is also laid on the need to get all children educated under same conditions. Wertheimer (1997) for instance posits the growing consensus all nations have on the right children have to be educated together. This notwithstanding, some children face exclusion of one form or the other in education.

Children with disabilities are facing educational exclusion, as they have been reported to account for one third of all out-of-school children (UNESCO, 2009). In spite of government's efforts to achieve full enrolment in Ghana, there still seem to be reports of out-of-school children, significant among them being learners with disabilities (Ministry of Education, 2015). These cases of out-of-school children have been largely due to the difficulty such children have in fitting into the normal school environment. This in effect makes the process of learning difficult for them, resulting in many of them dropping out of the school system. Several policies have been formulated both locally and globally, all geared towards equity. The United Nations for instance has

policies such as the UN Convention on the Rights of the Child (1989), the UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993) and the UNESCO Salamanca Statement (1994), all of which affirm the right of children to be valued equally, treated with respect and provided with equal opportunities within the mainstream educational system. They also lay more emphasis on the fact that people with disabilities must be involved in every aspect of the education process. These documents are powerful tools which present a strong case for inclusion. In essence, they provide an opportunity for inclusive education to be firmly placed on the agenda of national governments (Wertheimer, 1997). In recognition of the vital role education plays in the lives of the educated and nation at large, the Government of Ghana saw the need to remove every barrier to access. In this wise, a goal was set in the Education Strategic Plan (2010-2020) emphasizing the need to provide education for all regardless of physical or mental disabilities (Ministry of Education, Science and Sports, 2006). Again, the Sustainable Development Goals (SDGs) of the United Nations demonstrates a great deal of concern to the issue of inclusiveness and equity. Goals 8, 9, 10, 11 and 16 aim at addressing inclusiveness and equality to an extent, with goal 4 emphasizing the promotion of inclusive and equitable quality education for all.

Wertheimer (1997), in recognition of the protection of the fundamental human rights of children, argues that children with disability should not be excluded and discriminated against from the mainstream system on the basis of their disability. Taking the rights of these children to education into perspective, they are expected to receive all the assistance and special provision which their learning difficulty requires. This however does not justify their placement in special segregated schools since these services can equally be provided in mainstream schools at a lesser financial and social cost. It is in light of the above arguments that inclusion has gained prominence in recent

times in Ghana. In 2015, the Ministry of Education formulated the Inclusive Education Policy which aims at redefining educational delivery and management to respond to the diverse needs of all learners (Ministry of Education, 2015). The objectives of this policy are to: improve and adapt education and related systems and structures to ensure the inclusion of all learners particularly those with special educational needs; promote learner friendly school environment for enhancing the quality of education for all learners; promote the development of a well-informed and trained human resource cadre for the quality delivery of inclusive education throughout Ghana; and ensure sustainability of inclusive education implementation. In ensuring the implementation of this policy, the Ministry of Education has put in place some measures. Among such are sensitization workshops for all relevant stakeholders on the policy, review of school curricula to make it inclusive, provision of requisite TLM to assist pupils with special education needs and provision of disability friendly facilities in existing schools to be disability friendly (Ministry of Education, 2015). This confirms how relevant and prominent the issue of inclusiveness in education has been in recent times. However, formulating a policy does not necessarily bring about change unless it is effectively implemented.

The role of leadership is one that cannot be side-lined in an attempt to successfully implement every policy, of which inclusive education is not exempted. Wertheimer (1997) agrees to the ownership of educating learners with special needs resting with the school community and not with the individual (child with special need). Thus, educating children with special needs holds school leaders responsible, putting them at the forefront of inclusive education practice. In Ghana, leadership is exercised at various levels, usually from the national through to the regional, district and local

levels. In the educational sector, school managers or heads have the mandate to manage affairs at the school level.

Leadership plays a vital role in the life of every organization, including educational organizations. The success or failure of every educational initiative is to a larger extent dependent on the leadership of schools. The type and style of leadership of the school head contributes to the successful implementation of educational programmes, including those for children with disabilities (Beninghof & Singer, 1995 cited in Twohig, 2000). Again, like every educational reform, Burstein et al. (2004) agree to fundamental change in schools' organizational structures as a requirement to successful inclusive education. Twohig (2000) mentions that to achieve success for all students through effective inclusive educational practices, the attributes of leaders cannot be side-lined. It dawns on the school head to have the ability to implement the most efficient strategies as well as make available the needed resources that meet the needs of diverse learners.

In creating an inclusive school environment, the school head has the responsibility of planning and coordinating with staff, being innovative, frequently monitoring staff and student performance and involving parents and the community (Blank, 1987 cited in Twohig, 2000). In addition to these, Burstein et al. (2004) mention such strategies as building a commitment for change, planning for change, preparing personnel for change and providing supports that promote and maintain change as necessary to promote reforms. Such strategies can hardly be put to practice without effective leadership. This suggests that an educational reform like inclusive education requires leadership at the school level to carry out these strategies effectively. Discharging these responsibilities translates into the successful implementation of policies, of which the inclusive education policy is no exception.

The internal forces at the school level, the school head inclusive, provide a solid foundation for negotiating the change processes. In their study, Burstein et al. (2004) school heads were identified as providing a vital source of support, vision and guidance which resulted in effective inclusive practices. Cook, Semmel and Gerber (1999) in agreement to this, mention how successful inclusion holds the support and leadership of principals in high esteem. Said differently, the withdrawal of the needed support from school heads is likely to create an impediment to successful inclusive practices.

### **1.2 Statement of the problem**

In their study on the perceptions of teachers and headteachers on the effectiveness of inclusive education, Peter and Nderitu (2014) found school managers and headteachers to be lacking in knowledge on inclusive education. In as much as children with special needs may be gaining physical access to mainstream schools, Downing (2010) also showed concern on how to teach these students. This implies that several factors affect the smooth implementation or otherwise of inclusive education. As Praisner (2003) believes, the success of inclusive education is to a large extent dependent on the behaviours exhibited by principals towards integration and acceptance of children with special educational needs in the mainstream system. Thus, the success or failure of inclusive practice in schools holds principals accountable, largely due to their leadership position. The headteacher, who is the leader, is therefore expected to have a positive attitude or perception towards inclusion and be equipped with the knowledge, skills and competences to manage the implementation of inclusive education at the school level.

The process of instituting inclusive schools requires changes in the school culture and this needs consciously taken actions which necessitate leadership (Kesälähti, 2014). In 2011, the Government of Ghana in collaboration with the Ghana Education Service

implemented inclusive education on a pilot basis in the Central, Greater Accra and Eastern regions of Ghana (Ministry of Education, 2015). Principals have been faced with a number of challenges in the wake of this new arrangement in the provision of educational services (Praisner, 2003). In the Effutu Municipality for instance, twenty five basic schools were covered in the Inclusive Education pilot exercise (Central Regional SPED, 2017). However, only two (University Practice Basic School and Don Bosco Catholic School) have been recorded to be functional per the inclusive practice standards (MPCU, Effutu, 2014). Thus, only these schools are recognized to be implementing inclusive education in the municipality. This could be due to some challenges leaders, precisely headteachers, are facing in implementing inclusive education. The researcher therefore seeks to explore the challenges facing school heads in their efforts to implement inclusive education in their schools.

### **1.3 Purpose of the study**

This study sought to investigate the challenges encountered in implementing inclusive education in primary schools in Effutu municipality and to explore effective support systems for heads of the schools to facilitate the implementation of the inclusive education policy.

### **1.4 Research objectives**

In realizing the purpose of this study, the researcher sought to:

1. Find out the perceptions of headteachers in Effutu Municipality on inclusive education.
2. Explore the knowledge of headteachers in Effutu Municipality on inclusive education.
3. Identify challenges headteachers in Effutu Municipality face in implementing inclusive education in their schools.

4. Examine existing support systems for the headteachers in Effutu Municipality for implementing inclusive education in their schools.
5. Examine alternate support systems for the headteachers in Effutu Municipality for implementing inclusive education in their schools.

### **1.5 Research questions**

Answers to the following questions were sought in achieving the above stated objectives:

1. What perceptions do headteachers in Effutu Municipality hold on inclusive education?
2. What is the knowledge of headteachers in Effutu Municipality on inclusive education?
3. What challenges do headteachers in Effutu Municipality face in implementing inclusive education in their schools?
4. What are the existing support systems for headteachers in Effutu Municipality for implementing inclusive education in their schools?
5. What are the alternate support systems for headteachers in Effutu Municipality for implementing inclusive education in their schools?

### **1.6 Significance of the study**

It is envisaged that the findings of this study will influence policy makers to pay attention to the challenges headteachers face in their efforts to effectively implement inclusive education in schools. Secondly, it will make headteachers informed on support systems that would make them more effective in implementing inclusive education in their schools. This research will also contribute to existing knowledge in the field of leadership and inclusive education in Ghana.



### **1.7 Limitations of the study**

As a usual characteristic of research, this study posed a number of limitations to the researcher. First, the researcher faced difficulties in gaining access to some schools regardless of introductory letters given by the Department of Educational Administration and Management and the Effutu Municipal Ghana Education Service. The reluctance of headteachers was as a result of their concern of such research activities as being frequent in their schools, hence disrupting academic activities. This was however overcome through persistence and persuasion from the researcher. Second, the researcher was challenged with teachers' reluctance to respond to the questionnaires, even though their headteachers granted access to the researcher. This was largely due to their disinterest in the topic under study. However, through the researcher's effort and the assistance of headteachers to sensitize them, such teachers gained interest in the concept and agreed to participate willingly.

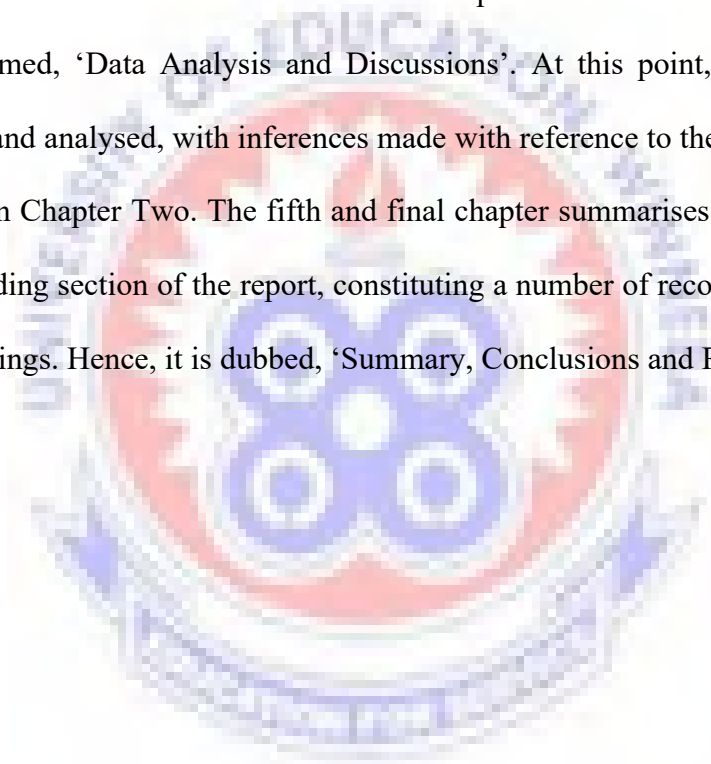
Although the above mentioned challenges were dealt with by the researcher, there is a possibility that the findings could be affected. Due to the initial unwillingness of participants to engage in the exercise, their responses could be compromised, thereby not revealing the realities on the ground.

### **1.8 Delimitation**

The study focused on the challenges headteachers faced in implementing inclusive education in their schools. It was delimited to public basic schools which are implementing inclusive education in the municipality. Inclusive education in this context also considers the enrolment and active participation of learners with disabilities in the mainstream school. In spite of the implementation of inclusive education in districts across the Central region, the study was restricted to the Effutu Municipality.

### **1.9 Organisation of the rest of the study**

The study was organized into five chapters, each having sections and sub-sections. The first chapter dubbed 'Introduction' introduced the report. The second chapter, 'Literature Review', captures the review of literature related to the field of study. The third chapter, 'Methodology' throws more light on the processes and techniques to adopt in carrying out this study. Emphasis here was laid on the research design, study population, sampling and sampling techniques, data collection and analysis procedures and ethical considerations. Data collected was presented and discussed in the fourth chapter named, 'Data Analysis and Discussions'. At this point, data gathered was presented and analysed, with inferences made with reference to the available literature reviewed in Chapter Two. The fifth and final chapter summarises the findings, and is the concluding section of the report, constituting a number of recommendations based on the findings. Hence, it is dubbed, 'Summary, Conclusions and Recommendations'.



## **CHAPTER TWO**

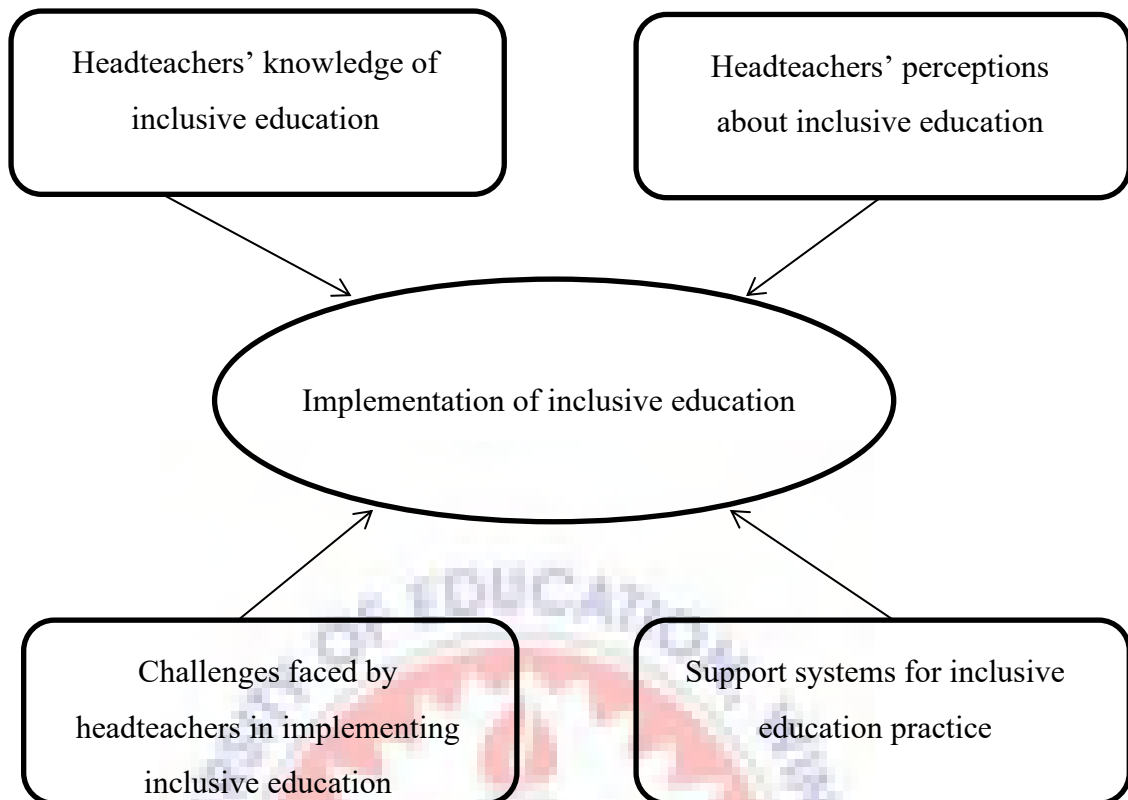
### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature related to the subject under study. It contains the conceptual and theoretical frameworks underpinning the study. In addition to this, it throws more light on the concepts of inclusive education and leadership. Again, the knowledge, perspectives of headteachers as well as the support systems that enhance inclusive education are highlighted. Emphasis is also laid on the challenges these headteachers face in making inclusive education successful in their schools.

#### **2.2 Conceptual framework**

This section highlights the issues discussed in this chapter. The conceptual framework is based on the subjects raised in the objectives of the study and the relationship that exists between them. It is based on the concepts in this framework that literature is reviewed. The study is premised on the preposition that the implementation of inclusive education holds some leadership factors accountable. These are: the knowledge headteachers have of inclusive education; headteachers' perceptions of inclusive education; challenges to effective implementation of inclusive education; and support systems for inclusive education practice. This is diagrammatically presented in Figure 2.1 below.



Source: Author (2018)

**Figure 2.1 Conceptual framework**

### **2.3 Headteachers' perceptions about inclusive education**

This section is derived from the first research question dubbed “What perceptions do headteachers in Effutu Municipality hold on inclusive education?” The manner in which disabilities are thought of and viewed has implications for how care and education is given to people who find themselves in such circumstance (Tassoni, 2003). Likewise, the beliefs and perceptions held by principals towards special education are factors that are fundamental in implementing inclusive school programmes (Livingston, Reed & Good, 2001; Garrison-Wade, Sobel & Fulmer, 2007). This makes it relevant to examine the perceptions that are commonly held in our educational society. The leadership role of headteachers put them in a position where every decision they take

matters significantly. Their decisions, by and large, are influenced by their outlook of issues. It is therefore of much importance to take a look at their perspectives of inclusive education and how such perspectives guide their decisions in this respect (Ramirez, 2006). Cook, Semmel and Gerber (1999) in their study had a significant proportion of headteachers agreeing to how general education classroom is the most effective for students with special needs, considering the enormous gains it produces. Farris (2011) also had majority of principals in his study agreeing to the enhanced learning experiences students with severe disabilities had when in inclusive school settings. Educators for instance noted how behaviour problems saw a significant reduction following the inclusion of students with behaviour disorder in general classrooms (Burstein et al., 2004). The principles of inclusive education not only give children the opportunity to access and participate in mainstream education, but also in a broader context makes them exposed to accessing and participating in the mainstream society (Pekeberg, 2012). This makes the social benefits of inclusive education carry as much weight as the academic through the elimination of discrimination, creation of welcoming communities and building inclusive and non-discriminative societies.

Students without disability have equally been found to benefit from inclusive practices in such ways as learning to appreciate differences and taking pride in assisting others (Burstein et al., 2004). Emphasis is however laid on the need for consultant services in these schools in order to make such educational environments disability friendly.

Notwithstanding the benefits of inclusive education, there exist mixed perceptions held by school heads about its implementation. With some supporting the idea, other school administrators raised concerns on how inclusive practice would jeopardize the effectiveness of teachers, especially regarding their time-on-task (Twohig, 2000).

In spite of the significant role special education teachers play in inclusive education, Farris (2011) found in his study majority of principals disagreeing to the assertion that only teachers with special education experience are able to handle students with severe special needs in schools. This means that headteachers perceive inclusive education cannot be single-handedly implemented by only a particular section of stakeholders.

Headteachers have been identified to show favourable attitudes and perceptions towards the inclusion of students with special needs in the general education setting (Ramirez, 2006). These perceptions were largely due to the training headteachers received, their experience in the profession and their knowledge related to inclusive and special education. Headteachers who have also had much experience in working with students with severe disabilities also tend to favour inclusive education, as the study of Livingston, Reed and Good (2001) depicted. This suggests that certain variables come to play in shaping headteachers' perspectives on inclusive education. This being said, there are yet some other factors that have no significant impact on how headteachers perceive inclusive education – gender, age, frequency of in-service training and the proportion of students with special educational needs.

It is noteworthy that there is no one conclusive standpoint on inclusive education within a setting – country, state or a school (Booth & Ainscow, 1998). This makes the implementation of inclusive education a difficult task as policy makers and practitioners try to make meaning of the different perspectives. In spite of these confusions, the point remains clear that several attempts are being made all over the world to make provision for an education that serves all children regardless of their individual characteristics.

## **2.4 Headteachers' knowledge of inclusive education**

This section is in connection to the second research question labelled, “What is the knowledge of headteachers in Effutu Municipality on inclusive education?” The concept of inclusive education, as argued by Tassoni (2003), is the result of pressure put on successive governments by parents and persons with disability to change the educational system in such a way that allows all children to have equitable access to education. The introduction of inclusion in schools has resulted in the expansion of services at the disposal of principals. Such expansion in the continuum of services, according to Livingston, Reed and Good (2001) has created the need for increased skills, knowledge and understanding. One of the inputs necessary for education policy implementation is knowledge available to the actors (Viennet & Pont, 2017). Principals' role as instructional leaders of their schools put them in a position where they must meet some expectations – being knowledgeable about policies and practices regarding inclusive education and how to work towards delivering educational services to a diverse range of students (Ngwokabuenui, 2013). Garrison-Wade (2005) mentions the need for principals to have requisite knowledge in assessing the impact of disabilities on student performance, monitoring referral-to-placement procedures, providing various service delivery models and facilitating student support teams. Again, as the instructional leader and agent of change in inclusive education, the principal must possess certain competencies. Thus, as leaders, headteachers have some requirements to meet, more importantly being abreast with prominent educational issues. Studies have shown how the successful implementation of inclusive education has been hindered by teachers and headteachers' lack of knowledge on inclusive education (Pekeberg, 2012).

Headteachers' knowledge of inclusive education, among other benefits, results in a positive attitude towards inclusion in their schools. Ramirez (2006) established a direct relationship between headteachers' attitude towards inclusion and their perceived knowledge of special education law. That is to say, as their knowledge in special education law increased, they increasingly grew more favourable for inclusive education. The implication that can be drawn here is that the understanding headteachers have of the laws and policies regarding special education set the tone for their acceptance and readiness to implement inclusive education. Having such knowledge, according to Ramirez (2006), is not enough as he recommended headteachers to share among their staff for a collective and collaborative effort towards a successful implementation of inclusive education.

In meeting the diverse needs of students, Garrison-Wade, Sobel and Fulmer (2007) had the participants in their study suggesting three knowledge areas that school heads should be aware of – knowledge in special education law and disabilities; skills to create inclusive environments including the ability to lead teachers in best practices such as differentiation, collaboration and positive behaviour supports; and display of a genuine appreciation and support of what special education or resource teachers do.

Among the things that headteachers should know are the meaning of the concept of inclusive education as well as the types of special needs conditions students may possess. Farris (2011) best describes inclusive education as a paradigm shift – from getting the child with special educational needs ready for the mainstream school to getting the mainstream school ready for the child. This emphasizes the point that the general classroom and school should be accommodating to the need of every student, rather than students trying to adjust to whatever condition there is in the school.



Inclusive education has been defined differently in different contexts. Some countries have supposedly seen it as an approach to serving children with disabilities within general education settings (Ainscow & Sandill, 2010). More often than not, it is viewed as an agenda to include those groups who have been previously marginalized. It is for this reason that Scott and McNeish (2013) view inclusion not only in terms of ensuring that children with special educational needs are educated in mainstream school, but more importantly ensuring that children with severe, multiple and diverse needs are provided access within special schools when the need arises. Their position suggests the recognition of the importance of special schools even in the wake of promoting inclusiveness in mainstream schools. However, from the international point of view, it is generally seen as a reform that supports and welcomes diversity amongst all learners (UNESCO, 2001). Thus, discouraging segregation while providing all learners with the opportunity to learn in the settings they would have preferred even in the absence of any disability. It stems from the notion of education being a basic human right and as such, the foundation upon which a more just society is built.

Prior to inclusive education, special education was the sole provider of educational services to students with diverse abilities and disabilities outside the regular classroom, either in self-contained or resource classrooms (Ngwokabuenui, 2013). The inception of inclusive education then recognizes the need for such services to be provided in the mainstream school, giving these students the opportunity to learn in the same environment with their regular education colleagues, thus benefitting students with special needs both academically and socially in the process.

In education, special needs can be termed as conditions in an individual, either temporal or permanent, that hinder his/her normal learning participation and development. Afful-Broni and Ankutse (2009) defined special education needs children as those with

deviations in their sensory and/or physical abilities, thereby making it difficult for such children to benefit from using the existing curriculum, pedagogy and environmental set ups for their total development. A child is termed to have a special educational need if he/she has a learning difficulty calling for a provision other than what is generally given to others (Tassoni, 2003). Tassoni further describes children with special educational needs as those in one of two categories – one, those with significantly greater difficulty in learning than the majority of children of similar age and grade, and two, those with disabilities which prevents them from making use of educational facilities generally provided for all children. Examples of such special needs are:

1. Asthma: a condition that affects breathing. The airways of the lungs of the individual tighten and become inflamed during an asthma attack. Excess mucus is then produced by the body as a result, consequently narrowing the airways. Asthma attacks leave the child struggling for breath and feeling frightened.
2. Attention deficit hyperactivity disorder: also referred to as Hyperkinetic Disorder. Children with this disorder have unusually high levels of activity and impulsivity, finding it difficult to sit and concentrate for a period of time. This results from the brain not processing sensory information in an effective way.
3. Autistic spectrum disorder (autism and Asperger's syndrome): it affects the child's ability to form relationships and communicate effectively with those around.
4. Cerebral palsy: a general term to describe disorders that prevent the brain from controlling muscles and movements in the body. There are three main types of cerebral palsy – spastic, athetoid and ataxic cerebral palsy.
5. Down's syndrome: a genetic condition caused by the presence of extra genetic material. This causes a range of characteristics that include specific physical

characteristics, learning difficulties and some medical conditions. Children with Down's syndrome are very individual and have varying needs.

6. **Dyslexia:** a specific learning disorder which causes persistent difficulties in processing information. This has a tendency in affecting the child's ability to read, write and spell.
7. **Epilepsy:** a neurological condition that results in a person having recurrent seizures, caused by the temporal disturbance of the brain's normal pattern of electrical activity.
8. **Hearing impairment:** a generalized term which covers an amount of hearing loss whatever the cause. It may be permanent or temporal and can be categorized according to its severity as mid, moderate or severe. There are two types of hearing impairment: sensorineural, usually permanent and caused in the inner ear or beyond; and conductive, usually temporal which occurs when there is some type of blockage or obstruction in the outer ear that prevents sounds from being fully received.
9. **Visual impairment:** it is also known as vision impairment and is a decreased ability to see to a degree that causes problems usually not fixable. Pupils with visual impairment do not see at all or hardly see without the use of glasses or contact lenses. It included blindness. It is caused either by uncorrected refractive errors, cataracts or glaucoma. Again, the abnormality of the eyes, the optic nerve or the visual centre for the brain results in decreased visual activity. With this impairment of vision, a child's educational performance is affected even with a correction.
10. **Physical disability:** it is a limitation on a person's physical functioning which is caused by a loss or malfunctioning of a part of the body, say the hand or leg.

## **2.5 Challenges in implementing inclusive education**

The third research question, “What challenges do headteachers in Effutu Municipality face in implementing inclusive education in their schools?” forms the basis for reviewing literature in this section. The major challenge facing educational systems is including all children in education, one that is typical of both developed and developing countries (Ainscow & Sandill, 2010; Garrison-Wade, Sobel & Fulmer, 2007). Developing schools that provide wide and flexible systems of supports for students with variable and sometimes significant support needs is recognized as a complex and significant challenge within educational leadership (Rayner, 2007; Shields, 2010; Theoharis, 2010). Given such complexity, inclusive education is often misunderstood and sometimes met with resistance from teachers and usually not gaining the full support from school administrators (Garrison-Wade, Sobel & Fulmer, 2007).

Taking into account the natural resistance to change, the change process associated with inclusion is usually met with much resistance from the grassroots implementers (Livingston, Reed & Good, 2001). This is to an extent due to the assumption of new roles accompanying such change. Ainscow and Sandill (2010) then assert that developing more inclusive forms of education is arguably the biggest challenge facing school systems throughout the world. Headteachers in the wake of this change are faced with taking key decisions such as which students with special needs are to benefit from inclusive education and generally how the whole process should be implemented (Ramirez, 2006).

Again, in spite of the comfort INSET programmes give to principals in handling inclusive education (Burstein et al., 2004), Twohig (2000) expressed principals’ feelings of inadequacy in the smooth implementation of inclusive practise in their schools due to their lack of training in this regard. Also, Cook, Semmel and Gerber

(1999) mention the limited control and inadequate direct supervision headteachers have on their teachers in schools, possible factors that could hamper effective leadership for inclusion.

Regardless of the undeniable benefits associated with inclusive education, a number of arguments have been levelled against its success. One aspect of the debate is with regards to whether the mainstream school is in the capacity to better serve the needs of learners with special needs than the special school which has been noted for such services. On the side of parents, there is a plausible anxiety about how their children are more prone to vulnerability in the mainstream system (Scott & McNeish, 2013). Adding to their anxiety is the minimal assurance they have in the school as these mainstream schools may lack the appropriate resources to meet the diverse range of learners' needs.

Human resource plays an indisputable role in ensuring the smooth implementation of inclusive education. Since teachers are the primary resource for achieving the goal of inclusive education, it is essential for them to receive adequate training for the new demands that accompany inclusive education. However, one of the major issues that school heads are faced with is with regards to the recruitment and retention of good quality staff that will carry out the inclusive vision (Scott & McNeish, 2013). As observed by Cook, Semmel and Gerber (1999), teachers lack instructional skills to meet the needs of students with disabilities in mainstreams schools. Tassoni (2003) was then not far from the truth in mentioning poor resources, both physical and human, as frequent barriers to inclusive education. This was buttressed by Mungai (2015) who stated limited human and infrastructural resources as possible factors hindering efforts to implement inclusive education.

The material resource base of schools practising inclusion has also been threatened. As argued by Cook, Semmel and Gerber (1999), the resources committed to inclusion have been relatively few, a situation that is most likely to result in the mere enrolment of children with special needs with no commensurate active participation. Capability problems manifested in incompetent staff and inadequate funding have been identified as one of the factors for programme implementation failure (Van Horn & Van Meter, 1977). In their study on support services delivery to children with special needs in the Volta region of Ghana, Afful-Broni and Ankutse (2009) found the Ghana Education Service to be faced with lack of material resources and insufficient financial provisions in their attempt to support children with special educational needs. Funding is seen as a necessary input for education policy implementation. However, the implementation of such policies are challenged by inadequate funding and organizational resources (Viennet & Pont, 2017). Related to this is the challenge class size presents to teachers, as it was noted to be a contributing factor to the problem of unsuccessfully implementing inclusive education (Burstein et al., 2004).

Research evidence appears to suggest that the successful implementation of inclusive education is inhibited by many problems, popular among them being; inappropriate curriculum, poor stakeholders' attitude, inadequate resources, poor teachers training, stress and lack of parent and community involvement. As we look to the future, it is important not to underestimate the challenges facing all educational systems around the world – rich and poor – as they try to respond to demands for arrangements that will provide an effective education for all children, whatever their circumstances or characteristics.

## 2.6 Support systems for inclusive education

This section of literature is reviewed in the light of the fourth and fifth research questions namely, “what are the existing support systems for headteachers in Effutu Municipality for implementing inclusive education in their schools?”, and “what are the alternate support systems for headteachers in Effutu Municipality for implementing inclusive education in their schools?” respectively. It is noteworthy that the mere development of an inclusive education policy does not guarantee the child’s needs being met. In developing an inclusive environment, Ainscow and Sandill (2010) posit that a detailed analysis of existing arrangements provides a rational basis. Thus, a critical look at existing support systems and potential threats to success are not to be overlooked in ensuring inclusiveness in education. There is therefore a call for actions aimed towards change.

This study draws on the constructivist and social constructivist theories to explain the call for school leadership to come to terms with the need to provide all learners with the enabling environment that promotes the participation of pupils, particularly those with special educational needs, in inclusive classrooms. Basically, constructivism refers to the belief that children or adults construct their knowledge based on personal experiences. Socio-constructivism adds to this the impact social and cultural factors have on that knowledge construction (Pekeberg, 2012). As posited by Tsyawo (2015), the participation of pupils with disabilities in inclusive classrooms is paramount to their academic achievement. Including learners with special education needs in a regular classroom and providing the appropriate support may enable them to learn many skills and other forms of classroom behaviour by observing and imitating their peers and teachers in an inclusive setting.

In order for special needs education to make its desired impact, it should be supported by some important social services (Afful-Broni & Ankutse, 2009). Essentially, these revolve around effective and efficient human resources. Burstein et al. (2004) raised concerns about the limited knowledge on supporting mechanisms for inclusive practices. This regardless, Scott and McNeish (2013) suggested key areas that need to be attended to: improving the quality of assessment and ensuring that where additional support is provided, it is effective; improving teaching and pastoral support; developing strategy for specialist provision and services; simplifying legislation so that the system is clearer for parents, schools and other providers; ensuring that schools do not identify pupils as having special educational needs when they simply need better teaching, and ensuring that those providing services focus on the outcomes for children and young people.

The results from Burstein et al.'s (2004) study revealed that forming collaborative teams between special and general educators, sharing students, team teaching and grouping students according to need rather than label are effective activities undertaken in efforts to move toward inclusive practices. There were again instances where whereas the curriculum was planned and implemented by educators in the mainstream system, support was given to students with special educational needs by special educators. Also, while assistants were usually used to support students with special needs in general education classes, special educators provided support mainly through consultation and cooperative teaching. School heads have also been seen as important source of support in promoting inclusive education through their mobilization of resources.

In spite of their direct and influential roles in the implementation of inclusive education, special education teachers doubt the effectiveness of inclusion in the educational system



(Cook, Semmel & Gerber, 1999). This could hold the unavailability of adequate systems that support inclusive education accountable. This places headteachers, who are at the forefront of school level management, in a position to secure the support of all necessary service providers prior to the implementation of inclusion in their schools. Failure to pay attention to this would “produce more frustrations than benefits” in implementing inclusive education (Cook, Semmel & Gerber, 1999:205).

In an inclusive system, the unique needs of every student are supposed to be met through adaptation of equipment, specialized instruction and personnel (Kaufmann, 1995 cited in Mungai, 2015). Ariel (1992) mentions the development of an optimal learning environment as a strategy for supporting inclusion. This, he explains as an environment that will meet the needs of learners with special needs, making them feel comfortable and free to perform their academic tasks. The involvement of such students by leadership in decisions affecting their education also results in the smooth implementation of inclusive education. These encourage students to assume an active role in learning, participate in decision making and take responsibility for their own actions. Mungai (2015) also admits how the opportunities of learners with special educational needs are maximized with the provision of human, infrastructural and material resources.

In mobilizing resources to promote inclusive practices, Burstein et al. (2004) found school heads as an important source of support. Black and Simon (2014) also identified as a very critical leadership function the acquisition of resources such as aides and technology supports. In addition to this is their crucial role in creating the environment where inclusion can thrive and setting the leadership tone for how to implement a successful inclusive practice (Garrison-Wade, Sobel & Fulmer, 2007). This is further argued by Ngwokabuenui (2013), who agrees to the critical role played by school heads

in the creation of an educational climate that makes way for interactions between students with and those without special educational needs. Their instructional leadership, for instance, impacts greatly on the initial placement and subsequent achievement of students with special educational needs.

## **2.7 Summary of literature review**

The success or otherwise of the implementation of inclusive education holds some factors accountable, among such are: headteachers' perceptions, their knowledge, challenges and support systems for implementation of inclusive education. With regards to the perceptions headteachers hold on inclusive education, the literature indicates that headteachers held diverse views on the concept. While some were in support of the idea of inclusive education, others were not. Those who belong to the former deemed it the most effective practice due to the benefits associated with it. Those of the latter were also against the concept because it posed a threat to quality education.

Taking the knowledge of headteachers of inclusive education into consideration, it has been gathered that it is of great essence for headteachers to possess some level of knowledge about the concept. Among the knowledge areas are: assessing the impact of disabilities on student performance; monitoring referral-to-placement procedures; providing various service delivery models; facilitating student support teams; knowledge in special education law and disabilities; skills to create inclusive environments; and display of a genuine appreciation and support of what special education or resource teachers do. Headteachers' lack of knowledge on inclusive education has been found to have a negative effect on its implementation.

In terms of challenges to the implementation of inclusive education, it emerged from literature that there was resistance and lack of support from stakeholders.

Unpreparedness of human resource in terms of training was also found to be challenge. Other barriers to the successful implementation of inclusive education were identified as poor resources – material, physical and financial – class size and inappropriate curriculum.

Taking into account the support systems for implementation, literature indicates the essential role that support plays in the effective implementation of inclusive education. Human resources such as special education resource teachers and school heads were found to be a key source of support. Regardless of the influence headteachers have on the success of inclusive education, they, in isolation, do not necessarily imply the effective implementation of inclusion in schools (Cook, Semmel & Gerber, 1999). A noteworthy argument in this regard is the need for headteachers to solicit the input of all key actors relevant for this course.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

Upon the review of relevant literature, this chapter details out the methodology for undertaking the study. It brings to bare the decisions regarding the choice of methods with justifications. Here, more light is thrown on the research approach, research design, the study area, population, sample size and sampling strategies, methods for data collection, instruments, validity, data collection procedures, data analysis and ethical considerations.

### **3.2 Research approach**

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014). This plan involves several decisions, the overall decision involving the kind of approach most suitable to be used to study a topic. Informing this decision should be the philosophical assumptions the researcher brings to the study; research designs; and specific research methods of data collection, analysis, and interpretation. The selection of a research approach is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2014).

The approach for every research is usually dependent on the objectives and philosophical position of the researcher. This study was underpinned by the interpretivist philosophical thought. According to Bryman (2004), a researcher can either hold a subjective (interpretivist) or objective (positivist) view of a phenomenon. The former regards a phenomenon as constructed and interpreted by individuals while the latter views a phenomenon as externally determined without individual influence. Taking into consideration the purpose of the study, the researcher holds the interpretivist philosophical position. The interpretivist paradigm operates under the assumption that a researcher gains a better understanding of a problem by studying it from the participant's perspective. Again, research is done through meaningful interaction between the researcher and the researched. Interpretivists also gather the views, feelings and experiences of people as data and are collected verbally in the socio-cultural context of participants. Here, instruments for data collection include semi-structured/unstructured interview guides and semi-structured questionnaires. These

assumptions agree with the researcher's purpose and hence, the interpretivist paradigm underpins the study.

In carrying out this study, the researcher adopted the case study approach of the qualitative research approach. This approach provided the most suitable means of carrying out this study, considering the researcher's philosophical position. Creswell (2014) viewed this approach as one for exploring and understanding the meaning people give to a social phenomenon. Data is typically collected in the participant's setting with analysis inductively built from particulars to general themes and the researcher making interpretations of the meaning of the data.

### **3.3 The study area**

Through the Special Education Division of the Ghana Education Service, the Government of Ghana has implemented Inclusive Education on pilot basis in three regions – Central, Greater Accra and Eastern Regions (Ministry of Education, 2015). This pilot was based on best practices around the world. By the end of 2011, the Government of Ghana through the Special Education Division of Ghana Education Service had implemented Inclusive Education on pilot programmes in 529 schools in 34 districts. The researcher chose Central region, one of the pilot regions, as the study region. In this region, Inclusive Education has been piloted in 59 schools in 7 districts (see Table 3.1 in Appendix 1).

Precisely, the study was conducted in the Effutu municipality of the Central region of Ghana, one of the pilot districts. This was because the case studied was a typical one and could be studied in this area, like the other areas. Again, due to the proximity and accessibility of the area to the researcher, resulting in cost effectiveness of the research, the Effutu municipality was deemed most suitable.

### **3.4 Effutu Municipality in context**

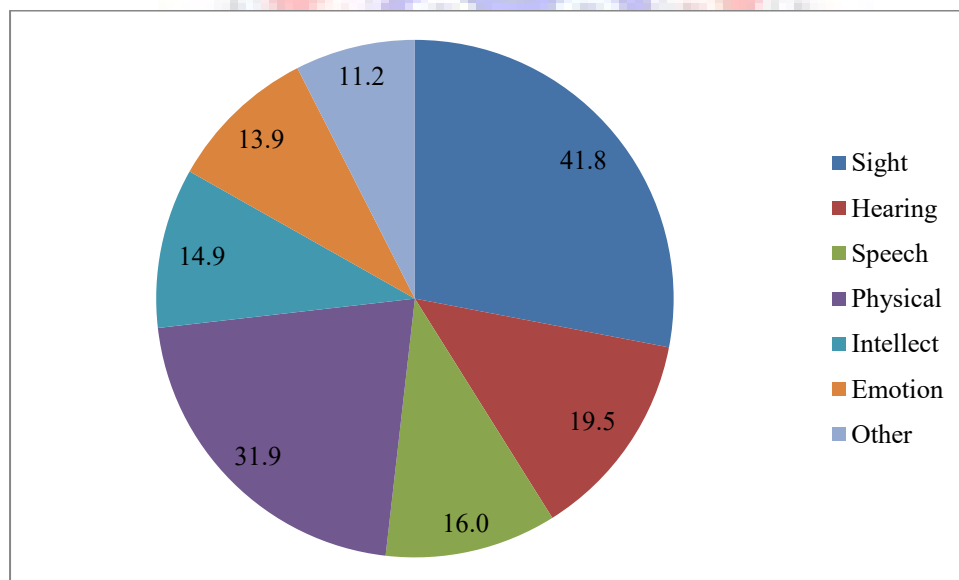
The Effutu Municipality is one of the 20 administrative districts in the Central region of Ghana. It is situated between latitudes 5°16' and 20.18"N and longitudes 0°32' and 48.32"W of the eastern part of Central region. The Municipality is bordered to the west, north and east by the Gomoa East District and to the south by Gulf of Guinea. The administrative capital of the Municipality is Winneba. The goal of the Municipality is to improve quality of life of the people through accelerated access to quality education and health care delivery systems, vigorous expansion of social, economic and security infrastructure and activities, as well as improved agricultural production in the context of a sound and sustainable environmental management practices within a broader grassroots participation in decision making in the development planning and implementation process (Effutu MPCU, 2014). In achieving this goal, increasing equitable access to and participation in education at all levels has been set as one of the objectives. Again, one of the focal areas of the municipality for the Medium-Term Development Plan (2014-2017) is to improve access to quality education.

The Municipality is made up of three circuits for the purposes of education management. There are a total of 247 educational institutions in the Municipality, of which 74 (30%) are public institutions and 173 (70%) are private institutions (Effutu MPCU, 2014).

The educational system in the Effutu municipality is characterised by among others, an unfriendly school infrastructure for Persons with Disabilities (PWDs). Thus, many of the schools in the municipality have non-friendly facilities to disabled persons. Again, the basic schools in the Municipality, like several others in the Central Region, face problems of inadequate facilities such as furniture, electricity and toilet facilities. There are also inadequate supply of textbooks and other teaching aids. Most of the schools

are without libraries ICT facilities in general, the teaching and learning environment is not very conducive thus adversely affecting performance (Effutu MPCU, 2014).

About 1,828 (3.7%) of the population in the Municipality have some form of disability. The proportion of PWDs is higher among females (2.8%) than their male counterparts (2.5%). The most common type of disability in the Municipality is the visually impaired. The proportion of PWDs with sight or visual impairment is 41.8 percent while the second most common type of disability is the physically disabled recording 31.9 percent with the least proportion of 11.2 percent of persons having other forms of disabilities in the Municipality. The proportion of females with sight disability is 46.5 percent as compared with 35.9 percent of males in the same category. On the other hand, there are more males (33.4%) with physical disability than females in the Municipality (Effutu MPCU, 2014). Figure 3.1 depicts a graphical presentation of the types of disability in the Municipality and their respective proportions.



Source: 2010 Population and Housing Census (Ghana Statistical Service, 2014)

**Figure 3.1 Disability types in Effutu Municipality**

The proportion of PWDs who had ever attended school constituted 63.1 percent whilst 36.9 percent have never attended school in the Municipality. Among the various types of disabilities, 59.1 percent of persons with sight impairments had basic (Primary, JSS/JHS and middle school) education, followed by those with physical (49.9%) and speech disabilities (29.8%). The proportion of persons with emotional and other forms of disabilities who had never attended school constituted 9.5 percent. The high level of school attendance among PWDs in the Municipality could be as a result of the existence of Specialized Institutions for PWDs in the educational institutions such as the Department of Special Education at the University of Education, Winneba, the University Practice Basic School at South Campus and Don Bosco Catholic School (Effutu MPCU, 2014).

### **3.5 Population**

A group of individuals who possess one characteristic that distinguishes them from other groups can be termed as a population (Creswell, 2012). For this reason, the population of this study was headteachers and teachers in the basic schools implementing inclusive education in Ghana. In more practicable terms, researchers do not always study an entire population but a ‘target population’ – individuals in a population that the researcher can actually obtain. It is from this target population that the researcher selected her sample. The target population for this study was then headteachers and teachers in basic schools in the Effutu municipality implementing inclusive education.

There are currently twenty five (25) basic schools implementing inclusive education in the municipality (see Table 3.1 in Appendix 1). Therefore, the target population is the



headteachers and teachers in these 25 basic schools. There are 25 headteachers in these schools, a headteacher for each school, while there are 179 teachers. Thus, the target population for this study is 204 people.

### **3.6 Sample size and sampling strategies**

The sample constitutes the individuals who are actually studied and is selected from the target population (Creswell, 2012). Creswell defined the sample as the group of participants in a study selected from the target population from which the researcher generalizes to the target population. Unlike quantitative research where the sample provides a basis for generalization, the sample in qualitative research is purposely for gaining an in-depth understanding of a complex phenomenon. For this reason, Creswell (2012) argued that it is typical in qualitative research to study a few individuals. The sample for this study was headteachers and teachers of some selected basic schools in the Effutu Municipality of the Central region. In selecting the participants, purposive sampling technique was used. This is described as the best used with small numbers of individuals or groups which may well be adequate for understanding human perceptions, problems, needs, behaviours and contexts, which are the main justification for a qualitative audience research (Bailey, 1994).

Schools in the Effutu municipality are grouped under three (3) Circuits namely: Winneba Central, Winneba East and Winneba West Circuits. Winneba Central Circuit is made up of seven (7) primary schools, while Winneba East and Winneba West Circuits consist of eight (8) and twelve (12) schools respectively. Thus, on the average each circuit comprises of nine (9) primary schools. Two (2) primary schools from each Circuit were purposively sampled. This was done in order to ensure equal representation of all the circuits. A total of six (6) primary schools were thus selected for the purpose of manageability. In order to better explore the phenomenon under study

within the time frame of the researcher, this sample size was suitable for the researcher. In each school, the headteacher was purposively sampled. Purposive sampling technique was used to select six teachers from each school. This is based on the assumption that there is at least one pupil with a special need in each class, hence a teacher from each class (Primary 1-6) was selected to participate in the study. Officials from the Ghana Education Service at the municipality were also purposively sampled. Here, the Municipal Director of Education, Municipal Special Education Co-ordinator and Circuit Supervisors (2) in the municipality were the targeted participants. These officials were purposively sampled due to how rich they were in information relevant to the issues under study. Thus, a total of 37 participants (6 headteachers, 27 teachers and 4 GES officials) were engaged in the research. The sample size and sampling techniques adopted are presented in Tables 3.2 and 3.3 in Appendix 1.

### **3.7 Methods for data collection**

Usually, the choice of research methods tends to be associated with the design employed (Denscombe, 2010). Qualitative researchers usually do not rely on a single data source but rather gather multiple forms of data (Creswell, 2014). With respect to this present study, a combination of methods was employed in collecting data. First, headteachers in the sample schools were interviewed with the use of interview guides with semi-structured questions. This was most appropriate as interviews allow participants to express themselves, thus making room for the discovery of complex issues (Denscombe, 2010). The nature of this study therefore necessitated this method of data collection.

In ensuring the quality of the research, the researcher used triangulation. In doing this, municipal education officials were interviewed while questionnaires with open-ended questions were also administered to teachers. Again, an observation was one of the

methods adopted in carrying out this study. This was done through the taking of pictures of the school environment as evidence of its disability friendliness.

### **3.8 Instruments for data collection**

The study adopted two main instruments in gathering data from participants namely interview guide and questionnaire.

The interview guide was designed purposely to collect data from headteachers and education officials in the Effutu municipality. Although there were differences in the questions contained in each interview guide (for headteachers and education officials), they were both semi-structured. Interview guides with semi-structured questions were deemed appropriate for this study due to their flexibility and ability to offer participants the opportunity to express their views freely while giving the interviewer the freedom to divert from the questions in the interview guide where the need arises for further clarifications to be sought (Kusi, 2012). In designing the interview guides, the research objectives formed the themes and basis on which the questions were set. Although the nature of this instrument tempted the researcher to probe further into other issues, the researcher mastered control over the interview in order not to deviate from the focus of the study.

The questionnaire was also designed to capture information from teachers as another source of data to enrich the study. Due to the qualitative nature of the study, the questionnaire was semi-structured, made up of open ended questions. Open-ended questions were used because according to Neuman (2000 cited in Creswell, 2012), they allow participants to create responses within their cultural and social experiences instead of the researcher's experiences. In as much as this instrument had the

probability of limiting the responses given by participants, the researcher dealt duly with this limitation by providing adequate spaces for providing their opinions.

### **3.9 Validity of instruments**

The extent to which instruments used in collecting data measured what they were intended to measure was taken into consideration. Both face and content validity were used to test the validity of data collection instruments. Face validity was ensured by letting colleagues review the instruments and present feedback for modification. With regards to content validity on the other hand, experts in the field of educational leadership were asked to review the instruments in order to ensure a full representation of all concepts under study. Precisely, this was done by the academic supervisors of the researcher.

### **3.10 Trustworthiness criteria for the qualitative instruments**

The trustworthiness criteria was used to establish the quality of the findings of this study. According to Guba (1992 cited in Kusi, 2012), this criteria is suitable for judging the quality of a study underpinned by the interpretive paradigm and the qualitative approach. The elements of this criteria as applied in this study were credibility, transferability, dependability and confirmability.

Credibility was ensured through the use of multiple methods. As has been discussed in the earlier section (see section 3.7), the study adopted three different methods to triangulate the data. This gave the researcher the advantage of minimizing the limitation that come with the use of one method of data collection. Concerning transferability, the researcher does not necessarily intend to generalize the findings of the study, as the case of a quantitative study would be, considering the small sample size. However, it would not be out of place for others to apply portions of the findings or the findings in totality

to their contexts, especially upon finding enough similarities between their contexts and the context of this study. The findings of this study are assured to be dependable. This is so because the researcher, during the data collection stage, asked clear questions that generated the desired responses, reduced bias during data collection by being as objective as possible, and triangulated the data. The dependability of the findings of the research was again ensured through peer examination and the reporting of processes and findings of research in a transparent manner. In terms of confirmability, the findings of the study are guaranteed to be grounded in the raw data gathered from the field and devoid of the researcher's interest.

### **3.11 Pilot testing of instruments**

In determining the ability of participants in understanding and responding to questions in the instruments as intended, a pilot test of the questions was done. This was done by administering the instruments (interview guide and questionnaires) to participants outside the sample who possess similar qualities as those of the sample. Based on the feedback from this exercise, the researcher anticipated that modifications would be made to the instruments. St. John's Anglican Primary 'A' School was selected for the pilot test. In this school, questionnaires were administered to the teachers while the headteacher was engaged in an interview. Following this exercise, it came to the notice of the researcher that teachers appeared ignorant of the concept of inclusive education. This was due to their reluctance to be engaged in the exercise with the basic reason given that "this school is not inclusive school. Go to UNIPRA South" (Participant #4, Pilot School). This means that these teachers referred the researcher to the school that is largely recognized as practicing inclusive education. After making several attempts, the researcher succeeded in getting these participants to participate. This was an eye opener to the researcher and so in order to avoid similar confrontations in the main data

collection, modifications were made to the instrument. In this regard, the researcher introduced the questionnaire with an operational definition of inclusive education. This was to change the mind-set of participants regarding the subject of inclusive education and consequently participate in the exercise. The situation with the headteacher was however different, as she was abreast with the concept. With respect to the interview guide, no modification was made since it captured all the necessary information the researcher sought.

### **3.12 Data collection procedures**

Prior to the collection of data on the field, an introductory letter was given to the researcher by her department, Department of Educational Administration and Management, upon request to facilitate her entry to the research site (see Appendix II). This letter, in addition to the researcher's own letter detailing out the activities to be undertaken in the schools, were sent to the Ghana Education Service office in the Effutu municipality. This was purposely to seek the Directorate's permission to access the schools in its jurisdiction. This permission was granted with an introductory letter from the GES to these schools on condition that the data collection exercise does not interrupt lessons (see Appendix II). Following this, the sample schools were visited with the introductory letters to seek permission to carry out the research. Upon the permission granted, the researcher proceeded to the participants who consented to undergo the study. Each school was visited twice – the first was to seek permission and where this was granted, an appropriate date for this exercise was scheduled, and the second was when the actual exercise took place.

With regards to the headteachers and GES officials, interviews were conducted to gather their views on the topic. A face-to-face interview was conducted between the researcher and the participants with semi-structured interview guide in the offices

(schools and GES) of the participants. With the permission of participants, the interview was captured on a phone recorder, while the researcher made handwritten notes of salient points. This was done in order to have a back-up in the event of any failure in the recording equipment. The interview was used because it allowed the researcher control over the line of questioning. Again, it was used because participant observation could not totally capture the content of data useful for the study. It is worth mentioning that all except one headteacher accepted to have the conversation recorded. This participant therefore agreed to speak in such a manner that would facilitate the researcher to write the responses down. A total of ten participants were interviewed and on the average, each interview lasted for a period of 30 to 45 minutes. Participants were reluctant to spend much time, giving the major excuse of other official duties they need to engage in. However, the relevant information was captured.

In addition to the interviews, questionnaires were also administered to teachers. This was done simultaneously with the interview. Thus, teachers were first given the questionnaires to respond to. The researcher then proceeded to interview the headteacher while teachers were responding to the questionnaires. Upon the completion of the interview, most of the teachers were through with responding to the questionnaires. Those who had difficulties in responding to them sought further clarifications. The researcher also provided guidance where the need arose to make the process effective. There were however eight (8) teachers who couldn't return their questionnaires on the day of administration due to their busy schedules. These were however retrieved within a period of one week.

### **3.13 Data analysis**

Upon the collection of data from the participants, the raw (interview) data were then organized and prepared for analysis. In doing this, the interviews and focus group

discussions were transcribed while field notes were typed. The data was then cleaned to avoid grammatical and typographical errors. Based on the sources of information, data were sorted and arranged into different types.

After this, all the data were critically looked at and read through. This provided the researcher a general sense of the information received and the opportunity to reflect on the overall meaning. This brought to bare the general ideas participants were saying and the tone of their ideas. After this was done, all the data were coded manually. Coding is the process of organizing the data by bracketing texts and writing a word to represent a category in the margins (Rossman & Rallis, 2012 cited in Creswell, 2014). It involves taking text data gathered during data collection, segmenting sentences into categories and labelling these categories with a term. In coding, researchers usually do one of three – either develop codes only on the basis of the emerging information collected from participants, or use predetermined codes and then fit the data to them, or use some combination of emerging and predetermined codes (Creswell, 2014). In this study, coding was done using a combination of emerging and predetermined codes. The predetermined codes were in relation to the research objectives, thus, participants' perceptions on inclusive education, participants' knowledge of inclusive education, support systems for implementing inclusive education and challenges in implementing inclusive education. On the other hand, the emerging codes were those that were unanticipated.

The coded data were then used to generate a description of the participants. This description involved detailed information about people and events in the setting. In addition to this, the coded data were used to generate a number of themes for analysis. These themes appeared as major findings and were used as headings in the findings



sections of the study. They displayed multiple perspectives from individuals and were supported by diverse quotations and specific evidence.

Finally, an interpretation of the findings was made. This was done by making meaning of the findings through the comparison of the findings with the literature reviewed. This ended in the confirmation of existing literature as well as a divergence from such. The findings and results were presented and discussed in a report (see Chapter 4).

### **3.14 Ethical considerations**

There is a need to engage in ethical practices in all the stages of the research process – from the beginning of the study through to its final completion and even dissemination of findings. Creswell (2012) emphasised the data collection, reporting and distribution of reports as key areas in research that required a critical consideration of ethics. This study therefore addressed ethical issues at the data collection and reporting stages. The issues are discussed in the sub-sections below.

#### **3.14.1 Access**

Like most studies, this study involved some intrusion into the lives of people. It is of great importance to show respect to the site where the research takes place (Creswell, 2012). In showing such respect, the researcher gained access by obtaining permission to sites and individuals for data collection. She also distracted the site as little as possible during the study and again viewed herself as a “guest” at the site. The researcher negotiated with those persons who could facilitate access to the sites. Thus, the gatekeepers to the sites and individuals were consulted. Request for permission to enter the sample schools and agency were sought from the appropriate authorities.

### **3.14.2 Informed consent**

On arrival, the researcher made a formal introduction to the authorities in order to have access to the participants. The researcher explained to participants their rights not to participate after understanding the purpose of the research. The consent of participants was thus sought before engaging them. In doing this, the researcher informed the participants about the nature of their participation, how it will be undertaken, the time they will be engaged, the kind of data to collect from them and how this will be used. Upon knowing such information, the participants willingly agreed to participate in the study.

### **3.14.3 Privacy**

After addressing the ethical issues of access and informed consent, participants were guaranteed that the research will not intrude their privacy. The privacy of participants is the right they preserve. For this reason, the researcher ensured privacy by giving participants the opportunity to withhold information they deemed sensitive and personal. They were given the right to decide which personal information to be given under which circumstances that could be provided. Again, the researcher made sure that their dignity, status and self-esteem were not threatened through their participation by asking less sensitive questions.

### **3.14.4 Confidentiality**

In ensuring confidentiality, information given by participants remained protected by not sharing it with any other user. Again, confidentiality was ensured by using the information provided by participants for the purpose for which it was collected. Also, the researcher did not involve any assistant, thereby controlling the possibility of having participants' information exposed to a third party.

### **3.14.5 Anonymity**

Anonymity was also another ethical issue that was considered in undertaking the study. Here, the researcher ensured that identities of participants were not identified from the information they provided. In doing so, the personality of respondents was detached from the findings by providing no form of trace to the specific sources of information. Again, the names of participants were not contained in the report; they were rather replaced with codes to hide their identity.

### **3.14.6 Reporting**

In terms of data reporting, respect was again showed to the audience that would read and use information from the research. In this wise, data gathered from participants was reported honestly without altering the findings to satisfy certain interest groups or preconceived notions. Regarding the language for reporting, the report was free of jargons and as much as possible understandable to those being studied.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSIONS

#### 4.1 Introduction

This chapter follows the collection of data on the field as was described in the previous chapter, methodology. Upon visiting the field, the researcher gathered various data sets relevant to the topic under study. These sets of data are therefore presented in this chapter in themes. These themes were generated from the research questions. This includes the personal information of participants, the types of special needs conditions in schools and five thematic areas namely; perceptions on inclusive education, knowledge of inclusive education, challenges to implementing inclusive education, support systems and others (emerging themes). These data are presented as were gathered from participants through interviews and questionnaires (See Chapter 3). Again, the researcher further analyses the data by making inferences and drawing implications in light of existing literature.

#### 4.2 Personal information of participants

The study engaged a total of 37 participants – 4 GES officials in the municipality, 6 headteachers and 27 teachers in the 6 sample schools. This section presents the personal information of these participants. It captures their gender composition, age, academic qualification and the number of years they have been in service. These characteristics of participants are assumed to have a level of influence on the kinds of responses given by participants.

Taking the gender composition into consideration, majority of the participants were female, constituting 56.8%. While teachers had majority of females (63%) participating in the study, GES officials had the males (75%) in the majority. There was an equal

representation for headteachers as the proportion of males and females was 50% each. Since the gender of participants was not extremely skewed toward one category (male or female), data gathered can be said to be independent of gender.

In terms of the age of participants, there was a varying distribution among the different groups. GES officials and headteachers were advanced in age than the teachers. Taking GES officials into account, half of the participants were between the ages of 41 and 45, with the remaining being above 50 years. Majority of headteachers (67%) were also above the age of 50. Majority (71%) of teachers were found to be below 40 years, making teachers younger in age than their heads and officials of the GES. This is not surprising as headteachers and GES officials usually go through the teaching profession before landing their current positions. This implies that data gathered from headteachers and GES officials is likely to be richer, considering their experience of old educational systems in comparison to current ones. Teachers, who are relatively younger are also likely to be more informed on contemporary issues such as inclusive education, making them relevant sources of data.

With respect to academic qualification, all participants had a minimum of a Diploma and a maximum of a Master's Degree. In comparison to the GES officials and headteachers, teachers were predominantly holders of a lower qualification. While none of these participants (GES officials and headteachers) held Diploma, 23% of teachers did. Again, with regards to Master's Degree, only 19% of teachers had this qualification, while 75% and 33% of GES officials and headteachers respectively had such. Generally, GES officials ranked higher in academic qualification, followed by headteachers, and then teachers. This shows that educational leaders, particularly headteachers, are more knowledgeable than their subordinates (teachers). They are

therefore likely to provide more relevant information on the topic under study, more importantly considering the fact that they are the focus of the study.

Participants, particularly GES officials and headteachers, were largely identified to have served in their current offices for less than 5 years. Teachers were found to have been in the profession for a relatively longer period of time than the others. For instance, while 89% of teachers have been in service for more than 6 years, 25% and 17% of GES officials and headteachers respectively were recorded to have been in service for same period. This means that teachers are most likely to have much understanding of the situation in their schools regarding inclusive education. They therefore have relevant information to put on the table, hence facilitating data triangulation.

#### **4.3 Types of special needs conditions in schools**

Various conditions of children with special needs were identified from the study. Headteachers and officers at the GES mentioned a number of special conditions that exist in schools in the municipality. Hearing impairment and visual impairment were found to be the two main conditions in schools in the municipality. Others were children with intellectual disability, writing difficulty, physical disability, albinism, autism, behavioural problem, learning difficulty, reading difficulty, speech problem and poverty. While some children experienced these in the mild form, other did in the severe form. They were however all found in the mainstream classroom. In mentioning the special needs conditions in schools in the Effutu municipality, one participant stated that “Most of them have that hearing impairment. And I could count some one or two who are also having problem with their legs. For sights, they are also few” (Interview data, Participant #7). This was corroborated by another who mentioned that “We have those with mild hearing impairment, low vision, intellectually disabled, we have lots of

reading difficulties, those from poor homes and one or two with cerebral palsy and physically challenged, and speech” (Interview data, Participant #10).

#### **4.4 Perceptions about inclusive education**

In answering the first research question namely, “what perceptions do headteachers in Effutu Municipality hold about inclusive education?” the researcher collected data from participants in this regard. Like Twohig’s (2000) work where school heads held mixed perceptions about inclusive education, this study revealed that leaders held several opinions about the implementation of inclusive education in schools. While some were in support of inclusive education, others opposed the whole idea. There were yet others who were both in support of and against the practice, holding several factors accountable. In response to whether inclusive education is the best educational practice, participants gave varied opinions. For instance, while one mentioned “I will say yes and I will say no” (Interview data, Participant #4), another also stated that “Yes and no” (Interview data, Participant #4). With regards to those in support of the concept, several reasons were given to inclusive education being the best educational practice.

Inclusive education has been seen as beneficial in a number of ways. In this regard, the students with special needs who get the opportunity to attend school gain a lot from their presence in the mainstream educational system. Removing every barrier to their education and giving them access to school in the mainstream system creates an interest in these children to attend school. This results in several advantages to both the individual and the society and nation at large. One of such is their ability to perform the activities that other students without special needs undertake. Example of such activities is communication, which could not have been done or done with difficulty had they not enrolled in mainstream schools. One participant in particular who had a child with special need shared his experience on how inclusive education has been

helpful to him. He stated that “I have a boy, my first boy is a cerebral palsy and when he was 1 year and 2 months, I took him to school. And it has helped the boy, it has helped him so much. He can communicate fluently with you any language that you want to use” (Interview data, Participant #4). Another participant who attested to the importance of allowing children with disabilities access to the mainstream school stated that “so when we help these children, they will get more excited, they will come to school. Despite their challenges, they will know that they are also humans so they have to give out their best. And after that I think Ghana will grow and progress” (Interview data, Participant #1).

Responses from participants indicate that giving these children with special needs the green light to be in the same educational setting with their fellows without any special need makes them overlook their challenges, thereby encouraging them to put up their optimum performance. This is in agreement to what Farris (2011) found in his study where majority of principals consented to the enhanced learning experiences students with disabilities had when in inclusive school settings. In addition to this, these people are gifted with amazing talents and such intelligence that makes them end up being instrumental to the society in the long run. They play key roles in every place they find themselves which makes them useful citizens. Participants, in agreement to the benefits accrued from educating children with special needs in the mainstream system indicated that; “Yeah to me it’s good because there are certain children, some of them who can perform better” (Interview data, Participant #2) and “So if we can do the same thing for others who are in the house, our society will be a nice place to be. They will not beg again. You go to our streets, they are there begging. Are they good for begging?” (Interview data, Participant #5). This was further reiterated by participants as follows:



Oh I will say IE is the best. It will help all of us. It will make our society better because that small boy that you think he might not be able to do anything, in fact most of those physical disability persons, they are very talented. I mean they have special talents that we the so called normal people, we may not have. I'm telling you the truth. And they are very sharp, very very sharp. If you educate them well, madam. My boy, what my boy can do, the other siblings find it difficult to do (Interview data, Participant #4).

So that they become useful citizens in future. Now some of them are doing well. We have big companies, some of these people they are being employed in offices. You go to offices, they are there. We have accountants, auditors who are physically challenged. So everybody is needed on board. That is what we should do (Interview data, Participant #1).

These excerpts point to the fact that inclusive education has numerous positive implications on the society and the nation. By putting everybody on board, these people with special needs, in the long term, end up contributing their quota to the development of the nation. Rather than they becoming a burden and nuisance, as they have been tagged, they will grow to become better persons, making the society a better place to live in.

Educating both children with and without special needs in the same classroom has also been found to benefit both parties. In this regard, one participant stated that “It helps a lot because those who are suffering from that physically handicap are getting help from those who are physically fit. In diverse ways, they are getting help from them” (Interview data, Participant #7) while another mentioned that Also, children without special needs are likely to benefit more through for example learning the sign language (Interview data, Participant #6). This was corroborated by another participant who mentioned that “You know when they get to school, some of them because of their nature, they go home and inform their parents to give them money to be given to their friends with special needs who need help. So it helps, it is helping them a lot” (Interview data, Participant #7)

These imply that inclusive education is not only for the children with special needs, but also works to the advantage of those children without special needs. While those with special needs are helped by their colleagues to adjust in the mainstream school, those without special needs get the opportunity to learn how to live with all manner of persons. Again students at this stage learn showing love to one another regardless of the state of being of their colleagues by giving the best support they can. This creates a harmonious society devoid of discrimination. This finding supports the assertion of Burstein et al (2004) that students without disabilities also benefit from inclusive practices.

Again, inclusive education has been perceived as the best educational practice because it grants access to all calibre of persons. One of the core mandates of the provision of educational service in Ghana is access. This means that nobody, regardless of whatever the condition the person finds him/herself, should be denied access to education at any level. Thus, practicing inclusive education seems to satisfy this mandate, thereby it being appreciated as the best educational practice. One education official, in support of the idea of inclusive education, pointed that:

You also need to ensure that access to education is also ensured. So if your objective as an officer of education office is to increase the access and improve in the quality. The access means everybody should be able get education. So what about the child with the special needs? If you are not in support you can't, then it means, then there is no need for the child with special needs to be educated (Interview data, Participant #9).

This means that in achieving the objective of providing quality education, access cannot be overlooked. Also, access cannot be said to have been achieved if some groups of persons are not allowed to be educated in the mainstream system because of any disability. Thus, inclusive education is seen as the best educational practice because it is in alignment with the national objectives of educational service provision. This was

reiterated by one headteacher who mentioned inclusive education as one that denies no one access to school; “It doesn’t deny any child of getting admission and coming to school. Because they also have potentials to become somebody in future and help mother Ghana. So why should we deny them?” (Interview data, Participant #2)

Another also was in the affirmative to inclusive education being the best educational practice. The reason to this was, as mentioned earlier, the role it plays in preventing discrimination and marginalization against children with special needs.

Yes because there is no discrimination when it comes to disability. Everyone is enjoying the same lesson during instructional hours in the classroom. Whatever goes on in the school, everyone is taking part. There is no marginalisation or discrimination. So I think it’s the best (Interview data, Participant #10).

Participants again considered inclusive education to be the best practice since it makes all children, particularly those with special needs, feel valued. These children are not responsible for whatever situation they find themselves in. The causes of their disabilities or special conditions are numerous – either natural or man-made. This is a situation in which any other person can find him/herself, the more reason why this course of inclusive education is considered by some participants as the best educational practice. One participant expressed his views in this regard as follows;

... I believe that I am not God and God has a reason why He made certain people that way. Some were born with it, some were not. It’s human error that brought them into such situations. But God allowed it to happen so if we decide to discriminate or if we decide to hate them, then you are creating enmity not between you and that person, but between you and God (Interview data, Participant #4).

The import of this is that embracing inclusive education means embracing nature. The appreciation of this fact results in the elimination of the stigmatization and similar attitudes portrayed towards children with special needs who find themselves in the general classroom. Segregating them makes them feel rejected and this takes a toll on

their performance, as it affects them emotionally. On the other hand, putting them together with those without special needs makes them feel regarded and of great importance.

It is again important to note that the state of these children does not put them in a disadvantage in any way, as is largely perceived. In expressing their agreement to inclusive education as being the best educational practice, participants stated that; “You see, so they are all human beings only that maybe one or two things, so we shouldn’t reject them” (Interview data, Participant #1) and “Mmmm. If not best, at least it should be accepted. All human beings must be treated equally. Because if we have them separated then it means we are not treating them fairly. Disability doesn’t mean inability as people say.” (Interview data, Participant #3). Another participant, in further demonstrating consent, mentioned that:

Oh it is good because at times when you separate them, it’s like you have side-lined them and emotionally it affects them but when they mix with the normal pupils, they are also counted that they are also part of human beings. So when you neglect them, it’s something. I believe it’s good (Interview data, Participant #5).

The interpretation from these responses is that there were some participants who were doubtful about inclusive education being the best educational practice. This notwithstanding, it was advocated for acceptance by all due to its humane face. That is, it is just fair to enrol these children in whichever institution they preferred without any hindrance, since they are equally humans like those without any special need.

As a result of the importance that children with special needs would feel to have been placed on them, they are then able to open up and engage in every activity with their colleagues who are without special needs. Thus, by allowing all children to learn in the

same environment, they end up socializing, which in effect positively affects their learning and this is echoed by participants;

So they also socialize so socially they also become happy. Otherwise, you know when they are grouped at one end, they think they are really not important ... You know socially, emotionally, psychologically the children will also fit well in the society than being segregated (Interview data, Participant #5).

Me I don't support keeping them in special schools. When we segregate them in the special school, they may not have ... you know when you combine them, they learn from each other. Socialization takes place ... when they mingle with those we think are abled, they may share ideas, they may have socialization and then through that they also learn. But when you group them as a special school, to me, they will not ... because they see themselves as disability and for that matter, their confidence level will also go down (Interview data, Participant #2).

The reason being that when we segregate them, where we have the normal and the special needs children, it seems you are assuming that they are let me say not up to those of the normal ones ... Because immediately they are segregated in a way, if they are to be in one school and we in a different way, when they come out they feel shy even to come to us (Interview data, Participant #8).

This brings to bare the disadvantage that participants attributed to special schools, where children with special educational needs are segregated. The kind of socialization that takes place in an inclusive setting is viewed by participants to be missing in special school settings. Consequently, the academic performances of children from these different environments are likely to be different, favouring those in the former. Closely related to this is their confidence level which seems to be boosted in an inclusive setting. Thus, they no longer feel intimidated or shy to relate with other people after they have been educated in the mainstream system. These effects are not only felt in the school or classroom, but also in the society. Once these children with special needs are able to relate and carry out their activities in the mainstream school, they are able to do same in the broader society outside the classroom. This makes it easier for them to fit in the society as compared to educating in the special school.

The various reasons given by participants pointing to their support of the implementation of inclusive education confirms what Cook, Semmel and Gerber (1999) found in their study, where a significant proportion of headteachers agreed to the general education classroom as the most effective for students with special needs, considering the enormous gains it produces. Again, it supports Ramirez's (2006) findings that headteachers show favourable perceptions towards the inclusion of students with special needs in the general education setting.

Although inclusive education has proven to be the best educational practice as evidenced in participants' submissions, there were some participants who held contrary views. One participant for instance clearly mentioned that "Oh it's not the best" (Interview data, Participant #7) in response to whether inclusive education was the best educational practice. As mentioned earlier, some participants were also both in support of and against this assertion. The reason for seeing this practice as not the best had mainly to do with limited resources as opined by one participant as "And I will say no in the sense that where you have included them and the facilities to support them to learn is not there, then there is no need to include them. It is a disadvantage to their existence in where they are" (Interview data, Participant #4). Another participant, in agreement to this, mentioned that "But some will lose. It would have been good if all the teachers were trained to handle them. Formerly, these children with special needs were sent to special schools and these schools are well resourced to cater for the needs of every child" (Interview data, Participant #6).

The resources that are needed to smoothly implement inclusive education were found to be missing in schools. These include material and human resources. This appears to complement the concerns raised by school leaders related to teacher effectiveness with regards to their time-on-task in inclusive classrooms as found by Twohig (2000). This

suggests that while access has been allowed to children with special needs to learn with those without special needs in the mainstream system, due attention has not been paid to the quality component (the appropriate materials, infrastructure and trained personnel to commensurate this access). The relevance of providing quality service was attested by one participant when he mentioned that “you need to ensure that quality education is ensured” (Interview data, Participant #9). This is however not the case, therefore putting special schools at an advantage over inclusive education since they are more equipped to meet the needs of all children. The implication that can be drawn here is that granting children with special needs access to mainstream schools without the needed provision to make this effective is rather causing more harm than good, thereby defeating the intended purpose of inclusive education. Here, participants mentioned that “You see, one thing that is striking is that, because the materials are not there, such pupils, they don’t perform. Most of them don’t perform” (Interview data, Participant #4) and “It’s not a bad thing but they should make provisions for it” (Interview data, Participant #3). This is confirmed by a participant’s comments;

So it’s good to do that but we are talking about its effectiveness. So it’s not a matter of we have started for starting sake, no. If we want to start it let’s see how best we can put all the needed materials in place and if we are able to make it I know it is the best (Interview data, Participant #8).

Inclusive education in itself has thus been seen as a good practice. However, it is not regarded as the best due to the limitations associated with it. Therefore, by putting the necessary arrangements in place, it has a high probability of succeeding, without which the reverse is likely to occur.

#### **4.4.1 Continuity of inclusive education**

Upon understanding the perceptions participants held about inclusive education, the researcher further explored the continuity of this practice as opined by participants. Due

to how participants viewed inclusive education as the best educational practice for the various reasons mentioned above, it was advocated for continuity. One participant particularly mentioned that “I think it should be continued. It shouldn’t stop. It should continue” (Interview data, Participant #5) while another also stated that “It should be continued because if it is not, then the problem will be compounded. Who will take care of the child who cannot see well, the child who cannot hear, who will take care? That will not be nice as a nation” (Interview data, Participant #9). In further justifying the need for the continuity of IE, a participant said “When we do that, when a school like this continues to accept such people, it will encourage those who are in the house or they that they have hidden to come out and join us. It will help society. It will make society a better place to live (Interview data, Participant #4).

Participants emphasized the need for inclusive education to be continued to be practiced in schools. Popular among their arguments was the motivation such an initiative would give to children with special needs to receive education. This would consequently deal with the challenge that would be presented to the society and nation if children with special needs are not continuously enrolled and educated in the mainstream schools. Thus, failure to continue inclusive education is likely to hamper the progress of the nation, generating from the unproductiveness of these ones when they grow up and the high dependency on the productive population. Eliminating these problems then falls on the continuity of inclusive education.

Not only at the basic level should this be continuously practiced, participants advocated for its practice even at higher educational levels. In this regard, one participant mentioned that, “Even in secondary schools, we should allow them to be there” (Interview data, Participant #2). This is due to the burden that society would have to contend with if this is not continuously done. In addition to this, the fact that inclusive



education serves as a source of motivation to persons with special need, who were initially predominantly out of school, to be a part of the mainstream system was deemed a reason sufficient enough to merit the continuity of this practice. Apart from this, the general public will acknowledge how essential it is to place children with and those without special needs together in the same school and classroom.

... when you include everybody, those who think they are normal will see that we have our own brothers who have challenges and we need to include them, they are part of us in our society so that we will not segregate them, we will not hide them in our homes (Interview data, Participant #4).

Thus, continuing the practice of inclusive education will enlighten the public to have a different perspective about children with special needs in mainstream schools.

In spite of these strong cases made for the continuous practice of inclusive education, there were still resistance in this respect. As has been established earlier, there were some participants who never believed inclusive education to be the best educational practice. Participants' disagreement to inclusive education as being the best educational practice then led to their further opposition to this practice from continuing in schools, giving related reasons. One participant emphatically responded in this regard saying "No it shouldn't continue to be practiced in schools because there is lack of personnel to handle them. Even identifying them is a problem (Interview data, Participant #6).

It is observed here that in spite of the widely shared merits that inclusive education offers, some headteachers had their own reservations about its continuity in their schools. This had a number of factors to account for. In this instance, the opposition to the continuous practice of inclusive education was as a result of the inadequate human resources to ensure its effectiveness. This suggests that resource constraints pose a threat to the smooth implementation of inclusive education and its further practice. It is for this reason that participants expressed their opinion on making the practice

worthwhile, thus “They shouldn’t rush with things, I mean the government. They should try to take everything step by step. Provide training and resources first before implementation” (Interview data, Participant #6). Another, in agreement to this, mentioned that:

So if you want to include them, then there should be preparedness to include all the needed facilities that they may need to help them learn. The only way IE can be a success is for the government to be up and doing. You can’t roll out something and fail to provide the necessary resources. We are joking. The thing will be a failure (Interview data, Participant #4).

The implication that can be drawn here is that the implementation of inclusive education will only be successful if it is preceded with the appropriate arrangements. Thus, it is expedient for the government to demonstrate a level of commitment to this policy by making the necessary provisions that need to be accompanied by the policy. This will show how prepared the government really is for this task, hence giving way for its smooth implementation and continuity.

#### **4.5 Knowledge of the concept of inclusive education**

In her attempt to find answers to the second research question – what is headteachers’ knowledge of inclusive education in Effutu Municipality? – the researcher inquired from participants their views in this sense. Inclusive education has been defined and understood in various ways in different contexts. This increased the researcher’s curiosity about how educational leaders in Ghana described this concept. In finding out what participants knew about inclusive education, several responses were given. While some understood inclusive education as making room for all children to be in the mainstream classroom, others also understood it as putting an end to discrimination which resulted from segregation of children with special educational needs. Participants in this sense gave various responses, among which are: “I know that it is a process where every child, every Ghanaian child, despite physical ability whatever, the child

(he/she) should be allowed to join others in the mainstream (Interview data, Participant #1); and “That we should include the physically challenged. We should not discriminate against them. We should accept the physically challenged” (Interview data, Participant #3). Others also mentioned that:

But the idea of IE is that there is a need for all children to be educated irrespective of whether the child is having a problem with the eye, ear, nose, whatever. Even if the child cannot walk, so far as he exists as a child, he is to be educated like the normal ones (Interview data, Participant #9).

It seeks to include everybody irrespective of the condition or the disability. That there shouldn't be any segregation or discrimination against any individual because the person is disabled or is with a physical deformity. So it brings everybody on board, no segregation (Interview data, Participant #4).

Generally, participants' had similar ideas of inclusive education as allowing every child access to education. This access meant removing every obstacle, be it a disability or any other thing, which could serve as a hindrance to their education. Thus, inclusive education, according to the participants, is a system of education where everybody, irrespective of their disability, is provided the opportunity to be in the mainstream school. It extends an open arm to children with special educational needs in the normal classroom, thereby eliminating discrimination and segregation to a larger extent. This demonstrates how knowledgeable participants were of inclusive education. Thus, Ngwokabuenui's (2013) concern on the need for school leaders to be knowledgeable about issues regarding inclusive education is duly addressed in this study.

Having given these children access, participants raised concern on their needs being met in such environment. This is evidenced in the following quotations: “It's all about all children being enrolled in school regardless their disability and seeing to it that their needs are met in the classrooms and in the environments wherever they find themselves” (Interview data, Participant #10); and “So if we are talking about inclusive,

then where so called normal and those needy ones will be in the same environment to study. And special needs should be provided to those who are in need” (Interview data, Participant #8).

The implication that can be drawn here is that access should not only be granted to children with special needs in the mainstream system. Provisions should also be made for their smooth learning. Inclusive education should therefore give all children, regardless of disability, the opportunity to go to school in the mainstream and remain there without facing any challenges that the other students without special need will not face. In addition to how they understood the concept, participants further exhibited their knowledge of inclusive education. Here, they were of a strong belief that inclusive education was a provision made in the nation’s constitution and educational policy. In this sense, one participant pointed out that “I know it is part of education policy” (Interview data, Participant #1) while another said that “It means bringing the physically challenged ones to the normal classroom, when you bring them together. Actually, I have not read more about it but I heard that the IE is bringing the challenged to the normal streamline” (Interview data, Participant #5). Others gave details as follows:

Even though I’ve not read the policy, but I’m very sure that the idea of IE is entrenched in the constitution of Ghana that all must be educated, all children. IE is a policy and so therefore we have special education co-ordinators from headquarters level to regional and then the district level. Without the policy, they wouldn’t function (Interview data, Participant #9).

It became a policy on the part of the government that they shouldn’t separate those who are physically handicapped from the physically fit people. They should all be put together so that they will not feel isolated. That is why that policy came and so it started with that IE. Putting those who are physically handicapped together with those who are physically fit (Interview data, Participant #7).

This reveals that some leaders have not actually read the policy to grasp its content. They were however confident of what the concept was about due to a number of factors – first, their familiarity with other national documents like the constitution and other educational policies and second, what they have heard. Thus, participants’ awareness of the content of these other documents and what people have been saying have given them a fair idea of what inclusive education is all about. Apart from this, their observation of the structures laid for its implementation appears to have given them a hint of inclusive education as being a policy.

As has been established, leaders demonstrated various degrees of knowledge of the inclusive education policy of Ghana. This finding of the knowledge of headteachers refutes Pekeberg’s (2012) argument that the unsuccessful implementation of inclusive education results from headteachers’ lack of knowledge about the concept. In addition to the earlier mentioned means through which this was gained, their level of knowledge emerged to have been as a result of their attendance to workshops and other meetings. Others also got to know of the policy through the media. There were yet others whose experience in an inclusive education setting gave them the exposure to such issues.

In further explaining how they got informed about the policy, participants remarked: “Yes through media, workshops we attend and others” (Interview data, Participant #8); “We heard it in the news and later I got a copy from the regional coordinator” (Interview data, Participant #10); “Yes through my experience in an inclusive setting (UNIPRA) and also through workshops and meetings (Interview data, Participant #6); and “We had a meeting and I heard it” (Interview data, Participant #5).

Taking into consideration those whose knowledge of inclusive education generated from their participation in workshops, the details of the policy as they were informed is demonstrated in the assertion below.

I got to know of it when, in 2012 we had a forum in Winneba here, where the Director of Education then informed us that IE has come to stay so nobody should deny any child who is physically challenged. Or we should admit all of them and then make sure that we will be able to provide some other amenities to support them to have basic education (Interview data, Participant #2).

Thus, through the municipal education directorate, headteachers and education officers were informed about what inclusive education was about. This included denying no child access, particularly those with special needs to education, thus enrolling every child in school. Again, this should be accompanied with the provision of the basic support systems for these children who have been admitted to school.

#### **4.6 Challenges to implementing inclusive education**

In finding answers to the third research question dubbed, “what challenges do headteachers in Effutu Municipality face in implementing inclusive education in their schools?” this theme emerged from the data gathered from participants. Resources have been seen as very essential in the successful implementation of inclusive education. This is evident in how participants expressed their views on the reasons why inclusive education is not the best educational practice, resource-related ones being of primary concern. It is therefore not surprising that some participants opted for the discontinuity of the practice of inclusive education, basically due to resource constraints. This shows the role that resources play in making this practice effective.

The study revealed that the challenges faced by leaders in implementing inclusive education were closely related to resources. The researcher was therefore interested in exploring how resources pose a challenge to the implementation of inclusive education.

Challenges in this context have been categorized into five (5) – human resource constraints, material resource constraints, infrastructure, financial resource constraints and time.

#### **4.6.1 Human resource constraints**

In spite of how human resource (resource teachers) has been proven to be of great essence, there appears to be some challenges in this wise. This was in relation to their availability and adequacy in the schools. Although some schools were advantaged to have resource teachers as stated by one participant, “we have one resource teacher” (Interview data, Participant #6), there were yet others who didn’t have. One participant expressed in this regard that “As for now, I don’t have. We used to have, but we lost him almost a year ago ... he has also had an opportunity to be a lecturer at the university. So he has left. So for the past two terms, I’ve not had any resource teacher” (Interview data, Participant #2) while another put out that “We were having one but he has left. This is because he is going to pursue further studies” (Interview data, Participant #3). This means that such schools without resource teachers initially had. However, due to circumstances beyond their control, they had left their posts. One of such is change in employment on the part of the resource teachers. Another is resource teachers’ pursuance of further studies. These factors were identified to have affected the continuous activity of resource teachers in schools. This situation has not been met with any arrangement to replace such personnel, thereby putting such schools at a disadvantage. Apart from schools that are faced with this limitation, there were others also which had resource teachers but in inadequate supply. Here, a participant stated that “So we have a resource person who has been helping them. Sometimes he comes. You know, he has been put on two schools. At times he will be here, at times too he will be at the other end” (Interview data, Participant #5). Another corroborated this by

saying that “Then for the resource teachers, they have the teachers who are doing the work alright but it’s not enough. That is how I can say it. It’s not enough for all of them. They should provide more of those teachers” (Interview data, Participant #7). Another participant further explained the situation:

But even now, in Winneba we are having 8, you can imagine one resource teacher attached to 3-4 schools, how can the resource teacher meet the needs of these children? So at least if a resource teacher is attached to every school, I think it will go a long way to help. So it’s our plea that more resource teachers should be posted so that at least every school will have a resource teacher (Interview data, Participant #10).

In as much as resource teachers are present in some schools, there appears to be much workload on them. Allocation of resource teachers to schools was found to be a problem, a situation where they were assigned to more schools. This makes the pupil-resource teacher ratio to be large, thereby reducing the effectiveness of resource teachers.

#### **4.6.2 Material resource constraints**

One of the major setbacks to the smooth implementation of inclusive education has been found to be with material resources. These materials have been identified to be unavailable and in instances where they are, they are usually not enough. This suggests that inclusive education will only be deemed the best educational practice if it is accompanied with the appropriate resources. Such resources include the materials for screening children to detect any special need condition and these include the includer frames, pen light and snelling chat.

Challenges that we have, one, it has to do with the materials, the screening materials and the facilities. Normally it is not adequate. Like we have something we call includer frames for the eyes, for checking the eyes. Then also the materials, like the screening materials I was saying, the includer frames, the pen light and then the snelling chat, these are the materials that we need to help. If these materials are also adequate, it’s also going to support the IE (Interview data, Participant #9).



In addition to these, teaching and learning materials (TLM) also emerged as a key subject with respect to material resources for smooth inclusive practice in schools. Taking the situation of TLM in schools into account, a participant mentioned that “For the challenges, in terms of teaching, you see that the necessary things that they need, the physically challenged pupils need for them to be able to cope with or learn with the physically fit pupils are not provided” (Interview data, Participant #7) with another supporting that “If you say you are talking about the blind, are you ready with the braille that they will use to learn? If you are talking about the hearing impaired, are you ready with the hearing aid? They are not in. The parents cannot afford to buy them for their kids” (Interview data, Participant #8).

These point out to the fact that children with special needs in mainstream schools are not provided with the appropriate teaching and learning materials. Aside the usual TLM used in the general classroom for all children, children with special needs require other equipment, known as assistive devices to enable them cope with their colleagues. Such assistive devices include braille and medicated spectacles for the visually impaired, hearing aids for the hearing impaired, and wheelchairs for the physically challenged. However, comments from participants reveal that these devices are in short supply in schools. Also, parents are not capable of purchasing these devices for their children due to the cost involved. This implies that even though children with special needs have been given access to the mainstream classroom, the necessary materials to make them feel included are not available. This makes them only present in the schools without them getting the intended education. This resulted in the suggestion of providing them with TLM that are specially made to fit their conditions, apart from the ones generally provided for all children.

### 4.6.3 Infrastructure

Infrastructure is also equally vital as the human and material resources. Attending to the human and material resources at the expense of infrastructure in the bid to effectively implement inclusive education could be detrimental to its success. This made the subject of infrastructural development and provision of keen interest to the researcher. Talking about inclusive education, the main infrastructure that appears to be on the lips of many is the access ramp. Usually, the key indication that a facility or building is inclusive-friendly or disability-friendly is the presence of access ramps. Facilities with ramps are seen as have made an attempt to grant everybody access, regardless of disability. Due to this, the absence of ramps in schools, especially to the classroom, is seen as a way of limiting access to children with special needs. This is evidenced in one headteacher's response to the challenges faced in implementing inclusive education, saying, "no ramps which limits access" (Interview data, Participant #6). This challenge was found to have its root as insufficient funds. Thus, as a result of financial constraints in the various schools, school leaders (headteachers) find it difficult to construct ramps that will grant children with special needs access to their classrooms. This concern was aired by some participants who mentioned that "Another problem is the ramps. Most of the heads are complaining that the funds coming are not enough for them to construct these ramps. And it's true" (Interview data, Participant #10).

Because you cannot say you are starting school for the blind while you don't have, they have no access to the classroom. Access in the sense that the way the school buildings are put, can the blind or visually impaired just get in there? It's a challenge (Interview data, Participant #8).

This seems to suggest that the first step to actually commencing inclusive education is providing the appropriate infrastructure. In as much as it is ideal for infrastructural development to precede inclusive practice, the situation in schools in the Effutu

municipality appears to be the reverse, largely due to financial constraints. School leaders are thereby faced with the challenge of fulfilling the mandate of accommodating these children in their schools where such infrastructural provisions are absent.

The absence of the appropriate infrastructure in mainstream schools rendered these schools disability-unfriendly. Thus, the environments in the schools were not favourable for accommodating all manner of children as the policy suggests. In expressing their opinions on the matter, participants noted that: “For me, this school is not disability friendly at all” (Interview data, Participant #2); “The school environment is not structured to support inclusion” (Questionnaire data, Participant #6); and “With the inclusive, we need ramps because when you look at this place, it’s not disability friendly at all. Look at the steps. So this boy, when you call him he can’t even come but I have to go to him” (Interview data, Participant #1).

This issue with inappropriate infrastructure is illustrated in Figure 6 below. It can be seen in this photograph that there are no access ramps in the school, and this hinders access of pupils with special needs to the classroom, particularly the users of wheelchairs.

#### **4.6.4 Financial resource constraints**

The earlier sections have revealed the types of resources needed to implement inclusive education as well as their states in schools in the Effutu municipality. As has been established, the challenges associated with all the resources, particularly material and infrastructural, find their root from insufficient funds. This means that the inadequacy of funding or the lack of it is tantamount to the failure of inclusive education. The study discovered that financial resources, like the others, are in limited supply to schools in the municipality, especially for the purpose of inclusive education.

In expressing their opinions on the matter, participants stated that: “Financially, we are handicapped ... So financially because like these ramps if we had money, we have to build it ourselves and maybe get a wheelchair ... If we could have a wheelchair, it will be of a very big help” (Interview data, Participant #1); “Lack of funds. That is basically one of it” (Interview data, Participant #2) and “And then the last one has to do with the funding. That one I didn’t want to mention it because it’s always a challenge” (Interview data, Participant #3).

These point to the challenges posed to leaders with regards to financial resources. The inadequacy of funds has trickled down to the inability to provide the other resources, a confirmation of the earlier assertion. As it appears, the issue of funding presents a fundamental challenge and is not only peculiar to the subject of inclusive education.

The challenges that are posed as a result of lack of and/or inadequate financial resources put participants in the position to make some suggestions to make the situation better. For instance, one suggested that “And then the funding, there should be an allotted amount, like they do for the capitation grant, there should be same for the children with special needs and I think it’s going to help” (Interview data, Participant #9). Another also recommended that:

And also, I think apart from that, the government should try to allocate something special for IE. If the policy is there, something should go with it. So you can’t just make policies and just say we should implement it without any support. So I think when the government tries to allocate some funds specially for IE and tries to see to it that it gets to the right hands, I think we will go a long way meeting the target of IE (Interview data, Participant #10).

To prevent the situation where monies are channelled to unintended uses, it was considered most appropriate for another fund to be created solely for inclusive education. For the policy to be worthwhile, the necessary provisions need to be made. Upon the creation of such a fund, further measures should be put in place to ensure its

right use to avoid misappropriation of funds. This, among others, will contribute immensely to the effective implementation of inclusive education.

It was interesting to discover that there exist a disability fund at the Municipal Assembly. This money has been earmarked specifically for taking care of persons with disability in the municipality. There was however no allotment for inclusive education, a situation that has been a cause for tension between the Special Education Unit of the GES and the Municipal Assembly.

Because even a disability fund that comes to the assembly, sometimes it's even difficult to get it. So we are trying. The disability fund should have an allotment to IE but to me, I don't see it as part of it. Because we follow up, chase it and it doesn't come (Interview data, Participant #10).

I think first I will talk of this disability fund, that it shouldn't even have been something that we should struggle to get. Like the moment it comes, they should know the part that should come to the special education unit, that we will also try to use it according to how it should be used (Interview data, Participant #10).

This suggests that there is the need for a revision in the disbursement of the disability fund. This way, both the Assembly and the GES would come to terms on how best to allocate the funds whenever it is available in order to ensure efficiency.

The GES was found to be facing lack of material resources and insufficient financial provisions in its attempt to support children with special educational needs, a revelation from a study conducted by Afful-Broni and Ankutse (2009). This is similar to what was revealed in this study, with the GES and schools facing such challenges as presented earlier. Again, the challenge presented by inadequate resources is not new as Tassoni (2003) and Mungai (2015) mentioned poor resources, both human and physical, to be frequent barriers to inclusive education.

#### **4.6.5 Time**

Time, as a resource was also found to be vital to the successful practice of inclusive education. In this sense, teachers need to spend extra time and efforts on children with special needs in most cases. Unlike their colleagues without special needs, children with special needs usually require particular attention to be paid them. In spite of the presence of resource teachers in schools, time seemed to be limited for regular teachers so far as handling children with special needs in their classrooms is concerned. Some headteachers aired their views concerning this issue;

You know they need special attention. Yes. So maybe after teaching the whole class, you have to pay particular attention to them. You know it's a challenge because it wastes a lot of time. The way they write, you have to take your time in correcting them (Interview data, Participant #5).

One challenge we are facing is the room (class size) and the number of teachers available. Under normal circumstances, we should have taken less number of students in a class. But because of enrolment, this number has exceeded the normal requirement. So teachers can't even get time to pay attention to the ones with special needs. So the enrolment is a challenge. One major problem is the school population (Interview data, Participant #3).

Time constraint appeared a challenge to the running of inclusive education. Participants saw it as a waste of time in handling children with special needs. This was found to be resulting from high student population which is not commensurate with the needed infrastructure (classrooms), thereby leading to large class sizes and high pupil-teacher ratio (PTR). This places much burden on teachers who have to handle these large classes while giving children with special needs the extra attention they need. This finding is not exceptional to this study as Burstein et al (2004) noted class size as a contributing factor to the ineffectiveness of inclusive education.

#### **4.7 Support Systems**

This theme provides answers to the fourth and fifth research questions: “what are the existing support systems for headteachers in Effutu Municipality for implementing

inclusive education in their schools?”, and “what are the alternate support systems for headteachers in Effutu Municipality for implementing inclusive education in their schools?” respectively. Resources play a vital role in the effective implementation of inclusive education as will be discovered in this section. These resources take various forms and can be secured through support systems which are either from individual, corporate, religious, governmental, non-governmental or international entities. This brings us to the questions of; whether or not support systems are in existence; and if they are, the forms they take; the sources of these supports; and where they are non-existent, the alternate support systems.

#### **4.7.1 Availability of support systems**

Participants largely responded negatively to the existence of support for carrying out inclusive education in their classrooms. They believed that such support was unavailable for a number of reasons. One of such is the absence of children with special needs in their classrooms, thereby warranting no support. Headteachers also shared a similar view. Others also believed that their schools did not receive any support due to the nature of the schools as not special schools. To such participants, only special schools needed such support and not the mainstream schools. These justifications are demonstrated in the following comments: “Because the school is not a special school for special needs children” (Questionnaire data, Participant #1); “Because there are not much disabilities in my school. Those that we have are those with reading disability” (Questionnaire data, Participant #6); “In this school, we don’t really have those with hearing impaired and the likes ... So in general, we don’t really need any support” (Interview data, Participant #3); and “There are no pupils with special needs” (Questionnaire data, Participant #3).

This means that to a larger extent, participants were content with the situation they found themselves in. Thus, they saw it as less of a concern to have an inclusive friendly environment since they currently had no child with special need in their school. This implies that such schools were not prepared in anticipation for the enrolment of children with special needs in the future. This demonstrates negligence on the part of the headteachers, considering what Black and Simon (2014) identified as a critical leadership function the acquisition of resources to support inclusion. Thus, since the school leadership was making no effort to mobilize such resources, they had not performed one core leadership function.

Apart from schools which demonstrated no need for receiving support due to the above reasons, others also who were in need of such support were denied. Generally, participants expressed their grief over the absence of the needed support for practicing inclusive education successfully. One participant for instance mentioned that “I will say there is lack of supportive services” (Interview data, Participant #8). This was reiterated by another when he said that “There is no support here” (Interview data, Participant #1). There was yet another participant who emphasized the need for support systems by stating that “They should help, I’m talking about the office. You know they are the implementers but at times, they’ve just said it, no support” (Interview data, Participant #5). Others detailed out the situation as follows:

You know, when you get the support, you will be able to work well and meet your target. As the IE policy, the target where we want to get to. So if the support comes ... So our major challenge is the support. We are not getting funds to run some of the things we are to do. We don’t unless we write. So we’ve written to places that we are waiting for support to come. But as it stands now, no support (Interview data, Participant #10).

The need for support cannot be overemphasised as participants have acknowledged. The presence of supportive services is a catalyst to effectively practising inclusive



education. Unfortunately, this support appears to be non-existent, although the policy has been formulated. Efforts have been made to solicit such support from various sources. This includes writing of proposals and letters seeking support, be it in cash or kind.

On the other hand, some participants agreed to receiving support for implementing inclusive education. One particularly voiced out that “The municipality receiving support, oh with the support system, well sometimes support comes but it’s not too regular” (Interview data, Participant #9).

Participants were thus in agreement to the availability of support for implementing inclusive education. The issue related to this however is the rate at which such support is given. The next section takes us through the various forms that these supports take.

#### **4.7.2 Forms of support systems**

As seen in the earlier section, some participants were found to be receiving support for the implementation of inclusive education. Such supports are provided as resources to schools and they are in the form of human, material, infrastructure and financial. As has been revealed in this study, Mungai (2015) mentioned the importance of human, material and infrastructural resources to inclusive education. This suggests that these forms of support systems cannot be done away with in an attempt to implement inclusive education. These are further elaborated in the following sub-sections.

##### **a. Human resources**

Human resource is one of the key elements needed to make the practice of inclusive education worthwhile. Here, resource teachers are very prominent, and as will be revealed, perform several functions which cannot be overlooked. For the purpose of ensuring the effective implementation of inclusive education, provisions have been

made by the Government of Ghana through the Ghana Education Service to employ teachers who have been trained to handle children with special needs in schools. These teachers, who are referred to as resource teachers, are usually attached to schools to assist the general classroom teachers in administering their roles as and when they are needed. The situation pertaining to resource teachers in the municipality was explained in details by some education officers as:

We have resource teachers in the municipality. They are posted to the district and the office attaches them to schools. So at the moment, some have left anyway, but we have about 8 now who are attached to schools, maximum of about 3 to 4 schools for each resource teacher. But still there are some schools without resource teachers so we are fighting to bring more resource teachers (Interview data, Participant #10).

Like the resource teachers, we take the resource teachers and post them to the schools. So when they bring resource teachers, we don't throw them away. We receive them and post them in the various schools because we are in support of inclusive education (Interview data, Participant #9).

Generally, arrangements have been made for the posting of resource teachers in the municipality and this is followed in due course. This demonstrates the stance of the municipality as far as inclusive education is concerned. It is important to note that no school has a resource teacher solely attached to it due to their inadequacy. Thus, resource teachers available in the municipality are assigned to more than a school. These resource teachers have been found to perform several functions and headteachers mentioned a number of them. One specifically stated that "We have a resource teacher who assists, goes class by class and assists" (Interview data, Participant #4). This was confirmed by others in the following excerpts:

The resource teacher helps in identifying pupils with special needs. They go to schools and look at the eyes, ears and the physical health of students around Winneba. He has devoted his time for these pupils. He comes round with his team to look at their eyes, ears and then give them advice so he has been helping. So the government is helping. Sometimes he even goes with them (the pupils) to the hospitals (Interview data, Participant #1).

That's why we have the resource person. He has been doing screening for the children, you know. The whole week, maybe one whole week he will bring other resource teachers. You know the resource teachers they are also part of the system, they are there. Maybe one week or two weeks they will come as a group, screen all the children and then give them the necessary attention (Interview data, Participant #5).

Teachers also, through their observation, confirmed the activities carried out by their colleague resource teachers by stating that: "Special education resource teachers are available in the screening of pupils' eye/ears every year, and support few pupils with difficulties in the classrooms" (Questionnaire data, Participant #4) and "We have a special education teacher who is attached to the school to assist pupils with special needs" (Questionnaire data, Participant #1)

As seen in the above quotations, resource teachers have been observed to be performing vital roles towards the effectiveness of inclusive education. One of their functions was found to be the identification of children with special needs. In meeting the needs of these children, it is important to first of all know who they are and what conditions they have. For this reason, resource teachers visit every class in their assigned schools to be familiar with the state of each child and know any changes as they emerge through observation. They again screen all the children occasionally, and this is another avenue where the various special needs conditions are identified. This is usually undertaken by the resource teacher together with a team of experts in the field of special education. Upon the identification of these children, the resource teacher further takes measures to address these needs. These include providing counselling services and medical assistance.

In addition to what resource teachers have been doing, the GES also has a Special Education Unit, whose mandate is to assist the resource teachers in performing their duties effectively. Like the resource teachers who move from one class to another, this

unit whose head is the Special Education Co-ordinator, moves from one school to another to ensure that the needs of these children are met. Officials from the GES mentioned the services that the Special Education Unit also delivers and this was confirmed by headteachers:

Well we have a special educator for the municipality. He moves from school to school to help the needy, to identify and to see how people can support the person. As for that one, those services are given ... we have the special needs services at this place where the officer will go from school to school to identify those children with disabilities and see how best we can help them to enable the situation (Interview data, Participant #8).

But once a while, the office has a resource unit where they come to screen the children and then also assist those with special needs. That's not as frequent as the resource teacher because for the resource teacher, he is always with us. Yes. That is it (Interview data, Participant #2).

This means the resource teachers work collaboratively with the Special Education Unit of the GES. It is however important to note that the rate at which resource teachers visit schools differ from that of the unit – resource teachers more regular than the unit.

The duties undertaken by resource teachers have been seen as useful, particularly in the sense of complementing the general classroom teachers. In as much as general (regular) teachers are making efforts to handle children with special needs together with those without special needs, the role of the resource teacher is much appreciated. Considering the tasks these regular teachers have to complete within their limited time frame, making extra time for children with special needs appears burdensome. Resource teachers therefore provide a helping hand in this regard, relieving regular teachers of the extra duties. In this respect, one participant mentioned that:

Because without resource teachers, regular classroom teachers are trying to do their best. Looking at the number of periods on the timetable and stuff, they always try to go according to what their objectives are. So at the end of the day, they do not get time for those with special needs. So if the resource teacher is there, that is where they come in to help (Interview data, Participant #10).

These roles played by resource teachers have been very instrumental to improving the performance of children with special needs. In recognizing the benefits derived from the presence of resource teachers and the performance of their required duties, a participant stated that “The resource persons should also help the children. Coming to the school to see them and interact with them can even encourage them than leaving everything in the hands of the teachers” (Interview data, Participant #5). In agreement to this, another mentioned that:

Actually, it's about getting resource people, one, each school should get special resource teachers for the school whereby they will also provide some assistance to the special people in the school. After all, the child I was talking about didn't even know how to write her name when she started from class 1. But when I got the resource person to support her, she is now able to write her name, write simple sentences. So if the resource officer was still coming, she should have even been able to write a paragraph (Interview data, Participant #2).

This implies that the presence of resource teachers provides a source of motivation to children with special needs in schools. Again, the performance of their expected duties consequently has a positive effect on the children's academic achievement. In recognition of their importance, resource teachers were therefore admonished to perform the tasks entrusted unto them. Participants again expressed how needful resource teachers are, considering the need of these children. Here, one participant pointed out that:

We need them because sometimes hand writings and some of these children are visually impaired and all that and he has to help us. So we've asked them, at least we need them strongly twice or three times in the week. If he could have 2 or 3 days for us so now I think it's ok (Interview data, Participant #1).

#### **b. Material resources**

Material resources, like human resources, are essential to the effective practice of inclusive education. The various special needs conditions require one material resource

or the other to make the practice worthwhile. In recognition of the importance that material resources are to the practice of inclusive education, one participant stated that “I will talk about materials. Some of the pupils they have difficulty with their eye. They cannot see from afar. So such people, you need to get them glasses. Yesterday the resource person mentioned the price to me and it’s about GH¢860” (Interview data, Participant #4).

This emphasizes the need for provisions to be made for the supply of material resources. This made the researcher probe further into the situation regarding the provision of material support in the municipality. One official of the GES particularly mentioned, “Logistics and those things that assist them in the situation they find themselves in” (Interview data, Participant #7) in response to the forms of support the municipality receives in implementing inclusive education. Another also explained in details saying:

These supports are not necessarily financial. Sometimes materials, materials like the snelling chat, sometimes maybe they go for national workshops and they are given the materials to be used in the municipality. So with such materials it helps too for them to be able to work effectively. So financial and material support (Interview data, Participant #9).

This indicates that material resources are provided to the municipality. In enhancing the work of the special education unit to be more effective, in-service training programmes are organized for these personnel. In participating in such programmes, knowledge and skills are not only acquired, but also the necessary resources for undertaking their tasks are given. Such resources have been found to be material and not necessarily financial. This makes the unit fully equipped to handle cases of special needs children in school.

As was identified in the earlier discussions, people have negative attitudes towards the practice of inclusive education and this is mainly due to inadequate resources. For this reason, it was reiterated here the essence of material resources to the effective practice

of inclusive education. One participant pointed out that “So if the needed materials will be provided, then it is the best. But until these things are provided, I’m not sure it will benefit those needy ones” (Interview data, Participant #8)

### **c. Infrastructure**

Although most schools were observed to be unprepared to implement inclusive education so far as infrastructural provision is concerned, there were yet others that presented a different picture. For instance, one headteacher, in demonstrating preparedness for inclusive education stated that;

But since the time that I have spent in the school, I can say that the school is disability friendly because we have walk ways for them, one here, one there. So that if you are physically impaired or visually impaired, you will be given access to inclusive classroom. I have the human resource, the facility itself in terms of the walk way, learning aids,... (Interview data, Participant #4).

This suggests that some schools were disability friendly in terms of the infrastructure and facilities needed to make the practice of inclusive education effective. Thus, all the necessary provisions for the smooth practice of inclusive education have been made in some schools.

### **d. Financial resources**

In terms of the financial support, it was found that schools were provided with funds to implement inclusive education. Although inclusive education is supported financially, data gathered revealed that this support is irregular. Comparisons were made with other education funds such as the capitation grant, making this more obvious. Thus, unlike the capitation grant which is released on a regular basis, same cannot be said of inclusive education. The following excerpt speaks to this issue;

Yes we get funds for IE but it’s not as regular as the capitation grants. Once in a while, then maybe some other financial allocation will come. If it comes

and it should be administered with some other areas, then probably IE will be catered for. But it is not regular (Interview data, Participant #9).

The irregular flow of financial support can be attributed to the absence of established structures to ensure the provision of such support. This is seen in the uncertainty with which participants mentioned how funds are disbursed to inclusive education. Since no fund has been purposely created for inclusive education, the funds that are invested into it are not structured. Thus, whenever any organisation or body wants to support, it does so without going through any established systems.

#### **4.7.3 Sources of support systems**

Knowing the availability and forms of support for implementing inclusive education in schools, the researcher then probed into the sources from which such support is given. The Government of Ghana was seen as a major source of support to inclusive education. Most participants mentioned “government” in response to the source of support they received. It was acknowledged to be supportive particularly with regards to the provision of the human resource base, specifically the posting of resource teachers. In this regard, one participant mentioned that “I believe the government is responsible for posting resource teachers to the school” (Interview data, Participant # 4) Again, the study brought to bare the fact that leaders provide support through their personal means whenever the needed support fails to suffice. Thus, from their own coffers, officials from the GES, headteachers and teachers invest in inclusive education. This assertion is supported by the following quotations: “So assembly, education office, the resource teachers then other NGOs who want to support education, they also support. Just that the support doesn’t flow like the other areas” (Interview data, Participant #9); “At times the resource persons/teachers themselves use their own monies to run education” (Interview data, Participant #9); and “And even when they come, they rely on the headteacher to give them the support by way of buying other materials for the screening.



They don't have the materials. They will tell you to use some part of the capitation” (Interview data, Participant #2). Another participant also detailed out his experience:

The support, we try to use some of our own funds to get some of the things. Like this that we did, some few parents supported, some of the resource teachers too supported. So some parents are helping to support and the resource teachers and myself. So that is how we are trying to support, if the support is not coming especially in terms of finance. But the resource teachers that are put in schools try to get some of the gadgets or equipment that they are to work with by their own selves and work with them (Interview data, Participant #10).

Support can be seen here as being generated from individual sources and these include teachers, headteachers, GES officials and parents. These come in both cash and kind in terms of the materials needed to run inclusive education. Considering headteachers as source of support, this finding corroborates the work of Burstein et al. (2004) which found school heads as an important source of support. Even though some resource teachers finance their activities, there are some others who also solely rely on the school, particularly the headteacher for such support. This can be attributed to the notion that schools have the capacity to do that, looking at such sources as the capitation grant that they have at their disposal. It is important to note that in some instances, these monies from personal sources are refunded by the GES. This is however dependent on the availability of funds for such purpose. Thus, in the absence of funds, refunding is either delayed or not done. This is confirmed by a response from an official below;

Sometimes they use their own money and they don't even get the refunding. Where they use their money and then the office gets some funds, the office will refund to them. If they have addressed a particular need with their own money, they come to the education office, and we have any money that is meant to be supporting children or IE or special education, then their money is refunded to them (Interview data, Participant #9).

Apart from these individual sources, the schools (as a unit) in their capacity were also found to be contributing their quota to the successful implementation of inclusive education. In this regard, one participant mentioned that “And at times too when we are

collecting examination fee, we don't take it from them. That money is taken from the school's coffers" (Interview data, Participant #5).

Through funds from schools' coffers, children with special needs in schools were given some form of support. It can be identified here that such support is the exemption of some financial obligations such as the payment of examination fees. This means that while children without special needs pay for such fees, those with special needs are catered for by the school, thereby reducing the financial burden on their parents/guardians.

The Effutu Municipal Assembly and religious bodies were also identified as some of the sources from which inclusive education is supported. This is confirmed by participants' responses as one mentioned "I'm told that they are given some support from the assembly and other places" (Interview data, Participant #7) and another, "There is support from the church" (Questionnaire data, Participant #4) to the question on the sources of support. This shows the level at which the society is committed to making inclusive education a success. It also demonstrates active participation at the grassroots level.

In spite of the various means through which schools got support, there appears more to be done. Mobilizing support from other sources in a situation where schools and government in their capacities could not do so was found as an effort towards improving inclusive education. In this regard, a participant mentioned that;

The recommendations I will make is if the government can also solicit help from other NGOs to come and support IE. If government alone cannot do it, he must solicit help from other NGOs especially NGOs that deal with education to come and support IE. Me at times, we also solicit help from well-to-do individuals to organize our programmes. We've gotten school band, jerseys and other things through individuals, not from capitation (Interview data, Participant #2).

This suggests that there exist bodies, particularly Non-Governmental Organizations (NGOs) that have an interest and the capacity to support inclusive education. It therefore behoves on the schools and government, the GES to be specific, to solicit support from such bodies. In addition to such organizations are individuals who have a stake in schools and have the capacity to support school programmes, inclusive education being no exception.

Although support for inclusive education seems to be deficient, teachers were found to be performing their roles to make the practice successful. This demonstrates the importance of human resource to the implementation of inclusive education. This is confirmed by the quotation of one headteacher;

So the teachers they will be teaching, they will be doing their normal teaching whether they have the materials or not. The teachers, as for him, he is teaching, he is doing the job, whether you have it or not, whether the government is providing or not (Interview data, Participant #4).

Thus, regardless of the inadequacy of support, teachers are up to the task and making every effort possible to implement inclusive education. The question however to be asked is how effective that would be and how that would contribute to quality education.

In getting all hands on deck, it is necessary to get stakeholders well informed. A well-informed people will translate into a supportive one. Educating and sensitizing stakeholders will make them fully aware of the reality and concept of inclusive education. This has the potential of mobilizing their efforts and in the end getting them to contribute their quota to the successful implementation of inclusive education. In this wise, participants voiced out that: “So I think that again parents, guardians should be educated more, should have more education on this” (Interview data, Participant #7) and “And then the assembly, if they are prompted on the need to play their role to

support IE because it is a policy issue, then it will help. So if there is a disability fund, then it means that fund must come” (Interview data, Participant #10). Others buttressed this point by stating that: “Just that we still need to continue to play the advocacy role by sensitizing people that there is the need for all of us to address the needs of the children, irrespective of their conditions” (Interview data, Participant #9) and “And then giving education to all of them – the pupils, both physically handicapped and fit – for them to understand that they are all one and then they will not be laughing at those impaired and other ones” (Interview data, Participant #1).

By educating stakeholders – parents, pupils with and without special needs, the GES, Municipal Assembly, teachers, headteachers and the general public – on the essence of inclusive education, they become aware of their role in making it a success. This puts them in a position to perform every function they deem fit. The efforts of such stakeholders, regardless of how minimal it is, have the potential of supporting inclusive education.

In addition to the knowledge stakeholders gain of their expected roles through sensitization, they again develop keen interest in inclusive education. This then serves as a source of self-motivation which further encourages them to support. Participants in this regard pointed that “You know one thing is that you can do something very effectively only if you have interest. So if there is lack of interest, definitely you cannot make it” (Interview data, Participant #8) which was supported by another who mentioned that “Actually things about special needs, I’m so much interested ... So I’m in full support” (Interview data, Participant #10).

This explains how important stakeholders’ interest in the policy is to its successful implementation. Lack of interest in inclusive education is a key indication of its

unacceptance. Failure of stakeholders to also accept the policy has the tendency of resulting in failure in its implementation. This implies that in order to get the support of all stakeholders, there is the need to develop their interest in this area and this can be achieved through sensitization.

#### **4.7.4 Alternate support systems**

Support has been identified as crucial to the smooth implementation of inclusive education. This notwithstanding, headteachers are not provided with all the needed support to make the practice worthwhile. In the absence of the needed support however, leaders resorted to other alternatives in their bid to make the practice effective. Among such alternate support systems are; the use of capitation grant, improvisation and motivation. Others also made contributions on how to make the practice a success where such support is limited.

##### **a. The use of Capitation Grant**

In spite of the challenge presented by inadequate financial resources, some leaders have been able to work around the situation to an extent. This they do with assistance from the capitation grant provided by the government. In this regard, participants stated that;

And even though there was lack of funds, I still dedicated some part of my capitation funds to do screening or to provide materials for the screening and even to support even them. Those disabled children who don't have uniforms, I'm using some part of it to buy uniforms for them so that they may feel that they are part of it ... I used some of the capitation to sew uniforms for them, two of them (Interview data, Participant #2).

This was further supported by others who stated that “Nobody supports us. At times, we the school ourselves. At times, the headmistress takes part of the capitation” (Interview data, Participant #5) and “But aside that, in the schools, mostly they use the capitation which is not enough. The only support is with the capitation” (Interview data, Participant #10).

This suggests that funds (such as capitation grant) which have their intended purposes are channelled to unintended uses. This is because school leaders, who do not receive any support, are left with no option but to do this for inclusive education to work effectively. Even in instances where funds from the capitation are used, it is inadequate. This has a high possibility of creating gaps in the purposes for which the capitation is disbursed.

#### **b. Improvisation**

In the absence of the needed materials, schools were found to resort to improvisation. Thus, through their own means, they developed materials that are suitable to the needs of all pupils, including those with special needs. In response to measures taken to overcome the challenges material resources present, one participant stated that, “we don’t have so they improvise” (Interview data, Participant #9).

#### **c. Motivation**

Motivation was also seen as a way of supporting inclusive education. This can come from several sources including the government, school leaders, teachers and the pupils. Headteachers were found to be motivating children with special needs and this encouraged these children to be in school as often as their colleagues without special needs. This therefore reduces the rate at which children with special needs are out of school (truants and drop-outs). Notwithstanding the efforts headteachers are making to motivate children with special needs to make inclusive education a success, these school leaders were on the other hand not motivated by their superiors. This has the tendency of creating a lackadaisical attitude in them, thereby hindering their support to and progress of the practice. Some participants in this regard noted that: “I have been telling the teachers that they shouldn’t think anybody is disabled. Everybody is abled so they must try as much as possible to involve them in their teaching whenever they

are teaching” (Interview data, Participant #4) and “And then there is no motivation, you see. There was no motivation from the authorities, especially from our district office where they can motivate us the leaders” (Interview data, Participant #2). In confirmation to these, another participant explained that:

When I first came to this school, you could see him that he will be sitting somewhere. So I told him he is also part of the school and encouraged his colleagues to allow him to play. And because of these things, this boy every day you will always see him in school (Interview data, Participant #1).

This means that in the absence of the physical resources needed to support inclusive education, headteachers through such means as motivation and guidance to staff are able to support its implementation. This provided some form of support to staff and this is characteristic of effective inclusive leaders as argued by Scott and McNeish (2013). This means that although Cook, Semmel and Gerber (1999) saw headteachers’ effective leadership for inclusion to be hindered by their limited control on teachers, this study proved otherwise. Others are also trying to manage the few resources they have at their disposal. Quite a number of participants mentioned, “We are managing” when asked about how they ensure the implementation of inclusive education in the absence of the needed support.

#### **d. Other alternate support systems**

The important role that resource teachers play in implementing inclusive education was acknowledged by participants when they expressed the need to have them provided in schools in the appropriate proportion. One particularly put out that “... they must also provide some more resource teachers or more special needs specialists where they may have special attention on those with the disabilities” (Interview data, Participant #2) while another in support of this, said:

Well what I will add is, I've got to know that some districts are not having resource teachers. But looking at the time IE started on pilot basis and they kept on adding, we are now in 2018 and some districts are still not having resource teachers, I think it's a question mark. So the education service should try to see to it that since the policy is now in full force, resource teachers should be posted to all districts so that schools will enjoy, will actually see how IE will be working (Interview data, Participant #10).

Considering the prominence of inclusive education in recent times, it would not be out of place for provisions to be made to make it as effective as possible. It therefore dawned on the government and other stakeholders to provide the needed human resource base to smoothly implement the policy. In agreement to this assertion, one participant mentioned that "They should be provided with learning materials. Once they are here in the normal classroom, they too what they need to make learning easier for them. Since they have special needs, they should be provided with special TLM" (Interview data, Participant #3). Another also further detailed out that:

And then I think these books and story books are needed to help them. And then the wheelchairs, the hearing aids, the medicated spectacles and all that. We want it but we don't have the strength ... the necessary gadgets for these children to use should be put in place, like the wheelchair and all that. And then those that cannot hear properly, they need these hearing aids (Interview data, Participant #1).

In addition to the human resource, materials like TLM and assistive devices needed for these pupils to fit into the mainstream system were noted of importance. These are some of the support needed in the schools that were found to be lacking.

#### **4.8 Others (Emerging Themes)**

As has been mentioned earlier in Chapter 3, the codes were categorized and analysed in two ways – predetermined and emerging themes. This section presents the themes that emerged in the study that were not directly linked to any of the research objectives and questions. These are; training, stakeholder involvement, location of school, referral and love/acceptance.



#### 4.8.1 Training

In the earlier sections, the human element of the resources needed for the smooth practice of inclusive education has been identified to be of great importance. Inclusive education cannot realize its aims without a well-trained human resource cadre. It is for this reason that one of the policy objectives seeks to promote a well-trained human resource base. One of the effective ways of harnessing the potentials of the human resource, teachers in this case, is to provide them with the requisite training. This makes them equipped both in skills and knowledge. The researcher therefore probed into how trained the teachers in the municipality are to handle inclusive education. In this wise, one participant commented, “Teachers too have also been trained from this municipality. Most of the teachers have been trained on how to handle disabilities” (Interview data, Participant #2).

As indicated in the above quotation, teachers in the municipality are largely abreast with inclusive education and how to carry it out. This could be attributed to the rate at which INSET programmes are organized in the municipality for teachers, both general classroom teachers and resource teachers. When inquired about the frequency of the organization of INSET programmes for teachers, one participant remarked, “And for the organization of programmes, they do for IE. They organize INSET once a while. Even last week they organized one where we were told to select one teacher from each school. Maybe that teacher will be a trainer of trainees” (Interview data, Participant #2).

This means the capacity of teachers to handle children with special needs generates from their participation in INSET programmes organized. Depending on the nature of such programmes, all teachers can participate simultaneously or a select few that tend to be trainers of trainees. Thus, a representative of each school attends, receives the knowledge and skill and passes it on to the remaining teachers in his/her school.

Although inclusive education-related INSET programmes were organized in the municipality, participants felt this was inadequate. It was rather seen as a challenge considering how seldom such programmes were organized. Participants, in agreement to this assertion, voiced out saying “Another challenge is that they don’t do regular workshop for the resource teachers. They need to have INSET and regular workshops but we don’t, we hardly do them. So the INSETs are not regular and that is also a challenge” (Interview data, Participant #9).

The ways that I think when we address, ways of improving the IE in this municipality is to first have regular workshops for the resource teachers. This will put the human element of the resources well composed so that they will be motivated to work very well in the municipality. If regular INSET is organized, it’s going to help the resource teachers to know that they are on track and what they need to do (Interview data, Participant #9).

Due to the challenge irregular INSET programmes posed to the effective implementation of inclusive education, participants emphasized the need for these programmes to be done on a regular basis. In as much as such programmes seem to be the need of resource teachers, it is important to note that all teachers, general classroom teachers inclusive, need their training needs to be met in this regard. Some skills and knowledge were identified as basic for every teacher to possess in order to make inclusive education successful. These include but are not limited to areas like; the use of sign language particularly for pupils with hearing impairment, the use of the various assistive devices, as well as adopting strategies that make all children feel appreciated and valued. These are illustrated in participants’ opinions when they stated that “Teachers should be trained in areas like sign language and use of assistive devices” (Interview data, Participant #6) and “And then after that maybe the teachers telling them to have compassion for these children. They need more INSET” (Interview data, Participant #1).

#### 4.8.2 Stakeholder involvement

Stakeholders are very instrumental to the smooth carrying out of every undertaking. This is because they are interested in, can affect and are usually affected by an initiative. They could be either individual or group, governmental or non-governmental. In the context of this study, the stakeholders under discussion are the Effutu Municipal Assembly, the GES (Effutu Municipality), headteachers, teachers, parents and pupils (both with and without special needs). These bodies have a stake in education and for that matter inclusive education. When inquired of the sources of support for inclusive education, one participant stated, “Assembly and then individuals (philanthropists)” (Interview data, Participant #7). This shows that stakeholders, due to their interest in education related activities, support inclusive education. The stakes these bodies hold also come with some responsibilities. These are detailed out by participants as;

GES has a role to play but you know, most of the funds are from the municipal assembly. When it comes to infrastructural works, I don't think it's the role of the GES. GES will have to push but when it comes to doing the work, the money, it should be the assembly (Interview data, Participant #10).

At least it's the assembly that is to see to it that some of these things, infrastructural work is done without the heads going through hell to see to it that they are done. So if the assembly takes it up and sees to it that all schools, their infrastructure is inclusive friendly, I think it will go a long way to help this IE policy that we are all working on (Interview data, Participant #9).

Sometimes when some funds come to the office, the office tries to get some of the materials for us. For instance, we have autosscopes that resource teachers are using now that were purchased through a proposal written to PLAN GHANA that we got some money to buy and it was through the office (Interview data, Participant #7).

This indicates that each stakeholder has a role to play and this is normally interdependent on the others.

Parents also, as stakeholders, have a role to play towards the effective implementation of inclusive education. Since their children, both those with and without special needs, learn in the same environment, they are responsible for making the practice successful. It is however unfortunate that data gathered reveals something else. For instance, one participant mentioned that “Because some of them will need to send their wards for further assessment and treatment, we will have to still follow up on them. So while we are trying to assist them, the parents are not co-operating” (Interview data, Participant #1). Another also revealed that:

And the second challenge I will talk of is parental concerns. We go out there, get some of these children with problems, go to their houses to talk to their parents. Sometimes it's like we are bothering them when we are trying to help them. When we invite them, they don't come ... the parents themselves, it's difficult to get them (Interview data, Participant #10).

Parents were found to be not collaborative so far as the educational development of their children is concerned. Interestingly, this was found to be characteristic of those whose wards have special needs. While the school and education office made attempts to assist children with special needs to be enrolled and participate in school, parents who are supposed to be the primary stakeholders of these children appeared not to embrace these efforts. This could be as a result of their ignorance on educating their children, regardless of their conditions. This reinforces the issue on sensitization, thus getting them informed and willing to embrace the thought. This will in turn make them provide every support they can in their capacity to make inclusive education a success. Participants noted thus: “The suggestion is to involve the stakeholders in the school, especially the S.M.C., the P.T.A. and then the entire community. We should talk to them that they shouldn't allow their disabled children in the house” (Interview data, Participant #2) and “If only stakeholders, teachers, all those involved, if only they will

do their best to see to it that the needs of the special needs children are met in this environment, I think it is the best” (Interview data, Participant #10).

By getting these bodies well informed with issues bordering on inclusive education, its effective implementation is likely to be guaranteed. Again it is important not to lose sight of the fact that collaboration between and among stakeholders is vital to the success of inclusive education. By putting ideas and resources together in a collaborative manner, stakeholders increase the rate of achievement of this policy. In this regard, some participants put some suggestions forward saying;

I think the assembly together with the GES in collaboration with the university over here should come together and then see to these problems very well ... So it calls for the 3 bodies here – the assembly, the GES, the university authorities to be planning towards this IE. It will be successful (Interview data, Participant #7).

If the university authorities, the GES and the assembly come together and then have a proper plan or policy for such pupils, the provision of teachers and other things and learning materials for them always, I think it will be a successful one that we want (Interview data, Participant #4).

Considering the location of the study area, the presence of the University of Education, Winneba (UEW), was found to be an advantage to the implementation of inclusive education. This is due to, among other factors, a programme that has been mounted in the university which is in relation to inclusive education – Special Education. Therefore, having the Assembly and GES working together with the university leads to harnessing every resource from such outfits towards the effective achievement of inclusive education. The important role of collaboration to inclusive education can thus not be overemphasized.

#### **4.8.3 Location of school**

It emerged from the study that some schools had no child with special need. This was closely linked to the place where such schools were located. In the Effutu municipality,

the University Practice School (UNIPRA) at the South Campus of the university has an Inclusive Unit, where pupils with special needs, both mild and severe school. Parents whose children have special needs usually prefer enrolling them in this school since it is popularly noted for this service. As a result, mainstream schools that are found close to the UNIPRA Inclusive School do not get children with special needs attending their school. This was articulated by one headteacher;

One thing also is that I think since the school is located close to the UNIPRA Inclusive School, parents choose to take their children with special needs there instead of bringing them here. That explains why we don't seem to have any case of pupils with special needs in this school (Interview data, Participant #3).

This implies that the presence of a special school or an inclusive school in a place is a factor that is likely to affect the rate at which children with special needs are enrolled in a mainstream school. Their absence leaves parents with little or no option but to enrol them in the mainstream school. However, their presence provides parents with a seemingly better alternative due to the perception that such schools are well equipped to handle children with special needs.

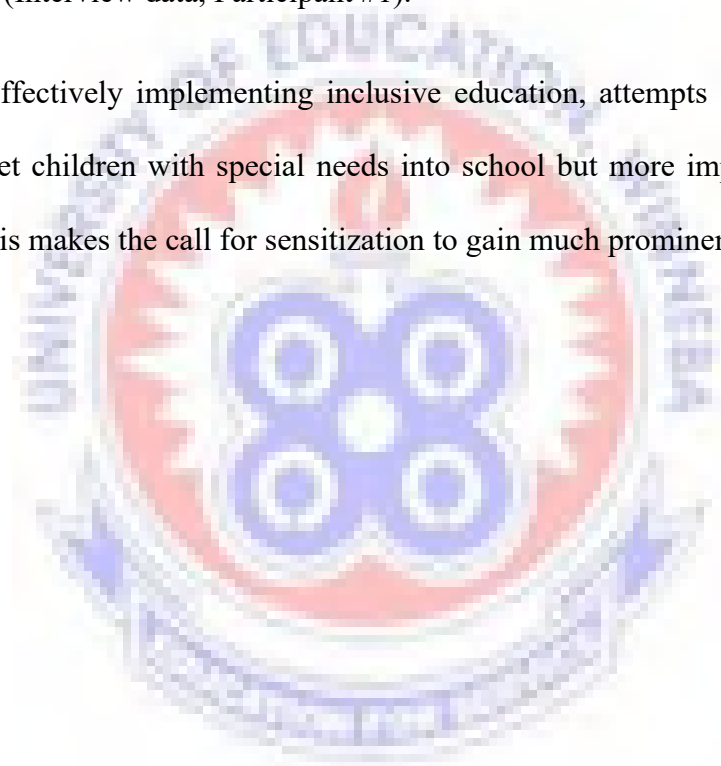
#### **4.8.4 Referral**

While some school leaders were found to be managing the situation in their schools so far as children with special needs are concerned, others also resorted to a different mechanism. The challenges faced are discussed whenever meetings are held by the GES. This is where grievances are aired and suggestive solutions given. Where these children prove difficult to control, some headteachers refer them to the Inclusive Unit at the UNIPRA School. To such heads, such referral is purposed to serve the interest of both the child concerned and the school. In this respect, one participant clearly stated that “We talk about these issues when we attend meetings. I may refer serious cases to UNIPRA” (Interview data, Participant #6).

#### **4.8.5 Love/acceptance**

Children with special needs were found to be facing the challenge of not being accepted. Due to the ignorance on the part of the general public which has taken root in children, those without any special need tend to stigmatize against those with such needs. This makes these children feel less important regardless of the fact that they have been enrolled. One headteacher expressed her concern on this matter, saying “Because some of these children, because their friends don’t understand them, they try to shun their company” (Interview data, Participant #1).

Thus, in effectively implementing inclusive education, attempts should not only be made to get children with special needs into school but more importantly to stay in school. This makes the call for sensitization to gain much prominence.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This section is the concluding chapter of the research report. Here, it summarises the findings presented in the previous chapter (Chapter 4). It also encompasses the conclusions of the study and recommendations for best practice based on the findings.

#### 5.2 Summary of key findings

This section presents a summary of the findings that were arrived at from the data gathered. Following the research questions, this is presented in eight sub-sections namely: perceptions about inclusive education; continuity of inclusive education; knowledge of the concept of inclusive education; challenges to implementing inclusive education; availability of support systems; forms of support systems; sources of support systems; and alternative support systems.

##### 5.2.1 Perceptions about inclusive education

This study revealed that leaders held several opinions about this subject. With some embracing the idea, there were others who were rather on the contrary. Those who expressed support for the practice of inclusive education did so considering the benefits that can be gained if it is done. Among such are the increase in the enrolment and participation of children with special needs, the motivation they receive to perform well and the long term benefit of contributing their quota to the development of society. Allowing children with special needs access to the mainstream classroom makes them feel valued and important, with no feeling of discrimination and in effect increases their level of socialization and academic performance.



The benefits of inclusive education were not found to be exclusive of only children with special needs. Thus, children without special needs also benefitted from inclusive education through the opportunity they get to learn to live with people from all walks of life, as well as express love and extend supportive hand to such. Inclusive education was again found to be an avenue for meeting an educational mandate of providing access to all, hence it deemed the best educational practice.

On the other hand, inclusive education did not get the support of participants. This was largely due to resource constraints, which inhibited the effective implementation of inclusive education. This means that access has been granted to children with special needs in the mainstream system without the corresponding resource provision. This gave special schools upper hand over inclusive education since they are more equipped to meet the needs of all children, particularly those with special needs.

### **5.2.2 Continuity of inclusive education**

Similar to the perceptions participants held about inclusive education, the study revealed that while some participants called for the continuity of inclusive education, others called for its end. Related to their support of inclusive education and the reasons given in this regard, participants who agreed to the continuity of the practice did so due to the advantaged associated with it. On the other hand, those who expressed their lack of support of the practice did so due to the limitations that inadequate resources presented and these same reasons were levelled against its continuity.

### **5.2.3 Knowledge of the concept of inclusive education**

In this study, participants demonstrated their knowledge of inclusive education by stating the various meanings they give to the phenomenon. It was known as a policy of allowing all children access to the mainstream classroom and in effect, putting an end

to the discrimination against and segregation of children with special needs in education. Participants again added the importance of meeting the needs of these children in the general classroom after access has been given them. This knowledge was gained through several sources namely; workshops, meetings, the media and experience. Others also got informed of the phenomenon through their awareness of similar national policies and observation of structures put in place for its implementation.

The Directorate of Education in the municipality was found to have played an instrumental role in getting headteachers informed about the concept. Thus, headteachers in this study were found not to be inadequately knowledgeable about the concept of inclusive education, thereby its implementation not being hindered by this factor.

#### **5.2.4 Challenges to implementing inclusive education**

The implementation of inclusive education has been faced with several challenges as have been revealed in this study. These have been identified in terms of human resource constraints, material resource constraints, infrastructure, financial resource constraints and time constraints. In respect of human resources, some schools were found to be deficient in terms of the availability of resource teachers. Generally, the number of resource teachers in the municipality were identified to be few in proportion to the number of schools, making them burdened with much workload.

Considering the challenges presented by material resources, the study revealed that materials needed for the screening of children were inadequate. TLM were also found to be in limited supply to schools, especially those for pupils with special needs such as the assistive devices. Schools were also challenged in terms of infrastructure and

here, the school facilities (buildings) were observed to be disability unfriendly considering the absence of access ramps.

Again, financial resources were found to be in short supply for the purpose of inclusive education and this resulted in the difficulty in acquiring other resources like the materials. This was largely due to the absence of a financial structure purposely established for inclusive education. Time was also considered of great essence as teachers need to pay extra attention to their pupils with special needs. The challenge of time constraints was more obvious due to the large class sizes of schools.

#### **5.2.5 Availability of support systems**

Mechanisms put in place for the implementation of inclusive education were found to be lacking in mainstream schools. Some showed less concern to this due to the absence of children with special needs in their schools and the fact that such schools were not designated as special schools. There were yet others who demonstrated a great deal of concern to the absence of support systems in schools, considering the vital role such support plays. Contrary to the absence of support, some participants attested to receiving support for the effective practice of inclusive education. This was however not done on a regular basis.

#### **5.2.6 Forms of support systems**

The support systems that were available were found to be in various forms – human, material, infrastructure and financial. In terms of human resources, resource teachers were attached to schools to provide assistive services to children with special needs in the general classroom. As part of their duties, they conducted periodic screening in schools, usually with the Special Education Division of the GES in the municipality.

They again helped general teachers to meet the needs of children with special needs in the classroom.

Taking into account the material support, schools were found to receive logistics that aid the smooth practice of inclusive education. These were provided through the participation in workshops. With respect to infrastructure, some schools had access ramps that gave pupils with special needs, particularly those with physical disability, access to the classroom. Inclusive education was also found to be supported financially through some monetary allocations, though irregular.

#### **5.2.7 Sources of support systems**

The sources through which the above mentioned support systems were provided were also identified. In this regard, the government was found to be supportive of inclusive education, particularly through the posting of resource teachers to schools. In addition to this, the practice of inclusive education was supported through personal sources, schools and religious bodies. Taking the personal sources of support into consideration, officials from the GES, headteachers, teachers and parents were found to be supporting inclusive education with monies from their personal coffers. Schools were also identified to be providing support to pupils with special needs by exempting them from certain financial obligations. Religious bodies like the church were also identified to be supportive.

#### **5.2.8 Alternate support systems**

In the absence of the needed support, schools were found to be resorting to other options to keep inclusive education running. Among such options were; the use of portions of the capitation grant, improvisation and motivation. In terms of the motivation given, school heads were found to be encouraging pupils with special needs to participate in

all activities in school as well as teachers to be supportive of this practice. Again, following the absence of the appropriate support systems, participants believed that the provision of adequate resource teachers and material resources could contribute immensely to the effective implementation of inclusive education.

### **5.3 Conclusions**

There is no denying the fact that inclusive education as a practice has more advantages than disadvantages, if any. The benefits generated from inclusive education for individuals, society and the nation at large cannot be overemphasized. However, to accrue these benefits does not come on a silver platter. It requires a strong and effective leadership. As a relatively new undertaking in the Ghanaian educational system, leadership is essential to the effective management of this change. For this reason, their knowledge and perceptions about this change is critical. The study therefore sought to discover these as well as the support systems put in place to ensure the successful implementation of inclusive education, and the challenges that hinder them in the discharge of their duties in this regard. Using a case study approach in the qualitative approach, the study revealed that leaders were in the know so far as the concept of inclusive of education is concerned. Again, there appeared to be contradictory perceptions about the practice of inclusive education, with some being in support of it and others opposing it. The former was due to the benefits associated with it and the latter, the challenges it comes with due to resource limitations. These reasons accounted for participants calling for its continuity and discontinuity respectively.

Leaders were found to be challenged in the administration of their roles towards a successful inclusive practice. These included: human resource constraints, particularly the inadequate supply of resource teachers to schools; material resource constraints in the sense of inadequate screening materials and TLM; challenge presented by inclusive

unfriendly infrastructure, where access ramps were observed to be absent in most cases; financial resource constraints which to a large extent resulted from the absence of an established financial structure for inclusive education; and time constraints which was due to the extra attention teachers needed to pay to pupils with special needs in a large class size.

The study again brought to bare the fact that support systems were available to an extent and in some instances not available at all. In situations where they were, they came in various forms namely; human resource, material resource, infrastructure and financial resource. These supports were again found to be from several sources including the government, personal sources, school coffers and religious bodies. In situations where the needed support were found to be lacking or in inadequate supply, leaders were identified to resort to such alternatives as the capitation grant, improvisation and motivation.

In conclusion, all the findings provided answers to the research questions that were set to guide the study. However, some findings were unanticipated and for that matter, categorized under emerging themes. These were: training; stakeholder involvement; location of school; referral; and love/acceptance. Although these were not in direct relation to the research questions, they had a bearing on the research topic.

#### **5.4 Recommendations**

Based on the findings from the study, the following recommendations are made for best practice;

1. Resources have been established beyond reasonable doubt to be essential to the successful implementation of inclusive education. Thus, the unavailability and inadequacy of the appropriate resources is detrimental to the practice of inclusive education. It is therefore recommended that the following resources be provided to support inclusive practice:

a) Human resources: The implementation of inclusive education cannot be effectively achieved without the investment in human resources and this has been established in due course. In as much as resource teachers have been found to be available in the municipality, they are not adequate. Therefore, the Government of Ghana through the Ministry of Education should allocate more resource teachers to the municipality, with at least one attached to each school. The Special Education Division of the GES in the municipality should also liaise with the Department of Special Education in the University of Education, Winneba to have students from the department having their attachments and internships in schools in the municipality. This will increase the human resource base for the practice of inclusive education.

b) Material resources: Material resources are needed for pupils with special needs to have the comfort in learning in the mainstream classroom. As have been identified, the absence of the appropriate material resources makes children with special needs just passive and not active members in education in the general classroom. For this matter, the Ghana Education Service should provide material resources, particularly TLM and assistive devices to schools. Headteachers should exercise their leadership functions by exploring several avenues through which such

provisions can be mobilized. Such avenues include but are not limited to the Government of Ghana, the Ghana Education Service (GES), Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), Civil Society Organizations (CSOs) and parents.

c) **Infrastructural resources:** The role that infrastructure plays in the practice of inclusive education cannot be taken lightly. Making the infrastructure in mainstream schools disability friendly is a step in the right direction towards accepting all children, regardless of their disability. It is therefore recommended to stakeholders (GES, Effutu Municipal Assembly, NGOs, individuals) to contribute their quota to the development of infrastructure that will make the mainstream school environment inclusive friendly. This development should begin with the construction of access ramps in schools where they are absent.

d) **Financial resources:** The other resources have to a large extent been connected to financial resources. The study brought to bare the fact that there is no established financial structure to support inclusive education. Based on this finding, it is recommended to the Government of Ghana to set up a financial system with the sole purpose of investing into the effective implementation of inclusive education. Upon this action, measures should be put in place to ensure efficiency and avoid misappropriation of such funds.

2. Taking into consideration the comprehensiveness of inclusive education, there is the need to adopt a collaborative approach to its implementation. Leaving its successful practice in the hands of a few people would mean calling for its failure. For this reason, it is recommended that there should be a collaboration



between all relevant stakeholders, among such are parents, the government, the university (UEW), the assembly, NGOs, philanthropists and the school.

3. Like every emerging venture, inclusive education can be effectively practiced when the key actors have undergone the relevant training. As have been established, some headteachers gained their knowledge of the concept through their participation in workshops. Thus, in order to be abreast with this concept and how to carry out its implementation, there is the need for key actors to be educated and trained. The GES should therefore organize INSET programmes for key players and this should be done on a frequent basis. Key actors including headteachers and teachers should also be encouraged to participate in these programmes to equip them for this task.
4. The general public also plays a key role in the smooth implementation of inclusive education. This is because the parents of children with special needs are found here. Without their acceptance of this policy, there is the tendency of resistance to its implementation. As a result, there should be sensitization programmes for the general public to get them exposed to the realities and benefits of inclusive education. This will get them enrolling their children in the mainstream school, regardless of the disability these children may have, and further supporting the smooth running of inclusive education.
5. Last but not least, it is recommended for future research the specific roles that school heads play towards the successful implementation of inclusive education. As have been revealed in this study, headteachers were found to be supporting the practice of inclusive education in their capacity. More in-depth study should therefore be done in this regard to ascertain their exact contributions to its effectiveness.



## REFERENCES

- Afful-Broni, A. & Ankutse, N. (2009). A study of support services delivery to children with special needs in the Volta Region of Ghana. *International Journal of Educational Leadership (IJEL)*, 1(1), 9-15.
- Ainscow, M. & Sandill, A. (2010). Developing inclusive education systems: The role of organizational cultures and leadership. *International Journal of Inclusive education*, 14(4), 401-416.
- Ariel, A. (1992). *Education of children and adolescents with learning disabilities*. New York: Macmillan Publishing Company.
- Bailey, K. D. (1994). *Methods of social research* (4th edn.). New York: The Free Press.
- Black, W. R. & Simon, M. D. (2014). Leadership for all students: Planning for more inclusive school practices. *International Journal of Educational Leadership Preparation*, 9(2), 153-72.
- Booth, T., & Ainscow M. (1998). Making comparisons and drawing conclusions. In T. Booth and M. Ainscow (Ed.), *From them to us: An international study of inclusion in education* (pp. 32-46). London: Routledge.
- Bryman, A. (2004). *Social research methods* (2nd edn.). Oxford: Oxford University Press.
- Burstein, N., Sears, S., Wilcoxon, A., Cabello, B. & Spagna, M. (2004). Moving toward inclusive practices. *Remedial and Special Education*, 25(2), 104-116.
- Central Regional Special Education Division (2017). Document on schools involved in the piloting of inclusive education in the Central Region. Ghana
- Cook, B. G., Semmel, M. I. & Gerber, M. M. (1999). Attitudes of principals and special education teachers toward the inclusion of students with mild disabilities. *Remedial and Special Education*, 20(4), 199-207.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th edn.). USA: Pearson Education Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approach*. California: Sage Publications Ltd.
- Denscombe, M (2010). *The good research guide for small-scale social research projects* (4th edn.). England: Open University Press.
- Downing, J. E. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. California: Sage Publications.
- Farris, T. K. (2011). Texas High School principals' attitudes toward the inclusion of students with disabilities in the general education classroom. Unpublished Thesis: University of North Texas.

- Garrison-Wade, D., Sobel, D. & Fulmer, C. L. (2007). Inclusive leadership: Preparing principals for the role that awaits them. *Educational Leadership and Administration*, 19(2), 19-38.
- Ghana Statistical Service (2014). *2010 Population & Housing Census: District Analytical Report, Effutu Municipality*. Ghana: Ghana Statistical Service.
- Kesälähti, E. (2014). Aspects of administrative support in implementing inclusive education: A case study of three Finnish comprehensive schools. Unpublished Thesis.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Emmpong Press: Accra.
- Livingston, M., Reed, T. & Good, J. W. (2001). Attitudes of rural school principals toward inclusive practices and placements for students with severe disabilities. *The Journal of Research for Educational Leaders*, 1(1), 49-62.
- Ministry of Education (2015). *Inclusive education policy*. Ghana: Ministry of Education.
- Ministry of Education (2015). *Inclusive education policy: Implementation plan*. Ghana: Ministry of Education.
- Ministry of Education (2017). *Medium Term Expenditure Framework (MTEF) for 2017-2019. 2017 Budget Estimates*. Ghana: Ministry of Finance.
- Ministry of Education, Science and Sports (2006). *10-Year work plan for education in Ghana*. Ghana: Ministry of Education, Science and Sports.
- Mungai, B. W. (2015). Challenges facing implementation of inclusive education in public primary schools in Mwea East District, Kirinyaga County, Kenya. Unpublished thesis: Kenyatta University, Kenya.
- Municipal Planning Coordinating Unit, Effutu (2014). *Medium Term Development Plan under The Ghana Shared Growth and Development Agenda (GSGDA II) 2014-2017, Effutu Municipal Assembly*. Ghana: Government of Ghana.
- Ngwokabuenui, Y. P. (2013). Principals' attitudes toward the inclusion of students with disabilities in the general education setting - The case of public, secondary and high schools in the North West region of Cameroon. *The International Journal's Research Journal of Social Science and Management*, 2(10), 7-23.
- Pekeberg, I. M. B. (2012). Inclusive education in Ghana: An Analysis of Policies and the Practices in One Mainstream School and One Inclusive School in the Greater Accra Region. Unpublished Thesis: University of Oslo.
- Peter, M. N. & Nderitu, M. N. (2014). Perceptions of teachers and head teachers on the effectiveness of inclusive education in public primary schools in Yatta Division Machakos County. *Journal of Educational and Social Research*. 4(1), 91-105.

- Praisner, C. L. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Council for Exceptional Children*, 69(2), 135-145.
- Ramirez, R. C. (2006). Elementary principals' attitudes towards the inclusion of students with disabilities in the general education setting. Unpublished Thesis: Baylor University.
- Rayner, S. (2007). *Managing special and inclusive education*. London: Sage.
- Scott, S. & McNeish, D. (2013). *Leadership of special schools: Issues and challenges*. National Centre for Social Research for CUBeC.
- Shields, C. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558-589. doi: 10.1177/0013161X10375609
- Tassoni, P. (2003). *Supporting special needs: Understanding inclusion in the early years*. Oxford: Heinemann Educational Publishers.
- Theoharis, G. (2010). Sustaining social justice: Strategies urban principals develop to advance justice and equity while facing resistance. *International Journal of Urban Educational Leadership*, 4(1), 92-100. doi: 10.1177/0013161X06293717
- Tsyawo, M. (2015). Teachers' strategies for enhancing participation of pupils with disabilities in selected inclusive basic schools in South Tongu District, Ghana. Unpublished Thesis: University of Education, Winneba.
- Twohig, B. J. (2000). Inclusive practices used by principals and their staffs to facilitate the integration of students with disabilities into general education classrooms. Unpublished thesis: Virginia Polytechnic Institute and State University
- UNESCO (2001). *The open files on inclusive education*. Paris: UNESCO.
- UNESCO (2009). *Policy guidelines on inclusion in education*. Paris: UNESCO.
- Van Horn, C. E. & Van Meter, D. S. (1977). *The implementation of inter-governmental policy*. London: Sage Publications.
- Viennet, R. & Pont, B. (2017). *Education policy implementation: A literature review and proposed framework*. Paris: OECD Publishing.
- Wertheimer, A. (1997). *Inclusive education, a framework for change: National and international perspectives*. UK: Centre for Studies on Inclusive Education (CSIE).

## APPENDIX I

Table 3.1 Inclusive Schools in the Central Region

District	School
Awutu Senya District	1. Bawjiase Methodist Primary
Upper Denkyira East	2. Bawjiase SDA Dunkwa Methodist Primary
Cape Coast Metropolis	1. Pedu MA Basic 'A' 2. AME Zion 3. Pedu MA Basic 'B' 4. Aboom Methodist 5. Philip Quacoe Boy 6. Ghana National Basic 7. Christ of Church Basic
Agona West Municipality	1. Salvation Army A & B 2. Presby A & B 3. AMA E& C 4. Bobikuma AMA 'A' 5. Nyarkrom Presby 6. Nyarkrom AMA 'A' 7. Nyarkrom Salvation Army 8. Bobikuma Methodist
Agona East	1. Asafo AEDA 'B' 2. Asafo SDA Basic 3. Asafo Catholic 4. Kwansakrom AEDA Basic 'A' & 'B' 5. Nsaba Methodist 'A' 6. Nsaba Catholic Basic
Kasoa	1. Opeikuma Anglican 2. Ofankor M. A. Primary 3. Akorley Anglican 'A' 'B' 'C' 4. Akorley Anglican 'D' 'E' 'F' 5. St. Martins Catholic 6. Emmanuel Presby 7. Banaad Abdalai Islamic 8. Salmama Islamic 9. Kasoa Methodist 10. Odopong Kpehe Unit School
Effutu Municipality	1. Methodist Primary A&B 2. Methodist Primary C & D 3. UNIPRA South 4. UNIPRA North 5. UNIPRA Inclusive Pry School 6. Anglican Primary 7. Don Bosco Catholic Boys 8. Don Bosco Catholic Girls 9. Don Bosco Catholic JHS 'A' 10. Don Bosco Catholic JHS 'B' 11. AME Zion 'D'

12. ACM Pry(African Christian Methodist)
13. Esuakyir Methodist Primary
14. Gyahadze Primary
15. Gyengyenadzie Primary
16. Attietu-Osupong Primary
17. Ansaful Primary
18. Presby Primary
19. Ansarudin Primary
20. M.A. 'A' & 'B'
21. M.A. 'C' & 'D'
22. Zion 'A' & 'B'
23. Zion 'C' Primary
24. New Winneba Primary
25. Ntakofem M. A. Basic

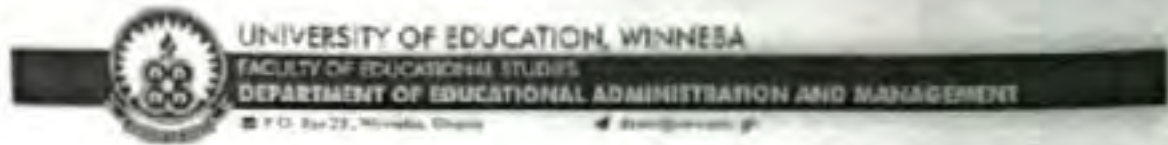
*Source: Special Education Division, Central Region (2018)*

**Table 3.2 Sample Size**

<b>Circuit</b>	<b>School</b>	<b>Headteachers</b>	<b>Teachers</b>	<b>GES Officials</b>
Winneba West Circuit	A.M.E. Zion A/B Primary	1	6	Circuit Supervisor
Winneba Central Circuit	Methodist A/B Primary	1	6	SHEP Co-ordinator
Winneba East Circuit	Ansarudeen Islamic Primary	1	6	Circuit Supervisor
Winneba East Circuit	Presby Primary	1	6	SpED Co-ordinator
Winneba East Circuit	Africa Christian Mission (ACM) Primary	1	6	Circuit Supervisor
Winneba East Circuit	Osubonpanyin/Ateitu M/A Primary	1	6	Director of Education
<b>Total</b>	<b>6</b>	<b>6</b>	<b>36</b>	<b>6</b>

*Source: Author's Construct (2018)*

## Appendix II



JEW/CAM/INT/25

Date: 19-02-2018

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**LETTER OF INTRODUCTION**

We write to introduce Ms. Melinda Boatman Sarpong, a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

Ms. Sarpong is working on a research project titled: *"Exploring Leadership Challenges in Implementing Inclusive Education in the Effutu Municipality"*.

Please, give her the necessary assistance and co-operation.

Thank you

Yours sincerely,

A handwritten signature in black ink, appearing to read "Hinson Kusi", written over a horizontal line.

Dr. Hinson Kusi  
Head of Department

CCU  
Dean, School of Graduate Studies



## GHANA EDUCATION SERVICE

In case of reply the number and  
date of this letter should be  
quoted



MUNICIPAL EDUCATION OFFICE  
P. O. BOX 34  
WINNEBA  
TEL: 03333 22073

REPUBLIC OF GHANA

My Ref. NO./GES/CN/EMEDW/PG 181<sup>st</sup>/VOL4/84

Your Ref. No.:

DATE: 1<sup>st</sup> March, 2018


### RE-PERMISSION TO CONDUCT RESEARCH IN THE EFFUTU MUNICIPALITY

We acknowledge receipt of your letter dated 21<sup>st</sup> February, 2018 seeking permission to conduct a research in Effutu Municipality.

You have been granted permission to conduct your intended research titled "Exploring Leadership Challenges in Implementing Inclusive Education in the Effutu Municipality", in some selected schools.

You are to ensure that the research work does not disrupt teaching and learning in the selected schools.

Headteachers and teachers are to assist the student to have a successful research while ensuring that she abides by the ethics of the teaching profession.

  
ROSE TENKORANG  
MUNICIPAL DIRECTOR OF EDUCATION  
EFFUTU-WINNEBA

✓ MFI LINDA ECATEMAA BARPONG  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION AND MANAGEMENT  
UNIVERSITY OF EDUCATION  
WINNEBA

Copy to: Head of Department  
Department Of Educational  
Administration And Management  
University Of Education  
Winneba

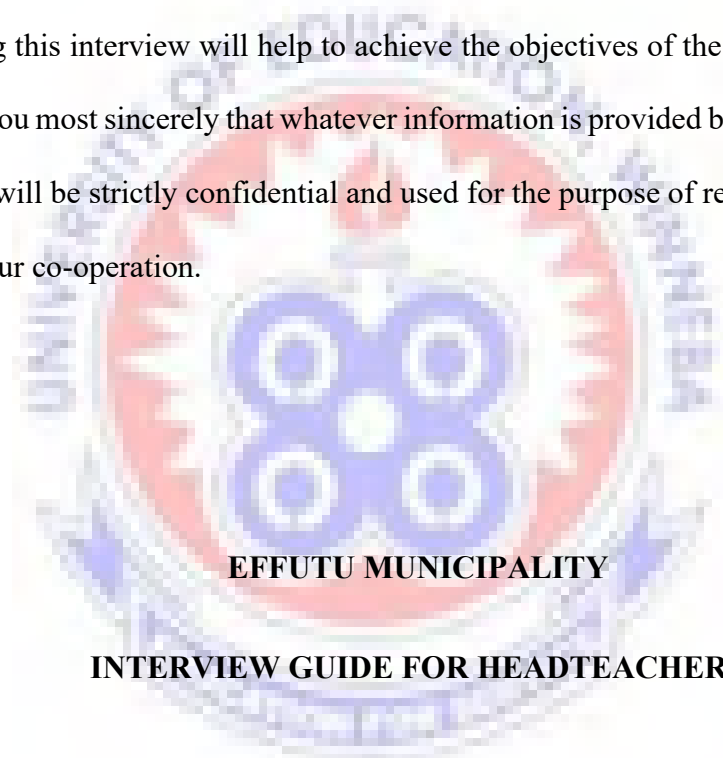
All Circuit Supervisor  
Effutu Municipal Education Office  
Winneba

**APPENDIX III**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
MANAGEMENT**

I am a Master of Philosophy student of the above mentioned university undertaking a research on “EXPLORING LEADERSHIP CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION IN EFFUTU MUNICIPALITY”. Your assistance in conducting this interview will help to achieve the objectives of the study. I would like to assure you most sincerely that whatever information is provided by you through these questions will be strictly confidential and used for the purpose of research only. Thank you for your co-operation.



**INTERVIEW GUIDE FOR HEADTEACHERS**

NAME \_\_\_\_\_ OF \_\_\_\_\_

SCHOOL:.....

DATE:.....

....

TIME:.....

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS.**

**CLARIFICATIONS CAN BE SOUGHT WHERE APPROPRIATE.**

**A: BACKGROUND INFORMATION**

1. Gender:      1. Male       2. Female

2. Age:

Below 20	21-25	26-30	31-35	36-40	41-45	46-50	Above 50

3. Qualification

Certificate	Diploma	HND	Bachelors	Masters	Other

4. Number of years as a headteacher

0-5	6-10	11-15	16-20	21+

**B: KNOWLEDGE OF INCLUSIVE EDUCATION**

5. Are you aware of the inclusive education policy of Ghana?
6. If yes, what do you know about the inclusive education policy? (Please talk about the key issues and objectives)
7. What is the situation in your school with respect to inclusive education?
  - a) When it was rolled out in your school
  - b) The types of special needs conditions in your school
  - c) Availability of resource teachers
  - d) Other conditions

### **C: PERSPECTIVES ABOUT INCLUSIVE EDUCATION**

8. In your own opinion, do you consider inclusive education the best educational practice? Please explain your answer.
9. Do you think inclusive education should continue to be practiced in your school? Please explain your answer.
10. Are you in support of the idea of inclusive education or not? Please explain your answer.

### **D: SUPPORT SYSTEMS FOR INCLUSIVE EDUCATION**

11. What forms of support has your school been receiving in implementing inclusive education? In terms of:
  - a) Human resources
  - b) Material resources
  - c) Financial resources
  - d) Infrastructure
  - e) Other support
12. What is/are the source(s) of these supports?
13. What other forms of support do you think your school will need to implement inclusive education?
14. In the absence of the needed support, how do you ensure the implementation of inclusive education in your school?

**E: CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION**

15. What factors hinder you (as a leader) in smoothly implementing inclusive education in your school?

- a) Human resource constraints
- b) Material resource constraints
- c) Financial resource constraints
- d) Infrastructural constraints
- e) Other constraints

16. How do you overcome these challenges?

17. Suggest ways of making the implementation of inclusive education a success in your school.

18. Please do you want to say something about inclusive education that has not been covered in our conversation?

**NB: Request for teachers’ lesson notes and records on pupils and teachers (with and without special needs)**

**Records of Pupils and Teachers**

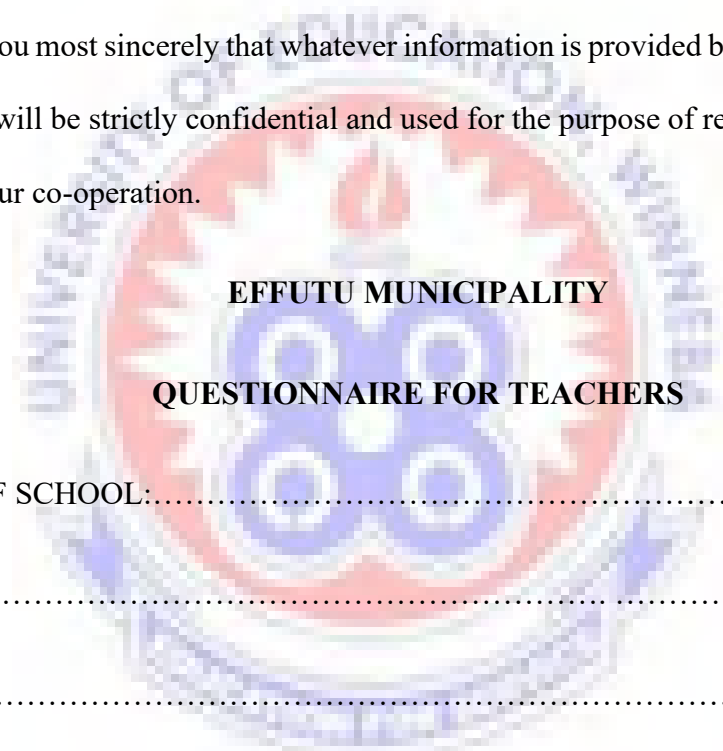
	Pupils		Teachers	
	With special needs	All pupils	With special needs	All teachers
Male				
Female				
Total				

***THANK YOU***

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
MANAGEMENT**

I am a Master of Philosophy student of the above mentioned university undertaking a research on “EXPLORING LEADERSHIP CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION IN EFFUTU MUNICIPALITY”. Your assistance in filling this questionnaire will help to achieve the objectives of the study. I would like to assure you most sincerely that whatever information is provided by you through these questions will be strictly confidential and used for the purpose of research only. Thank you for your co-operation.



**EFFUTU MUNICIPALITY**

**QUESTIONNAIRE FOR TEACHERS**

NAME OF SCHOOL:.....

DATE:.....

TIME:.....

**OPERATIONAL DEFINITION OF INCLUSIVE EDUCATION:**

Inclusive education in the context of this study is the enrolment and participation of all children, regardless of disability (both mild and severe), in the mainstream educational system.

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS.**

**CLARIFICATIONS CAN BE SOUGHT WHERE APPROPRIATE.**

**A: BACKGROUND INFORMATION**

1. Gender:      1. Male       2. Female

2. Age:

Below 20	21-25	26-30	31-35	36-40	41-45	46-50	Above 50

3. Qualification:

Certificate	Diploma	HND	Bachelors	Masters	Other

4. Number of years as a teacher:

0-5	6-10	11-15	16-20	21+

5. Class you teach:

P1	P2	P3	P4	P5	P6

6. Number of pupils in your class:

	Pupils with special needs	All pupils
Gender		
Male		
Female		
Total		

**B: SUPPORT SYSTEMS FOR INCLUSIVE EDUCATION**

7. Do you receive support in implementing inclusive education in your classroom?

a) Yes

b) No

8. If yes to Q8, what forms of support do you receive in implementing inclusive education in your classroom?

<b>Form of Support</b>	<b>Explain Further</b>
Human resources	
Material resources	
Financial resources	
Others	

9. If no to Q8, why do you think so?

.....

.....

.....

10. What other forms of support do you think your school will need to implement inclusive education?

.....

.....

.....

11. In the absence of the needed support, how do you ensure the implementation of inclusive education in your classroom?



.....  
.....  
.....

**C: CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION**

12. Do you see your headteacher facing any challenges in implementing inclusive education in your school?

- a) Yes
- b) No

13. If yes, what challenges do you see your headteacher facing in implementing inclusive education in your school?

.....  
.....  
.....

14. How are these challenges overcome?

.....  
.....  
.....

Suggest ways of making the implementation of inclusive education a success in your school.

.....  
.....  
.....

Any other comment.

.....  
.....  
.....

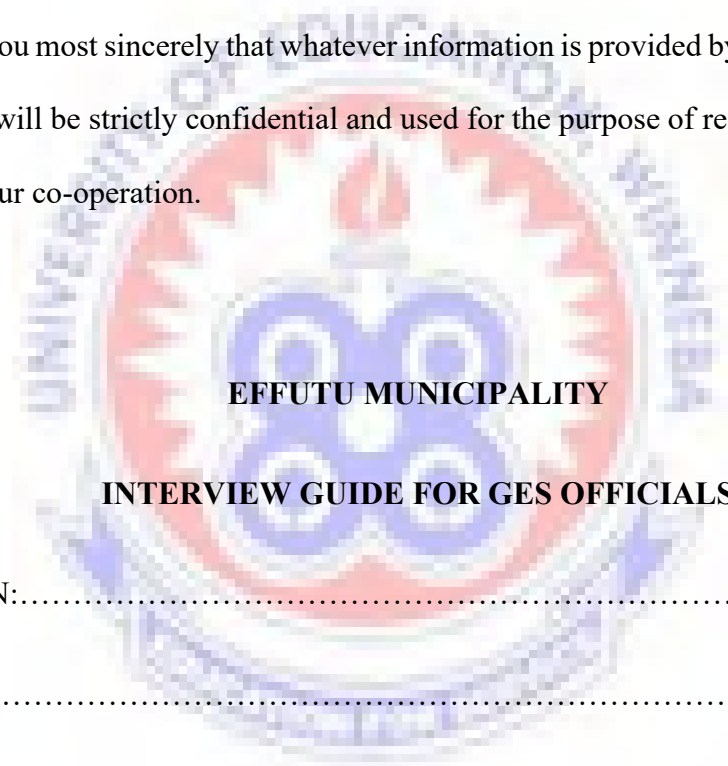
***THANK YOU***



**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
MANAGEMENT**

I am a Master of Philosophy student of the above mentioned university undertaking a research on “EXPLORING LEADERSHIP CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION IN EFFUTU MUNICIPALITY”. Your assistance in conducting this interview will help to achieve the objectives of the study. I would like to assure you most sincerely that whatever information is provided by you through these questions will be strictly confidential and used for the purpose of research only. Thank you for your co-operation.



**EFFUTU MUNICIPALITY**

**INTERVIEW GUIDE FOR GES OFFICIALS**

POSITION:.....

DATE:.....

TIME:.....

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS.**

**CLARIFICATIONS CAN BE SOUGHT WHERE APPROPRIATE.**

**A: BACKGROUND INFORMATION**

1. Gender:      1. Male       2. Female

2. Age:

Below 20	21-25	26-30	31-35	36-40	41-45	46-50	Above 50
Certificate	Diploma	HND	Bachelors	Masters	Other		

3. Qualification

4. Number of years as an officer

0-5	6-10	11-15	16-20	21+

**B: KNOWLEDGE OF INCLUSIVE EDUCATION**

1. When was inclusive education rolled out in your municipality?
2. What types of special needs conditions exist in schools in your municipality?
3. Are you aware of the inclusive education policy?
4. If yes, what do you know about the policy?

**C: PERSPECTIVES ABOUT INCLUSIVE EDUCATION**

5. In your own opinion, do you consider inclusive education the best educational practice? Why?
6. Do you think inclusive education should continue to be practiced in schools in your municipality? Why?
7. Are you in support of the idea of inclusive education? Why?

**D: SUPPORT SYSTEMS FOR INCLUSIVE EDUCATION**

8. Does your municipality receive any support in implementing inclusive education?
9. If yes, what forms of support does your municipality receive in implementing inclusive education?
  - a) Human resources
  - b) Material resources
  - c) Financial resources
  - d) Infrastructure
  - e) Others

10. What is/are the source(s) of these supports?

11. Do you provide inclusive schools in your municipality with the needed support to implement inclusive education?

12. If yes, what form of support? If no, why?

**E: CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION**

13. What challenges does the municipality face in ensuring the implementation of inclusive education?

14. How do you overcome these challenges?

15. Suggest ways of making the implementation of inclusive education a success in your municipality.

16. Any other comment.

***THANK YOU***