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# 1 Teachers' Roles in Inclusive Education Practices in Ghana

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## 5 **Abstract**

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### 8 **Index terms—**

9 Thailand in 1990. There are many international movements spearheading this practice. One of these  
10 movements toward the inclusion of learners with special educational needs (SEN) in mainstream education that  
11 occurred in recent decades is the Salamanca Statement and Framework for Action on Special Needs Education.  
12 This was held in Salamanca in June 1994. This Salamanca statement called for inclusion to be the norm  
13 (UNESCO, 1994). Ghana is one of the 92 countries together with twenty-five international organisations that  
14 subscribe to the Salamanca Statement.

15 While IE has been implemented successfully in many developed countries, developing countries such as Ghana  
16 are still in the process of achieving this goal. For inclusion to work successfully there is the need for teachers, school  
17 administrators, professionals, and all other stakeholders to work together ??UNESCO, 2005). Teachers should  
18 have the skills and understanding to make good practical decisions in their class teaching, such as placing learners  
19 with disabilities in front rows in class, giving clear explanations and responding to signals and communication  
20 from learners with SEN. Inclusive education calls for a joint effort of regular and special educator involvement.  
21 It is the responsibility of both regular and special teachers to develop and implement the curriculum and make  
22 instructional adaptations necessary to accommodate the specific needs of individual learners (Ministry of Human  
23 Resource Development, 1996).

24 According to ??aufman and Hallahan (2005), successful teaching of learners who are different requires that  
25 they be grouped homogeneously so that special pedagogical approaches can be deployed by teachers who have  
26 been trained to use them. It can be argued that when special education is conceptualised in this manner, it  
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## 28 **1 I. INTRODUCTION**

29 Inclusive education (IE) has been internationally recognised as a philosophy for attaining equity, justice, and  
30 quality education for all learners, especially those who have been traditionally excluded from mainstream  
31 education for reasons of disability, ethnicity, gender, or other characteristics. The philosophy of IE first drew  
32 attention at a conference held in Jomtien, becomes a barrier to the development of inclusion because it prevents  
33 the rest of the educational system from taking responsibility for the learning of all learners. The concept of  
34 IE is inseparable from quality education. Quality education can only be achieved if the needs of all learners  
35 are addressed so that every learner is given an opportunity to succeed ??Peters, 2003). Teachers are crucial in  
36 determining what happens in classrooms. The development of more inclusive classrooms requires teachers to  
37 cater for different student learning needs through the modification or curriculum differentiation (Forlin, 2006).

38 Teachers play a pivotal role in inclusive education. The literature on IE undisputedly stipulates that no matter  
39 how excellent the educational infrastructure might be, how well articulated educational policy might be, how well  
40 resourced a programme might be, effective inclusion does not take place until classroom teachers deliver relevant  
41 and meaningful instruction to students with SEN (Mastropieri & Scruggs, 2010). Although there is widespread  
42 support for inclusion at a philosophical level, there are some concerns that the policy of inclusion is difficult to  
43 implement because teachers are not sufficiently well prepared and supported to work in inclusive ways (Ashman  
44 & Elkins, 2005). Ghana's vision of shaping the future of learners with SEN in inclusive classroom can only be  
45 achieved if all teachers are proactive in moulding the character of individuals in their care. Teachers'knowledge,  
46 insight and understanding of government policy document in IE are necessary for the practice of inclusion in

## 7 THE CONCEPT OF INCLUSIVE EDUCATION

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47 the classroom (Agbenyega & Deku, 2011). For IE to succeed, it is important that teachers and headteachers  
48 maintain a positive attitude towards inclusion.

### 49 2 Statement of the Problem

50 IE in Ghana can be traced as far back as the 1951 Accelerated Education Plan and the 1961 Education Act for  
51 free education which resulted in increases in basic level enrolment. This means that Ghana has a well-defined  
52 legal framework for learners with disabilities and their inclusion into regular classrooms. Educational services  
53 to the disabled individual are no longer charitable in Ghana, they are enshrined in the 1992 Constitution and  
54 emphasis is placed on almost all international conventions aimed at promoting and protecting the human rights  
55 of all citizens.

56 In the last decade, there has been an increased concern regarding the effects of inclusive practices on the  
57 achievement of learners in general education. Literature suggests that the implementation of inclusive education  
58 policies has been uneven (Evans & Lunt, 2002). Whilst there are many success stories to be told about inclusion  
59 (for example, Ainscow, 1997; Black-Hawkins, Florian & Rouse, 2007), there have also been failures and difficulties  
60 (Carrington & Elkins, 2002). There are numerous studies and researches surrounding the concept of IE, ranging  
61 from teachers' and parents' attitude and perception toward the implementation of inclusive education, to barriers  
62 or challenges of inclusive education (Ainscow, 1998; Gyimah, Ntim & Deku, 2012; ??anderpuye, 2013; Yekple &  
63 Deku, 2014), however, much of this research has not examine teachers' roles in the implementation of IE. Even  
64 though the Government of Ghana has adopted a cautious approach to the development and implementation of  
65 IE and is piloting it in certain regions and districts. It is unclear whether teachers are aware of the roles they  
66 must play. Avoke and Avoke (2004) observed that professional development for inclusion is not adequate because  
67 many teachers are not aware of their roles.

### 68 3 Purpose of the Study

- 69 ? To examine teachers' roles in screening of learners with disabilities and SEN.
- 70 ? To explore teachers' roles when referring learners at risk of developmental disabilities.
- 71 ? To find out teachers' role when designing IEP for learners with special educational plan.
- 72 ? To examine how teachers ensure that learners with disabilities and SEN have access to the school curriculum.

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### 74 4 Research Questions

- 75 ? What do teachers regard as their roles in screening of learners with disabilities and SEN?
- 76 ? What roles do teachers play when referring learners at risk of developmental disabilities?
- 77 ? What roles do teachers play in designing IEP for learners with special educational plan?
- 78 ? How do teachers ensure that learners with disabilities and SEN have access to the school curriculum?

### 79 5 Significance of the Study

80 The study would reveal gaps that have to be filled to enhance teachers' roles for a successful implementation  
81 of IE in the Central Region. Findings would benefit teachers and educational administrators in such roles as  
82 screening and referral, design of IEP and access to the school curriculum of learners with SEN would be explored  
83 to get information on current practice.

## 84 6 II. LITERATURE REVIEW

### 85 7 The Concept of Inclusive Education

86 Inclusive Education policies worldwide are developed to integrate special need and regular education together in a  
87 unified education system. This cannot be done without teachers (Torombe, 2013). Inclusive Education is defined  
88 by UNESCO (2005) as a process of addressing and responding to the diverse needs of all learners by increasing  
89 participation in learning, cultures and communities and reducing exclusion within and from education. Thousand  
90 and Villa (2002) noted that inclusive practices involve substantial changes in both attitude and educational  
91 approaches. In contrast to the excellence and uniqueness of IE, ??ewis (2000) intimated challenges questioning  
92 the rationale "behind getting same aged groups of students to learn where the real achievements of the less able  
93 will never be recognized as they will always be below the artificial average of their peers and where their final  
94 efforts are bound to be degraded in the common exam system" (pp. 98.) Inclusive Education in Ghana has its  
95 root from the 1951 Accelerated Education Plan and the 1961 Education Act for free education which resulted  
96 in increases in basic level enrolment. This means that, Ghana has a well-defined legal framework for people  
97 with disabilities including children with disabilities and their inclusion in regular classrooms. In the 2003/2004  
98 academic year, the Special Education Division (SPED) of Ghana Education Service (GES) in addressing the  
99 policy objectives initiated the implementation of IE on a pilot basis in ten (10) districts of three (3) regions  
100 namely, Greater Accra, Eastern and Central in 35 schools with learners population of 14,596. Despite these  
101 provisions, ??uyini (2004) and ??uyini and Desai (2006) reported that some Ghanaian principals and teachers

102 possessed limited knowledge of the requirements of inclusion and that such educators were unlikely to have any  
103 reasonable capacity to provide appropriate instruction.

## 104 **8 Teachers Roles in Screening and Referring**

105 Screening and referral are integral part of IE because they are the first stages of the assessment process (Gyimah,  
106 Ntim & Deku, 2012). Berdine and Meyer (1987) indicated screening as the process of assessing many children for  
107 the purpose of identifying those who need more thorough evaluation to determine whether they have problems.  
108 Screening helps one to determine whether a child is likely to be eligible for special education services (Bigge &  
109 Shermis, 1999).

110 In screening teachers can identify children in each population, who perform below the normal ranges of  
111 development, areas of behaviours or intellectual achievement (Gyimah, et al., 2012). ??yimah and Yidana  
112 (2008) opine that screening helps to identify children at-risk or have problem for referral, helps teachers to seek  
113 for thorough assessment and enables them to know children who need special education services. Teachers as well  
114 as health personnel are the key figures involved in screening. This is because they usually deal with many children  
115 at a time (Gyimah et al., 2012) Gyimah, et al, (2012) also state that referral becomes necessary whenever there is  
116 sufficient evidence that a child has a form of difficulty. This may be behavioural, sensory disability (that is hearing  
117 or visual problem), motor handicap, intellectual problem, and communication or health problems. ??yimah and  
118 Yidana (2008) are of the view that teachers must make referral, only when they have first attempted remediation  
119 efforts. By remediation efforts, they explained that it is initial steps the teacher takes to help a child to overcome  
120 a suspected difficulty. For example, the child's seating position can be changed. The teacher should be able to  
121 identify the children who display educationally disabling conditions and those whose performance indicates that  
122 they may be at risk for such conditions ??Balshaw, 1999).

## 123 **9 Curriculum Access or Modification**

124 Central to the teaching and learning that occurs in schools is the curriculum. Curriculum is an umbrella concept  
125 that is comprehensive in scope and complex in practice and it includes all the learning experience offered by a  
126 school (Gardner & Boix-Mansilla, 1994). Curriculum modification includes a technical analysis of curriculum  
127 content, processes and outcomes by the teacher and the adjustments they make to their instructional practices to  
128 meet the specific learning needs of children with disability in their classroom (Opertti & Brady, 2011; Williams,  
129 2011).

130 Curriculum modification is essential as it reduces the chances of stigma that disabled/SEN students can feel  
131 when teachers do not consider the special learning needs of disabled students ??Florian, 2008). Shea and Bauer  
132 (1997) helps buttress the point that if teachers can make the classroom a place of equity and social acceptance  
133 for all learners, it will make one a better teacher by allowing him/her to bring the learners together as a group.

134 Runswick-Cole (2011) mentioned example of a curriculum modification/adaptation as teacher considering  
135 an alternative strategy that would include a boy who uses a wheelchair to participate in the regular physical  
136 education lesson without the sense of exclusion. Modifying or creating access to the curriculum is a must-do  
137 action in a class with children with diverse learning needs because it is the way to keep all learners in the  
138 school (Avramidis, Bayliss & Burden, 2002; Florian, 2008). It is important, therefore, for teachers to create a  
139 collaborative environment within the school so that their colleagues can draw from the experiences they have  
140 and get the support they need to differentiate effectively and accommodate learners successfully (ibid).

## 141 **10 Individualized Education Plan (IEP)**

142 An IEP is a written document that provides information on what strengths and weaknesses a child has and  
143 measures to help the child to overcome the difficulties (Gyimah, Ntim & Deku, 2012). The IEP is a written  
144 plan describing the special education programme and a service required by a particular child and is based on a  
145 thorough assessment of the child's strengths and needs (Ontario Ministry of Education, 2004).

146 IEPs are usually developed by a teacher in collaboration with parents. Parents have a wealth of information  
147 about their child which can help with the selection of appropriate IEP goals and strategies. To facilitate parental  
148 input, Gyimah, et al. (2012) opine that the teacher should:

149 ? explain the IEP process prior to meetings and/or consultations so that parents know what to expect. ?  
150 provide a letter or pre-planning form that allows for input to be shared in writing, in a telephone interview or at  
151 a planning meeting.

152 ? share information in advance so that parents are prepared to fully participate. Ideally, planning the child's  
153 IEP is best achieved through collaboration, and should involve the combined efforts of the student, the parents,  
154 the school, and other professionals. However, one of the most frequent complaints voiced by parents is that they  
155 are not involved in this process, and they London Journal of Research in Humanities and Social Sciences often  
156 feel that their contribution is not regarded as equally important to that of the professionals (Pinkus, 2005).

157 Learners are more likely to respond positively to interventions when they understand the rationale and are  
158 given direct access to the process of decision making ??Frederickson & Cline, 2002). Active pupil involvement  
159 also improves self-esteem, increases motivation and cooperation and can often provide important, unexpected,  
160 and illuminating information ??Flutter & Rudduck, 2004; ??lenny, 1996). The IEP provides teachers and parents

161 with the opportunity to have a practical and realistic dialogue about the student's needs and to develop creative  
162 ways of meeting those needs.

### 163 11 III. METHODS

#### 164 12 Design

165 A qualitative case study design was used for the study. The choice of this design helped the researchers to  
166 examine the roles of teachers in the implementation of IE in the Central Region of Ghana.

#### 167 13 Population

168 The target population for the study was all teachers in the 58 pilot inclusive schools in six districts in the Central  
169 Region. The total population of teachers in these pilot inclusive schools were 406 at the time of the study.

#### 170 14 Sample and Sampling Procedure

171 The study employed the multistage sampling technique. Firstly, the researcher employed the simple random  
172 sampling technique to select 12 schools across the six districts. This was done through the lottery method. Since  
173 some districts had more IE schools than others, we proportionally selected the schools to give fair and evenly  
174 selection of schools from the various districts. Twenty-four (24) teachers were systematically sampled to form  
175 the sample size. Two (2) teachers (a male and a female) were sampled from each school out of the 12 schools  
176 selected, to form the 24 teachers (See Source: Field Data

#### 177 15 Instrumentation

178 The semi-structured interview guide was used for the study. The interview involved the use of open-ended  
179 questions. The questions were self-constructed based on the literature on IE. The interview guide had 5 sections.  
180 Section 1 dealt with demography information of the respondent. Section 2, 3 and 4 asked questions which elicited  
181 information about the respondent's roles in curriculum adaptation, screening and referral, development of IEP.  
182 Each section had at least 3 questions and a follow-up question were asked after each question when necessary.

#### 183 16 Data Collection Procedures

184 We conducted interviews with teachers that were selected from each of the schools for the study.

185 During the interview, permission was sought to tape record the information given by the teachers.

186 In line with this, Kvale (1996) explains that interview in qualitative research attempts to understand the world  
187 from the subjective way, to unfold the meaning of people's understandings, to discover their lived world prior to  
188 scientific justifications. Each interview section lasted for 45 to 55 minutes and in all, one month-two weeks was  
189 used to collect all the data.

#### 190 17 Data Analysis

191 The thematic approach to qualitative data analysis by Braun and Clarke (2006) cited in Vanderpuye, (2013) was  
192 adopted for this study. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes)  
193 within the data. It minimally organises and describes one's data set in detail" (Braun & Clarke 2006, p.79).

#### 194 18 Results of the Study

195 The study sought to examine teachers' roles in inclusive education practices in the Central Region of Ghana.  
196 Twenty-one (21) respondents were used for the study, which is less than the required sample of 24. It was found  
197 that male respondents were 13 (61.9%) and female respondents were 8 (38.1%).

#### 198 19 Screening and Referral

199 On whom should be responsible for screening and how screening should be done for special educational need  
200 learners, respondents offered varied views. One respondent coded R21 offered the view that "With the screening,  
201 I believe there are other people who are specialised so I am being a teacher the little I can I do when I identified  
202 a child with special needs???. I will invite an expert to assist me in the screening and referral issues". Some  
203 respondents did not know what screening and referral was, however, they offered views that were not related  
204 to what is known about screening and referral. In one instance, respondent R8 indicated that "There is this  
205 provision that is err the special need teachers, therapeutic teachers and so on. These teachers are solely trained  
206 to deal with learners with these challenge or the other that is special learners????..., in curbing this situation,  
207 teachers have to be re-trained in the use of the sign language with the idea that in the end special needs learners  
208 would be mixed with those that are not having their problem".

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## 209 **20 Curriculum Access**

210 For teachers to get learners to actively participate in their classes' activities, respondents indicated that they  
211 employ various means and strategies so that at the end of the day objectives can be realised. In doing so, one  
212 respondent R21 indicated that "Role play sometimes can be used to get learners to participate fully in class.  
213 You give them the chance to ask questions and ask them questions too. Questions should be distributed and  
214 appropriate everyone. Let's say you share answers with the learners and among their colleagues". This means that  
215 for teachers to involve learners actively in class roles must be assigned to them and teachers will have to observe  
216 them as they perform these roles. This will go a long way to help both able and disabled learners participate  
217 actively in class since it gives every pupil an opportunity to be part of the learning process. In another instance,  
218 respondent R15 shared that "Hmm learners with disability, yes first and foremost, I being a teacher I need to  
219 psyche the pupil with disability for him or her to know that he or she is also part of the class. Now doing that  
220 I will include the learners with disability to learners who are not suffering from disability during class  
221 like teaching using the activity method yeah, I will group them too so that they feel being part of the group in  
222 the class. Even though activity method takes much time in teaching and learning process but that will be best  
223 for me to improve my learners' performance in class". It is therefore evident that teachers in their course of work  
224 try to get the learners to participate actively in class.

225 On the teaching methods used by teachers to improve upon learners' performance, some respondents touched  
226 on many methodologies. Some respondents indicated using discussion, activity, and demonstration methods and  
227 this is what respondent R11 had to say "For teaching method, it depends on the class. The discussion method  
228 can be very good for others and not good for others too. You blend all methods depending on the topic. You can  
229 do demonstration and group whether homogenous or heterogeneous groupings". For respondent R9, the method  
230 he usually employs is the activity method. He had this to say about the issue "Even though the activity method  
231 takes much time in teaching and learning process but that is best for me to improve my learners' performance  
232 in class". Apart from this, some teachers could not give concrete methods and accepted the fact that they have  
233 forgotten because it has been a while, they have read about the teaching methods. Respondent R18 had this to  
234 say "You must adopt the methods that the learners understand the most in the class. Follow-up question which  
235 I asked was "what are some of these methods"? R18 replied: "For the methods I have forgotten".

236 For the kind of teaching aids and their usage, respondents made mention of TLMs such as charts, videos, and  
237 flash cards in facilitating teaching and learning in the class. Respondent R6 said that "Now with the teaching  
238 aids, I for one, I use, I normally use videos and charts to help facilitate my teaching and learning activities.

## 239 **21 Now in its usage especially with the videos, at times err I 240 allow them to watch the videos on the lesson I'm teaching 241 and after that I discuss with them. At times too as the video 242 is playing, I explain to my learners' stage by stage".**

243 In ending the interview sessions, respondents were asked about suggestions they could offer to improve teachers'  
244 roles in the implementation of inclusive education in the Central Region of Ghana. In their responses, some  
245 respondents indicated that scholarships should be given to teachers who would want to pursue courses in special  
246 education so that they can be equipped to facilitate the implementation of inclusive education. Respondent R1  
247 suggested that "Scholarships should be given to teachers to specialise in special education so that they will come  
248 back to help in the screening process. In fact, it is difficult identifying learners with special needs but I use their  
249 gesture as they most often look quite in class because they may not understand whatever I'm doing as a teacher  
250 in the class due to their situation. In short, we don't have expertise in doing screening and referral; we use our  
251 layman's expertise so specialists should be asked to be moving from school to school". Again, it was suggested  
252 that society as a whole and teachers in general should have positive view about disabled learners. This will  
253 facilitate the implementation of inclusive education and again teachers re-training would be laudable in meeting  
254 the implementation demands. Besides, inclusive education is good but its strength rests on resources. To get  
255 it done, funding should be a shared responsibility, and this was what Respondent R18 suggested "Like as I was  
256 saying, err, sometimes it comes with funding. Having to prepare and teach all the lessons you must use aids  
257 especially at the primary level. Piaget even said at a point, a child cannot think in abstract terms so having to  
258 use the TLMs, you make the thing concrete for them to understand. So it is very important that we use it but  
259 how many subjects can you teach with these TLMs so government has to provide them".

## 260 **22 Individual Educational Plan (IEP)**

261 On the issue of soliciting for teachers' understanding about the Individualised Educational Plan, there were  
262 diverse views about their understanding of IEP. Respondent R5 said that "IEP is good but very demanding and  
263 in this case we plan on the various issues in the class. If it is done right, the outcome would be wonderful but  
264 very demanding because we at primary level teach all subjects and teach individual students too based on their  
265 programme". Respondent R4 indicated that "We normally do in-service training from time to time, so let's say  
266 for example periodically, teachers are selected for workshops on these things and they also come back to help

267 impart them onto their colleagues who were not part of such workshops. In short, we don't have expertise in  
268 doing screening and referral; we use our layman's expertise so specialists should be asked to be moving from  
269 school to school". Based on responses given, it appeared that most teachers did not know or understand what  
270 IEP is. This lack of understanding about what IEP is may imply that there is inadequate training in inclusive  
271 education.

272 Nonetheless, some teachers knew what IEP is and the importance of planning towards its implementation.  
273 On what teachers should do before the design of IEP, R16 indicated that "you need to plan and go by the plan  
274 by assembling all materials that are needed". On what to do after IEP R16 stated that "in ensuring the success  
275 of the plan as a teacher, you must be diligent, and whatever that goes into the plan, you get your materials  
276 available from school authority and engage the child by motivating him or her. Attention is very important in  
277 this situation as you go through the plan step-by-step through the child centred method. Give instructions to  
278 the child and observe the child if he's following the instructions. You ask questions and give tasks to them as  
279 you observe". This shows that those who knew about IEP also knew about the importance of planning.

280 In answering the question on what teachers should do to ensure the success of IEP, varied responses were given  
281 probably due to the lack of understanding on the part of some the inclusive teachers. In one interaction, R17  
282 reported that "So before we come to the teacher we start with the authorities. The new schools or old schools can  
283 be (stammered) 'err err' like built for people that use the armchair can be able to come school without any other  
284 special assistance????.." Then also the provision of the necessary devices e.g. a child that has hearing impairment  
285 would have to be given a hearing aid".

## 286 23 IV. DISCUSSION

### 287 24 Screening and Referral

288 It was evident from the study that most teachers do not know what screening and referral entail and offered views  
289 that were not directly related to the subject matter. Most respondents did not know who should be responsible  
290 for screening, how screening could be and what they can do as teachers when they identify a pupil with a special  
291 educational need. This situation may be because of the inadequacy of the training they had concerning special  
292 education as a course. Either they might have forgotten what they learnt, or they were poorly taught. The  
293 situation can have© 2023 Great ] Britain Journals Press

294 Teachers' Roles in Inclusive Education Practices in Ghana adverse effects on a child at-risk because their  
295 identification might be difficult, and this can delay remedies needed to overcome their conditions. Although  
296 responses were not direct, they can partly contribute to screening and this goes in line with Gyimah et al., (2012)  
297 that in screening several learners in schools, teachers are able to identify learners in each population, who perform  
298 below the normal ranges of development, areas of behaviours or intellectual achievement.

299 The respondents' feedback on who should be responsible for screening and referral of learners suspected to be at-  
300 risk and/or with SEN in the classroom, indicated that they do not know it was their responsibility. Rather, many  
301 referred to specialists trained for that purpose, while forgetting that specialists are invited after identification to  
302 give probable remedies to the situation. This view is in congruent with the assertion that teachers are responsible  
303 for identifying learners who display educationally disabling condition and those whose performance indicates that  
304 they may be at-risk for such conditions. Teachers are to use various methods or procedures to screen individuals  
305 who have at-risk conditions, Winzer (as cited in Gyimah, et al. 2012).

306 On what teachers can do when they identify someone with SEN in their classroom, it was revealed that teachers  
307 are not specifically aware of what to do when they identify a child who is at-risk and/or with SEN. It means that  
308 some teachers do not offer remediation anytime they identify learners with disability or SEN, and this buttresses  
309 the point made by ??yimah and Yidana (2008), that teachers can only do referral if they have tried remediation  
310 strategies to curb the situation. However, many of the respondents gave responses that were not related to the  
311 question and this situation may be because of the inadequacy of the training they had in special education.  
312 Again, either they might have forgotten what they learnt, or they were poorly taught. The situation can have a  
313 telling effect on any potential special child because their identification might be difficult on the part of teachers,  
314 and this can delay subsequent intervention.

### 315 25 Curriculum Access

316 On what teachers can do to ensure that all learners participate actively in an inclusive classroom, respondents  
317 emphasised on role play, peer tutoring and giving preference to low achieving students in the classroom. They  
318 further indicated that learners could be placed in positions that would allow them to benefit from whatever  
319 activity that goes on within the teaching environment. The responses go in line with the creation of equal access  
320 to curriculum by all learners, which is relevant to any school whether mainstream or inclusive as opined by  
321 Babbage, Byers, and Redding (2000). All learners need to be given the chance to learn and in so doing they may  
322 grasp every opportunity to enrich their lives.

323 About the teaching methods that would help to improve upon students' performance, respondents reported  
324 they used the discussion, role-play, activity, and demonstration methods. To them, these methods give every  
325 pupil the opportunity to do and observe whatever goes on and equally get engaged by practicing some concepts  
326 that pertain to teaching and learning. There were few instances where some teachers were not able to give clear

327 cut methodologies they employ in teaching. When they were probed, they indicated that they have forgotten. In  
328 fact, this revelation is worrying because teachers are mandated to know the methodology or pedagogy to use to  
329 benefit the entire class. But in a situation like this, where teachers report that they have forgotten the methods,  
330 where lies the fate of the learners they teach? Such teachers may in one way or the other cause more harm than  
331 good to learners they teach.

332 On the type of teaching aids used and how they use them in getting learners to understand whatever the  
333 teacher presents, respondents indicated that they use charts, videos, and flash cards as aids to teach. Although  
334 some teachers reported they find it difficult getting teaching aids, they make use of what is available to them  
335 because of the value it adds to delivery of a lesson in the classroom. In doing so, the subject information produced  
336 by the learners is remembered better than the same information presented to the learners by the teacher (Jacoby,  
337 1978 ??&niel, Friedman & Bourne, 1978). Teaching with TLMs encourages the pupil to search for relevant  
338 knowledge rather than the teacher monopolising the transmission of information to the learners.

339 On suggestions teachers could offer on the implementation of inclusive education in the Central Region,  
340 respondents indicated that teachers should be sponsored on special education programmes. Learners with SEN  
341 should be separated and given special attention within the inclusive school environment. This suggestion is in  
342 contrast with the Framework for Action on Special Education cited in Yekple and Deku (2014) which contend that  
343 learners with SEN must have access to regular schools which should accommodate them within a child-centered  
344 pedagogy capable of meeting their needs. Stainback and Stainback (1996) buttress that the reason for including  
345 learners in the mainstream is to avoid the ill effects of segregation inherent when learners are placed in special  
346 schools and classes.

## 347 **26 Individual Educational Plan (IEP)**

348 The respondents shared their views on IEP and these views were contrary to what is known as much as special  
349 education is concerned. Gyimah, Ntim and Deku (2012) point out that IEP is a written document that provides  
350 information on what strengths and weaknesses a child has and measures that can be taken to help the child to  
351 overcome the difficulties. Notwithstanding the understanding gap, Respondent R14 said that "IEP is a plan a  
352 teacher designs if he or she identifies a pupil with SEN so that he can give much attention to such pupil". This  
353 response seemingly relates to the meaning of IEP offered by Ontario Ministry of Education (2004) that IEP is  
354 a written plan describing the special education programme and a service required by a particular child and is  
355 based on a thorough assessment of the child's strengths and needs. Based on these submissions, it is evident that  
356 not all teachers know or understand what IEP is. This lack of a concrete understanding about IEP on the part  
357 of inclusive teachers might be because of lack of training, or the non-existence of such programmes in the schools  
358 they teach. This indicates that learners with SEN who happen to find themselves in the hands of these teachers  
359 in these inclusive schools are not getting exactly what is required for them to function as expected.

360 On what a teacher can do before and after an IEP programme, respondents applied their general knowledge  
361 about management of lessons and students in the classroom, which is contrary to that of IEP programme.  
362 Respondents' emphases were on planning, executing, and evaluating what has been planned and executed on  
363 daily basis. According to NCSE (2006), IEP involves setting appropriate goals, and monitoring and evaluating  
364 progress on a regular basis.

365 On how to ensure the success of IEP programme, respondents re-echoed the stance of proper planning and  
366 commitment in educational programme without reference to whatever logistics a teacher has at his/her disposal.  
367 The revelation is in line with the idea that teachers should be involved actively, at a level appropriate to  
368 their maturity and understanding in the monitoring and review of their own progress (Gearheart, Weishahn  
369 & Gearheart, 1988).

## 370 **27 V. CONCLUSIONS**

371 It can be concluded that teachers at the basic school do not actively and adequately play their role well to ensure  
372 successful implementation of IE in the Central Region of Ghana. They may require some in service training to  
373 help them play their expected roles as teachers. Pre-service teachers in the various colleges of education in Ghana  
374 should be taken through courses that will equip them with the requisite knowledge and skills in the aspect of  
375 screening and referral of learners suspected to be at-risk, IEP development and its implementation as well as  
376 curriculum adaptation.

## 377 **28 RECOMMENDATIONS**

378 ? Teachers should be equipped with knowledge <sup>1</sup>

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<sup>1</sup> Teachers' Roles in Inclusive Education Practices in Ghana



Figure 1: | 8 | 8 |



Figure 2: | 8 | 8 |

Figure 3:

1

No	District	Pilot inclusive		Population of Teachers	Total Population
		Schools	Male Female		
1	Awutu Senya	4	10 15	25	
2	Agona West	8	32 24	56	
3	Agona East	6	22 18	40	
4	Kasoa	10	32 38	70	
5	Efutu Municipal	23	78 81	159	
6	Cape Coast	7	26 30	56	
Total		58	200 206	406	

Source: Central Region Education Office London Journal of Research in Humanities and Social Sciences 5 © 2023 Great Britain Journals Press Teachers' Roles in Inclusive Education Practices in Ghana

Figure 4: Table 1 :

No	Districts	Number of Pi-	Number of schools	Number of
		lot	sampled	teachers
1	Awutu Sanya	4	1	2
2	Agona West	8	2	4
3	Agona East	6	1	2
4	Kasoa	10	2	4
5	Efutu Municipal	23	5	10

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Figure 5: Table 2 :

6	Cape Coast	7	1	2
Total		58	12	24

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Figure 6: Table 2

On what a teacher should do, when he/she identifies a child who may have SEN and/or disabilities in his/her class, views were shared adequately but with variations or dissimilarities. Respondent R21 indicated that ”???????, the pupil who has that problem should be seated in a place or position that he or she can have access or can have access to hear. Those with sight issues, for them it depends, whether long or short sightedness. If its long sightedness he or she

should be seated in front and those with short should be at the back of class”. The revelation shows that teachers do not know about what to do when they identify a child with special educational needs in their classes. © 2023 Great ] Britain Journals Press Teachers’ Roles in Inclusive Education Practices in Ghana

Figure 7:

(1978).

information

Cognition, 6(2):156-164

23. Ministry of Human Resource Development  
(1996).

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Remembering the  
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and skills through in-service training and workshops by Ghana Education Service  
and © 2023 Great ] Britain Journals Press Teachers’ Roles in Inclusive Education  
Practices in Ghana

Figure 8:

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