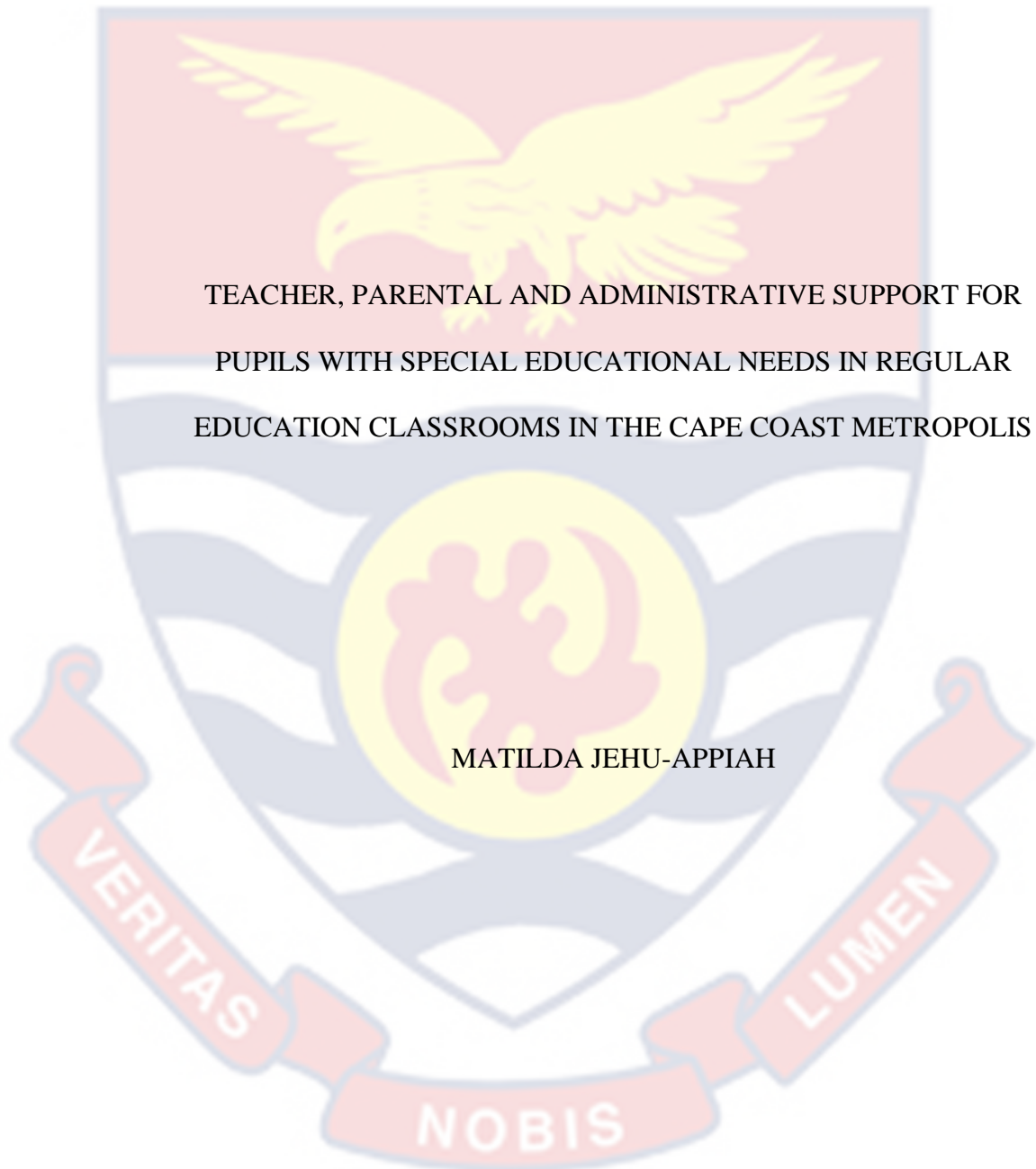


UNIVERSITY OF CAPE COAST



TEACHER, PARENTAL AND ADMINISTRATIVE SUPPORT FOR
PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN REGULAR
EDUCATION CLASSROOMS IN THE CAPE COAST METROPOLIS

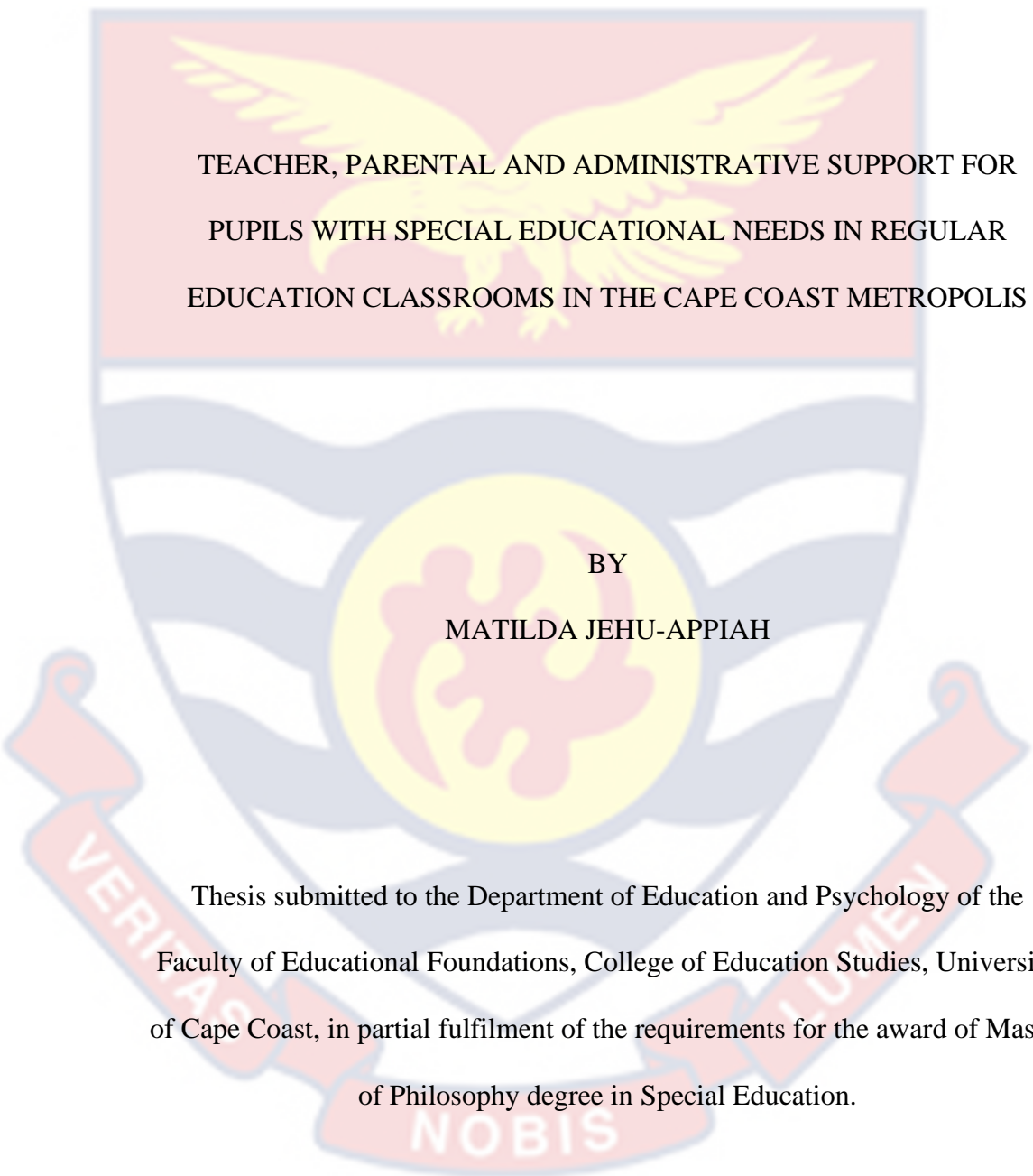
MATILDA JEHU-APPIAH

2021



@ Matilda Jahu-Appiah
University of Cape Coast

UNIVERSITY OF CAPE COAST



TEACHER, PARENTAL AND ADMINISTRATIVE SUPPORT FOR
PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN REGULAR
EDUCATION CLASSROOMS IN THE CAPE COAST METROPOLIS

BY
MATILDA JEHU-APPIAH

Thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of Master
of Philosophy degree in Special Education.

NOVEMBER 2021

DECLARATION

Candidate's Declaration

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

Candidate's Signature Date.....

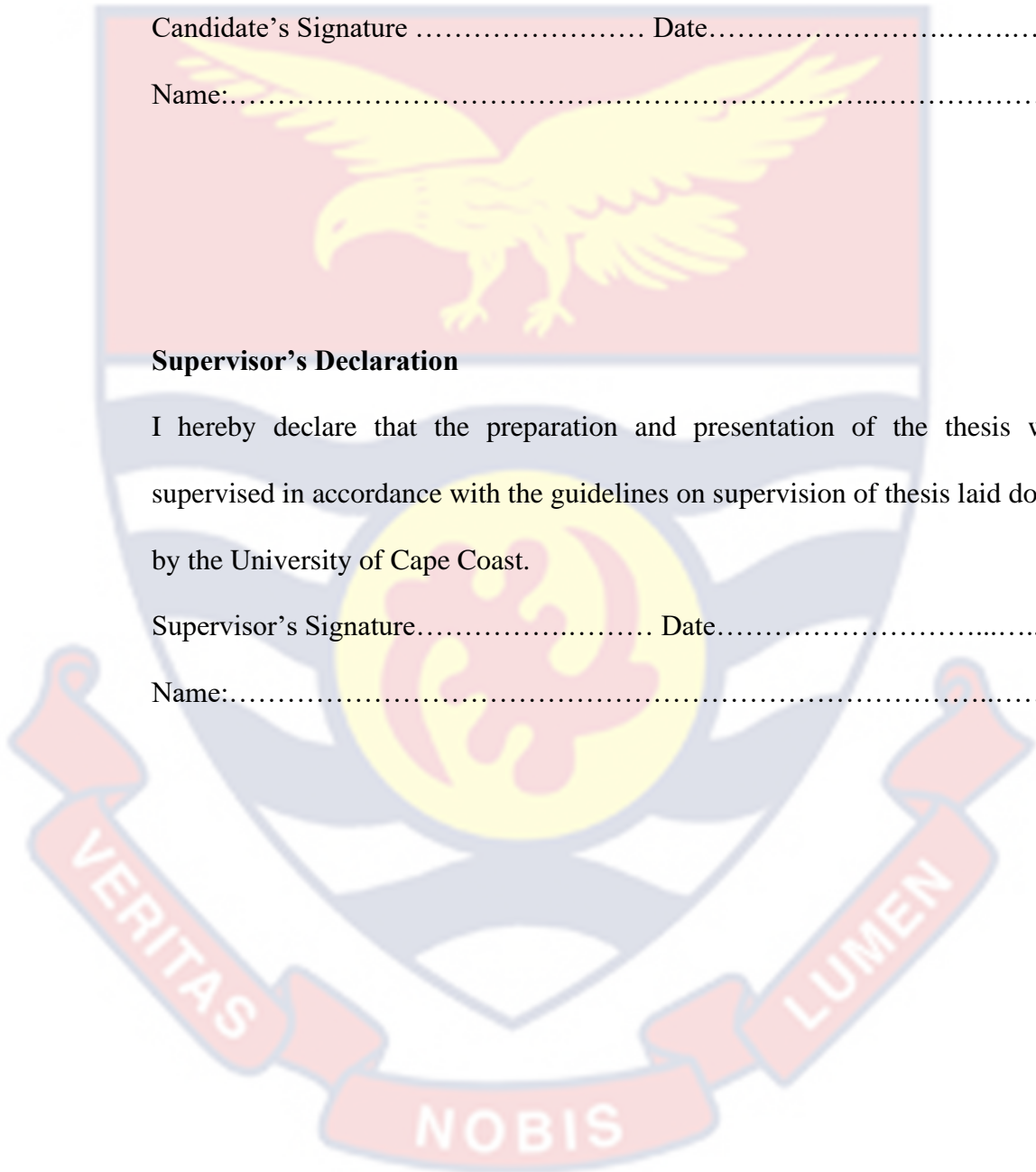
Name:.....

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name:.....



ABSTRACT

The purpose of the study was to examine teacher, parental and administrative support for pupils with special educational needs (SEN) in regular education classrooms in the Cape Coast Metropolis. The study was guided by seven research questions. The study adopted a quantitative approach with a descriptive survey research design. Multistage sampling technique was employed to select participants for the study. That is, proportional sampling (297 teachers), purposive sampling (60 parents), and simple random sampling (63 school administrators). Questionnaire was used to collect data for the study. Descriptive statistics specifically, frequency counts and percentages, means, and standard deviation were used to analyse the data. The results of the study revealed that teachers used remedial teaching to support pupils with SEN. It was further found in the study that parents provided relevant information about their children to the schools. Also, the results of the study revealed that school administrators provided guidance and counselling services in schools. The challenges parents, teachers, and school administrators faced are: inadequate benefits from capitation grants, large class size, and inadequate resource room and resource teachers respectively. Based on the findings drawn from the study, it is recommended that the District Assemblies and Local Government Authorities should channel capitation grants to benefit parents who have children with SEN. The Ministry of Education should build more classroom blocks and appoint more regular education teachers (RETs) to minimise the high pupil-to-teacher ratio in the classrooms. The Ghana Education Service should provide schools with resource centres and resource teachers to assist RETs in managing pupils with SEN in their classrooms and in the resource room.

KEY WORDS

Administrative Support

Parental Support

Regular Education Classroom

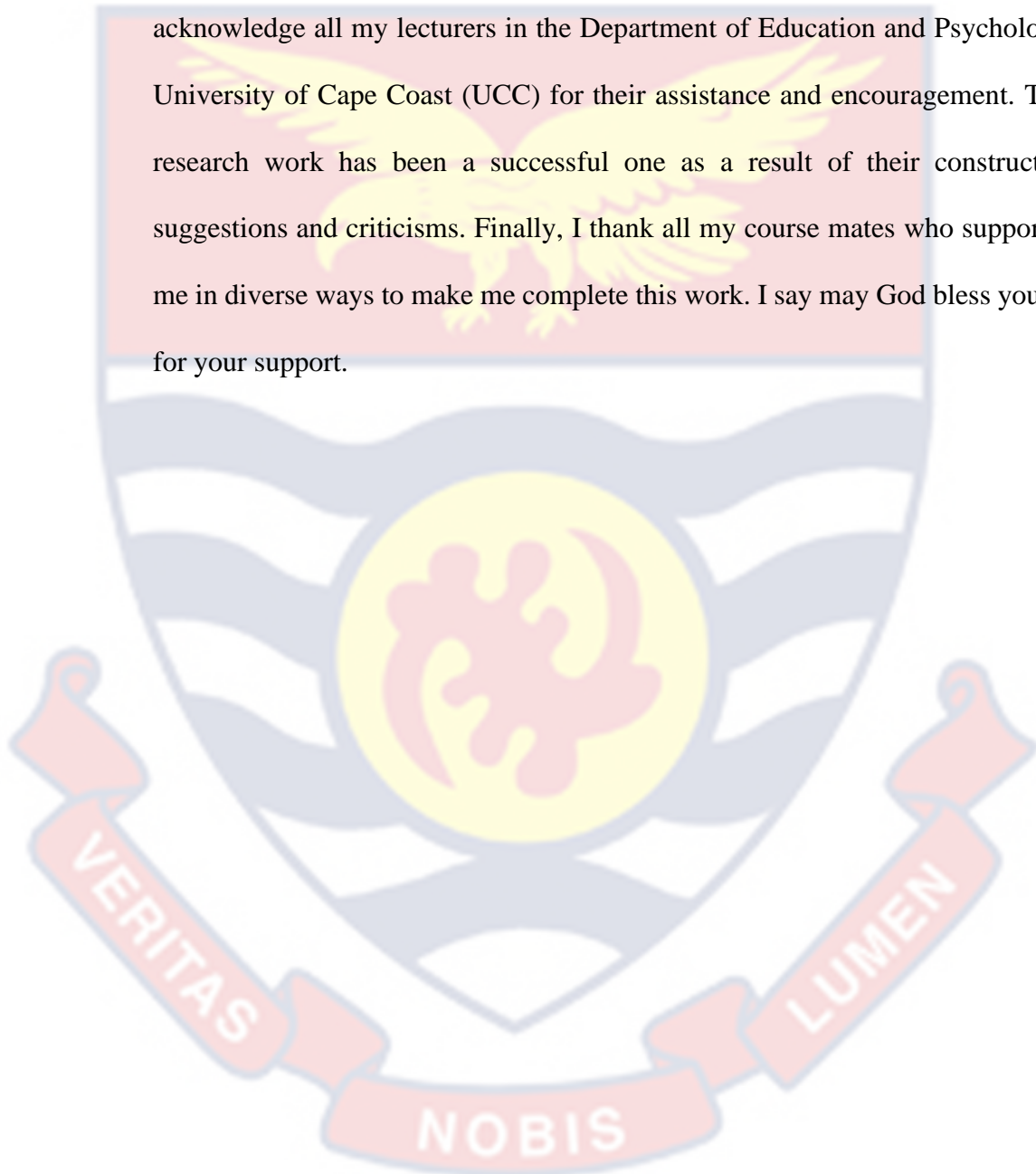
Special Educational Needs

Teacher Support



ACKNOWLEDGEMENTS

I am sincerely grateful to my supervisor Professor Emmanuel Kofi Gyimah for his professional guidance, suggestions, encouragement, time and incredible patience with which he supervised this work. I also want to acknowledge all my lecturers in the Department of Education and Psychology, University of Cape Coast (UCC) for their assistance and encouragement. This research work has been a successful one as a result of their constructive suggestions and criticisms. Finally, I thank all my course mates who supported me in diverse ways to make me complete this work. I say may God bless you all for your support.



DEDICATION

To my husband: Mr. Richard Marfo



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	
Introduction	1
Background to the Study	1
Statement of the Problem	3
Purpose of the Study	5
Research Questions	5
Significance of the Study	6
Delimitations	7
Limitations	7
Operational Definition of Terms	8
Organisation of the Rest of the Study	8
CHAPTER TWO: LITERATURE REVIEW	
Introduction	9
Theoretical Framework	9

Karl Marx's Social Democratic Theory	9
Conceptual Review	10
Types of Support in Regular Education Classrooms	10
Parental Support for Pupils with SEN	10
Administrative Support for Pupils with SEN	11
Teacher Support for Pupils with SEN	12
Challenges that Confront Teachers in Supporting Pupils with SEN in Regular Education Classroom	13
Identification of Pupils with SEN	13
Challenges in Acceptance of Pupils with SEN in Regular Education Classrooms	14
Challenges of Classroom Management of Pupils with SEN	15
Challenges of Using Effective Instructional Methodology for Pupils with SEN	16
The Role of Regular Education Teachers (RETs) in Educating Pupils SEN	17
Challenges in Training Regular Education Teachers (RETs) to Manage Pupils with SEN	18
Challenges that Confront Regular Education Teachers (RETs) regarding Resource Room Support for Pupils with SEN	22
Social Importance of the Inclusion of Pupils with SEN in the Regular Education Classrooms	24
Teachers' Attitudes and Perceptions Towards Inclusion	26
School Administrators' Attitudes Towards Inclusion	30
Special Education Services in Regular Education Classrooms	34
Empirical Review	35

Support Provided to Children with SEN	38
Conceptual Framework	39
Summary of the Literature Review	39
CHAPTER THREE: RESEARCH METHODS	
Introduction	41
Research Design	41
Study Area	42
Population	42
Sample and Sampling Procedure	44
Research Instrument	45
Validity of Research Instrument	47
Reliability of Research Instrument	47
Data Collection Procedure	49
Ethical Considerations	50
Data Processing and Analysis	51
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	52
Demographic Information of Participants	52
Results	53
Research Question One: What type(s) of support do teachers give to pupils with SEN in regular education classrooms?	54
Research Question Two: What type(s) of support are needed to address the educational needs of pupils with SEN in regular education classrooms?	56
Research Question Three: What challenges confront teachers in supporting pupils with SEN in regular education classrooms?	58

Research Question Four: What type(s) of support do parents give to their children with SEN in regular education classrooms?	60
Research Question Five: What challenges confront parents in supporting their children with SEN in regular education classrooms?	62
Research Question Six: What type(s) of support do school administrators give to pupils with SEN in regular education classrooms?	63
Research Question Seven: What challenges confront school administrators in supporting pupils with SEN in regular education classrooms?	64
Discussion	65
Types of Support Teachers Give to Pupils with SEN	65
Types of Support Needed to Address the Educational Needs of Pupils with SEN	67
Challenges Teachers Face in Supporting Pupils with SEN	69
Types of Support Parents Give to their Children with SEN	71
Challenges Parents Face in Supporting their Children with SEN	72
Types of Support School Administrators Give to Pupils with SEN	74
Challenges School Administrators Face in Supporting Pupils with SEN	76
Summary	77
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	79
Summary	79
Key Findings	79
Conclusions	81
Recommendations	81

Suggestions for Further Research	82
REFERENCES	84
APPENDICES	103
APPENDIX A: ETHICAL CLEARANCE LETTER	104
APPENDIX B: INTRODUCTORY LETTER	105
APPENDIX C: LETTER FROM THE METROPOLITAN DIRECTORATE OF EDUCATION	106
APPENDIX D: CONSENT FORM	107
APPENDIX E: QUESTIONNAIRE FOR TEACHERS	108
APPENDIX F: QUESTIONNAIRE FOR PARENTS	112
APPENDIX G: QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS	114
APPENDIX H: CRONBACH'S ALPHA OUTPUT OF QUESTIONNAIRE FOR TEACHERS	116
APPENDIX I: CRONBACH'S ALPHA OUTPUT OF QUESTIONNAIRE FOR PARENTS	120
APPENDIX J: CRONBACH'S ALPHA OUTPUT OF QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS	122

LIST OF TABLES

Table	Page
1 Breakdown of the Population of Teachers	43
2 Administrators and Parents who have Children with SEN	43
3 Breakdown of the Sample Size of Teachers	44
4 Cronbach's Alpha for each of the Subsections of the Instruments	48
5 Gender of Teachers	52
6 Gender of Parents	53
7 Gender of School Administrators	53
8 Support Teachers Give to Pupils with SEN	55
9 Type(s) of Support Needed to Address the Educational Needs of Pupils with SEN	56
10 Challenges that Confront Teachers in Supporting Pupils with SEN	59
11 Types of Support Parents Give to Pupils with SEN	61
12 Challenges that Confront Parents in Supporting their Children with SEN	62
13 Types of Support School Administrators Give to Pupils with SEN	63
14 Challenges That Confront School Administrators in Supporting Pupils with SEN	65

LIST OF FIGURES

Figure	Page
1 Conceptual framework of teacher, parental, and administrative support provided to children with SEN	39



LIST OF ACRONYMS

ADB	African Development Bank
ADHD	Attention Deficit Hyperactive Disorder
ASD	Autism Spectrum Disorder
CIDA	Canada International Development Agency
DED	District Education Directorate
EBD	Emotional Behaviour Disorder
EU	European Union
fCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GSS	Ghana Statistical Service
IDEA	Individuals with Disabilities Education Act
IRB	Institutional Review Board
MMDAs	Metropolitan, Municipal and District Assemblies
MoE	Ministry of Education
PIS	Principal and Inclusion Survey
RETs	Regular Education Teachers
SEN	Special Educational Needs
SETs	Special Education Teachers
SENCo	Special Educational Needs Coordinator
SMC	School Management Committee
UNESCO	United Nations Educational Scientific and Cultural Organisation
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

Introduction

This chapter focus on the introduction of the study. It specifically covers the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations, operational definition of terms, and organisation of the study.

Background to the Study

Pupils' abilities, learning styles, interest, and attitudes differ in every classroom because they develop differently and, as a result, have varied learning needs which vary from classroom to classroom (Avoke, 2005). Despite the fact that individual differences are a major concern in the educational system, they have received little attention in regular education classrooms over the years. Pupils who have diverse learning requirements are bound to perform poorly in learning are usually neglected, while all attention is focused on those who have the capability to learn effectively and do not have any difficulties. If stakeholders provide help to pupils who perform below average in the regular school, they will be able to deal with learning in a regular classroom and realise their full potentials.

Ghana's Inclusive Education policy (Ministry of Education [MoE], 2015), outlines various kinds of support stakeholders are to provide for pupils with special educational needs (SEN). For example, school administrators must carry out the following duties:

1. Act as an advocate for all pupils with SEN.
2. Ensure involvement of families, specifically parents and also the community as a whole in the early childhood education planning process.
3. Ensure that there is a collaboration with the community (district assemblies, community welfare groups, opinion leaders and traditional authorities) to raise disability awareness in schools and communities and develop attitudinal change.

In Ireland, the Education Act, 1998 Part V, Section 22 (1) (Government of Ireland, 1998) acknowledged the key role of the teacher in the personal development and education of pupils in the school system. Teachers are bestowed with the primary responsibility for the progress of all pupils (Strogilos & Tragoulia, 2013). As a result, teachers are the experts who are most likely to have the biggest impact and influence on pupils' educational attainment because they encounter and work with them on a daily basis. The principal is ultimately responsible for ensuring that the educational needs of pupils' with SEN are satisfied (Phajane, 2014). In the case of parents, they are to be supported and encouraged to actively participate in the provision of educational needs of their children. Besides, they need to provide the following support services as outlined in the policy:

1. Provide crucial information regarding the child's health before referring the child for suitable assistance.
2. Take part in educational decisions, including cooperating with both school administrators and the teachers in order to create goals that are achievable for pupils.

3. Satisfy their home-school responsibilities to ensure that pupils' needs are met.
4. Become an advocate for all pupils' rights.
5. For individuals with special needs, form associations that include School Management Committee (SMC).

It is against this background that I became interested in the aforesaid topic and wish to conduct research into the types of help provided in regular education for pupils with SEN. My focus in this study is on the nature of support which is provided for pupils with SEN in regular education classrooms, with a critical examination of parental, teacher, and administrative supports, as well as the challenges that regular classroom teachers face in today's classrooms with the current increase in pupil population (Ametepee & Anastasiou, 2015).

Statement of the Problem

The Salamanca Statement enjoined state institutions to educate pupils with SEN in the neighbourhood or mainstream schools (UNESCO, 1994), but if they are to succeed in their academic endeavours in these educational environments, they will need the requisite support from parents, teachers and school administrators. For instance, Kluth (2005), posited that individual stakeholders contribute to the education of pupils with SEN. He further indicated that when these stakeholders play their respective roles effectively, the pupils do well in school. Choate (2000) argued that if stakeholders provide help for pupils who perform poorly in regular school, pupils with SEN will have a greater chance of attaining success in the regular education classroom. Whenever stakeholders participate actively in their pupils' learning, the pupils are able to perform well academically.

Ghana's response to the Inclusive agenda has been laudable. Undeniably, Article 38 of the Republic of Ghana's 1992 Constitution mandates that the government provide Free, Compulsory, Universal Basic Education (FCUBE) to all school-aged children. This approach has resulted in an overall higher enrolment of pupils in schools especially the government owned basic school in urban and peri-urban settings (Opoku-Agyemang, 2015).

Avoke (2005), indicated that recent enrolment into regular school had caused classrooms to be overcrowded with a mixture of pupils. However, from my observations and interactions it was ascertained that pupils' accessibility of school has gone higher leading to high enrolment due to the engagement of the government. Whereas, the requisite support and services teachers are entitled to receive which is necessary to meet the pupils' learning needs is not available. Additionally, the large pupil-to-teacher-ratio serves as a hindrance to the pupils' achievement. This confirms that of Ocloo et al. (2002) who stated that a lot of pupils with SEN are bound to become drop out while the few who struggle to sail through the schooling process end up with having low grades because of the absence of support while they learn together with their non-disabled peers. It was further revealed that there are few special education resource teachers to offer support to enhance the provision of the needs for pupils with SEN.

With these in mind, I questioned whether in the Cape Coast metropolis, such roles are performed by the stakeholders to enhance the education of pupils with SEN. Do the regular education or mainstream teachers receive support to enable them to give individual attention to their pupils? If they do, what are the types of support? If they do not, what are the factors that prevent them from getting the needed support? How do the school administrators contribute to the

work their teachers do and what are the outcomes? If parents give any help at all to teachers, what is the nature of the help, how often do they give such help and what are the possible outcomes?

Purpose of the Study

The general purpose of the study was to find out teacher, parental, and administrative support for pupils with SEN in regular education classrooms in the Cape Coast Metropolis. Specifically, the study sought to examine:

1. the type(s) of support teachers give to pupils with SEN in regular education classrooms.
2. the type(s) of support needed to address the educational needs of pupils with SEN in regular education classrooms.
3. the challenges that confront teachers in supporting pupils with SEN in regular education classrooms.
4. the type(s) of support parents give to their pupils with SEN in regular education classrooms.
5. the challenges that confront parents in supporting their children with SEN in regular education classrooms.
6. the type(s) of support school administrators give to pupils with SEN in regular education classrooms.
7. the challenges that confront school administrators in supporting pupils with SEN in regular education classrooms.

Research Questions

The research questions that guided the study are the following:

1. What type(s) of support do teachers give to pupils with SEN in regular education classrooms?

2. What type(s) of support are needed to address the educational needs of pupils with SEN in regular education classrooms?
3. What challenges confront teachers in supporting pupils with SEN in regular education classrooms?
4. What type(s) of support do parents give to their children with SEN in regular education classrooms?
5. What challenges confront parents in supporting their children with SEN in regular education classrooms?
6. What type(s) of support do school administrators give to pupils with SEN in regular education classrooms?
7. What challenges confront school administrators in supporting pupils with SEN in regular education classrooms?

Significance of the Study

Through the findings of the study, the challenges of both teachers and pupils in the regular education classrooms would be highlighted for the necessary structures to be put in place by the government and other key stakeholders and school authorities. This would help to maximise the achievement of pupils with SEN. It would also help create an opportunity for collaboration between special education teachers (SETs) and regular education teachers (RETs). SETs would support RETs to develop skills and strategies towards individualised teaching so that pupils with SEN can benefit from instruction in regular education classrooms. The research would serve as a reminder to the stakeholders of education to play their role as expected of them. Thus, parents would be responsible for their children's education and provide the needed support. Also, RETs would see the need to upgrade their knowledge

and develop expertise towards providing the needs of all pupils in the classrooms. The government would also see the need to resource the schools adequately for effective teaching and learning.

Delimitations

The study was conducted in the Cape Coast metropolis in the Central Region. The study focused on only pupils with SEN in regular education classrooms and not inclusive classrooms. The types of support parents, teachers and school administrators gave to pupils with SEN as well as the challenges they faced. The study focused on only three levels of support namely; teacher, parental and administrative support provided for pupils with SEN. The choice of these three levels of support is based on the premise that they encompass all other supports.

The inclusion criteria was teachers in lower and upper primary. For the parents, the inclusion criteria was those who had children with SEN and were literate. The inclusion criteria for school administrators was those with a minimum of five years of experience as a school administrator. The exclusion criteria for teachers were those who taught in the kindergarten and/or Junior High School levels. The exclusion criterion for parents and school administrators were those who did not have children with SEN and those who had less than five years of experience respectively.

Limitations

The study focused on teachers in the regular schools but some of the respondents had no training in special education. This made it difficult for them to provide accurate information on the support they provide for pupils with SEN who are in their classrooms.

Operational Definition of Terms

The following terms have been operationally defined in this work as:

Pupils with Special Educational Needs (SEN): Pupils with SEN are pupils who need special education services such as instructional and curriculum adaptations to be able to learn.

Regular Education Teachers (RETs): RETs are trained professionals who are responsible for implementing the curriculum in the regular education setting,

Special Educational Needs Co-ordinators (SENCO): SENCOs are professionals at the District, Municipal and Metropolitan offices who are in-charge of special educational activities in their various districts.

Resource Teachers: Resource teachers are well trained professionals who provide assistance to RETs and pupils with SEN in the schools.

Stakeholders: Stakeholders are parents, teachers and school administrators who were involved in the study by responding to items on research instruments.

Organisation of the Rest of the Study

Chapter two focuses on the review of related literature of the study which include the theoretical framework, conceptual review and the empirical review. The third chapter deals with the research methods adopted for the study and these are: research design, population of the study, sample and sampling procedures, data collection instrument, reliability and validity of research instrument, data collection procedures, ethical considerations, data processing and analysis. Chapter four focuses on the results and discussion of the study. Chapter five then looks at the summary, conclusions, recommendations, and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents literature review of the study. The review covers the following:

1. Theoretical Framework
2. Conceptual Review
3. Empirical Review
4. Conceptual Framework

Theoretical Framework

Karl Marx's Social Democratic Theory

Educational theories are ideas designed for the purpose of attempting to explain how pupils learn and grow. A theory is a set of assumptions or system of beliefs that explain a given natural occurrence (Ambron, 1981). The underpinning theory of this study is Karl Marx Social Democratic Theory. The social democratic model emphasises the notion of "Social Justice" that needs to be highlighted. The theory is important because it stressed the need for equal educational opportunity for pupils with SEN in the regular education classroom like any other 'normal' person. It is a sure means of providing human rights and social justice to pupils with SEN.

Marx (1984) emphasised that states should make it a priority to include education for people with SEN in their educational systems. As a result, regular education authorities are in charge of the integrated education of people with impairments. Disability education should be a key component of national educational planning, curriculum creation, and school organisation. Interpreter

and other relevant support services are required for education in mainstream schools to fulfil the requirements of people with various disabilities. This theory is in line with the several international legislations that enjoin states and local organisations to ensure that they provide the requisite education and support for all pupils irrespective of their disability. The 1994 Salamanca World Conference and Action Framework on special needs pupils, the 1990 United Nations Convention on the Right of the child, the 2000 Dakar Declaration and others are legal key documents championing equal and appropriate education for all pupils

Conceptual Review

Types of Support in Regular Education Classrooms

To work properly, the regular education system requires some assistance. Stakeholder support, such as parental, administrative, or institutional, and teacher support, is important to address in this setting.

Parental Support for Pupils with SEN

The significant role played by parents or guardians in the education of their children is referred to as parental support. The role of parents is vital as far as children's education is concerned the education particularly in the selection of programmes for their children. If parents and teachers collaborate closely, pupils' academic achievement will likely improve (Hornby, 2000). It is vital to remember that the home-school interaction is important in order for parents and schools to collaborate in order to provide adequate support for pupils at both home and at school. Polloway et al. (1997), posited that the sharing of information between parents and instructors is essential for maintaining a strong educational and managerial programme, because all parties must be duly

updated on the progress of the pupil in each of the environmental settings (home and school).

Administrative Support for Pupils with SEN

The school administrators in the schools are representatives of the Ghanaian government as well as the school administrators. The Education Act of 1961 is the main piece of legislation governing all pupils' entitlement to education in Ghana. Education is a core human right for all Ghanaians, according to the Republic of Ghana's 1992 Republican Constitution. The second paragraph of Article 38 of the 1992 constitution, p. 40 states:

During two years of the first meeting of parliament following the entry into effect of this constitution, the government shall prepare a programme for the implementation of a free, compulsory universal basic education within the next 10 years.

The 1992 Constitution established a 10-year Free Compulsory Universal Basic Education Programme (FCUBE) in 1996, a policy framework aimed at improving educational access for all pupils. There are three primary topics in this policy:

1. Improving the teaching and learning experience
2. Increasing management effectiveness
3. Expanding involvement and access (GES, 2003)

According to the FCUBE policy document, the Ghanaian government is the primary source of funding for the FCUBE programme, while collaborating with other donor agencies which include World Bank, European Union (EU), and United States Agency for International Development (USAID), Canada International Development Agency (CIDA), African Development Bank

(ADB), and United Nations International Pupils Emergency Fund (UNICEF). The donor agencies provide between 10% and 30% of annual education financing (FCUBE, 1996). The capitation grant is a relevant policy. The Ministry of Education (MoE) (2005) stated that the capitation grant is a strategy which provides a free meal programme for vulnerable pupils in low-income communities and is intended to complement the FCUBE's existing goal of focusing on attraction and retention of pupils in school. In 2006, a sum of 95 billion cedis was set aside for a capitation grant. Education is often supported and funded by other institutions such as churches, businesses, and clubs (FCUBE, 1996).

Teacher Support for Pupils with SEN

Because not all pupils have the capability to acquire curriculum information at the same rate, teacher's help in the classroom is critical for effective learning. Some pupils have a better time digesting curriculum knowledge and interacting with teachers and peers than others. According to Lewis and Doorlag (2005), teachers' assistance in designing the curriculum, assigning pupils, and selecting appropriate instructional delivery techniques for pupils' academic achievements is critical. According to Udvari-Solner (1992), curriculum adaptation is termed as a specific kind of support provided by the teacher. This means that the curriculum must be adjusted through the breaking down of subjects to the pupils' level while considering their unique peculiarities. Curricular modifications diversify content and allow teachers to choose content that is relevant to pupils' real-world requirements (Choate, 2000). According to Keogh (1990), if pupils with SEN are to attain success in the regular education

classroom, it becomes a Regular Education Teachers' (RETs) capacity to provide effective support to the child.

Challenges that Confront Teachers in Supporting Pupils with SEN in

Regular Education Classroom

Teachers in regular education classrooms encounter some challenges in providing their support services. These include: identifying pupils with SEN, accepting pupils with SEN, effective classroom management, and use of relevant instructional methodology for pupils with SEN.

Identification of Pupils with SEN

Ocloo et al. (2002) argued that through observation or the use of a test battery, identification is the process of finding the distinctive qualities of a scenario or circumstance in order to recognise and differentiate deviants from the 'normal'. However, most teachers in regular education classrooms are not equipped to spot pupils who are struggling. According to Nagel (2003), teachers who have little or no training in special education are likely to have trouble in recognising and referring pupils with SEN or other disabilities. It must be noted that it is vital for every teacher in the regular classroom to be capable of identifying pupils with SEN and other disabilities so as to plan their instruction accordingly (Choate, 2000). Through assessment, the teacher should be able to determine how a child's unique traits such as their mode of communication, behaviour, and physical attributes affect his or her capacity to learn and gain academic skills. Teachers therefore, need to refer pupils to the proper places for help with their problems, or seek help from Special Educational Needs Coordinators (SENCOs) for the child. Dembo et al. (2005) argued that it is imperative for classroom teachers to be part of the assessment team due to the

significant role they play in identifying and referring pupils for further assessment. However, in Ghana, most regular education classroom teachers seem not to be part of the evaluation team, making it difficult for them to provide the results that are required of them.

Challenges in Acceptance of Pupils with SEN in Regular Education

Classrooms

Regardless of which country one examines, pupils with SEN have always been the last to be given access to education (Lindqvist, 1994). A variety of variables have shaped the mode of educating pupils with SEN, mainly those which are influenced by societal cultural norms and beliefs. Despite the fact that many rules guarantee all pupils access to school, this is not the case for some pupils with SEN. The Education Act of 1961 and the 1992 Constitution, for example, emphasise the importance of education as a fundamental right for all pupils. Nonetheless, due to certain belief systems, attitudes, and prejudices, it becomes a challenge for teachers to work effectively with pupils who have SEN in their classrooms.

On the other hand, teachers found in the regular education classrooms are obliged to assist pupils with SEN by establishing a welcoming and friendly environment. The regular class teacher also has the role of educating the entire class members on the condition of pupils with impairment to ensure their social acceptance. It becomes the school's duty to ensure that pupils with SEN gain access to the same advantages and services as their non-disabled peers, as well as obtain community members' respect and recognition as citizens. According to Jenkinson (1997) as cited in Kisanji (1999), violation of the rights of pupils with SEN constitute exclusion from gaining access to formal education in

regular schools, the casual social life, and the lack of recognition of their human civic rights.

Challenges of Classroom Management of Pupils with SEN

Effective classroom management requires a manageable class size. When pupils are taught in smaller groups that the teacher can easily manage, individual attention as well as timely feedback may be provided (Blatchford & Russell, 2020). As such, when the needs of learners are prioritised, they are more likely to perform well on tasks and have high expectations of success (Heveveld, 1994). One most significant factor impacting effective classroom instruction is individual differences of pupils. As a teacher interacts with more varied pupils, the regular education teacher must be patient and flexible (Maiwa & Ngeno, 2017). He or she must acquire several methods for tailoring classroom teaching to satisfy the unique needs of pupils (Tzivinikou & Papoutsaki, 2016). The desk of the teacher should directly face the classroom so that he/she would be able to view the entire classroom and all of the pupils.

A teacher, on the other hand, must not impose a rigorous structure that demands all children to be seated at all times. He or she must be able to successfully manage mobility while also planning specific student responsibilities and everyday routines (Gudjonsdottir & Gudmundsdottir, 2021). According to Keogh (1990), the key to a student's success in a regular classroom setting is the regular classroom teacher's capacity to provide effective support to the child. As previously noted in the discussion, Ghana's quest for universal school enrolment has led to higher enrolment leading to the rise of the number of pupils in classes. Teachers are overworked as a result of big class

sizes, and they struggle to manage diverse types of pupils in terms of behaviour and learning in order to provide effective instruction (Bahanshal, 2013).

Challenges of Using Effective Instructional Methodology for Pupils with SEN

Teachers must adapt the contents of the curriculum to address the diverse and unique needs of pupils in class although the sequence and scope of the curriculum used in regular education classrooms is systematically outlined. However, this is rarely the case in regular education classrooms due to the fact that teachers are bound to have so much work to complete within a short time frame. The teacher must decide how to organise pupils before presenting skills and information, taking into account class size and learning styles of pupils. The number of pupils in a class is a significant determinant in learning. Small classroom size has been linked with higher achievement of pupils (Glass & Smith, 1978).

The teacher is also expected to adapt his or her teaching strategies or modify instructional materials and activities while keeping the learning tasks the same (Tzivinikou & Papoutsaki, 2016). To meet the varied needs of pupils with SEN, the teacher is expected to moderate the pace of his or her instruction, use visual materials, adopt guided practice, provide positive feedback and use motivational strategies (Maiwa & Ngeno, 2017). These strategies would allow pupils to participate actively in the class activities. According to Lewis and Doorlag (2003), pupils who participate actively in teaching and learning are less likely to engage in problem behaviours and are more likely to feel confident in their learning activities. However, one significant issues that affect the effectiveness of classroom teaching and learning is the focus of individual

differences in pupils. Thus, when the needs of pupils are prioritised and individual differences are taken into account, high task performance and success expectations are more likely to occur (Heveveld, 1994).

The Role of Regular Education Teachers (RETs) in Educating Pupils

SEN

There has been a shift in the provision of special education services for pupils with SEN in most schools over time. As argued by Friend and Bursuck, (1999), the 1975 Education Act for All Handicapped Children had a goal of paving the way for all pupils with SEN to be integrated in regular education classrooms. There existed diverse views of how pupils with SEN could be well accommodated into regular schools as the act was now duly enforced as it stands now. In schools, the provision of suitable educational assistance for pupils with SEN was inconsistent. It is now a legal requirement, with the passage of the Individuals with Disabilities Education Act (IDEA) (2004) that a continuum of placement alternatives be available to suit the needs of pupils with SEN.

Inclusion begins with the engagement of pupils with SEN in the regular education classes. According to Peterson and Hittie (2003), those who support inclusion argue that inclusive education delivers "higher academic expectations, a richer learning environment, more effective teaching practices, and more peer modelling would boost learning". There are academic benefits, socialising benefits, which have a good influence on the other children in these institutions who are in normal education as seen by advocates for successful inclusion (Bradley et al., 1997). In an inclusive programme, teachers in regular education classrooms are critical to its effectiveness, as such multiple studies (Lanier & Lanier, 1996; Cook, 2001; Monahan et al., 2000) have been done to explore

RETs and special education teachers' (SETs) concerns about inclusive education. Most teachers feel that a pupil with disability has the right to attend a regular education class if it is deemed acceptable for him or her. RETs, on the other hand, may have concerns about placing a child with a handicap in their classroom, and these concerns are frequently unaddressed. Many RETs describe themselves as more of a "host" for the pupil with a disability than a teacher (Giangreco & Doyle, 2000). The attitudes, decisions, and actions of RETs, according to Giangreco and Doyle (2000), are significant elements in determining the achievement of a student with a disability in the regular education classroom. The RETs may be the single most significant member of the school staff in determining a student's achievement in a regular education classroom setting.

Challenges in Training Regular Education Teachers (RETs) to Manage Pupils with SEN

Pupils are more alike than different, thus, in the opinion of advocates for inclusion, therefore effective teacher preparation should enable teachers to educate all pupils with different characteristics in the classroom. As such, some of them suggest that the training required to teach pupils with SEN is the same as that required to teach non-disabled pupils in regular education classrooms (Mock & Kauffman, 2002). The same appropriate teaching techniques which has been proven effective can also be adopted to teach pupils with SEN (Knight, 1999). Being sensitive to the academic demands of pupils, modifying resources to fit the learning demands of pupils through adopting diverse teaching techniques and approaches to accommodate the learning styles of pupils while tailoring classroom teaching to benefit all pupils.

Several studies agree that teaching methods that are effective are crucial (Buell et al., 1999; Cook, 2001; Mock & Kauffman, 2002), hence, they lay emphasis on the need for teachers in regular education setting to acquire training about instructional practices used for teaching disabled pupils. Most SETs are believed to have obtained pedagogical training in educating children hence they work effectively with pupils. Incorporating pupils with SEN into regular education classrooms requires RETs, who often have little experience with disabilities, to take the main responsibility for teaching a diverse group of pupils who have various forms of disabilities together with non-disabled peers within the same environment.

There exist courses undertaken in universities on teaching approaches for pupils with SEN for future special education instructors. For example, to acquire certification in intellectual disabilities which is an aspect of special education at the University of Wisconsin-Stout, a person must take many courses on suitable approaches for these pupils and others with SEN. Three instructional and curriculum courses focus on functional living skills, transitional planning and academics which constitute gaining adequate knowledge to teach pupils with mental retardation are included in these course requirements. Classroom management, special education teaching, and courses in exceptional child psychology are among the other requirements. Before graduating and receiving their teaching certification, individuals receiving training to become SETs in mental retardation are obliged to work with pupil with different disability, complete special education field experience twice, and in addition, complete an eighteen week teaching in a special classroom (UW-Stout Undergraduate Course Bulletin, 2001-2003). Future SETs must complete

a significant amount of specialised training to enhance their effectiveness to teach pupils with SEN in the classroom. Whereas, RETs have extensive training in their field of study. To become specialised in their field, they must offer a specified number of courses in the university to gain certification in the area.

Whereas, in terms of undertaking courses relating to pupils with disability it is not mandatory for teachers to study more than a course in most universities before they may teach in a regular education setting.

Inclusion of pupils with Exceptional Needs, a survey course offered by the University of Wisconsin-Stout in Menomonie, is intended to assist future RETs in being more equipped to work with disabled pupils in their classrooms (UW-Stout Undergraduate Bulletin, 2001-2003). The mode of the course is very essential to pupils who are pursuing education career as a regular education teacher. However, in terms of the major courses and hours required of a student studying to become a SET, this is rarely the case of RETs before receiving a teaching post. Mock and Kauffman (2002), highlighted the details about the differences in training between SETs and RETs. They argued the reckoning of RETs to satisfy the unique needs of every individual in the classroom is analogous to expecting the general medical practitioners to offer the requirements of all their patients. Even though, they will be able to help the patients to some extent, some of them will require more specialised attention. Mock and Kauffman (2002), stressed that an individual who has major surgery may need to see someone other than their usual physician who is more specialised.

In terms of inclusion, the authors also noted that there exist equivalents between SETs and RETs. Although both teachers have extensive training and

knowledge, it stands to reason that the SETs would have a greater understanding of pedagogy when in terms of handling pupils with SEN. SETs are not usually found in the regular education teacher's classroom while they are abreast with expertise to handle pupils with SEN responsibly and efficiently. On the other hand, the RETs with little expertise in managing pupils with SEN are given the upper hand to be responsible for educating and involving them in the classroom. How SETs receive a large amount of pedagogical training was explored by Mock and Kauffman (2002). They cited an example of a teacher who is pursuing certification to educate children with learning difficulties. Direct instruction, mnemonic training, and reading comprehension skills must all be learned by the teacher.

Mock and Kauffman (2002), emphasised the need for skills in educating pupils with SEN and to acquire special training due to its numerous benefits. However, it was established that RETs do not receive such specialised training they would require. A study found that one of the significant pressing concerns among RETs about inclusion was training (Buell et al., 1999). The study further discovered that general RETs requested for training in "programme modification, assessing academic progress, adjusting curriculum, managing student behaviour, writing IEPs, and using assistive technology" after surveying a large number of RETs. To enhance the effectiveness of RETs to work effectively with pupils with SEN in their classroom, Buell et al. (1999) found out that there was the need RETs to acquire training on modes of handling pupils with SEN in their pre-service education. .

Challenges that Confront Regular Education Teachers (RETs) regarding Resource Room Support for Pupils with SEN

According to advocates of inclusion, pupils with SEN are simply deemed "included" if they spend their school day and learn within the regular school environment without being stuck in a special school (Chelsey & Calaluce, 1997). The ability of pupils with SEN to learn with their non-disabled peers is a view shared by the majority of teachers. On this note, what will be the outcome if the regular school setting isn't suitable? "Can the instruction and resources needed for pupils with special needs be offered within the context of the regular school environment?" Knight (1999, p. 4) wondered. Chelsey and Calaluce (1997) argued that pupils with SEN are bound to learn effectively in a segregated environment as they receive individualised teaching.

A pupil with a severe disability is likely to experience exclusion in some inclusive contexts since the student's requirements are not being fulfilled and the services offered in the regular education classroom address the required needs of such a pupil (Knight, 1999). Some researchers (Chelsey & Calaluce, 1997) believed that because children with SEN attend standard education classes that do not contain functional living skills, they do not learn the skills they need to succeed in life after they graduate. Inclusive schools do not warrant pupils with SEN the opportunity to engage in practical skills nor learn how to adjust to the society after school. According to Chelsey and Calaluce (1997), many pupils graduate from high school without the abilities they need to succeed in the adult world. Parents of a child who had been completely integrated throughout his school experience petitioned for an out-of-state placement in his final year (Chelsey & Calaluce, 1997). Most often, parents said

that they had changed their thoughts about what they had advocated for their child for so many years, and that their children seem not to fit into the adult world (Chelsey & Calaluce, 1997).

When paraprofessionals are often given the duty to support pupils with SEN, it will help in reducing the workload of RETs. Critics of inclusion are worried not just about whether placing a pupil with SEN in a regular education class is appropriate, but also about who is actually teaching the pupils with SEN (Mock & Kauffman, 2002; Knight, 1999; Chesley & Calaluce, 1997). Many pupils with SEN require special accommodations in order to complete a typical high school course. Regrettably, the paraprofessional may do the task instead of the student if the assignment is not updated or cannot be modified adequately by the paraprofessional.

Chelsey and Calaluce (1997) reported receiving a complaint from a parent whose son had a severe SEN and had grades which were lower than graded A. The parents were angry with the educational assistant because she did not adhere to the normal education teacher's instructions closely enough. Does anyone truly show much care if the pupils were learning anything (Chelsey & Calaluce 1997)? RETs schedules are usually fully occupied due to large class sizes. RETs have been known to claim that they are too busy to provide one-on-one time to a pupil with SEN. Regardless of the situation for that regular education teacher, it is a legal responsibility for RETs to accommodate and implement IEP duly for the pupil with a disability. When a paraprofessional is present in the classroom, it is possible that the paraprofessional, rather than the regular education teacher, is the one who teaches the pupils the assignments.

Experts in the industry, Giangreco and Doyle (2000), argued that when a paraprofessional assumes the job of a teacher, there may be issues. They used the example of a pupil who was mainly taught by a paraprofessional and had very complicated and severe learning problems. The paraprofessional is typically the member of the team who had very little experience as compared with other members of the team. Most of them lack expertise to work effectively with pupils with SEN. Modifications of tasks for pupils with SEN calls for all individuals who are working with pupils with SEN to acquire special training in order to meet this necessity. At the university, SETs undertake coursework as well as training on how to alter assignments for pupils with SEN to match their requirements, whereas paraprofessionals may not. Although paraprofessionals can be extremely helpful to a pupil with SEN who is enrolled in a regular education classroom, their aim rests on examining the suitability of a placement option for an individual with disability. Educational assistants may be overworked by doing the "teacher" job and not delegating the task of teaching the topic to the RET (Giangreco & Doyle, 2000). The paraprofessional who aids the pupils with SEN is sometimes the sole adjustment made to the classroom where the pupil with SEN is. That is the only modification.

Social Importance of the Inclusion of Pupils with SEN in the Regular Education Classrooms

A common myth about inclusion is that pupils with SEN will benefit socially and enhance their social skills by participating in a regular education classroom with their 'non-disabled' peers. When it comes to including a pupil with disability in a regular education classroom, some claim that the social benefits outweigh the educational benefits. According to Friend and Bursuck

(1999), proponents of inclusion believed that pupils with SEN are likely to receive recognition and acceptance from their non-disabled peers if they are allowed to learn within the same classroom environment. The ability for pupils with disability to be accepted by their non-disabled peers as most individuals perceive can be achieved through inclusion since society has placed high expectations on them. Pupils 'without' SEN have differing perspectives about pupils with SEN who share their classroom. As opined by Peck, Donaldson, and Pezzol, as cited in Salend (2001) p. 29, "Children without disabilities in an inclusive classroom were concerned about noise level, physical and behavioural characteristics of some of the pupils with SEN, and being required to be caretakers,". According to Hendrickson et al. as cited in Dory et al. (2002), most high school pupils adopted a moral perspective, believing that they owed it to the pupils with SEN to make an attempt to be friends with them in order not to face rejection from their peers.

In a case study conducted by Dory et al. (2002) to explore the level of integration that can be attained if pupils with SEN specifically mental retardation are placed in the regular education classroom to learn with their non-disabled peers. Two pupils were involved in the study as they were being monitored in a self-contained class from the start of the school year until spring break. Afterwards, the research participants were then fully included in the regular classroom setting and were monitored until the school year came to an end. This study assessed social integration, which was accomplished by observing the two pupils engaging with their regular education peers in the cafeteria and interviewing the RETs. The study's findings showed just a minor improvement over the pupils' interactions prior to their participation. Teachers

also found that the two pupils' social connections with their regular education peers was unsatisfactory. The pupils remain socially isolated, according to the teachers, who felt compelled to interfere personally in order to encourage appropriate socialisation in the classroom.

The findings of Dory et al. (2002) were consistent with the findings of Hilton and Liberty (2001) that hostile and fleeting behaviour were seen among pupils with mental retardation and non-disabled peers in the regular education classroom. In relation to the hostile attitude exhibited by 'non-disabled' peers to pupils with SEN. Simpson as cited in Wood (1998) identified four key elements in understanding 'non-disabled' pupil's attitudes toward the inclusion of pupils with SEN. One of the reasons showing discrimination in their behaviour towards pupils with SEN. The second factor is labelling which may influence 'non-disabled' pupils' attitudes they exhibit towards pupils with SEN. The third factor could exist due to the possible influence from their peers. The last factor may be influenced by a variety of circumstances, including social, physical, and experimental aspects. Whatever the reasons for negative views toward pupils with SEN among their peers, it is widely in existence and seen as natural in regular education classrooms by most people. As a result, it is difficult for pupils with SEN to establish close bonds and connections in the regular education class with their 'non-disabled' peers.

Teachers' Attitudes and Perceptions Towards Inclusion

Teachers' attitudes and perceptions towards pupils with SEN and their inclusion in the regular education context have been studied by researchers. Several studies found that teachers who have a good attitude about pupils with SEN and inclusion are more likely to adopt tactics to encourage all pupils,

including those with SEN, to participate in regular education classroom (Bender et al., 1995; Butler & Monda-Amaya, 2016; Dawson & Scott, 2013). For example, Bender et al. (1995), issued a survey to 127 "mainstream" teachers in order to investigate the relationship between teachers' opinions and the sorts of instructional approaches utilised in the classroom. They discovered that the amount of courses attended on teaching strategies for pupils with SEN and teachers' views about educating pupils with SEN in regular education settings had a favourable link.

Teachers' attitudes toward inclusion have been proven to influence effective incorporation of pupils with SEN into regular education settings (Darrow, 2009). As such, Kuyim and Desai (2007) posited that such a teacher's attitude undermines the quality of teaching that occurs in an inclusive classroom. When it comes to the inclusion of pupils with SEN, Ross-Hill (2009) discovered that RETs were more resistant than SETs. Bennett (1996) found that RETs' usually shared negative opinions towards inclusion. Whereas, SETs exhibited positive attitudes toward inclusion. Familia-Garcia (2001) studied RETs' views on including pupils with SEN in their classrooms. Majority of them said they would not adopt inclusive techniques in their classroom because they thought it would not work. More than 80% of RETs said they would change schools or retire if they are mandated to accommodate and teach pupils with SEN in an inclusive setting. Over 10,000 RETs were polled by Scruggs and Mastropieri (1996) in order to dive deeper into the attitudes of teachers' in terms of teaching children with SEN in their classes. More than half of the RETs agreed that teaching pupils with SEN in their classrooms was a good idea. In addition, more than half of the teachers polled thought that inclusive practices

benefit pupils with SEN. However, one-fourth claimed they had inadequate expertise required to handle pupils with SEN effectively due to their mode of training. RETs' views about pupils with SEN have an impact on their interactions with pupils, altering their growth and academic success. Pupils with SEN who are poorly perceived by their teachers may face lesser expectations, greater criticism, and unfavourable attention (Bosch, 2015).

RETs may be less likely to reinforce positive behaviour if pupils have negative views. The additional role placed on RETs to include pupils with SEN in their classrooms can be related to negative views maintained by RETs. The attitudes and perceptions of RETs and school administrators are critical to the successful implementation of an inclusive classroom (Bochenek, 2008). Bennett (1996) found that RETs' negative attitudes were directly connected to the failure of pupils with SEN to integrate. Subban and Sharma (2005), asserted that it is necessary to obtain detailed information on the mode of properly including pupils with SEN in the general education classroom. Bosch (2015), posited that one most important reason why RETs are not in favour of inclusion is due to their lack of expertise.

According to Vaidya and Zaslavsky (2000), RETs had little experience and faced numerous difficulties in the inclusive classroom setting. Furthermore, according to Bosch (2015), the inability of RETs to satisfy the numerous educational expectations contributed to their negative attitude. Also, the degree of the pupils' SEN is another factor that contributes to RETs' negative opinions of inclusion. Avramidis and Norwich (2002) conducted a literature assessment of RETs' attitudes about including pupils with severe SEN. Avramidis and Norwich (2002) further posited that the obligations society attach to RETs

teaching pupils with severe SEN, made them worried and felt unease. As such, RETs negative views and attitudes were heightened by their fear of being held responsible for including pupils with SEN. According to Darrow (2009), the severity of pupils' SEN had an impact on teachers' views toward including them. Furthermore, according to Kavale (2002), the degree of the SEN influenced RETs' attitudes about teaching pupils. This research backed up the idea that RETs' unfavourable attitudes can stymie the effective practice of inclusion.

According to Harris (2009), the success or failure of inclusion thrives on teachers' views and attitudes toward its practices. Teacher attitudes towards inclusion are one of the most crucial aspects in determining the programme's effectiveness. RETs roles are critical in the successful enactment of inclusion practices. Teachers, according to Harris (2009), as the main implementers of the curriculum become the most notable people to successful inclusion initiatives as well. Teachers' favourable views, attitudes and commitment to teaching pupils with SEN are critical factors in influencing how well pupils with SEN are recognised and accepted as members within the school setting. He further stressed that effective teacher preparation can boost the development of positive views and attitudes of teachers.

Teacher preparation has an impact on regular RETs' levels of knowledge and confidence in meeting the requirements of pupils with SEN who have a variety of learning styles in their classroom. Teachers' attitudes toward inclusion are influenced by the types of support they receive. According to Kavale and Forness (2000), limited time to collaborate with other colleagues

(RETs and SETs), inadequate training, and lack of support are the main reasons RETs have negative attitudes toward inclusion.

School Administrators' Attitudes Towards Inclusion

The critical parts to implementing the mandate of inclusion ensuring that teachers and school administrators are well-trained (Harris, 2009). School administrators must be educated in pedagogy, law, and culture (Collins & White, 2001). The principal, according to Guzman and Schofield (1995), is a notable individual who influences the successful implementation of inclusion. It is essential that school administrators have a positive perception and exhibit a good attitude toward inclusion. Also, they must have adequate knowledge and the skills as leaders who are spheres heading the establishment and development of an active inclusive environment (Harris, 2009). Early studies by Leibfried (1984) and Sergiovanni (1984) in the 1980s found that school administrators have a significant influence on teachers' behaviour, attitudes, and the general school climate. Only when school administrators have a favourable attitude toward inclusion can an atmosphere of acceptance for all pupils be developed. According to research, school administrators with a positive attitude are more likely to allow children with impairments to continue in a regular education setting (Harris, 2009). The principal has a significant impact on the effectiveness of inclusion.

In order to execute inclusion successfully, it is also necessary to have the right attitude. Gameros (1995) investigated school administrators' views and discovered that their vision and leadership are critical components of an inclusive educational climate. A survey of 680 regular instructors and school administrators in the United States was conducted by Villa et al. (1996).

According to the findings, school administrators with more positive views toward inclusion had more experience working with pupils with SEN, had more time for collaboration and provided more administrative assistance. Principal attitudes are also crucial (York & Tunidor, 1995). Teachers, school administrators, parents, support staff and pupils were interviewed about their attitudes toward inclusion and variables that contribute to effective implementation of an inclusive programme. Appropriate time for collaboration, skills, and attitudes were all deemed required by participants.

Praisner (2003) conducted research on 750 Pennsylvania primary school administrators. Praisner (2003) created the Principal and Inclusion Poll, a web-based survey to see how much experience and training influenced school administrators' attitudes on inclusion. A total of 408 questionnaires were completed and returned. The goal of the study was to see if school administrators' opinions toward inclusion were influenced by their age, collegiate special education coursework or years at post. School administrators were considered to be noncommittal because neither a good nor negative attitude was shown. On inclusionary practices, 76.6% had a neutral opinion, 21.1% had a favourable attitude, and 2.7% had a negative attitude. Despite their opposition to inclusion, most school administrators were amenable to the idea, according to Praisner (2000). There was a link between views toward inclusion and school credit and training, according to the study. According to Praisner's (2000) research, one out of every five school administrators prefers inclusion.

In a mixed method study conducted by Abernathy (2012) to analyse the views of school administrators in the south-eastern United States concerning the inclusion of pupils with SEN in a regular education setting, using a combination

of experimental study and survey. A pre-test, intervention, and post-test were provided to 32 individuals in the study. Abernathy used Praisner's (2000) Principal and Inclusion Survey to see if programme variables, experience, and training influenced school administrators' attitudes on including pupils with SEN in regular education. After the intervention and post-test, Abernathy discovered that 95.2% of school administrators agreed that when a school educated all sorts of pupils, not only pupils with moderate SEN gained better experience but those with severe SEN gained experience as well. According to the findings, 81% of school administrators believe that RETs can benefit pupils with severe to profound SEN in a regular education setting. Based on the findings identified, 100% of school administrators agreed that interacting with pupils with SEN would help all pupils.

Farris (2011), conducted a study on Texas high school administrators' opinions toward the inclusion of pupils with SEN in regular education settings. A survey was used to collect data for a quantitative investigation. Farris selected to use Praisner's (2000) Administrators and Inclusion questionnaire. The survey was to school administrators via email after it was completed electronically. A total of 395 school administrators responded to the poll. Farris was able to infer after analysing the data that the quantum of college credits and special education training had a clear association with the school administrators' attitudes toward inclusion.

In a poll of 300 school administrators in New Jersey, Inzano (1999) asked them about their attitudes on inclusiveness. A total of 100 school administrators were surveyed in three different settings: urban, rural, and suburban. There existed no association between experience on attitudes and

geographic location toward inclusiveness, according to the findings. According to the study, 88% of school administrators believed that pupils who are behind in school by 1-2 years or have learning difficulties must receive their education in a regular education setting. Pupils with mild/severe disabilities were the subject of the discrepancy. Only 17% of school administrators said that those pupils should be educated in a regular education setting.

Ramirez (2006), conducted a poll of Texas school administrators' views on including pupils with SEN in regular education classrooms. The goal of the study was to explore if there existed a significant relationship in terms of age, the number of pupils in special education, the size of the campus and gender of pupils with SEN. The data established no significant impact on gender, the number of pupils in special education, age, school administrators' attitudes or campus size and the percentage of pupils in special education. There was a substantial association between school administrators' attitudes toward inclusion and their special education training and experience, according to the research. Finally, Texas officials had a generally supportive attitude toward inclusivity. This is because, it was evident that, out of 108 school administrators, 73 of them exhibited a positive attitude rather than a negative attitude. The fact that 73 of the 108 school administrators polled had a greater positive attitude than a negative attitude backs this up. This information, according to Ramirez (2006), could be crucial in the adoption of inclusion models.

A strong vision and mission, in addition to principal attitudes toward inclusion, are critical components of a successful inclusive education programme (Harris, 2009). School administrators face increasing expectations as a result of inclusion, which urge them to work hard to ensure the success of

the inclusion programme. School administrators are responsible for creating, managing, and leading programmes for both disabled and non-disabled pupils. The ability to analyse these inclusive settings determines the ability to lead these programmes. These obligations foster an environment in which school administrators must urge all stakeholders to embrace inclusion. School administrators were missing several important components that is required for educating pupils with SEN (Greyerbiehl, 1993). Among these components were: inadequate communication, a lack of teacher support, unfavourable perception, and poor leadership tactics about inclusion were among the factors.

Other factors include: Inadequate personnel, high level of expectations in regular education context, a shortage of materials, lack of collaboration due to limited time and being uneasy with the thought that pupils with SEN are likely to become penalised. School administrators are critical to the successful implementation of inclusion initiatives at their schools. Although school administrators do not provide direct instruction, the creating of a positive climate to support inclusion relies greatly on them. According to research, the vision and mission of a school's principal have a direct impact on the implementation of inclusive programmes. This is because teachers look up to them to receive direction and assistance, therefore, the perception they have about the inclusion of children with SEN in regular education programmes is critical (Williams, 2015).

Special Education Services in Regular Education Classrooms

Because around 40% of pupils in school have a learning disability that every teacher must learn to deal with, special education has become the backbone of regular education (Ocloo et al., 2002). According to Ocloo et al.

(2002), the role of the SETs is to ensure that pupils have access to the curriculum and that colleagues offer their content in ways that are more accessible to pupils. SENCOs are trained professionals who are attached to cluster of schools in a district to generally provide support services to pupils with SEN. Each SENCO is allocated to work with a group of schools within a neighbourhood, zone, or district.

The major reason why teachers need support, according to Ainscow (1993), is the increasing number of job-related stress and burnout they experience on a daily basis as a result of insufficient material resources, poorly designed buildings, exposure to loud noise, and large class sizes, which are typically between 60 and 80 or more. According to Brew (2012), the function of school support teachers should have involve providing assistance to both teachers and pupils, as well as establishing and maintaining acceptable professional relationships with staff. Collaborative consulting is one of these tools. By working together, SETs and general educators can develop teaching strategies for pupils with SEN. Collaboration consultation is a potential strategy to meet the requirements of many special needs pupils in regular education settings (Hallahan & Kauffman, 1994).

Empirical Review

In a pilot study conducted by Yekple and Avoke (2006), to find out the number of pupils with SEN in regular education, the nature of disabilities and the nature of provisions given, the results of the pilot study revealed that there are pupils with SEN in regular education classrooms in Winneba. This finding confirms the general views that a number of pupils with SEN and SEN are already in regular classrooms and are being taught by RETs. Concerning the

types of SEN that are in the regular classrooms, the results of the study acknowledges a wide variety with learning disabilities being highest. This finding, according to the authors, confirmed an earlier research finding of Avoke (2000) within the same Winneba circuit, which also revealed some areas where quite a number of pupils had difficulties in reading, spelling and mathematics. By implication, there are a number of pupils with SEN who require special support in their education and training.

Furthermore, Yekple and Avoke (2006) found out that many teachers had concerns and apprehensions as to whether they were practically confident in teaching these pupils effectively because some expressed lack of training. Evidently, if regular classroom teachers are given some form of training, they could be more supportive to the needs of these pupils. In effect, the basis of this study is that when regular schools are supported in their work it can help pupils in their school work. Additionally, a study in South Africa conducted by Arends et al. (2017) reported that teachers used feedback, and they allocated enough period for pupils to use learning materials and collaborate with their peers to complete classroom tasks. A study in Malaysia conducted by Ghavifekr et al. (2016) conducted a study in Malaysia to investigate the challenges teachers face. It was reported that teachers did not use facilities such as Information Communication Technology (ICT) tools to improve pupils' academic performance because they were inadequate.

Also, a study conducted by Sharma and Chaudhary (2020), found out that among the challenges teachers faced in the classroom are: large class size and inadequate availability of teaching and learning resources. Similarly, Obeng (2012) reported in a study conducted in Ghana that teachers had inadequate

appropriate teaching and learning resources. A study by Lochner et al. (2019) reported that co-teaching approach improves pupils' academic performance compared to traditional teaching methods such as rote learning. Also, Sharma and Chaudhary (2020) investigated the challenges teachers face in the classroom. It was found in the study that among the challenges teachers faced in the classroom are: high pupil-to-teacher ratio and inadequate availability of teaching and learning materials (TLMs). Similarly, Nutsugah (2019) investigated the teachers' coping strategies in handling pupils with SEN in the classroom. It was found in the study that teachers were stressed and frustrated in handling pupils with SEN because of inadequate TLMs. This problem was highlighted in the study of Obeng (2012) that inadequate availability of TLMs is a major challenge teachers faced in their classrooms. Further, Vural (2016) found out that teachers considered class size as a criteria for selecting instructional methods. Consistent with this, Mathis (2017) also reported that discussions in a small class size are effective compared to using it in a large class size.

Regarding the involvement of parents in education, Mahmood (2013) reported in a study that parents were not adequately involved in their children's education. This finding is affirmed in the work of Echaune et al. (2015) that parents were not willing to actively participate in the education of their children. However, Ghanney (2018) found out that most parents wish they could afford these services for their children but the reality of their lives including financial constraint makes it challenging for them. Examples of these services include buying hearing aids, wheelchairs, magnifiers, screen readers, etc.

Support Provided to Children with SEN

Praisner (2003) created the Principal and Inclusion Poll, a web-based survey to see how much experience and training influenced school administrators' attitudes on inclusion. The goal of the study was to see if school administrators' opinions toward inclusion were influenced by their age, collegiate special education coursework or years at post. School administrators were considered to be noncommittal because neither a good nor negative attitude was shown. On inclusionary practices, 76.6% had a neutral opinion, 21.1% had a favourable attitude, and 2.7% had a negative attitude. Despite their opposition to inclusion, most school administrators were amenable to the idea, according to Praisner (2000).

In a mixed method study conducted by Abernathy (2012) to analyse the views of school administrators in the south-eastern United States concerning the inclusion of pupils with SEN in a regular education setting. A pre-test, intervention, and post-test were provided to 32 individuals in the study. Abernathy used Praisner's (2000) Principal and Inclusion Survey to see if programme variables, experience, and training influenced school administrators' attitudes on including pupils with SEN in regular education. After the intervention and post-test, Abernathy discovered that 95.2% of school administrators agreed that when a school educated all sorts of pupils, not only pupils with moderate SEN gained better experience but those with severe SEN gained experience as well. According to the findings, 81% of school administrators believe that RETs can benefit pupils with severe to profound SEN in a regular education setting.

Conceptual Framework

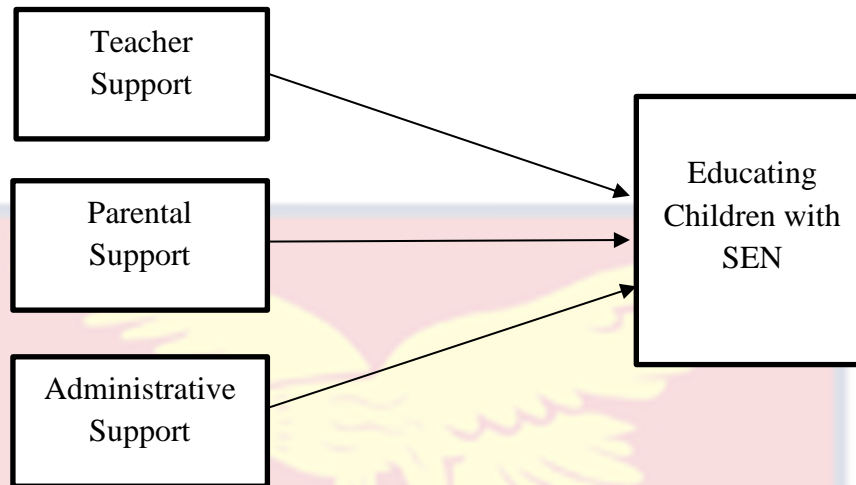


Figure 1: Conceptual framework of teacher, parental, and administrative support provided to children with SEN

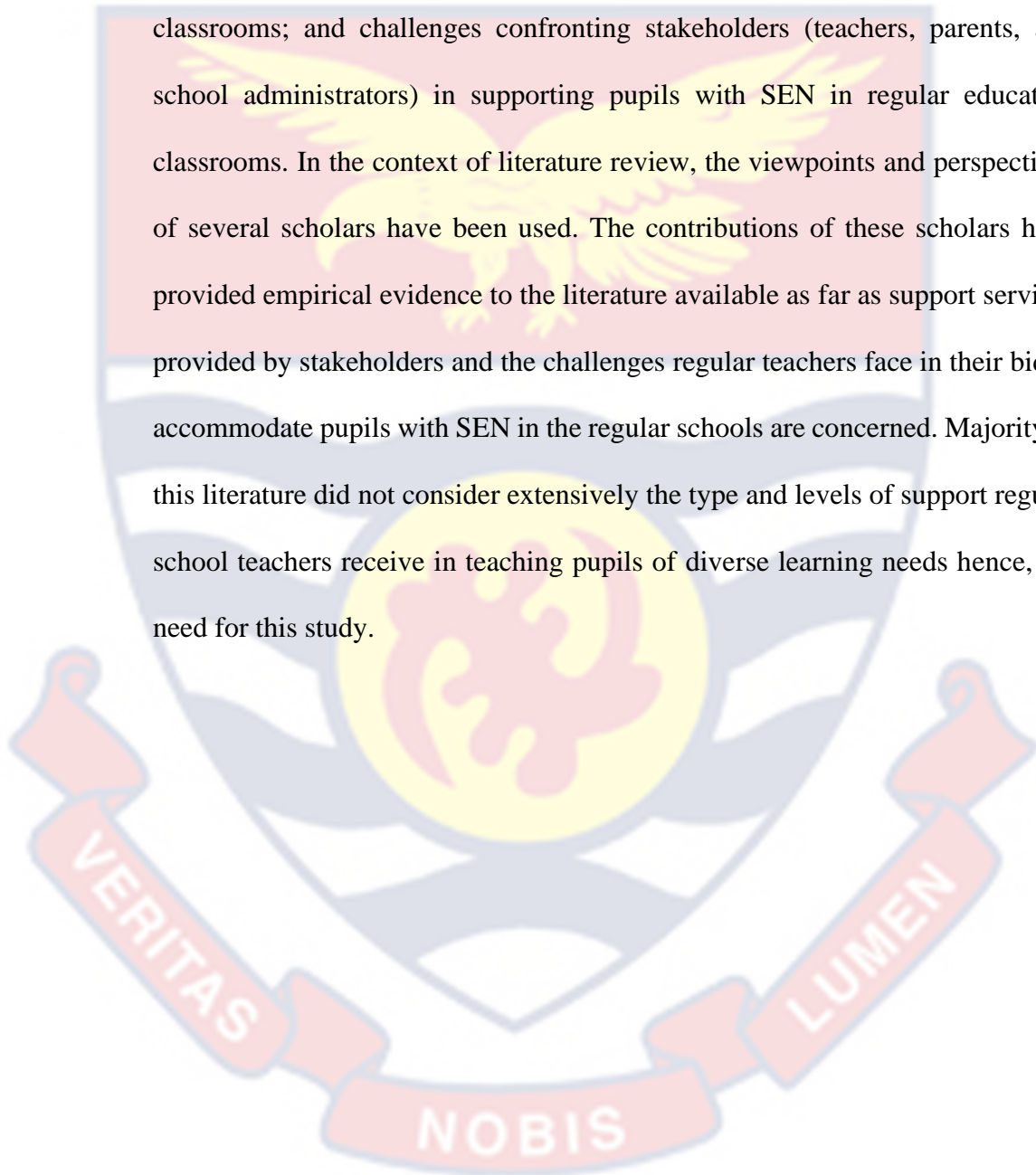
Source: Author's own construct

Figure 1 shows the conceptual framework of the study. It specifically shows the variables in the study and their connections. The study explored three independent variables and one dependent variables. The independent variables were teacher support, parental support, and administrative support whereas the dependent variables was educating children with SEN. It was assumed in the study when there is adequate teacher support, parental support, and administrative support, there will be effective education of children with SEN in the regular education classroom.

Summary of the Literature Review

This chapter has discussed in detail, literature related to the type and levels of support regular school teachers receive in teaching pupils of diverse learning needs. Again the challenges regular teachers face in their bid to accommodate pupils with SEN in regular schools have also been extensively dealt with. The key issues highlighted in this chapter included: types of support

teachers in regular education classrooms give to pupils with SEN; types of support parents give to their children with SEN in regular education classrooms; types of support school administrators give to pupils with SEN; types of support needed to address the educational needs of pupils with SEN in regular education classrooms; and challenges confronting stakeholders (teachers, parents, and school administrators) in supporting pupils with SEN in regular education classrooms. In the context of literature review, the viewpoints and perspectives of several scholars have been used. The contributions of these scholars have provided empirical evidence to the literature available as far as support services provided by stakeholders and the challenges regular teachers face in their bid to accommodate pupils with SEN in the regular schools are concerned. Majority of this literature did not consider extensively the type and levels of support regular school teachers receive in teaching pupils of diverse learning needs hence, the need for this study.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods that were adopted for the study. The areas covered are: research design, study area, population, sample and sampling procedure, research instrument, validity and reliability of research instrument, data collection procedures, ethical considerations, data processing and analysis.

Research Design

The study employed a quantitative approach and the research design was a descriptive survey. Fisher and Bloomfield (2019). described survey research as a type of research which involves collecting data to test hypothesis or to answer research questions about people's opinions on some topic or issues. A descriptive research design was employed because the study focused on giving a general description of the problem under investigation from the perspectives of a large number of participants at a given point in time. Also, the study focused on the nature of support provided for pupils with SEN in regular education classrooms, taking a critical look at parental, teacher, and administrative supports, with challenges that face regular classroom teachers in today's classrooms in the Cape Coast Metropolis. Fisher and Bloomfield (2019) further noted that survey is an instrument to collect data that describe one or more characteristics of a specific population such as their beliefs, attitudes, behaviour and demographic composition.

Also, Fraenkel and Wallen (2003) stated that obtaining answers from a large group of people to a set of carefully designed and administered questions,

lies at the heart of a survey research. Cohen et al. (2007), posited that surveys are appropriate for this type of research because they allow the collection of data which may be used to assess current practices and conditions and to make intelligent plans to improve them. The major advantages that go with this type of design is that it has the potential to provide a lot of information obtained from quite a large sample of individuals.

Study Area

The study was conducted in the Cape Coast Metropolis located in the Central Region of Ghana. The Metropolis has 65 pre-schools, 70 primary schools, 63 Junior High Schools, 10 Senior High Schools, 2 Special Schools and other analogous tertiary institutions scattered in the Metropolis (Cape Coast Metro Education Office, 2020). The Metro Education Service operates in all the communities through six circuits. The language of the people of Cape Coast is Fante. The population of the Metropolis is 169,894 comprising 82,810 male and 87,084 female (Ghana Statistical Service [GSS], 2010). The economic activities in the area include trade and fishing.

Population

Population is a group of elements or individuals, objects or events that confirm specific criteria and to which a researcher intends to generalise the results of a research (Macmillan & Schumacher, 1997). Nitko (2004), defined a population as a total number of subjects of which a researcher is interested to investigate. The target population for the study comprised all teachers, school administrators, and parents who have children with special needs in the targeted regular basic schools in the Cape Coast Metropolis. The accessible population comprised teachers in the lower and upper primary, administrators, and parents

of children with SEN. According to Borden and Abbot (2005), the choice of population is determined by whatever issue the researcher is interested in. In all, the total population for the study was 1307 teachers, 74 school administrators of Junior High Schools in the Cape Coast Metropolis and 70 parents of pupils with SEN. The total population of 1436 was used for the study. Table 1 presents the population distribution of teachers whereas Table 2 shows the population distribution of administrators and parents who have children with SEN.

Table 1: *Breakdown of the Population of Teachers*

Circuits	Teachers Population	Male	Female
Aboom	255	75	180
Bakaano	238	67	171
Cape Coast	221	75	146
Efutu	171	61	110
OLA	158	39	119
Pedu/Abura	264	71	193
Total	1307	388	919

Source: Field Data (2021)

Table 2: *Administrators and Parents who have Children with SEN*

Circuits	Administrators	Parents
Aboom	12	16
Bakaano	16	11
Cape Coast	14	21
Efutu	10	13
OLA	17	18
Pedu/Abura	16	19
Total	85	98

Source: Field Data (2021)

Sample and Sampling Procedure

Krejcie and Morgan's (1970) table for obtaining sample size from a known population was used to determine the sample size for the teachers. That is, 297 teachers. In selecting the teachers, the proportional sampling technique was used. With this, I divided the teachers' population of each circuit by the total population of all the teachers in the metropolis and then multiplied it by the total sample size needed. This helped me to obtain a proportional representation from the circuits. After obtaining the total number of teachers to be selected from each circuit, I then used the simple random sampling procedure to select the teachers since they have similar characteristics. Below is the formula used to select the sample size proportionately for the study.

$$S = m \div M \times N \quad \text{Where:}$$

S = represents the number of teachers to be selected for the study

m = represents the total number of teachers in each circuit

M = represents the total population of teachers in the metropolis

N = represents the total number of teachers needed to conduct the study

Table 3 presents the breakdown of the sample size of the teachers.

Table 3: *Breakdown of the Sample Size of Teachers*

Circuits	Number Selected	Male	Female
Aboom	58	17	40
Bakaano	50	15	38
Cape Coast	49	17	33
Efutu	48	13	30
OLA	36	8	27
Pedu/Abura	56	16	43
Total	297	86	211

Source: Field Data (2021)

Purposive sampling technique was adopted to select 63 school administrators and 60 parents who have children with SEN. Purposive sampling technique was used to select administrators and parents who have the characteristics of interest to the researcher. The characteristics are administrators who have children with SEN in their schools and parents who have children with SEN in public basic schools who were available and willing to take part in the study. In support of this assertion, Cohen et al. (2007) posited that with purposive sampling, researcher handpick subjects to be included in a based on specific characteristics that are of importance to the study.

Research Instrument

Questionnaire were designed by the researcher to collect data for the study. This was used because it offered me the opportunity to sample the perceptions of a larger population. Questionnaires are commonly used instruments for collecting data from participants because it is relatively economical (McMillan & Schumacher, 2001). A well designed questionnaire can boost the reliability and validity of the data to acceptable tolerance (McMillan & Schumacher, 1993). The key issues I identified were based on the literature review. The issues included material, human, and personal support for pupils with SEN, benefits of support services, and challenges teachers face in providing support to pupils with SEN in regular education classrooms. These are areas the questionnaire covered.

The purpose of the questionnaire was to collect data for the study. For teachers, school administrators, and parents, it was created in a closed-ended manner. The instrument adopted a four-point Likert-type scale that ranged from "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), and "Strongly Disagree"

(SD). As a result, respondents were asked to rate the frequency with which they engaged in several behaviours.

The questionnaire were developed in three parts. That is, Part A, B, and C. Part A, B, and C were used to elicit information from the teachers, parents, and school administrators respectively. Part A had four Sections. That is, Section A, B, C, and D. Section A elicited information on teachers' background information. It constituted their gender. Section B focused on the types of support teachers give to pupils with SEN and this had seven items. Section C covered the types of support needed to address the educational needs of pupils with SEN. This section had 10 items. The last section elicited information on the challenges that confront teachers in supporting pupils with SEN and it had seven items. In all, Part A had 25 items.

Part B elicited information from parents and it had three sections. That is, Section A, B, and C. Section A elicited the background information of the parents, that is, their gender. Section B elicited information on the types of support parents give to pupils with SEN and it had five items. The last Section focused on the challenges that confront parents in supporting pupils with SEN. This section had four items. In all, Part B had 10 items.

The last part elicited information from administrators and it had three sections. Section A elicited information on the background information of administrators specifically, their gender. Section B elicited information on the types of support school administrators give to pupils with SEN. This section had five items. The last section focused on the challenges that confront school administrators in supporting pupils with SEN and this had three items. In all, Part C had nine items. In total, the instrument had 44 items.

Validity of Research Instrument

According to Creswell (2005), the purpose of good research is to retain valid and trustworthy metrics. Validity refers to whether or not a study's findings are reliable. In this study, the researcher's supervisor critically examined the measures to guarantee their validity, after which elements that appeared to be similar were eliminated and others restructured. According to Seidu (2006), the consistency of the instrument giving results is the reliability of the research instrument. A pilot test of the instruments were conducted in schools that were not included in the main study to ensure that the instruments were dependable. Some public basic schools were purposively selected in Ekumfi District for the pilot-test of the instruments because they share similar characteristics to the population of the study. The characteristics are, the schools have pupils with SEN, teachers who handle children with SEN, and school administrators and parents who have children with SEN. The sample size for the pilot-test was a 30% of the projected sample size for teachers, parents and school administrators (McGrath, 2013). This represents 89 teachers, 18 parents, and 18 school administrators. The pilot-test was done to help identify complex wording, ambiguity, poorly worded items or if instructions to the respondents were clear. For example, the phrase 'extra time allowance' was changed to 'enough period of time', 'personalised teaching' was changed to 'individualised teaching', etc. Any reported ambiguity or difficulty in the items was corrected before the final instrument was administered for data collection.

Reliability of Research Instrument

Reliability has to do with measuring the consistency over a period of time. It is consistent and replicable over time, over instrument and over group

responses (Cohen et al., 2007). Cohen et al. (2007) further posited that the use of valid research instruments for a different group of subjects with similar characteristics leads to the similar outcomes.

After piloting the instruments, Cronbach's Alpha was used to determine the reliability of the research instrument. The justification for using Cronbach's Alpha was because the questionnaires for the study was a Likert-type scale hence, the Cronbach's alpha was deemed the best method. A research instrument has good internal consistency with a Cronbach's alpha coefficient of 0.6 and above (Marczyk et al., 2005; Pavet et al., 1991). In this study, Cronbach's alpha coefficient of .915 was reported for Part A (i.e., instrument for teachers). For Part B (i.e., instrument for parents), a Cronbach's alpha coefficient of .777 was obtained. For the last part (i.e., instrument for school administrators), a Cronbach's alpha coefficient of .734 was reported. The Cronbach's Alpha for each of the subsections of the three instruments are presented in Table 4.

Table 4: *Cronbach's Alpha for each of the Subsections of the Instruments*

Instruments		Cronbach's Alpha
Part A (Teachers)	Section A	.681
	Section B	.799
	Section C	.702
Part B (Parents)	Section A	.892
	Section B	.787
Part C (School Administrators)	Section A	.892
	Section B	.748

Data Collection Procedure

An introductory letter was obtained from the Department of Education and Psychology. The introductory letter was sent to the Metropolitan Directorate of Education to obtain permission to collect data from the selected schools. A permission letter was obtained from the Metropolitan Directorate of Education as shown in Appendix C. Afterwards, I obtained permission from the headteachers in the selected schools. After the headteachers gave permission, I visited the schools to establish rapport with the teachers and school administrators. Permission was also sought from the headteachers to visit the teachers in their respective classrooms to administer the questionnaire.

Parents were not interviewed since the study was a quantitative study specifically, a descriptive survey. Instead, a discussion was held between the researcher, the school administrators and the parents who had children with SEN. In the discussion, the researcher sought the permission of the parents to involve them in the study. The parents who gave their approval were scheduled for another meeting to administer the questionnaire. Convenient days and time were scheduled with the parents. On the day of administering the questionnaire, the parents were informed about the purpose of the study and how they are expected to respond to the questionnaire.

The maintenance of confidentiality and anonymity in social research is very important (Cohen et al., 2007). I, therefore, assured the respondents of the confidentiality of their responses. Respondents were made aware that they may walk out of the study if they are no longer interested in the study. The data collection lasted for two months. Each of the three instruments had a response rate of 100%.

Ethical Considerations

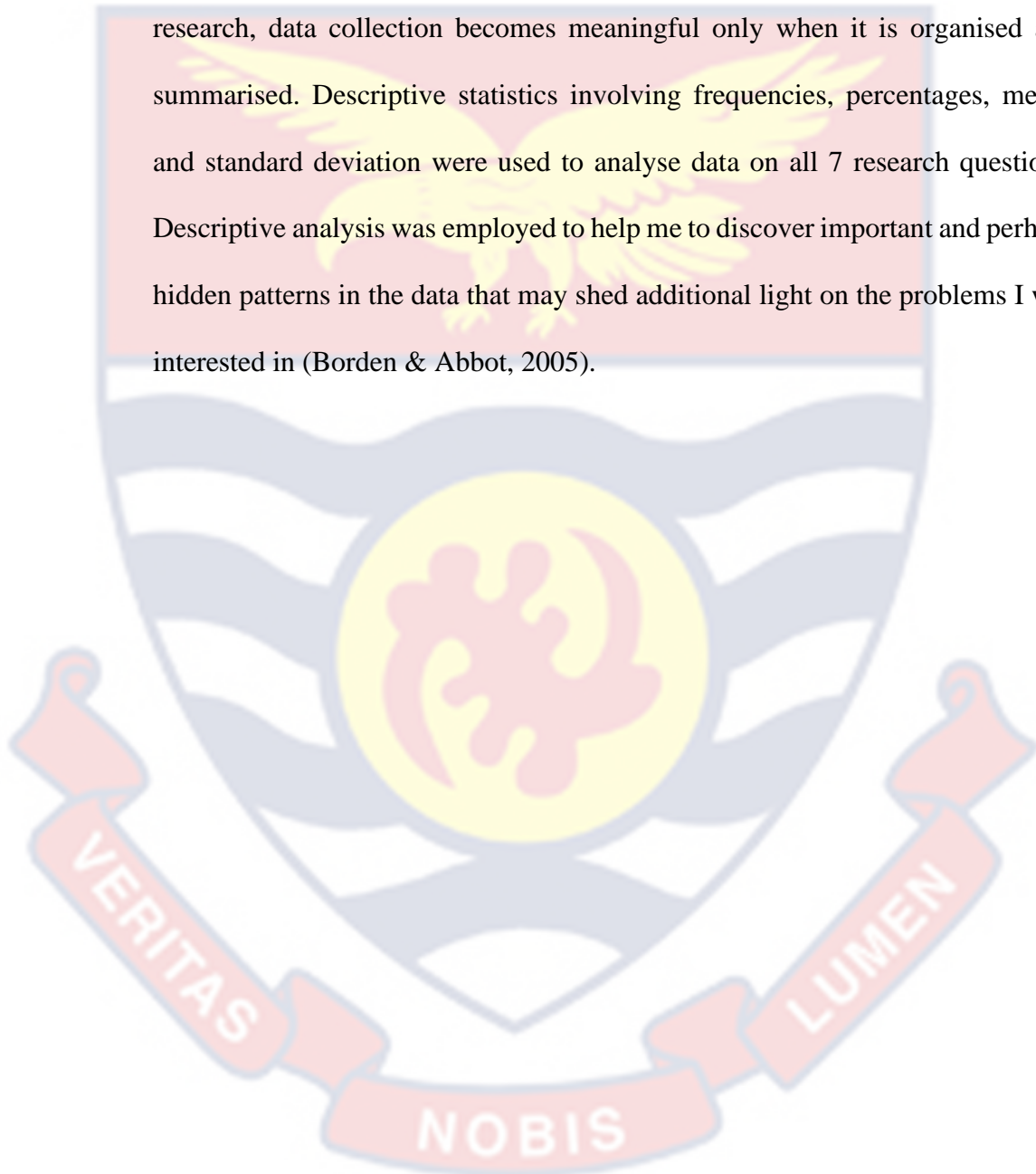
This part spells out the ethical standards that were observed in the study. Much of the discussion was devoted to how these standards will be observed by means of protecting data confidentiality. Participants were not forced to take part in the study so their participation was based on their willingness to respond to the questions. They were assured that any information they provide will be kept confidential and will be used for academic purposes only. Again participants were told not to indicate their names on the instruments. The instruments were submitted to the Institutional Review Board (IRB) of the University of Cape Coast (UCC) for approval before they were administered. The privacy of participants was considered by not revealing any participant's response or identity to any person.

Plagiarism is one of the ethical issues to be observed. There was not any theft or misappropriation of intellectual property of any form or the substantial unattributed copying of another's work. All articles, theories and books that were used in this study, which are properties of other people were duly recognised and acknowledged. As addendum, there was not any falsification of any kind. There was also not any manipulation of any research material, instruments, processes and changing of results or omitting results to give a non-accurate data in the research records. In sum, I was very vigilant about the issues that can bring doubt about the authenticity of the study and therefore considered seriously the ethical standards that safeguard the conduct of research.

Lastly, I adopted the 5 years data storage policy by the European Commission, Ethics and Data Protection (2018). After 5 years, the data will be expunged with the consent of the respondents.

Data Processing and Analysis

First, the responded questionnaires were checked for multiple response, response error and uncompleted response before entered into SPSS software version 28. Since the items were stated in negative, it was reverse coded. In every research, data collection becomes meaningful only when it is organised and summarised. Descriptive statistics involving frequencies, percentages, means and standard deviation were used to analyse data on all 7 research questions. Descriptive analysis was employed to help me to discover important and perhaps hidden patterns in the data that may shed additional light on the problems I was interested in (Borden & Abbot, 2005).



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study explored teacher, parental and administrative support for pupils with special educational needs (SEN) in regular education classrooms in Cape Coast Metropolis. This chapter presents the results and discussion of the study.

Demographic Information of Participants

The demographic information of teachers, parents, and school administrators who were involved in the study includes gender only. The results of the demographic information of teachers, parents, and school administrators are presented in Tables 5, 6, and 7 respectively.

Table 5: *Gender of Teachers*

Gender	Frequency (N)	Percentage (%)
Male	104	35
Female	193	65
Total	297	100

Source: Field Data (2021)

Table 5 shows that 104 (35%) of the teachers were males while 193 (65%) of the teachers were females. Also, Table 5 shows that females represented the majority of teachers used for the study.

Table 6: *Gender of Parents*

Gender	Frequency (N)	Percentage (%)
Male	22	36.7
Female	38	66.3
Total	60	100

Source: Field Data (2021)

Table 6 shows that 22 (36.7%) of the parents were males while the remaining 38 (66.3%) parents were females. Therefore, the majority of parents who participated in the study were females.

Table 7: *Gender of School Administrators*

Gender	Frequency (N)	Percentage (%)
Male	20	31.7
Female	43	68.3
Total	63	100

Source: Field Data (2021)

Table 7 shows that 20 (31.7%) of the school administrators who participated in the study were males while 43 (68.3%) were females. It can be concluded that females represented the majority of respondents used for the study.

Results

The study was guided by seven research questions. Descriptive statistics specifically, frequency counts and percentages, means, and standard deviation were used to analyse the data obtained on all seven research questions. In using the mean to analyse the research questions, a standard mean of 2.50 was

established which represented the average mean. The spread of the four Likert Scale was used to achieve the standard mean for the study. That is, Strongly Agree (SA) represented 4, Agree (A) represented 3, Disagree (D) represented 2, and Strongly Disagree (SD) represented 1. Therefore, the spread of the scale in figures was summed up and divided by the total number of scales to obtain the standard mean; $(4+3+2+1=10)$, $(10/4=2.50)$.

In this vein, the standard mean was used as a yardstick to determine whether teachers, parents and school administrators provided support to pupils with SEN. An obtained mean score above the standard mean of 2.50 shows that teachers, parents and school administrators provide support to pupils with SEN whereas an obtained mean score below 2.50 shows otherwise. Also, the standard mean of 2.50 was used to determine if teachers, parents and school administrator were confronted with challenges. An obtained mean score below 2.50 indicates that teachers, parents and school administrator were not confronted with challenges while an obtained mean above the standard mean 2.50 indicates otherwise. The standard deviation was also used to represent the distribution of responses. It ranges from 0 to 1 as scores that fall within 0 show similarity in responses and scores which fall within 1 represent that the responses are not similar but heterogeneous.

Research Question One: What type(s) of support do teachers give to pupils with SEN in regular education classrooms?

The objective of this research question sought to explore the type(s) of support teachers in the regular education classroom give to pupils with SEN. The analysis of the responses the teachers gave regarding the type of support they give to pupils in the regular education classroom are presented in Table 8.

Table 8: *Support Teachers Give to Pupils with SEN*

Statement	SA	A	D	SD	M	SD
	N (%)	N (%)	N (%)	N (%)		
I give pupils with SEN enough period of time to complete classroom tasks	104 (35)	193 (65)	-	-	3.35	0.48
I adapt instructional materials to teach pupils with SEN in my classroom	66 (22.2)	225 (75.8)	6 (2)	-	3.20	0.45
I use school facilities to support pupils with SEN	57 (19.2)	234 (78.8)	6 (2)	-	3.17	0.43
I employ remedial teaching in my classroom for pupils with SEN	66 (22.2)	198 (66.7)	33 (11.1)	-	3.11	0.57
I choose appropriate instructional materials for pupils with SEN	40 (13.5)	154 (51.9)	83 (27.9)	20 (6.7)	2.72	0.78
I practice individualised teaching for pupils with SEN in my classroom	29 (9.8)	110 (37)	120 (40)	38 (12.8)	2.44	0.84
I take part in designing an IEP for pupils with SEN	23 (7.7)	66 (22.2)	148 (49.8)	60 (20.2)	2.18	0.84
Mean of Means/ SDs					2.9	0.63

Source: Field Data (2021) Standard Mean (2.50)

Table 8 shows that teachers gave support to pupils with SEN in regular classrooms. This is evident as the mean of means score (2.9) is greater than the standard mean (2.50). That is, teachers gave enough period of time to pupils with SEN to complete classroom tasks ($3.35 > 2.50$) and they adapt instructional materials to support pupils with SEN ($3.20 > 2.50$). Also, teachers used school facilities to support pupils with SEN (3.17) and they used remedial teaching for pupils with SEN ($3.11 > 2.50$). Lastly, teachers choose appropriate instructional

materials for pupils with SEN ($2.72 > 2.50$). The sum of the standard deviations (0.63) implies that the responses provided by teachers are homogeneous since the score falls within 0.

Research Question Two: What type(s) of support are needed to address the educational needs of pupils with SEN in regular education classrooms?

The purpose of this research question was to ascertain the type(s) of support needed to address the educational needs of pupils with SEN in the regular education classrooms from the perspectives of the teachers. Table 9 presents the analysis of the data obtained on this research question.

Table 9: *Type(s) of Support Needed to Address the Educational Needs of Pupils with SEN*

Statement	SA N (%)	A N (%)	D N (%)	SD N (%)	M	SD
Classroom should be accessible to pupils with SEN	206 (69.4)	91 (30.6)	-	-	3.70	0.46
Teachers in my school should value the pupils with SEN	167 (56.2)	125 (42.1)	5 (1.7)	-	3.55	0.53
Pupils with SEN should be given special attention in my school	173 (58.2)	144 (38.4)	10 (3.4)	-	3.55	0.56
In my school, teachers should meet from time to time to discuss what to do to improve the learning of pupils with SEN	147 (49.5)	145 (48.8)	5 (1.7)	-	3.48	0.53
Seating arrangements in my classroom should support inclusion of pupils with SEN	123 (41.4)	163 (54.9)	5 (1.7)	6 (2.0)	3.36	0.62

Table 9 continued

Statement	SA	A	D	SD	M	SD
	N (%)	N (%)	N (%)	N (%)		
Teachers in my school should receive training on how to manage pupils with SEN	136 (45.8)	130 (43.8)	16 (5.3)	15 (5.1)	3.30	0.79
My school should have a resource room for pupils with SEN	109 (36.7)	162 (54.5)	23 (7.8)	3 (1.0)	3.27	0.64
My school should receive materials from GES to support the teaching of pupils with SEN	53 (17.8)	209 (70.4)	24 (8.1)	11 (3.7)	3.03	0.64
The pupils in my school should be screened from time to time for information on those who are at risk	61 (20.5)	181 (60.9)	45 (15.2)	10 (3.4)	3.00	0.70
There should be a resource teacher to support pupils with SEN	58 (19.5)	122 (41.1)	84 (28.3)	33 (11.1)	2.69	0.91
Mean of Means/ SDs					3.30	0.64

Source: Field Data (2021) Standard Mean (2.50)

Table 9 shows that teachers shared similar views on the type of support required for addressing the educational needs of pupils with SEN as the obtained mean of means score (3.30) is greater than the standard mean score (2.50). This is because teachers reported that the classroom should be accessible to pupils with SEN (3.70 > 2.50). Teachers agreed that they should value pupils with SEN (3.55 > 2.5) and pupils with SEN should be given special attention in their school (3.55 > 2.5). Again, the teachers were of the view that teachers should meet from time to time to discuss what to do to improve the learning of pupils with SEN (3.48 > 2.5). The teachers also reported that seating arrangements in the

classroom should support the inclusion of pupils with SEN (3.36 > 2.5). Also, the teachers agreed that the school should have a resource room to support pupils with SEN (3.27 > 2.5) and training should be provided for teachers on how to manage pupils with SEN (3.30 > 2.5). The teachers also reported that the school should receive materials from the Ghana Education Service (GES) to support learning among pupils with SEN (3.03 > 2.5) and the pupils in their school should be screened from time to time for information on those who are at risk (3.00 > 2.5) and Lastly, the teachers agreed that there should be resource teachers to support pupils with SEN (2.69 > 2.5). The sum of the standard deviations (0.64) also depicts that the responses provided by teachers are similar since the score falls within 0.

Research Question Three: What challenges confront teachers in supporting pupils with SEN in regular education classrooms?

This research question sought to examine the challenges teachers faced in supporting pupils with SEN in the regular education classroom. The analysis of the responses of the teachers regarding this research question are presented in Table 10.

Table 10: *Challenges that Confront Teachers in Supporting Pupils with SEN*

Statement	SA	A	D	SD	M	SD
	N (%)	N (%)	N (%)	N (%)		
Large class size do not encourage teachers to involve pupils with SEN in demonstrations	99 (33.3)	182 (61.3)	16 (5.4)	-	3.30	0.56
Funds are not there to procure instructional materials to support pupils with SEN	110 (37)	143 (48.1)	28 (9.4)	16 (5.5)	3.17	0.81
Teaching and learning materials (TLMs) are not readily available to support pupils with SEN	96 (32.3)	153 (51.5)	33 (11.1)	15 (5.1)	3.11	0.79
Adapting instructional materials to the needs of pupils with SEN burdens the work of the regular teachers	79 (55.6)	165 (26.6)	58 (17.8)	-	3.10	0.66
No support is received from colleague teachers to support the teaching of pupils with SEN	6 (2.0)	35 (11.8)	207 (69.7)	49 (16.5)	2.00	0.60
Peer support systems in the schools are difficult to utilise	38 (12.8)	88 (29.6)	134 (45.1)	37 (12.5)	2.43	0.87
Teachers do not have the necessary competences and qualification to manage pupils with SEN	9 (3.0)	30 (10.1)	125 (42.1)	133 (44.8)	1.71	0.77
Mean of Means/ SDs					3.00	0.72

Source: Field Data (2021) Standard Mean (2.50)

Table 10 shows that the obtained mean of means score (3.00) is greater than the standard mean score (2.50) which implies that teachers faced

challenges in supporting pupils with SEN in the regular education classroom. The challenges were: large class size did not encourage teachers to involve pupils with SEN in the use of demonstration as a teaching method (3.30 > 2.50), funds were not adequate to procure instructional materials for pupils with SEN (3.17 > 2.5), and TLMs were not readily available to support pupils with SEN (3.11 > 2.50), and difficulty in adapting instructional materials to meet the needs of pupils with SEN was burdens the work of the regular teachers (3.10 > 2.50). Also, the sum of the standard deviations (0.72) show that the responses provided by teachers are similar since the score falls within 0.

Research Question Four: What type(s) of support do parents give to their children with SEN in regular education classrooms?

This research question sought to explore the type(s) of support parents gave to their children with SEN in order to improve their academic performance. Parents play a crucial role in the education of pupils with SEN because they are the custodians of their children. Therefore, their involvement cannot be overemphasised. Table 11 presents the analysis of the parents' responses on the support they give to pupils with SEN.

Table 11: *Types of Support Parents Give to Pupils with SEN*

Statement	SA	A	D	SD	M	SD
	N (%)	N (%)	N (%)	N (%)		
I ensure that my child is generally healthy	30 (50)	30 (50)	-	-	3.50	0.50
I provide relevant information about my child to school authorities	12 (20)	36 (60)	12 (20)	-	3.00	0.64
I collaborate with the school to support my child's education	18 (30)	30 (50)	12 (20)	-	2.90	0.71
I monitor my child's academic progress	12 (20)	24 (40)	24 (40)	-	2.80	0.75
I form part of the IEP team	6 (10)	12 (20)	36 (60)	6 (10)	2.30	0.79
Mean of Means/ SDs					2.90	0.68

Source: Field Data (2021) Standard Mean (2.50)

Table 11 shows that the mean of means score (2.90) obtained which is greater than the standard mean score (2.50) shows that parents agreed that they offer diverse types of support to pupils with SEN. The parents reported that they ensure that their children are generally healthy ($3.50 > 2.50$) and they provide relevant information about their children to school authorities ($3.00 > 2.50$). It was also discovered that parents collaborate with school in the education of their children ($2.90 > 2.50$). Lastly, the parents reported that they monitor the academic progress of their children ($2.80 > 2.50$). The overall responses provided by the parents can be said to be similar. This is because the obtained sum of standard deviation of 0.68 falls within 0.

Research Question Five: What challenges confront parents in supporting their children with SEN in regular education classrooms?

This research question sought to examine the challenges parents faced in supporting their children with SEN. Parents responded to various challenges regarding the supply of materials by GES, the benefit of capitation grants among others. The analysis of the responses are presented in Table 12.

Table 12: *Challenges that Confront Parents in Supporting their Children with SEN*

Statement	SA N (%)	A N (%)	D N (%)	SD N (%)	M	SD
I do not have enough funds to support my child's education	30 (50)	30 (50)	-	-	3.50	0.50
I do not get support from the school to help my child to do his/her homework	30 (50)	30 (50)	-	-	3.50	0.50
I do not get means of transportation to take my child to school	24 (40)	36 (60)	-	-	3.40	0.49
I do not have special equipment such as hearing aids, wheelchair, braille, and crutches for my child	12 (20)	48 (80)	-	-	3.20	0.40
Mean of Means/ SDs					3.40	0.47

Source: Field Data (2021) Standard Mean (2.50)

It is shown from Table 12 that parents are confronted with challenges in supporting their children with SEN with an obtained mean of means score of 3.40 which is greater than the standard mean score of 2.50. The parents reported that they do not have enough funds to support their children's education (3.50 > 2.50) and they do not get support from the school to help their children to do their homework (3.50 > 2.50). Lastly, the parents said that they do not get means

of transportation to take their children to school (3.40 > 2.50) and they do not have special equipment such as hearing aids, wheelchair, braille, and crutches for their children (3.20 > 2.50). Therefore, the responses provided by the parents can be said to be homogenous because the sum of the standard deviation (0.47) falls within 0.

Research Question Six: What type(s) of support do school administrators give to pupils with SEN in regular education classrooms?

The purpose of this research question was to explore the type(s) of support school administrators gave to pupils with SEN in the regular education classroom. School administrators are responsible for ensuring that each pupil is given an equal opportunity to learn in the school. The analysis of the responses are presented in Table 13.

Table 13: *Types of Support School Administrators Give to Pupils with SEN*

Statement	SA N (%)	A N (%)	D N (%)	SD N (%)	M	SD
I collaborate with teachers to provide support for pupils with SEN	7 (11.1)	56 (88.9)	-	-	3.11	0.32
I provide guidance and counselling services in my school to pupils with SEN	6 (9.5)	51 (81)	6 (9.5)	-	3.00	0.44
I ensure that teachers to do individualised teaching for pupils with SEN	-	45 (71.4)	18 (28.6)	-	2.71	0.46
Resource teachers are available to provide support services to pupils with SEN	-	-	57 (90.5)	6 (9.5)	1.90	0.30
I provide support to class teachers to plan IEP and select materials to teach pupils with SEN	-	-	56 (88.9)	7 (11.1)	1.89	0.32
Mean of Means/ SDs					2.52	0.37

Source: Field Data (2021) Standard Mean (2.50)

Table 13 shows that school administrators gave support to pupils with SEN as a mean of means score (2.52) obtained is greater than the standard mean score (2.50). This is because school administrators agreed that they collaborate with teachers to support pupils with SEN ($3.11 > 2.50$). Also, school administrators provide guidance and counselling services in schools to pupils with SEN ($3.00 > 2.50$) and they ensure that teachers to do individualised teaching for pupils with SEN ($2.71 > 2.50$). Therefore, it is evident that the responses provided by school administrators are similar as the sum of the standard deviation (0.37) falls within 0.

Research Question Seven: What challenges confront school administrators in supporting pupils with SEN in regular education classrooms?

This research question sought to explore the challenges school administrators faced in providing support to pupils with SEN in regular education classrooms. The responses of the school administrators suggested that they are confronted with challenges. The analysis of the responses are presented in Table 14.

Table 14: *Challenges That Confront School Administrators in Supporting Pupils with SEN*

Statement	SA	A	D	SD	M	SD
	N (%)	N (%)	N (%)	N (%)		
I do not get materials for my school from GES	9 (14.3)	50 (79.4)	4 (6.3)	-	3.08	0.45
I do not get support from NGOs for my school	4 (6.3)	58 (92.1)	1 (1.6)	-	3.05	0.28
I do not get special equipment for my school from the GES	6 (9.5)	52 (82.5)	5 (7.9)	-	3.02	0.42
Mean of Means/ SDs					3.05	0.38

Source: Field Data (2021) Standard Mean (2.50)

Table 14 shows that school administrators are confronted with challenges in supporting pupils with SEN. This is evident as a mean of means score (3.05) which is higher than the standard mean score (2.50) was obtained. Also, the responses the school administrators gave suggest that they do not receive materials from GES to support pupils with SEN ($3.08 > 2.50$) neither do they receive support from NGOs ($3.05 > 2.50$). The school administrators further said that they do not receive special equipment from GES ($3.02 > 2.50$). The responses provided by school administrators are similar as the sum of standard deviation (0.38) falls within 0.

Discussion

Types of Support Teachers Give to Pupils with SEN

The objective of the first research question sought to examine the type(s) of support teachers in regular education classrooms gave to pupils with SEN.

The results of the study revealed that teachers made some efforts to support pupils with SEN in their classrooms. The types of support teachers gave to pupils with SEN in their classrooms were: giving enough time to pupils with SEN to complete tasks. This finding (that is, giving enough time to pupils with SEN) confirms the findings of a study conducted by Arends et al. (2017) in South Africa, who reported that teachers have enough time for pupils to use instructional materials and collaborate with their peers to complete classroom tasks. RETs may not have the expertise to handle pupils with SEN as posited by Kauffman et al. (2018). However, they can apply the knowledge and skills they have acquired in their academic training and in training workshops to provide remediation effort(s) to support pupils with SEN in their classrooms. This is highlighted in the work of Cihak and Smith (2018) who posited that teachers can promote effective teaching and learning among pupils with SEN by adopting instructional techniques and TLMs that appeal to their educational needs.

Additionally, it was found in the study that teachers used remedial teaching and they supported other class teachers to choose appropriate instructional materials. Teachers supporting other class teachers corroborates with the views of Glazier et al. (2017) who opined that collaboration between teachers is a significant approach to managing the difficulties pupils with SEN have in learning. When teachers collaborate, they have the opportunity to share ideas on appropriate classroom management techniques. A teacher might have improvised or developed an approach in his or her classroom that might have worked effectively. Therefore, collaboration enables other teachers to adopt or adapt such an approach in their classroom. The results of the study further

revealed that teachers used school facilities to support pupils with SEN. This finding contradicts the finding of a previous study conducted in Malaysia by Ghavifekr et al. (2016) that teachers did not use facilities such as Information Communication Technology (ICT) tools to improve pupils academic performance because they were inadequate.

Types of Support Needed to Address the Educational Needs of Pupils with SEN

The purpose of the second research question was to ascertain the types of support needed to address the educational needs of pupils with SEN in regular education classrooms from the perspectives of the teachers.

The results of the study revealed that teachers wanted the classroom to be accessible and properly arranged to support the inclusion of pupils with SEN. Classroom physical arrangement such as seating arrangement and arrangement of TLMs is an essential component of inclusion as argued by Wardana and Rulyansah (2019) and Bautista and Borges (2013). A good physical classroom layout can facilitate pupils' learning and improve their academic performance. This assertion is confirmed in the finding of a study conducted by Wilburn et al. (2019) that in classrooms where desks are properly arranged, teachers were able to freely move about in the classroom to support slow learners to complete instructional tasks. Adequate physical classroom arrangement can minimise the occurrence of problematic classroom behaviours because pupils with behavioural problems can be easily monitored and supported by the teachers and also, TLMs can be easily accessed by pupils with SEN (Banks, 2014). This is because teachers can establish routines for distributing, using, returning, and storing TLMs in their classrooms. This is in consonance with the views of Baum

(2018) who said that classroom seating arrangement that accommodates free movement of pupils with physical disabilities reduces classroom congestion hence, providing them equal opportunity to learn among their ‘non-disabled’ counterparts.

Further, the results of the study showed that teachers agreed to the provision of resource rooms and resource teachers to support pupils with SEN. The availability of resource rooms and resource teachers are fundamental in the provision of inclusive education (Kirkpatrick et al., 2020; Ranrong et al., 2017; Poon-McBrayer, 2016). This is because pupils with SEN including those with hearing impairment, visual impairment, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD), Emotional Behaviour Disorder (EBD) among others are educated in the same classroom with their ‘non-disabled’ peers.

The educational needs of pupils with these categories of SEN may not be adequately addressed in the regular education classroom by the regular education teacher. Resource rooms are facilities that are purposively built and stocked with research-based teaching resources which commensurate the unique educational needs of pupils with SEN. Additionally, the provision of resource teachers will give RETs the opportunity to consult them for advice on how to handle pupils with SEN in their classrooms. RETs can collaborate with resource teachers to adopt any of the co-teaching approaches suggested by Friend and Bursuck (2009) which include: station teaching and parallel teaching. Research suggests that the use of co-teaching approaches improves the academic performance of pupils with SEN compared to traditional teaching methods such as rote learning and direct instruction (Lochner et al., 2019).

Additionally, it was discovered that teachers wanted the GES to provide schools with TLMs to support pupils with SEN. In harmony with child developmental theories, children are able to learn if they are taught within their natural environment (Saracho, 2021; Lyons et al., 2020; Keenan et al., 2016). That is, when they can see, hear, and touch what they are being taught. This suggests that the use of TLMs such as letter cards, number cards, charts, maps, videos, and real objects promote effective teaching and learning not only among pupils with SEN but their ‘non-disabled’ counterparts. Generally, children by nature are active and want to explore and manipulate objects as ways of acquiring knowledge (MacBlain, 2018; Pritchard, 2017).

Therefore, the provision of TLMs in schools will give the opportunity to explore and discover problem solving skills with the guidance of teachers. The results of the study further showed that teachers wanted to be provided with educational training on how to manage pupils with SEN. This finding is in agreement with the recommendation given by Asare (2015) that adequate training programmes should be provided for teachers to update their classroom management skills. The world is evolving hence, there are new trends and shifts in handling pupils with SEN (Yoder, 2014). This suggests that some classroom management techniques used by teachers decades ago may not be applicable to this current generation of children.

Challenges Teachers Face in Supporting Pupils with SEN

The third research question sought to examine the challenges teachers faced in supporting pupils with diverse learning needs in the regular education classroom.

The results of the study revealed that the challenges teachers faced in supporting pupils with SEN are: difficulty in adapting instructional materials; large class size; and unavailability of TLMs. These findings (that is, large class size and unavailability of TLMs) confirm the findings of a previous study conducted by Sharma and Chaudhary (2020) that among the challenges teachers faced in the classroom are: high pupil-to-teacher ratio and inadequate availability of TLMs. Also, inadequate availability of TLMs is highlighted in the work of Obeng (2012) as one of the major challenges teachers faced in the classroom.

The results of the study further revealed high pupil-to-teacher ratio as another challenge teachers faced in supporting pupils with SEN. This finding corroborates with that of Koc and Celik (2015), who found in a study that there was a higher number of pupil-to-teacher ratio in the classrooms and this hindered the academic achievement of pupils. From my experience as a resource teacher, large class size often makes it difficult to effectively monitor and support pupils with SEN in the classroom. It also influences the selection of instructional technique(s) to adopt in the classroom. In support of this assertion, Vural (2016) reported that teachers considered class size as a major criteria for selecting instructional methods. This suggests that teachers who use discussion method may go for small or large group discussion based on the size of the class. Similarly, Mathis (2017) found that discussions in a small class size are effective compared to using it in a large class size. The results of the study revealed that large class sizes did not encourage teachers to involve pupils with SEN in the use of demonstration as a teaching method.

Additionally, it was discovered in the study that another challenge teachers faced in supporting pupils with SEN is inadequate funds to procure instructional materials. Inadequate funds to procure instructional materials to support pupils with SEN can make teaching stressful for teachers. This is because they may have to improvise or look for other alternatives to get instructional materials to teach pupils with SEN in their classrooms. This is in line with the finding of a study conducted in Ghana by Nutsugah (2019), who reported that teachers were stressed and frustrated in handling pupils with SEN because of inadequate TLMs.

Types of Support Parents Give to their Children with SEN

The fourth research question seeks to explore the type(s) of support parents give to their children with SEN in order to improve their academic performance. Parents play a crucial role in the education of pupils with SEN because they are the custodians of their children. Therefore, their involvement cannot be overemphasised.

In exploring the types of support parents gave to their children with SEN, the results of the study revealed that they collaborated with the school authorities by providing them with relevant information about their children. This finding contradicts the finding of a previous study in Kenya conducted by Echaune et al. (2015), who reported that parents were not adequately involved in their children's education. In consonance with this finding, Mahmood (2013) found that parents were not willing to actively participate in the education of their children. Parents are the major stakeholders in education hence, their role cannot be overemphasised (Klingner & Harry, 2006). This is probably why Gyimah and Yidana (2008) suggested three reasons why parental role in

education is vital. These are: parents have relevant information to give to the assessment team (that is, information from pre-natal, peri-natal, and post-natal stages); parents have the right to know what problems their children have; and parents are usually the first to observe changes in their children's behaviour.

To buttress the suggestions of Gyimah and Yidana (2008), parents are to provide children with basic needs such as food, water, love, safety, clothes, and shelter as emphasised in Maslow's needs theory (Maslow, 2019). However, the current educational advancement requires parents to go beyond providing their children with basic needs to include providing remedial classes, private tuition, and creating a stimulating home environment that will encourage children to learn at home.

It must also be said that most parents wish they could afford these services for their children but the reality of their lives including financial constraint makes it challenging for them as reported by Ghanney (2018). Further, the results of the study revealed that parents monitored their children's academic progress and they ensured that their children have a good general health conditions. This is important because children need to be healthy to be able to learn. For instance, a child with a good health condition has the potential to learn effectively compared to a child with a poor health condition (Muhasidah et al., 2019). Similarly, Spaeth et al. (2019) asserted that children need a balanced diet and enough sleep for efficient brain development.

Challenges Parents Face in Supporting their Children with SEN

The objective of this research question was to investigate the challenges parents faced in supporting their children in the regular education classroom.

Parents responded to various challenges regarding the capitation grants and supply of materials and special equipment from GES and NGOs.

The results of the study revealed that parents did not have enough fund to support their children's education; they did not get support from the school to help their children do their homework; they did not get means of transportation to take their children to school; and they did not get special equipment such as hearing aid, wheelchair, and braille for their children with SEN. These findings confirm the findings of a study in Ghana conducted by Mantey (2017) who noted that the unique educational needs of children with SEN were not adequately taken care of and the system of education did not help them to reach their full potential. This challenge was also highlighted in the work of Taderera and Hall (2017) that parents of children with SEN were denied access to quality education which include deprivation of materials such as lens, wheelchair, hearing aid, crutches, braille, Closed-Circuit Television, large print, and magnifiers to support their children's to be able to learn.

These materials are essential in the education of pupils with SEN (Balambica, 2021; Giraud et al., 2017; Adebisi et al., 2015). For instance, a child with physical disability may need a wheelchair or crutches for mobility such as going to school, taking part in extracurricular activities in school, participating in classroom learning activities, and exploring the physical school environment as posited by McGarry et al. (2012) and Cox (2003). Also, a child who has visual impairment may need a lens, large print, and/or magnifiers to be able to read content presented on the board or see teachers' demonstrations in the classroom (Arter, 2013). Pajibo and Tamanja (2017) further reported in a study conducted in the Ga West Municipality of Ghana that the increase in school

enrolment has brought some difficulties such as delay in disbursement of capitation grants; inadequate furniture; high pupil-to-teacher ratio; and inadequate classrooms. This situation give more importance to the need to provide pupils with SEN adequate learning equipment to support their learning in the regular education classroom. In my opinion, parents of children with SEN should be considered in the development of social intervention programmes such as scholarships and sharing of school materials (e.g. books, bags, shoes, and school uniform).

Types of Support School Administrators Give to Pupils with SEN

This research question sought to explore the type(s) of support school administrators gave to pupils with SEN in the regular education classroom. School administrators are responsible for ensuring that each pupil is given an equal opportunity to learn.

Concerning the types of support school administrators gave to pupils with SEN, the results of the study revealed that they collaborated with teachers to support pupils with SEN in the classroom. Also, the results of the study showed that school administrators encouraged teachers to adopt individualised teaching. This finding confirms the finding of a study conducted in Anomabo by Esia-Donkoh and Baffoe (2018), who reported that school administrators adequately encouraged teachers to work effectively to meet the educational needs of pupils.

However, Esia-Donkoh and Baffoe (2018) further found that the academic performance of pupils was below average although teachers were adequately encouraged by school administrators. This does not necessarily imply that teachers do not need to be motivated by their school administrators.

This assertion corroborates with the views of Habibullah and Ashraf (2013) that the academic performance of pupils depends on numerous factors aside from teacher motivation. These factors include: school climate, parental involvement, availability of TLMs, availability of resource room and resource teachers, collaboration between parents, teachers, and school administrators, educational policies and the curriculum (Wardana & Rulyansah, 2019; Mathis, 2017; Adeogun & Olisaemeka, 2011; Gyimah & Yidana, 2008).

Furthermore, it was found in the study that school administrators encouraged teachers to employ adequate teaching techniques and approaches to address the educational needs of pupils with SEN in their classrooms. However, this finding contradicts that of MacBeath et al. (2009), who reported in Cyprus that school administrators were not willing to encourage teachers. It is, therefore, important for teachers to have satisfaction in their job through motivation because they are the main implementers of the educational curriculum. Any deviation in their work input may have a direct impact on the educational growth and development of pupils as suggested in a study by Akiri (2013) and Ding and Sherman (2006). Also, it was discovered in the study that school administrators provided pupils with guidance and counselling services. This finding confirms the finding of a study conducted in Kisumu West Sub County by Owino and Odera (2014) that school administrators had a positive attitude towards guidance and counselling in primary schools. Guidance and counselling services are important especially in situations where pupils are emotionally disturbed, have low self-esteem, and feel rejected as a result of stigmatisation and bullying.

Challenges School Administrators Face in Supporting Pupils with SEN

The seventh research question sought to explore the challenges school administrators faced in their efforts to provide support for pupils with SEN in the regular education classroom. The responses of the school administrators reported that they are confronted with some challenges.

The results of the study revealed that school administrators did not receive materials and special equipment from the GES to support pupils with SEN. In connection to this, the finding of Opoku et al. (2015) in Brong-Ahafo Region of Ghana suggested that school administrators did not receive materials from the GES for pupils with SEN in the regular education classrooms. Also, a similar finding was reported in a previous study conducted by Ocloo and Subbey (2008) in the Hohoe District of Ghana that the GES and other educational stakeholders did not provide support services to school administrators. Additionally, the results of the study further revealed that school administrators did not receive support from NGOs. This finding contradicts that of Njuki (2012), who found in a study conducted in Kenya that NGOs supplied school administrators with resources to support their day-to-day activities in the school. NGOs form part of educational stakeholders who see to it that children are provided with quality education.

The role of NGOs according to the Inclusive Education policy (MoE, 2015) include: supporting children at-risk of exclusion; mobilising and supplying resources to schools; providing assistive devices; and providing adapted TLMs. It is evident from the study that school administrators did not receive any of these support services from NGOs. However, this could be attributed to school administrators' lack of partnership networking and

partnership skills to draw the attention of NGOs to their needs. This assertion is confirmed in a study conducted in Nairobi by Shiwani (2021) that school administrators did not have partnership networking skills to draw the interest of NGOs to the needs of their schools such as specialised TLMs and resources (e.g. hearing aid, large print, and JAWS [Job Access With Speech]). Given the continuous request of support by school administrators from various schools (Aldashev & Navarra, 2018; Awingura, 2009).

Summary

Regarding the types of support teachers give to pupils with SEN, it was revealed that teachers gave enough period of time to pupils with SEN to complete classroom tasks; they adapted instructional materials to support pupils with SEN; they used school facilities to support pupils with SEN; they used remedial teaching for pupils with SEN; and they choose appropriate instructional materials for pupils with SEN.

The types of support needed to address the educational needs of pupils with SEN were: classroom should be accessible to pupils with SEN; pupils with SEN should be valued; pupils with SEN should be given special attention; teachers should meet to discuss issues to improve the learning among pupils with SEN; seating arrangements in the classroom should support the inclusion of pupils with SEN; school should have a resource room; training should be provided for teachers on how to manage pupils with SEN; schools should receive materials from the GES; pupils should be screened from time to time to identify those at-risk; and there should be resource teachers to support pupils with SEN.

The challenges that confront teachers in supporting pupils with SEN were: large class size; inadequate funds to procure instructional materials for pupils with SEN; TLMs were not readily available to support pupils with SEN; and difficulty in adapting instructional materials to meet the needs of pupils with SEN.

The types of support parents give to pupils with SEN were: they ensured that their children are generally healthy; they provided relevant information about their children to school authorities; they collaborated with the school; and they monitored the academic progress of their children with SEN.

With regards to the challenges that confront parents in supporting pupils with SEN, it was revealed that parents did not have enough funds to support their children's education; they did not get support from the school to help their children to do their homework; they did not get means of transportation to take their children to school; and they did not get special equipment such as hearing aids, wheelchair, braille, and crutches for their children with SEN.

The types of support school administrators provided to pupils with SEN were: they collaborated with teachers to support pupils with SEN; they provided guidance and counselling services in schools to pupils with SEN; and they ensured that teachers do individualised teaching for pupils with SEN.

The challenges that confront school administrators were: they did not receive materials from GES and NGOs to support pupils with SEN; and they did not receive special equipment from GES.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions, and recommendations for the study. It also presents the areas for further research.

Summary

The purpose of the study was to find out teacher, parental and administrative support for pupils with special educational needs (SEN) in regular education classrooms in the Cape Coast Metropolis. The study was guided by seven research questions. The study adopted a quantitative approach with a descriptive survey research design. Multistage sampling technique was used to select participants for the study. First, proportional sampling technique was used to select 297 teachers. Secondly, purposive sampling technique was employed to select 60 parents. Lastly, simple random sampling technique was adopted to select 63 school administrators. Questionnaire was used to collect data for the study. Descriptive statistics specifically, frequency counts and percentages, means, and standard deviation were used to analyse the data obtained on the seven research questions that guided the study.

Key Findings

The results of the study revealed the following key findings based on the research questions:

1. Teachers used teaching and learning materials (TLMs) and gave pupils with SEN adequate time to manipulate them to facilitate their learning.

Also, teachers employed remedial teaching and supported other teachers to select appropriate TLMs for pupils with SEN.

2. Type of support needed in educating pupils with SEN were: accessible classroom; pupils with SEN should be valued and given special attention; and there should be an appropriate seating arrangement for pupils with SEN.
3. The challenges teachers faced were: difficulty in adapting instructional materials to the needs of pupils with SEN, large class size, inadequate funds, and unavailability of TLMs.
4. The types of support parents provided were: they collaborated with school authorities by providing relevant information about their children. Also, parents monitored the academic progress of their children and they ensured that their children had a good general health condition.
5. The challenges that confront parents were: lack of funds to support their children's education; lack of support from the school; inadequate means of transportation for their children with SEN; inadequate special equipment such as hearing aids, wheelchair, braille, and crutches.
6. The types of support school administrators provided were: they ensured that teachers to do individualised teaching for pupils with SEN and they provided guidance and counselling services to support pupils with SEN.
7. The challenges school administrators faced were: inadequate special equipment and materials from GES and NGOs.

Conclusions

Parents, teachers, and school administrators are key stakeholders in educating pupils with SEN. This is because among all the educational stakeholders, parents, teachers, and school administrators interact more with pupils. The optimal educational growth and development of pupils with SEN calls for the collaboration between parents, teachers, and school administrators. It is vital for each of these stakeholders to play their role effectively to meet the fundamental goals of inclusion (that is, ensuring that pupils with SEN are: involved, participating, and achieving). However, parents, teachers, and school administrators face some challenges in the performance of their roles. Therefore, their challenges need to be addressed in order to reduce marginalisation, stigmatisation, and labelling faced by pupils with SEN in the regular education environment.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are made:

1. Since teachers adopted innovative ways to support pupils with SEN, the District Education Directorate (DED) should motivate them through job promotions and award schemes. This can increase teachers' job satisfaction hence, their work input.
2. The GES should organise periodic screening programmes for pupils in schools. Further, the GES should provide schools with resource rooms and resource teachers to assist the regular education teachers (RETs) to provide educational support services to pupils with SEN.

3. The Ministry of Education (MoE) should build classroom blocks and appoint more teachers to minimise the high pupil-to-teacher ratio in the classrooms. Also, the GES should provide schools with adequate TLMs and funds to support the education of pupils with SEN.
4. The GES should provide pupils with SEN with school buses to convey them to school and the home. Pupils with SEN specifically, hearing impairment should be provided with hearing aids, and sign language interpreters. Pupils with physical impairment should be provided with wheelchairs and crutches whereas those with visual impairment should be provided with braille, magnifiers, and large prints.
5. The DED should provide school administrators with regular training programmes on school management issues such as monitoring and supervision and guidance and counselling services.
6. The MoE should provide school administrators with screening tools and train teachers on how to use them to assess pupils' hearing, sight, behaviour, and other academic difficulties.

Suggestions for Further Research

Based on the findings and limitations of the study, the following suggestions are offered for further research:

1. The study adopted a quantitative approach to examine the phenomenon in quantifiable or statistical terms. Hence, further studies could employ a mixed method approach in order to give consideration to the qualitative phase to provide a holistic understanding of the phenomenon.
2. The study did not investigate the relationship of variables such as gender, educational qualification, and work experience with the

performance of roles. Therefore, further studies could include these variables to ascertain their relationship with performance of roles by teachers, parents, and school administrators.

3. The study was conducted in Cape Coast Metropolis hence, the findings may not be generalised to other settings. Given this, further research could expand the geographical location to include other Metropolis in Central Region to increase the generalisability of the findings.



REFERENCES

- Abernathy, F. D. (2012). *Assessing the attitudes of administrators to include students with disabilities*. Lincoln Memorial University.
- Adebisi, R. O., Liman, N. A., & Longpoe, P. K. (2015). Using assistive technology in teaching children with learning disabilities in the 21st century. *Journal of Education and Practice*, 6(24), 14-20.
- Adeogun, A. A., & Olisaemeka, B. U. (2011). Influence of school climate on students' achievement and teachers' productivity for sustainable development. *Online Submission*, 8(4), 552-557.
- Ainscow, M. (1993). Teacher education as a strategy for developing inclusive schools. In R. Slee (Ed.), *Is There a Desk with My Name On It? The Politics of Integration*. Falmer
- Akiri, A. A. (2013). Effects of teachers' effectiveness on students' academic performance in public secondary schools; Delta State-Nigeria. *Journal of Educational and Social Research*, 3(3), 105-105.
- Aldashev, G., & Navarra, C. (2018). Development NGOs: Basic facts. *Annals of Public and Cooperative Economics*, 89(1), 125-155.
- Ambros, S. R. (1981). *Child development* (3rd ed.). Holt Rinehart and Winston.
- Ametepee, L. K., & Anastasiou, D. (2015). Special and inclusive education in Ghana: Status and progress, challenges and implications. *International Journal of Educational Development*, 41(3), 143-152.
- Arends, F., Winnaar, L., & Mosimege, M. (2017). Teacher classroom practices and mathematics performance in South African schools: A reflection on TIMSS 2011. *South African Journal of Education*, 37(3), 1-11.

Arter, C. (2013). *Children with visual impairment in mainstream settings*. Boston: Routledge.

Asare, K. (2015). Exploring the kindergarten teachers' assessment practices in Ghana. *Assessment*, 5(8), 110-128.

Avoke, M. (2005). *Special educational needs in Ghana: Policy, practice and research*. Winneba: Special Educational Books: Department of Special Education.

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

Awingura, A. A. (2009). *The role of non-governmental organizations in expanding access to and participation in basic education in the bongo district*. Unpublished Doctoral Dissertation, University of Cape Coast. Cape Coast.

Bahanshal, D. A. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English Language Teaching*, 6(11), 49-59.

Balambica, V. (2021). PID sensor controlled automatic wheelchair for physically disabled people. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 5848-5857.

Banks, T. (2014). *Creating positive learning environments: Antecedent strategies for managing the classroom environment & student behaviour*. Retrieved from https://www.scirp.org/html/96301979_45397.htm

- Baum, E. J. (2018). Learning space design and classroom behaviour. *International Journal of Learning, Teaching and Educational Research*, 17(9), 34-54.
- Baum, E. J. (2018). Learning space design and classroom behaviour. *International Journal of Learning, Teaching and Educational Research*, 17(9), 34-54.
- Bautista, G., & Borges, F. (2013). Smart classrooms: Innovation in formal learning spaces to transform learning experiences. *Bulletin of the IEEE Technical Committee on learning Technology*, 15(3), 18-21.
- Bender, W. N., Vail, C. O., & Scott, K. (1995). Teachers attitudes toward increased mainstreaming: Implementing effective instruction for students with learning disabilities. *Journal of Learning Disabilities*, 28(2), 87-94.
- Bennett, M. R. (1996). *A study of the attitudes of elementary school principals toward the education of students with disabilities in the regular classroom*. Ball State University.
- Best, J. W., & Kahn, J. V. (2016). *Research in education*. India: Pearson Education.
- Blatchford, P., & Russell, A. (2020). *Rethinking Class Size: The complex story of impact on teaching and learning* (p. 328). UCL Press.
- Bochenek, H. L. (2008). *Approving or disapproving: Parent perceptions of inclusion at the elementary level* (Doctoral dissertation, Walden University).
- Borden, K. S., & Abbott, B. B. (2005). *Research design and methods*. McGraw-Hill.

Bosch, M. E. (2015). *Examining the attitudes of secondary general education and special education teachers toward inclusion of children with autism in general education classrooms* (Doctoral dissertation, Regent University).

Bradley, D. F., & Tessier-Switlick, D. M. (1997). *Teaching students in inclusive settings: From theory to practice*. Allyn & Bacon.

Brew, A. (2012). Teaching and research: New relationships and their implications for inquiry-based teaching and learning in higher education. *Higher Education Research & Development*, 31(1), 101-114.

Buell, M., Hallam, R., Gamel-McCormick, M., & Sheer, S. (1999) A survey of general and special education teachers' perceptions and in-service needs concerning inclusion. *International Journal of Disability, Development and Education*, 46(2), 143 – 156.

Butler, A., & Monda-Amaya, L. (2016). Preservice teachers' perceptions of challenging behavior. *Teacher Education and Special Education*, 39(4), 276-292.

Chesley, G. M., & Calaluce, P. D. (1997). The deception of inclusion. *Mental Retardation*, 35(6), 488-502.

Choate, J. S. (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.). Allyn and Bacon.

Cihak, D. F., & Smith, C. C. (2018). Teaching academic skills to elementary-age students with intellectual disability. *Instructional strategies for students with mild, moderate, and severe intellectual disability*. (pp. 231-265). London: Allen Press

Cohen, L., Manion, L., & Morrison, K. (2007). *A guide to teaching practice*. Psychology Press.

Collins, L., & White, G. P. (2001). Leading inclusive programs for all special education students: A pre-service training program for principals. <https://files.eric.ed.gov/fulltext/ED456604.pdf>

Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423.

Cox, D. L. (2003). Wheelchair needs for children and young people: a review. *British Journal of Occupational Therapy*, 66(5), 219-223.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.

Darrow, A. A. (2009). Barriers to effective inclusion and strategies to overcome them. *General Music Today*, 22(3), 29-31.

Dawson, H., & Scott, L. (2013). Teaching students with disabilities efficacy scale: Development and validation. *Inclusion*, 1(3), 181-196.

Dembo, R., Walters, W., & Meyers, K. (2005). A practice/research collaborative: An innovative approach to identifying and responding to psychosocial functioning problems and recidivism risk among juvenile arrestees. *Journal of Offender Rehabilitation*, 41(1), 39-66.

Ding, C., & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29(4), 40-51.

Dory, R., Dion, Y., Wagner, S., & Brunet, J. (2002). High school inclusion of adolescents with mental retardation: A multiple case study. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(3), 253-261.

Echaune, M., Ndiku, J. M., & Sang, A. (2015). Parental involvement in homework and primary school academic performance in Kenya. *Journal of Education and Practice*, 6(9), 46-53.

Esia-Donkoh, K., & Baffoe, S. (2018). Instructional supervisory practices of headteachers and teacher motivation in public basic schools in Anomabo Education Circuit. *Journal of Education and e-Learning Research*, 5(1), 43-50.

Familia-Garcia, M. (2001). *Special and regular education teachers' attitudes towards inclusive programs in an urban community school*. <https://files.eric.ed.gov/fulltext/ED461657.pdf>

Farris, T. K. (2011). *Texas high school principals' attitudes toward the inclusion of students with disabilities in the general education classroom*. University of North Texas.

Fisher, M. J., & Bloomfield, J. (2019). Understanding the research process. *Journal of the Australasian Rehabilitation Nurses Association*, 22(1), 22-27.

Fraenkel, J. K., & Wallen, N. E. (Eds.). (2003). *How to design and evaluate research in education*. The McGraw-Hill Company, Inc.

Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Columbus, OH: Merrill.

Gameros, P. (1995). The visionary principal and inclusion of students with disabilities. *Nassp Bulletin*, 79(568), 15-17.

Ghana Statistical Service. (2010). *2010 Population and Housing Census. District Analytical Report. Cape Coast Municipality.*
https://statsghana.gov.gh/gssmain/fileUpload/pressrelease/2010_PHC_National_Analytical_Report.pdf

Ghanney, R. A. (2018). How parental education and literacy skill levels affect the education of their wards: The case of two schools in the Effutu Municipality of Ghana. *International Journal of Education and Practice*, 6(3), 107-119.

Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and learning with ICT tools: Issues and challenges from teachers' perceptions. *Malaysian Online Journal of Educational Technology*, 4(2), 38-57.

Giangreco, M. F., & Doyle, M. B. (2000). Curricular and instructional considerations for teaching students with disabilities in general education classrooms. In *Inclusive Education* (pp. 51-69). Routledge.

Giraud, S., Brock, A. M., Macé, M. J. M., & Jouffrais, C. (2017). Map learning with a 3D printed interactive small-scale model: Improvement of space and text memorisation in visually impaired students. *Frontiers in Psychology*, 8(2), 930-941.

Glass, G. V., & Smith, M. L. (1978). *Meta-analysis of research on the relationship of class-size and achievement. The class size and instruction project.* <https://files.eric.ed.gov/fulltext/ED168129.pdf>

Glazier, J. A., Boyd, A., Bell Hughes, K., Able, H., & Mallous, R. (2017). The elusive search for teacher collaboration. *The New Educator*, 13(1), 3-21.

Greyerbiehl, D. (1993). Educational policies and practices that support the inclusion of students with disabilities in the general education classroom. <https://files.eric.ed.gov/fulltext/ED332259.pdf#page=62>

Gudjonsdottir, B., & Gudmundsdottir, S. B. (2021). Mobility devices for children with physical disabilities: use, satisfaction and impact on participation. *Disability and Rehabilitation: Assistive Technology*, 6(2) 1-8.

Guzman, N., & Schofield, R. (1995). *Systemic restructuring for successful inclusive schools: leadership and a collaborative evaluation model*. <https://files.eric.ed.gov/fulltext/ED380863.pdf>

Gyimah, E. K., & Yidana, M. B. (2008). Ghana's 2007 educational reforms and special needs education: Implication for curriculum design for colleges of education in Ghana. *International Journal of Multicultural Education*, 2(1), 1-12.

Habibullah, S., & Ashraf, J. (2013). Factors affecting academic performance of primary school children. *Pakistan Journal of Medical Research*, 52(2), 47-54.

Habibullah, S., & Ashraf, J. (2013). Factors affecting academic performance of primary school children. *Pakistan Journal of Medical Research*, 52(2), 47-52.

Hallahan, D. P., & Kauffman, J. M. (1994). Toward a culture of disability in the aftermath of Deno and Dunn. *The Journal of Special Education*, 27(4), 496-508.

Harris, A. (2009). *Distributed leadership*. Springer

Heneveld, W. (1994). *Educational quality: defining what's important*.

<http://hdl.handle.net/10986/10019>

Hornby, G. (2000). *Improving parental involvement*. A&C Black.

Individuals with Disability Education Act (2004). *Amendments to the individuals with disabilities education act*. <https://www.congress.gov/105/plaws/publ17/PLAW-105publ17.pdf>

Inzano, F. (1999). *The attitudes of public elementary school principals toward inclusive education and educational strategies related to practice*. (Doctoral dissertation, Doctoral Dissertation, Seton Hall University).

Kauffman, J. M., Hallahan, D. P., Pullen, P. C., & Badar, J. (2018). *Special education: What it is and why we need it*. Boston: Routledge.

Kavale, K. A. (2002). Mainstreaming to full inclusion: From orthogenesis to pathogenesis of an idea. *International Journal of Disability, Development and Education*, 49(2), 201-214.

Kavale, K. A., & Forness, S. R. (2000). History, rhetoric, and reality: Analysis of the inclusion debate. *Remedial and special education*, 21(5), 279-296.

Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. London: Sage.

Keogh, B. (1990). Public participation in community tourism planning. *Annals of tourism research*, 17(3), 449-465.

- Kirkpatrick, L., Searle, M., Smyth, R. E., & Specht, J. (2020). A coaching partnership: resource teachers and classroom teachers teaching collaboratively in regular classrooms. *British Journal of Special Education*, 47(1), 24-47.
- Kisanji, J. (1999). Historical and theoretical basis of inclusive education. In *Keynote address for the Workshop on " Inclusive Education in Namibia: The Challenge for Teacher Education* (pp. 24-25). Routledge.
- Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. *Teachers College Record*, 108(11), 2247-2281.
- Klingner, J., Cramer, E., & Harry, B. (2006). Challenges in the implementation of Success for All in four high-need urban schools. *The Elementary School Journal*, 106(4), 333-349.
- Kluth, P. (2005). Is your school inclusive? <http://www.paulakluth.com/articles/school/inclusive.html>
- Knight, M. G. (1999). Getting past the impasse: Framing as a tool for public relations. *Public Relations Review*, 25(3), 381-398.
- Koc, N., & Celik, B. (2015). The impact of number of students per teacher on student achievement. *Procedia-Social and Behavioural Sciences*, 7(17), 65-70.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

Kuyini, A.B., & Desai, I. (2007). Principals? And teachers? Attitudes and knowledge of inclusive education as predictors of effective teaching practices in Ghana. *Journal of Research in Special Educational Needs*, 7(2), 104–113.

Lanier, N., & Lanier, W. (1996). The effects of experience on teachers' attitudes toward incorporating special students into the regular classroom. *Education*, 117 (3), 234-241

Leibfried, M. (1984). Improving one's attitudes toward special education programs: The principal's role is instrumental. *Nassp Bulletin*, 68(475), 110-113.

Lewis, R. B., & Doorlag, D. H. (2005). *Teaching special students in general education classrooms*. Prentice Hall.

Lochner, W. W., Murawski, W. W., & Daley, J. T. (2019). The effect of co-teaching on student cognitive engagement. *Theory and Practice in Rural Education*, 9(2), 6-19.

Lyons, M. D., Griffin, C., Downer, J. T., & Smith, K. R. (2020). Theories of Child Development. *In Theories of School Psychology* (pp. 73-95). London: Routledge.

MacBeath, J., Gronn, P., Opfer, D., Lowden, K., Forde, C., Cowie, M., & O'Brien, J. (2009). *The recruitment and retention of headteachers in Scotland*. Edinburgh: Scottish Government.

MacBlain, S. (2018). *Learning theories for early years practice*. London: Sage.

Mahmood, S. (2013). First-year preschool and kindergarten teachers: Challenges of working with parents. *School Community Journal*, 23(2), 55-86.

- Maiwa, J. C., & Ngeno, G. (2017). Assessment of teacher competencies in handling physically challenged pupils in public primary schools in Kericho County. *Journal of Education and Practice*, 8(2), 114-121.
- Mantey, E. E. (2017). Discrimination against children with disabilities in mainstream schools in Southern Ghana: Challenges and perspectives from stakeholders. *International Journal of Educational Development*, 54(3), 18-25.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research*. London: Routledge.
- Marx, K. (1984). Democracy, participation, voting, and equality. *Political Theory*, 12(4), 537-556.
- Maslow, A. H. (2019). *A theory of human motivation*. London: General Press.
- Mathis, W. J. (2017). The effectiveness of class size reduction. *Psychosociological Issues in Human Resource Management*, 5(1), 176-183.
- McGarry, S., Moir, L., & Girdler, S. (2012). The Smart Wheelchair: is it an appropriate mobility training tool for children with physical disabilities?. *Disability and Rehabilitation: Assistive Technology. Journal of Special Education*, 7(5), 372-380.
- McMillan, J.H. and Schumacher, S.S. (1997) *Research in education: A conceptual introduction*. Longman.
- Ministry of Education. (2015). *Inclusive education policy*. <https://sapghana.com/data/documents/InclusiveEducation-Policy-official-document.pdf>

- Mock, D. R., & Kauffman, J. M. (2002). Preparing teachers for full inclusion: Is it possible?. *The Teacher Educator*, 37(3), 202-215.
- Monahan, R. G., Marino, S. B., & Miller, R. (2000). Teacher attitudes toward inclusion: Implications for teacher education in schools. *Education*, 117(2), 316-320.
- Muhasidah, M., Nasrullah Nasrullah, M. Y. M., Jaya, N., Laubo, N., Angriani, S., Hasriany, H., ... & Farida, N. N. (2019). Healthy food with children learning achievements at Makassar City Elementary School. *International Journal of Science and Technology*, 8(10), 34-45.
- Nagel, J. (2003). *Race, ethnicity, and sexuality: Intimate intersections, forbidden frontiers* (p. xii308). Oxford University Press.
- Nitko, A. J. (2004). *Educational assessments of students*. Prentice-Hall, Inc.
- Njuki, E. M. (2012). *Influence of head teachers' practices in management of school feeding programme on primary school pupils' retention in Mbeere South District, Kenya*. Unpublished Doctoral Dissertation, University of Nairobi. Nairobi, Kenya.
- Nutsugah, T. (2019). *Experiences, psychological distress and coping among teachers of students with learning difficulties*. Unpublished Doctoral Dissertation, University of Ghana. Accra, Ghana.
- Obeng, C. S. (2012). Children with disabilities in early care in Ghana. *International Journal of Early Childhood Special Education*, 4(2), 50-63.
- Ocloo, M. A., & Subbey, M. (2008). Perception of basic education school teachers towards inclusive education in the Hohoe District of Ghana. *International Journal of Inclusive Education*, 12(5-6), 639-650.

Ocloo, M. A., Hayford, S. K., Agbeke, W., Gadagbui, G., Avoke, M., Boison, C., Opong, A., & Essel, J. (2002). *Foundation in special education: The Ghanaian perspective*. Winneba: Department of Special Education, University of Education

Opoku, M. P., Badu, E., Amponteng, M., & Agyei-Okyere, E. (2015). Inclusive Education at the crossroads in Ashanti and BrongAhafo regions in Ghana: Target not achievable by 2015. *Disability, CBR and Inclusive Development*, 26(1), 63-78.

Opoku-Agyemang, K. (2015). Lost/gained in translation: Oware 3D, Ananse: The Origin and questions of hegemony. *Journal of Gaming & Virtual Worlds*, 7(2), 155-168.

Osei-Owusu, B., Ampofo, E. T., & Robert Ampomah, P. (202). Capitation Grant Policy and its Effect on Students' Enrollment: A survey of Junior High Schools in the Ashanti Mampong Municipality of Ghana. *European Journal of Research and Reflection in Educational Sciences*, 8(3), 128-140.

Owino, J., & Odera, F. Y. (2014). Attitude of head teachers towards guidance and counselling in primary schools in Kisumu West Sub County. *International Journal of Humanities and Social Science Invention*, 3(7), 55-62.

Pajibo, E., & Tamanja, E. M. (2017). Influence and challenges of the capitation grant on education delivery in basic schools in Ghana. *Asian Journal of Education and Training*, 3(1), 53-63.

Pavet, W., Deiner, E., Colvin, C., R., & Sandvick, E. (1991). Further validation of the Satisfaction with Life scale: Evidence for the cross method convergence of wellbeing measures. *Journal of Personality Assessment*, 57(5), 141-161.

Peterson, J. M., & Hittie, M. M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Allyn & Bacon.

Phajane, M. H. (2014). Exploring the roles and responsibilities of early childhood teachers. *Mediterranean Journal of Social Sciences*, 5(10), 420-432.

Polloway, E. A., Patton, J. R., C. Smith, T. E., & Buck, G. H. (1997). Mental retardation and learning disabilities: Conceptual and applied issues. *Journal of Learning Disabilities*, 30(3), 297-308.

Poon-McBrayer, K. F. (2016). Resource room model for inclusive education in China: practitioners' conceptualisation and contextualisation. *International Journal of Learning and Change*, 8(3-4), 317-331.

Praisner, C. L. (2000). *Attitudes of elementary school principals toward the inclusion of students with disabilities in general education classes*. Lehigh University.

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

Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. London: Routledge.

- Ramirez, R. C. (2006). *Elementary principals' attitudes towards the inclusion of students with disabilities in the general education setting*. Baylor University.
- Ranrong, W., Quanyin, C., & Bin, Z. (2017). On the Predicament of Resource-Room Teacher in China and the Countermeasures. *Journal of Suihua University*, 9(4), 234-245.
- Ross-Hill, R. (2009). Teacher attitude towards inclusion practices and special needs students. *Journal of research in special educational needs*, 9(3), 188-198.
- Salend, S. J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Merrill.
- Saracho, O. N. (2021). Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal*, 6(2), 1-16.
- Seidu, A. (2006). *Modern Approach to research in educational administration for research students*. Payless Publication Ltd.
- Sergiovanni, T. J. (1984). *Leadership and excellence in schooling*. <https://files.eric.ed.gov/fulltext/ED332259.pdf#page=62>
- Sharma, K., & Chaudhary, M. A. (2020). Education technology: awareness among teachers for enhanced learning outcome. *OORJA*, 8(1), 1-12.
- Shiwani, D. (2021). Effect of head teachers' partnerships collaboration on inclusive education implementation. *The Journal of Quality in Education*, 11(17), 70-98.

Spaeth, A. M., Hawley, N. L., Raynor, H. A., Jelalian, E., Greer, A., Crouter, S. E., ... & Hart, C. N. (2019). Sleep, energy balance, and meal timing in school-aged children. *Sleep Medicine*, 60(7), 139-144.

Strogilos, V., & Tragoulia, E. (2013). Inclusive and collaborative practices in co-taught classrooms: Roles and responsibilities for teachers and parents. *Teaching and Teacher Education*, 35(2), 81-91.

Subban, P., & Sharma, U. (2005). Understanding educator attitudes toward the implementation of inclusive education. *Disability Studies Quarterly*, 25(2), 23-42

Taderera, C., & Hall, H. (2017). Challenges faced by parents of children with learning disabilities in Opuwo, Namibia. *African Journal of Disability*, 6(1), 1-10.

Tzivinikou, S., & Papoutsaki, K. (2016). Studying teaching methods, strategies and best practices for young children with special educational needs. *Early Child Development and Care*, 186(6), 971-980.

Udvari-Solner, A. (1992). *Curricular adaptations: Accommodating the instructional needs of diverse learners in the context of general education*. <https://files.eric.ed.gov/fulltext/ED354685.pdf>

UNESCO (1994). *The Salamanca statement on principles, policy and practice in special educational needs education*. Retrieved from <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>

UW-Stout Undergraduate Course Bulletin. (2003). *Bulletins prior to 2014*. <https://bulletin.uwstout.edu/content.php?catoid=14&navoid=313>

- Vaidya, S. R., & Zaslavsky, H. N. (2000). Teacher education reform effort for inclusion classrooms: Knowledge versus pedagogy. *Education, 121*(1), 145-145.
- Villa, R. A., Thousand, J. S., Meyers, H., & Nevin, A. (1996). Teacher and administrator perceptions of heterogeneous education. *Exceptional Children, 63*(1), 29-45.
- Vural, L. (2016). *Instructional methods. In instructional process and concepts in theory and practice* (pp. 107-145). Singapore: Springer.
- Wardana, L. A., & Rulyansah, A. (2019). Development of thematic based classroom design in inclusive schools. *Journal of ICSAR, 3*(2), 57-63.
- Wilburn, V. G., Wasmuth, S., Fehr, C., Brokamp, K., Shupe, M., Hursey, B., ... & Nelson, J. (2019). The implications of desk arrangement on social interaction in a third grade classroom. *Journal of Occupational Therapy, Schools, & Early Intervention, 12*(1), 86-97.
- Wood, D. (1998). *How children think and learn: The social contexts of cognitive development* (2nd ed.). Blackwell Publishing.
- Yekple, Y. E., & Avoke, M. (2006). Improving inclusive education at the basic school level in Ghana. *African Journal of Special Educational Needs, 4*(2), 239-248.
- Yoder, N. (2014). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks. Research-to-Practice Brief*. Boston: Center on Great Teachers and Leaders.

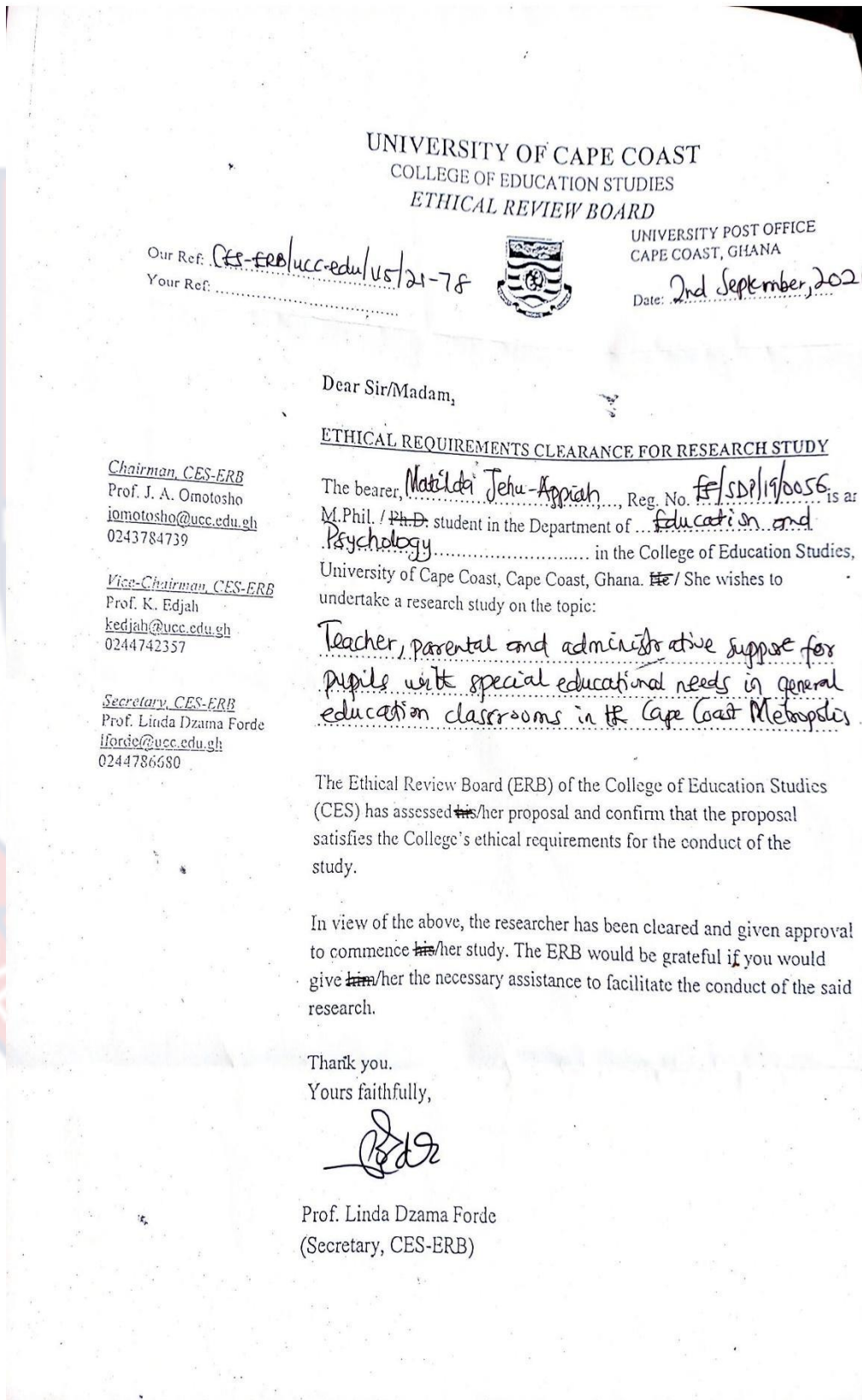
York, J., & Tundidor, M. (1995). Issues raised in the name of inclusion: Perspectives of educators, parents, and students. *Journal of the association for Persons with Severe Handicaps*, 20(1), 31-44.





APPENDICES

APPENDIX A: ETHICAL CLEARANCE LETTER



APPENDIX B: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

12th April, 2021

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION
MS. MATILDA JEHU-APPIAH

We introduce to you Ms. Jehu-Appiah a student from the Department of Education and Psychology, University of Cape Coast. She is pursuing Master of Philosophy degree in Special Education

Ms. Jehu-Appiah is researching on the topic: "TEACHER, PARENTAL AND ADMINISTRATIVE SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN REGULAR CLASSROOM IN THE CAPE COAST METROPOLIS".

She has opted to gather data at your institution/establishment for her thesis work. We would be most grateful if you could provide her the opportunity and assistance for the study.

Any information provided would be treated strictly as confidential. We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Gloria Sagoe'.

Gloria Sagoe
Chief Administrative Assistant
For: HEAD

**APPENDIX C: LETTER FROM THE METROPOLITAN
DIRECTORATE OF EDUCATION**

GHANA EDUCATION SERVICE

*In case of reply the
Number and date of this
Letter should be quoted*



REPUBLIC OF GHANA

METROPOLITAN EDUCATION OFFICE
P. O. BOX 164
CAPE COAST

*Tel. 0244769302/0244978080
Email: capecoastmeo@yahoo.com
My Ref. No GES/MD/EP/VOL.5/106*

23rd June, 2021

DISTRIBUTION

THE HEADS OF SCHOOLS CONCERNED

PERMISSION TO COLLECT DATA IN SCHOOLS

This is to inform you that Management of the Directorate has granted permission to MS. Matilda Jehu-Appiah an M.Phil student at the Department of Education and Psychology, UCC, to collect data on the topic, "**TEACHER, PARENTAL AND ADMINISTRATIVE SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN REGULAR EDUCATION CLASSROOMS IN THE CAPE COAST METROPOLIS**"

Please, kindly grant her the courtesies and assistance she requires in collecting the data. The data collection exercise, SHOULD NOT however disrupt teaching and learning activities. You are also reminded to STRICTLY ADHERE to all COVID-19 protocols.

Thank you.

DORCAS BRENDA ASARE (MS)
METRO DIRECTOR OF EDUCATION
CAPE COAST

cc

Head of Supervision, MEO, Cape Coast.
SISOs Concerned, MEO, Cape Coast

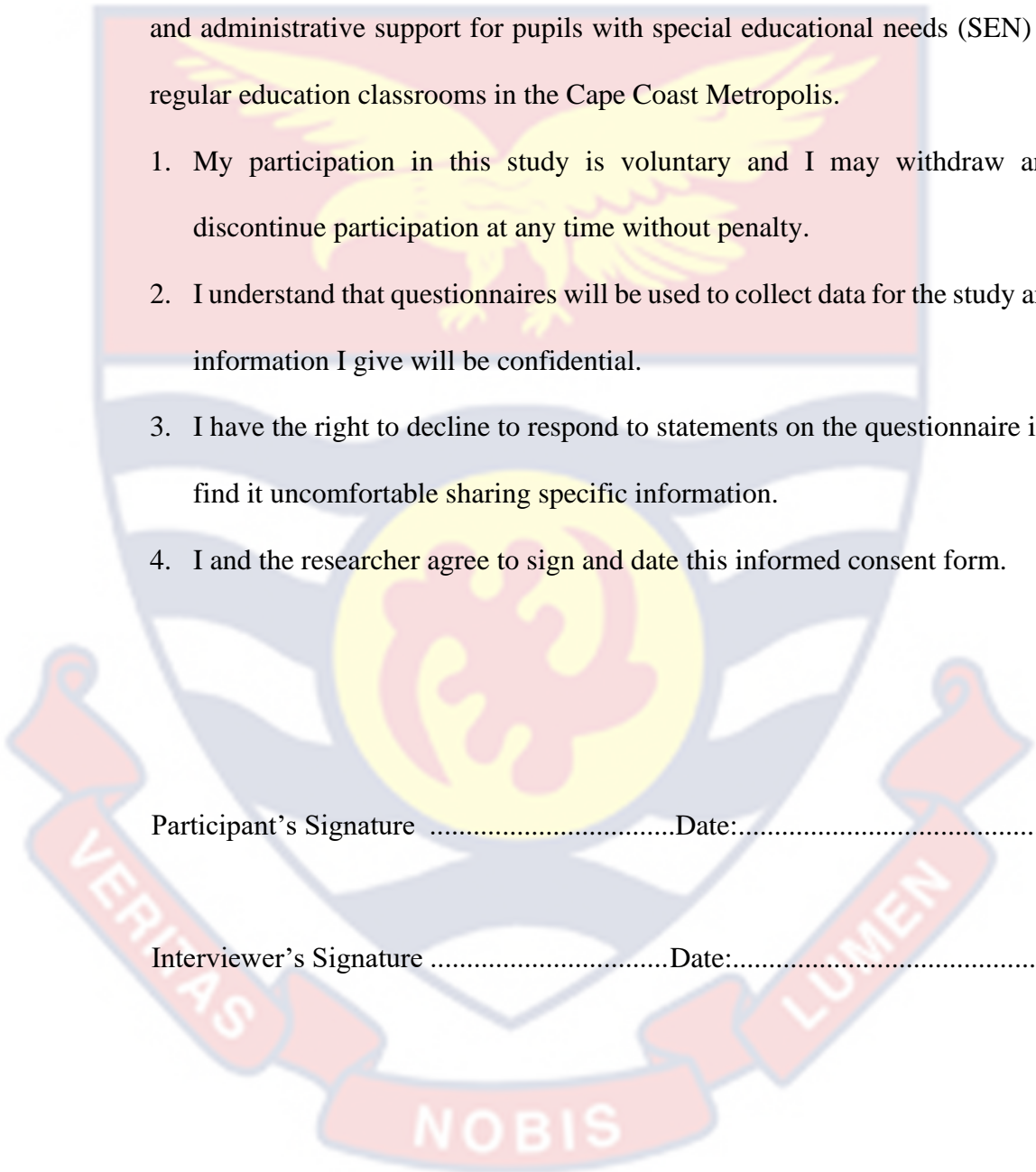
APPENDIX D: CONSENT FORM

I..... volunteer to participate in a study by Matilda Jehu-Appiah from the University of Cape Coast. I understand that the purpose of the study is to examine teacher, parental and administrative support for pupils with special educational needs (SEN) in regular education classrooms in the Cape Coast Metropolis.

1. My participation in this study is voluntary and I may withdraw and discontinue participation at any time without penalty.
2. I understand that questionnaires will be used to collect data for the study and information I give will be confidential.
3. I have the right to decline to respond to statements on the questionnaire if I find it uncomfortable sharing specific information.
4. I and the researcher agree to sign and date this informed consent form.

Participant's SignatureDate:.....

Interviewer's SignatureDate:.....



APPENDIX E: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATION FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Introduction

My research topic is, “Teacher, Parental, and Administrative Support for Children with Special Educational Needs (SEN) in Regular Classrooms in the Cape Coast Metropolis. I am very much aware of your busy schedule, but your involvement in this study is very crucial. I, therefore, entreat you to kindly respond to the following items appropriately to enable me to find answers to the study. The confidentiality and anonymity of your responses are assured.

Thank you.

SECTION A: Background Information

Instruction: Please, tick (√) the response which corresponds with your background information.

Gender: Male [] Female []

Instruction: Indicate your agreement or disagreement to these statements by ticking (√) in the spaces provided using the following: SA= Strongly Agree; A= Agree; D=Disagree; SD= Strongly Disagree.

SECTION B: TYPES OF SUPPORT TEACHERS GIVE TO PUPILS WITH SEN

S/N	Statement	SA	A	D	SD
1	I practice individualised teaching for pupils with SEN in my classroom				

2	I take part in designing an IEP for pupils with SEN				
3	I give pupils with SEN enough period of time to complete classroom tasks.				
4	I adapt instructional materials to teach pupils with SEN in my classroom.				
5	I employ remedial teaching in my classroom for pupils with SEN				
6	I choose appropriate instructional materials for pupils with SEN				
7	I use school facilities to support pupils with SEN				

SECTION C: TYPES OF SUPPORT NEEDED TO ADDRESS THE EDUCATIONAL NEEDS OF PUPILS WITH SEN

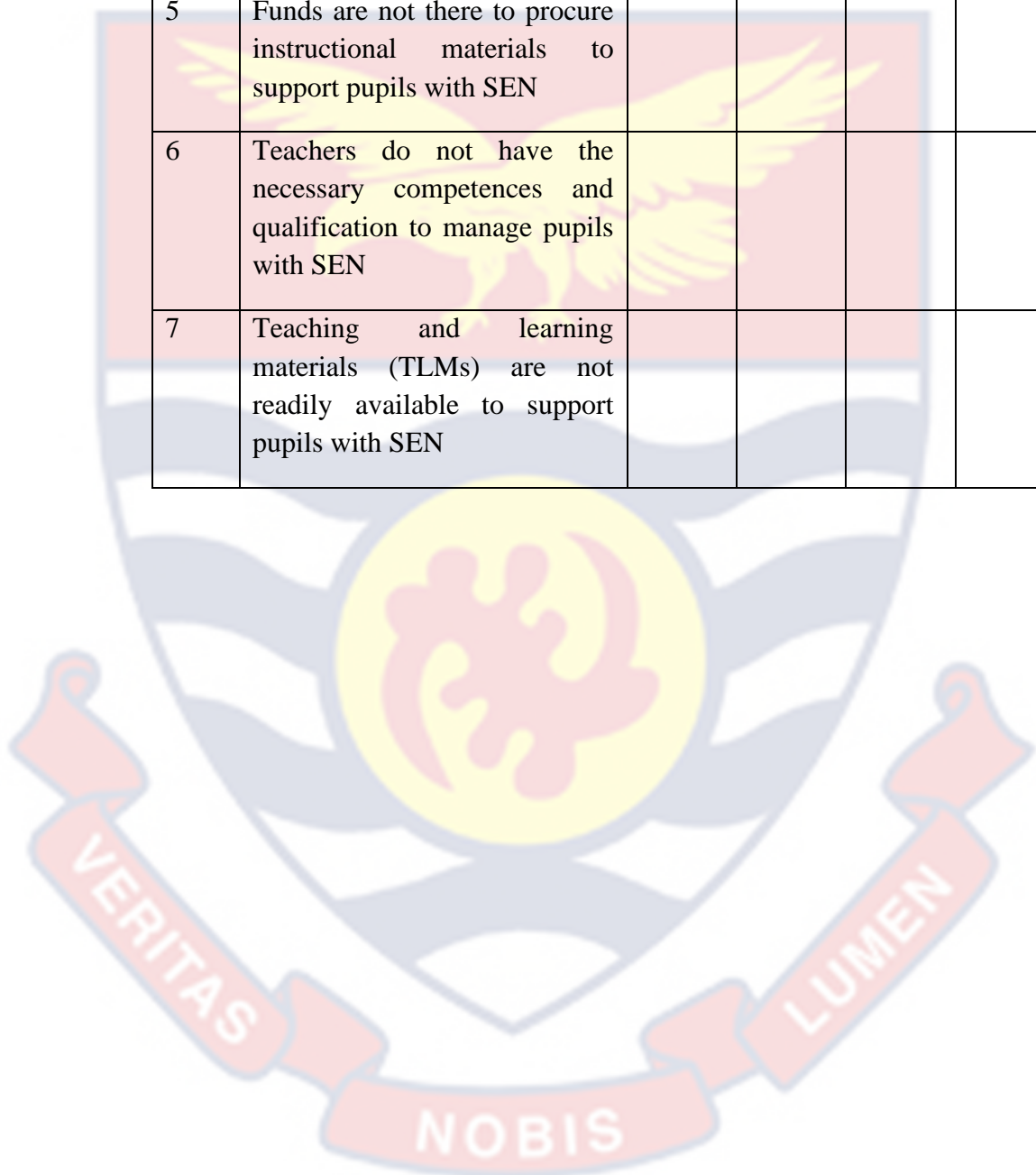
S/N	Statement	SA	A	D	SD
1	Classroom should be accessible to pupils with SEN				
2	Seating arrangements in my classroom should support inclusion of pupils with SEN				
3	My school should have a resource room for pupils with SEN				

4	My school should receive materials from GES to support the teaching of pupils with SEN				
5	There should be a resource teacher to support pupils with SEN				
6	The pupils in my school should be screened from time to time for information on those who are at risk				
7	Teachers in my school should receive training on how to manage pupils with SEN				
8	In my school, teachers should meet from time to time to discuss what to do to improve the learning of pupils with SEN				
9	Teachers in my school should value the pupils with SEN				
10	Pupils with SEN should be given special attention in my school				

SECTION D: CHALLENGES THAT CONFRONT TEACHERS IN SUPPORTING PUPILS WITH SEN

S/N	Statement	SA	A	D	SD
1	Adapting instructional materials to the needs of pupils with SEN burdens the work of the regular teachers				
2	Large class size do not encourage teachers to involve pupils with SEN in demonstrations				

3	No support is received from colleague teachers to support the teaching of pupils with SEN				
4	Peer support systems in the schools are difficult to utilise				
5	Funds are not there to procure instructional materials to support pupils with SEN				
6	Teachers do not have the necessary competences and qualification to manage pupils with SEN				
7	Teaching and learning materials (TLMs) are not readily available to support pupils with SEN				



APPENDIX F: QUESTIONNAIRE FOR PARENTS

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Introduction

My research topic is, “Teacher, Parental, and Administrative Support for Children with Special Educational Needs (SEN) in Regular Classrooms in the Cape Coast Metropolis. I am very much aware of your busy schedule, but your involvement in this study is very crucial. I, therefore, entreat you to kindly respond to the following items appropriately to enable me to find answers to the study. The confidentiality and anonymity of your responses are assured.

Thank you.

SECTION A: Background Information

Instruction: Please, tick (√) the response which corresponds with your background information.

Gender: Male [] Female []

Instruction: Indicate your agreement or disagreement to these statements by ticking (√) in the spaces provided using the following: SA= Strongly Agree; A= Agree; D=Disagree; SD= Strongly Disagree.

SECTION B: TYPES OF SUPPORT PARENTS GIVE TO PUPILS WITH SEN

S/N	Statement	SA	A	D	SD
1	I provide relevant information about my child to school authorities.				

2	I collaborate with the school to support my child's education.				
3	I form part of the IEP team.				
4	I monitor my child's academic progress.				
5	I ensure that my child is generally healthy				

SECTION C: CHALLENGES THAT CONFRONT PARENTS IN SUPPORTING THEIR CHILDREN WITH SEN

S/N	Statement	SA	A	D	SD
1	I do not have enough funds to support my child's education.				
2	I do not get support from the school to help my child do his/her homework				
3	I do not get means of transportation to take my child to school				
4	I do not have special equipment such as hearing aids, wheelchair, braille, and crutches for my child.				

APPENDIX G: QUESTIONNAIRE FOR SCHOOL**ADMINISTRATORS**

UNIVERSITY OF CAPE COAST
 COLLEGE OF EDUCATION STUDIES
 FACULTY OF EDUCATION FOUNDATIONS
 DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Introduction

My research topic is, “Teacher, Parental, and Administrative Support for Children with Special Educational Needs (SEN) in Regular Classrooms in the Cape Coast Metropolis. I am very much aware of your busy schedule, but your involvement in this study is very crucial. I, therefore, entreat you to kindly respond to the following items appropriately to enable me to find answers to the study. The confidentiality and anonymity of your responses are assured.

Thank you.

SECTION A: Background Information

Instruction: Please, tick (✓) the response which corresponds with your background information.

Gender: Male [] Female []

Instruction: Indicate your agreement or disagreement to these statements by ticking (✓) in the spaces provided using the following: SA= Strongly Agree; A= Agree; D=Disagree; SD= Strongly Disagree.

SECTION B: TYPES OF SUPPORT SCHOOL ADMINISTRATORS**GIVE TO PUPILS WITH SEN**

S/N	Statement	SA	A	D	SD
1	I collaborate with teachers to provide support for pupils with SEN				

2	I ensure that teachers to do individualised teaching for pupils with SEN				
3	I provide guidance and counselling services in my school to pupils with SEN				
4	I provide support to class teachers to plan IEP and select materials to teach pupils with SEN				
5	Resource teachers are available to provide support services to pupils with SEN				

SECTION C: CHALLENGES THAT CONFRONT SCHOOL ADMINISTRATORS IN SUPPORTING PUPILS WITH SEN

S/N	Statement	SA	A	D	SD
1	I do not get materials for my school from GES				
2	I do not get support from NGOs for my school				
3	I do not get special equipment for my school from the GES				

**APPENDIX H: CRONBACH'S ALPHA OUTPUT OF
QUESTIONNAIRE FOR TEACHERS**

Case Processing Summary

		N	%
Cases	Valid	89	100.0
	Excluded ^a	0	.0
	Total	89	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.925	.915	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I practice individualised teaching for pupils with SEN in my classroom	71.8652	69.936	.497	.	.923
I take part in designing an IEP for pupils with SEN	71.9663	67.192	.687	.	.919
I give pupils with SEN enough period of time to complete classroom tasks.	72.5618	65.772	.724	.	.918
I adopt instructional materials to teach pupils with SEN in my classroom.	72.0674	64.632	.860	.	.915

I employ remedial teaching in my classroom for pupils with SEN	71.3596	69.847	.662	.	.920
I choose appropriate instructional materials for pupils with SEN	71.6742	75.836	-.048	.	.929
I use school facilities to support pupils with SEN	71.4719	72.593	.338	.	.925
Classroom should be accessible to pupils with SEN	71.3708	70.736	.553	.	.922
Seating arrangements in my classroom should support inclusion of pupils with SEN	71.3596	70.869	.536	.	.922
My school should have a resource room for pupils with SEN	71.8652	69.936	.497	.	.923
My school should receive materials from GES to support the teaching of pupils with SEN	71.9663	67.192	.687	.	.919
There should be a resource teacher to support pupils with SEN	72.5618	65.772	.724	.	.918

The pupils in my school should be screened from time to time for information on those who are at risk	72.0674	64.632	.860	.	.915
Teachers in my school should receive training on how to manage pupils with SEN	71.3596	69.847	.662	.	.920
In my school, teachers should meet from time to time to discuss what to do to improve the learning of pupils with SEN	71.6742	75.836	-.048	.	.929
Teachers in my school should value the pupils with SEN	71.4719	72.593	.338	.	.925
Pupils with SEN should be given special attention in my school	71.3708	70.736	.553	.	.922
Adapting instructional materials to the needs of pupils with SEN burdens the work of the regular teachers	72.5618	65.772	.724	.	.918

Large class size do not encourage teachers to involve pupils with SEN in demonstrations	72.0674	64.632	.860	.	.915
No support is derived from other teachers to support the teaching of pupils with SEN	71.3596	69.847	.662	.	.920
Peer support systems in the schools are difficult to utilise	71.6742	75.836	-.048	.	.929
Funds are not there to procure instructional materials to support pupils with SEN	71.4719	72.593	.338	.	.925
Teachers do not have the necessary competences and qualification to manage pupils with SEN	71.3708	70.736	.553	.	.922
Teaching and learning materials (TLMs) are not readily available to support pupils with SEN	71.3596	69.847	.662	.	.920

**APPENDIX I: CRONBACH'S ALPHA OUTPUT OF
QUESTIONNAIRE FOR PARENTS**

Case Processing Summary

	N	%
Valid	18	100.0
Cases Excluded ^a	0	.0
Total	18	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.777	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I provide relevant information about my child to school authorities.	25.0556	9.938	.435	.952	.788
I collaborate with school to support my child's education.	25.1667	8.853	.634	.980	.758

I form part of the IEP team.	25.7222	8.565	.614	.926	.762
I monitor my child's academic progress.	25.2222	7.948	.841	.962	.720
I ensure the general wellbeing of my child.	24.5556	9.791	.694	.972	.758
I do not have enough funds to support my child's education.	24.8889	12.575	-.159	.974	.833
I do not get support from the school to help my child do his/her homework	24.6667	11.294	.221	.953	.808
I do not get transportation to take my child to school	24.6111	10.369	.504	.925	.779
I do not have special equipment such as hearing aids, wheelchair, braille, and crutches for my child.	24.5556	10.261	.535	.802	.776

**APPENDIX J: CRONBACH'S ALPHA OUTPUT OF
QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS**

Case Processing Summary

	N	%
Valid	18	100.0
Cases Excluded ^a	0	.0
Total	18	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.776	.734	8

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
I collaborate with teachers to provide support for pupils with SEN	21.5556	7.908	.488	.950	.750
I ensure that teachers to do individualised for pupils with SEN	21.6667	6.941	.687	.979	.710

I provide guidance and counselling services in my school to pupils with SEN	22.2222	6.889	.605	.925	.728
I provide support to class teachers to plan IEP and select materials to teach pupils with SEN	21.7222	6.212	.876	.961	.664
Resource teachers are available to provide support services to pupils with SEN	21.0556	8.056	.665	.969	.728
I do not get materials for my school from GES	21.3889	10.605	-.196	.974	.820
I do not get support from NGOs for my school	21.1667	9.559	.145	.953	.795
I do not get special equipment for my school from the GES	21.1111	8.693	.434	.919	.760