

TEACHERS' OPINIONS ON THE IMPLEMENTATION OF INCLUSIVE PROGRAMME AT ODUKPONG KPEHE CLUSTER OF SCHOOLS IN AWUTU SENYA EAST MUNICIPALITY

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ABSTRACT

The study investigated teachers' opinions about implementation of inclusion of children with special education needs in regular schools in the Awutu Senya East Municipality of the Central Region, Ghana. This study adopted a descriptive survey research design, which purposely involved forty-five teachers from four clusters of pilot-inclusive schools in the Central Region of Ghana. Data was collected through questionnaires and statistics were used to analyze data from the survey instrument or questionnaires. The study revealed that majority of the teachers thought that inclusive education was a sound or good educational practice. The teachers believed inclusion would improve the academic abilities of students with disabilities, and so teachers were willing to tolerate or cope with special needs students placed in their classrooms. Availability of resources and other support services required to make inclusion workable, were however, inadequate. The study found out that teachers had not been adequately trained for inclusion and that there was the need for additional in-service courses to prepare them to implement it. Insufficient administrative support was also identified by teachers resulting in their anxiety about the future of the inclusive program. The study recommended that the Ministry of Education of Ghana designed programmes that would provide school districts with the need to incorporate staff development as part of the on-going professional development provided to school teachers.

Keywords: Implementation, Educational Practice, Resources, Statistics.