Challenges Teachers Experience in Inclusive Schools in Ghana as Clairvoyants for their Self-Efficacy

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Abstract: **Researchers in this study set out to gain a better understanding of the challenges teachers experience in inclusive schools in Ghana as a clairvoyant for their self-efficacy. Descriptive research methods were employed for this survey investigation. Using systematic, proportional cluster, and purposeful sampling, a sample of 390 educators was drawn from a pool of 3,090 across 182 classrooms. Responses were collected from respondents using a questionnaire. Three research questions were addressed in the study. Quantitative data was analysed using standard statistical methods such as means, standard deviations, and Pearson's product moment correlation coefficient. The study found that educators have difficulties when working in inclusive classrooms. Once again, teachers in Ghana showed poor levels of self-efficacy when working in inclusive classrooms. The research shows that teachers' levels of self-efficacy are inversely related to the difficulties they confront in inclusive classrooms. Therefore, it is suggested that educational institutes whose mission involves training educators incorporate into their curricula opportunities for teachers to increase their confidence in their own abilities. In schools where all students are welcome, counsellors are tasked with connecting teachers to available resources (e.g., Governmental and Non-governmental agencies, social workers, and crisis intervention teams).**

Keywords: **Challenges, Inclusive schools, Self-efficacy, Teachers**

1. Introduction

Every child, regardless of their financial or social circumstances, should be afforded the opportunity to pursue and complete a high-quality education. However, research shows that due to socio-cultural views and practices, the vast majority of children with special needs are not enrolled in school in most developing nations (Gyimah, 2006; Ozoji, 2005). This is why many nations have promoted the importance of providing equal educational opportunities for all students. Based on their research, Lamture and Gathoo (2017) argue that educational equity and equality are crucial in today's classrooms. Segregated, integrated, and inclusive types of education have arisen as a result of the push for equity and equality in the classroom. Inclusive education, where children with special needs are included into mainstream classrooms, is becoming a growing trend around the world.

According to Ainscow (2013), special education is a major concern in virtually every country's public school system. As a result, educational inclusion is a central focus of educational policy discussions in a number of nations. Across the world, there is a shift away from special schools and toward mainstream education for kids who have special needs (UNESCO, 2006). Including students with special needs in general education classrooms is, therefore, a universal goal of education. The principles of inclusive education revolve around the inalienable rights of all students to an equal opportunity education in which they will be treated fairly and given the chance to fully participate in classroom activities (Nolan, Schultz, Cialdini, Goldstein & Griskevicius, 2008). Not just a few dedicated activists, but also international organisations and national governments, recognise and support the need of inclusive education.

The Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006, was the first globally legally binding treaty to clearly support inclusive education as a right, and it played a pivotal role in advancing the cause of inclusive education. The World Programme of Action (1982), the Standard Rules on Equalisation of Opportunities for Persons with Disabilities (1993), and the Salamanca Statement and Framework for Action (2000) all laid the groundwork for this current document (1994). This layout represents one of the basic ideas of inclusion, which is that children vary greatly in their personalities and their requirements. Therefore, it is the responsibility of schools to accommodate students of varying ages, abilities, backgrounds, and emotional states. Children with special needs should be able to attend schools in their local communities, provided such schools provide the resources and community support necessary to ensure the success of each individual student.

Ghana is a signatory to several international conventions addressing the rights of people with disabilities, and the country's public schools welcome students with special requirements. The Inclusive Education Policy 2015, the Disability Act 715 enacted by parliament in 2006 (Republic of Ghana, 2006), and the Education Strategic Plan, 2003-2015

(also reviewed 2018-2030) by the Ministry of Education all contribute to this ratification. According to Inclusive Education Policy 5.1.1.2, all students, regardless of their physical, mental, social, emotional, linguistic, or other conditions, have the right to attend a regular school. The inclusion of children with special needs in regular classrooms is now mandated by law. The policy's ultimate goal is to ensure that all children's educational needs are met within the context of a standardised, kid-friendly school design. In 2003–2004, Ghana served as a test site for the government's Inclusive Education initiative (Deku & Vanderpuye). Since then, special education students have been welcomed into regular classrooms. They are typically taught by general education teachers who do not have specialised training in working with special needs students and who may lack the background knowledge and pedagogical skills to effectively instruct these students. Despite the Inclusive Education Policy's emphasis on teacher training and professional development in section 5.1.1, very little has been done on this front because, as is commonly acknowledged, there is a significant gap between policy creation and implementation, especially at the district level in Ghana. This is due to the fact that little has been done to improve capabilities and cultivate expertise. Once again, it seems that the majority of teachers in traditional schools lack the rudimentary abilities necessary to educate students with special needs (Bhatnagar & Das, 2014). Furthermore, it is questionable whether or not regular school teachers have the expertise to aid students with exceptional needs in making use of support services and modifying the main school curriculum to meet their needs.

It's common knowledge that having access to adequate resources is crucial for effective development at any stage (Sunderman, Tracey, Kim & Orfield, 2004). That being said, it is also important to remember that teachers at all levels, but especially elementary and secondary schools, require access to certain materials in order to do their jobs effectively. In order for teachers to give their all to students with special needs, it is essential that they have access to the tools designed to help those students (Wood & McCarty, 2012). Some of these inclusive institutions lack even the most basic of instructional resources (Sunderman, Tracey, Kim & Orfield, 2004). As a result, the kids could have a lot of trouble in class. According to research by Sunderman, Tracey, Kim, and Orfield (2004), students who have special needs often struggle academically because their schools do not provide them with adequate resources. As a result of dealing with all of these issues, the educator is likely to feel weary, suffer from burnout, and have a decline in self-efficacy.

Even though challenges in the classroom are inevitable for all educators, those working in inclusive settings face them more frequently than their peers in traditional classrooms (Boe, Bobbitt, Cook, Whitener, & Weber, 2017; Stempien & Loeb, 2002).

Despite this, it seems as though little research have been undertaken in the Ghanaian context with regards to difficulties teachers face when instructing in inclusive schools. For instance, Appiah (2019) analysed how difficulties faced by children with special needs in mainstream classrooms affected their learning outcomes. Bawuah, 2018, looked into the motivations and behaviours of typically developing students as they interacted with students with special needs in inclusive classrooms. It is in the light of this the study sought to investigate the challenges teachers' experience in teaching in inclusive schools in Ghana and their implications for counselling.

2. Research Question

1) What challenges do teachers experience in teaching in inclusive schools in Ghana?
2) How does a teacher's self-efficacy affect his/her teaching in inclusive settings in Ghana?
3) What is the relationship between challenges teachers experience in inclusive schools and their self-efficacy?

3. Literature Review

Abdul Rahim (1994) argues that inclusive education can only be truly effective if certain conditions are met first. All instructors must have the knowledge, support, and skills necessary to deliver inclusive education (Hashim, Ghani, Ibrahim & Zain, 2014). Teachers in inclusive classrooms need to be resourceful in order to make the necessary adjustments to the learning process in the allotted time. However, many educators lack the resources to adapt their teaching methods to better include students with SEND in classroom activities (Zigmond &Baker, 1995, Hashim, Ghani, Ibrahim & Zain, 2014).

Yamani (2014) conducted a qualitative study using the topic "What classroom management methods foster an inclusive learning environment?" as its focal point. How do educators ensure that all children, including those with identified exceptionalities, are supported by classroom management methods and/or strategies? To further understand the present state of knowledge on classroom management techniques and inclusive education, a systematic literature study was done. Two willing participants were interviewed face-to-face using a structured set of questions to glean information about how teachers modify their classroom management strategies to accommodate the requirements of students with special needs.

Interview data was used to supplement and analyse the aforementioned literature review. Five main themes emerged from analysing the data: Prior experience and further knowledge play a part in managing inclusive classrooms; behaviour management in inclusive classrooms; establishing effective classroom management tactics within the first few weeks of school; utilising environmental resources. The study's results suggest that educators can maintain order in the classroom if they make that goal a priority from the outset. In an effort to better understand how educators might support students with special needs,

Ngonyani (2010) performed a study. The study's primary goals were to address the following two research questions: (1). How can teachers in an inclusive setting best support the academic development of their students who happen to have disabilities? (2). In an inclusive classroom, how do the DVD

materials from "Teachers for All" affect interactions between teachers and students? The research was conducted at two randomly chosen Tanzanian elementary schools in the Songea Municipality. In this study, four educators were chosen at random to take part. All of the educators who participated in the study were analysed separately. The research employed a qualitative case study approach. The information had been gathered through interviews and observations.

DVDs produced by Teachers for All were utilised to intervene with the sample of educators (cases) chosen for the study. The study's findings indicated that three out of the four teachers who facilitated learning for students with disabilities in an inclusive setting did a good job of doing so. The results from the fourth educator were discouraging. Positive results were found when "Teachers for All" DVDs were used in the research. As a result, educators have become better at accommodating students with special needs in the classroom. Teachers had used a wider variety of strategies and techniques than had been the case before the intervention. Teachers gained self-assurance and used a wider variety of tactics to engage students, motivate them, provoke thoughtful responses from them, and otherwise encourage and demand active participation from them. Both teacher-student and student-student interactions improved and grew after the intervention. Teachers' knowledge on how to accommodate and educate students with special needs in general education settings may have been sparked, transferred, and illuminated by these materials.

Ngonyani (2010) drew a few conclusions and made some suggestions based on the research. Offering seminars and short courses about special needs education for in-service teachers who teach in inclusive classrooms without getting basic training in special needs.

Among elementary school students who struggle with mathematics, Igbo and Omeje (2014) investigated the effectiveness of teacher-created teaching resources. This investigation was driven by a single research idea and research topic. The study population was located in the central education zone, and the sample size was 155 students from grade five who were struggling in mathematics. To gather information, a questionnaire was administered. The data was analysed using descriptive statistics including mean, standard deviation, and t-test. Students showed a marked preference for teacher-created educational materials, as well as improvements in several other areas, including recall, speed of learning, and achievement.

On the basis of a search in three databases (ERIC, PsycInfo, and Web of Science), Evens, Elen, and Depaepe (2015) performed a systematic review of therapies designed to foster PCK development. The study posed three primary inquiries: One: How are these studies actually set up? Two questions that need answering about interventions aimed at fostering PCK are (2) how they are crafted and (3) what aspects of those designs actually work. The findings highlighted the prevalence of qualitative research approaches in the majority of intervention studies in the fields of mathematics and science education. Common elements of successful interventions were opportunities for self-reflection, professional-content knowledge (PCK) courses, interaction with colleagues, and

hands-on classroom experience.

Nketsia (2016) aimed to discuss how institutes of education in Ghana prepare teachers for inclusive education by reviewing four articles. All four pieces use a descriptive survey methodology. The first article aimed to assess future educators' familiarity with inclusive education, as well as their familiarity with special educational needs and disabilities (SEND), inclusive pedagogical strategies, and their confidence in their ability to instruct in inclusive classrooms. According to the findings, most graduating pre-service teachers have been exposed to the idea of inclusive education, and those who have had some experience with it have a solid grasp of the topic and of special education and related needs in general.

Only a small percentage of teachers reported being fully prepared to educate students with SEN.D and providing assistance to the SEND youngsters they faced. The second article aimed to investigate how pre-service teachers perceive the sufficiency of a SEND course, what they learn, and the difficulties they have in teaching students with special needs. Only a small percentage of future educators learned the necessary inclusive values, principles, and pedagogical approaches in SEND, and the predominant paradigm of disability was the medical model. Overall, the SEND course was deemed sufficient in helping future educators recognise the various types of SEND and disabilities, but insufficient in preparing them to work effectively with diverse student populations.

According to Nketsia (2016), a third article investigated teacher educators' understanding of inclusive education, special and gifted education, and inclusive pedagogical approaches, as well as their perspectives on inclusive education, their roles as teacher educators, and their readiness to train teachers for inclusive education. In general, educators had a favourable outlook on inclusive education and training for educators. The majority, however, said that contextual constraints, such as poor facilities, inadequate teacher preparation, inadequate resources, sociocultural attitudes, inadequate public education, and a lack of political will, meant that Ghana was not yet ready to adopt inclusive education. Also, most felt only moderately ready to train educators to foster an inclusive learning environment in the classroom, despite a lack of relevant prior experience. Pre-service educators' perspectives on disability, levels of discomfort, attitudes toward inclusive education, and the influence of independent factors were all investigated in the study's cross-sectional design (Nketsia, 2016). Although the pre-service teachers had a more favourable outlook on individuals with disabilities and were more at ease dealing with them, their opinions were still mixed, and some were predisposed to hold harmful cultural assumptions about disability. Overall, the research showed that basic teacher education in Ghana needed modification in order to better equip future educators to foster diversity and equality in the classroom. Nketsia (2016) found that all the research she looked at mentioned multiple strategies that may be used to better educate educators about special education, special needs, and disability (SEND), as well as inclusive pedagogical approaches, and so enhance teachers' attitudes and confidence. Sigstad

(2018) looked into what it takes for adolescents with minor intellectual disability to succeed in a regular classroom setting. Nine special education instructors from lower secondary schools participated in in-depth interviews for this study. There was a thematic structural analysis done to find common threads.

Successful inclusion was seen as contingent on schools adopting an inclusive ethos and providing the necessary organisational, social, and academic support for students. Constraints within the organisation, insufficient facilitation, and a general lack of trust among the student body were all named as obstacles. Results showed that due to a lack of support and dedication from the school administration, successful inclusion depends on the extraordinary efforts of special education teachers. Basic monitoring on all levels of the school organisation was necessary to achieve the fundamental goals of successfully including students with mild intellectual disabilities within a mainstream school context. This included management and the entire school staff, which included general education teachers. However, the best indications of effectiveness were students' own experiences and views of inclusion.

In addition, Majoko (2017) looked at how ECE teachers of children with special needs were prepared for inclusive classrooms (ECE). The research involved 28 early childhood and special education instructors from Zimbabwe's Mashonaland West area. Throughout the data analysis process, we compared and adjusted how the data were stored in order to keep track of individuals' unique context details while still being able to discern overarching themes and trends. Despite participants' Afrocentric and Eurocentric conceptualizations and support for inclusion, participants were shown to be selective in the children they served depending on the kind and degree of the children's disabilities. Again, participants' readiness was delayed by the teacher education system's inability to accommodate them. Teacher preparation for inclusion could be strengthened through the incorporation of inclusion training into pre-service and in-service ECE teacher education programmes, through the provision of teaching practise in inclusive settings, through the collaboration of teacher education institutions with other stakeholders, and through the provision of in-service inclusion training to teacher educators.

According to research conducted by Pepple (2016) at a school in Calabar, Nigeria, teachers in inclusive settings confront a number of obstacles while working with students who have special educational needs and/or disabilities. This was discovered thanks to research into the effectiveness of instructors' strategies for modifying student behaviour in inclusive classrooms. Nearly all (297) of the 315 teachers surveyed (94.29%) reported facing difficulties in the classroom. They listed some of the difficulties, such as a lack of familiarity with effective pedagogical methods, insufficient parental involvement, and the ever-evolving nature of assistive technology.

Camba (2017) added that inclusive school teachers in Brikama, Gambia, had difficulty meeting their responsibilities to students with special needs. On a scale from 0 to 10, the average score of the 210 responders was 1.21, with a standard deviation of 0.08. The decision mean is 2.5, therefore anything less than that indicates difficulty.

Ghannam (2018) also discovered that as the difficulties faced by first-year pre-service teachers grow, so do their inappropriate responses. Why, he wondered, would a grown man weep because he forgot to turn in an assignment on time or because he didn't care for a certain kind of food? He deemed these responses inappropriate and urged school administrators to incorporate instruction on appropriate emotional responses into new student orientation. In a research he conducted on 600 students at two universities in Mutrah, Oman, he revealed his findings.

To the contrary, Fischer (2017) observed in a phenomenological study of 35 teachers in Dersden that they were not confronted with problems that could have hindered their job. They reported feeling adequately supported in their efforts to educate students with special educational needs or disabilities by both the government and parents. The majority of the papers analysed in this analysis confirm the existence of obstacles that can hinder a teacher's effectiveness when using inclusive pedagogy in the classroom.

4. Research Methods

Descriptive survey research employs surveys to acquire data on different subjects. This data seeks to determine whether these patients can achieve different circumstances. Descriptive research focuses on describing a demographic segment, not "why" a phenomenon happens. The focus of the study was to ascertain the challenges teachers face in teaching in inclusive schools in Ghana.

5. Population, Sample, and Sampling Procedure

All-inclusive basic school instructors in Southern Ghana were the focus of the research team's attention throughout the course of the study. Teachers who worked in inclusive basic schools in Greater Accra, Central, and Eastern regions of Ghana made up this study's population of teachers who could be reached for participation. This study involved a total of 3090 educators coming from 182 inclusive basic schools located within 19 districts located in the three areas that were chosen. This information was obtained from the Special Education Division's profile data (Researcher's data, 2022). Table 1 displays the demographic breakdown of the teaching staffs working in the various schools located across the regions that were taken into consideration.

According to Osuala (2018), a sample is defined as a group of persons chosen at random from a larger population. According to the sample size determination table for descriptive research developed by Krejcie and Morgan (1970), the optimal number of participants for the sample should have been 379 out of a total population of 3090 (926+1180+984) teachers drawn from inclusive schools across the three regions and the various districts. In order to account for the high rate of dropouts, the sample size was expanded to 390. This accounts for 2.9% of the total sample size that Krejcie and Morgan suggested (1970).

Table 1
Distribution of the population of the teachers from the three regions

Region	Districts	No. of Schools	No. of Teachers
Greater Accra	1. Accra West	8	133
	2. Ga West	12	206
	3. Ga East	6	96
	4. Ga South	10	163
	5.Ledzokuku-Krowo	3	72
	6. Adenta	5	117
	7. Dangbe East	6	139
	Total	**50**	**926**
Central	1. Efutu	D (5) S (25)	D (120) S(374)
	2. Agona West	D (2) S (8)	D (46) S(132)
	3. Agona East	7	109
	4. Kasoa	D (4) S (10)	D (91) S(157)
	5. Awutu Senya	2	28
	6.Upper Denkyira	1	15
	7. Cape Coast	7	108
	Total	**71**	**1180**
Eastern	1. Yilo Krobo	11	183
	2. New Juaben	30	475
	3. Upper Menya	3	51
	4. Birim Central	10	157
	5. Birim South	7	118
	Total	**61**	**984**
	Overall Total	**182**	**3090**

Source: Special Education Division, 2022

Marshal (2018) advises researchers to increase the sample size by anywhere from one percent to five percent in order to account for the rate of attrition. He states that it is a reality in research, as some of the participants along the path of the investigation may not be interested in the study, leading to their refusal to provide answers to data collection instruments. He explains that this is something that must be considered when conducting research.

Regarding the method of sampling that was utilised for the research project, a multi-level sampling approach was utilised. In the first step of the process, a method called purposive sampling was utilised to choose only inclusive schools from the three different regions. Using a process called proportionate stratified sampling, precise numbers were chosen from each of the schools in the districts from the three regions, and these numbers were based on the total number of teachers in each of the areas. This is due to the fact that the proportionate stratified sampling method assures a greater representation of the sample in comparison to the population, and that the sample also includes representation of the minority components of the population (Nworgu, 2013).

The actual respondents for the study were selected through the use of the method of systematic sampling, and they came from a variety of schools located within the district. This is a form of probability sampling approach in which members of a larger population that are being sampled are selected according to a random beginning point but with a set, periodic interval in between each selection. This period, which is referred to as the "sampling interval," is computed by dividing the size of the population by the sample size that is wanted. This strategy was helpful in lowering the prevalence of biases and offered an objective foundation for selection (Curtis & Curtis, 2016). The population was 3,090 and the desired sample was 379. To get the sample interval the following approach was used.

$K^{th} = N/n$, where
K^{th} term is the sampling interval
N = Population

Table 2
Distribution of the Sample of the teachers from the three regions

Region	Districts	No. of Schools	No. of Teachers
Greater Accra	1. Accra West	4	17
	2. Ga West	7	26
	3. Ga East	3	12
	4. Ga South	5	21
	5. Ledzokuku-Krowo	2	9
	6. Adenta	3	15
	7. Dangbe East	2	17
	Total	26	117
Central	1. Efutu	3(D) 14(S)	D(15) S(47)
	2. Agona West	1(D) 4(S)	D (6) S (17)
	3. Agona East	4	14
	4. Kasoa	2(D) 5(S)	D (10) S (20)
	5. Awutu Senya	1	4
	6. Upper Denkyira	1	2
	7. Cape Coast	4	14
	Total	39	149
Eastern	1. Yilo Krobo	6	23
	2. New Juaben	16	60
	3. Upper Menya	2	6
	4. Birim Central	5	20
	5. Birim South	4	15
	Total	33	124
	Overall Total	98	390

Source: Researcher's data, 2018

n = desired sample

$$K^{th} = \frac{3090}{390}$$

$K^{th} = 7.9$
$K^{th} = 8$

Every 8th person was then selected.

The distribution of the sample with respect to the teachers in the various districts from the three regions is shown in Table 2.

6. Data Collection Instruments, Procedure and Analysis

We developed a questionnaire with 21 closed-ended items to collect data on the obstacles that teachers experience while teaching in inclusive schools. These items highlight the challenges that instructors face when teaching in inclusive schools. The use of questionnaires ensured that everything was consistent (Larini & Barthes, 2018). We devised 11 closed-ended questions specifically for the purpose of assessing instructors' levels of self-efficacy. The validity of the instruments was improved thanks to the contributions of specialists in the fields of special education, counselling, and psychology.

The instruments were pilot-tested on a sample of fifty teachers from basic schools in the Ashanti region. This was done because, at the present time, all schools in the country have implemented the inclusive education policy, and the teachers in the Ashanti region have characteristics that are comparable to those of teachers in the three regions that were selected. The items were subjected to a confirmatory factor analysis followed by a Varimax (orthogonal) rotation for the factor analysis. In addition, the KMO and Bartlett's Test of Sphericity both suggest that the variables in the set are properly

Table 3
Means and Standard Deviations on challenges teachers experience in teaching in inclusive schools in Ghana

Statement	Mean	Std. Dev.
I find it difficult to give individualized attention to pupils with special needs.	3.04	.83
I don't know how to develop differentiated activities when applicable.	3.00	.85
I find it challenging to consider the children with SEND when deciding on the pedagogies to use.	2.81	.90
I find it challenging to make changes to assessment and work requirements for children with SEND.	2.70	1.75
I find it very difficult to explain certain contents to children with SEND.	2.68	.98
I read questions for pupils who have reading difficulties during exams.	2.66	.92
I am able to decide on classroom management practices together with children with SEND.	2.64	.93
I find it challenging to treat all children equally when they flout the rules of the class.	2.63	1.01
I find it hard to understand how to teach children with SEND.	2.63	.93
I am aware of alternative input devices that children with SEND can rely on to interact with digital content.	2.60	.97
I have experience in teaching children with SEND.	2.57	1.02
I find it difficult to give equal attention to children with SEND in my class.	2.55	.97
The rules for behaving in the class is set at the beginning of the term.	2.47	.90
I can consult and engage the services of resource teachers to help with children with SEND.	2.38	.92
I am unable to create opportunities for collaborative learning throughout my lesson.	2.36	.98
I am unable to clearly define the goals of my lesson in my lesson notes.	2.31	1.04
I have not had training in teaching methods for children with SEND.	2.30	1.03
I am motivated by the school's leadership and administration.	2.25	1.04
I am unable to adapt teaching and learning resources.	2.23	.87
I am given all the support I need to be able to teach children with SEND by the schools administration and leadership.	2.05	.99
There are adequate teaching and resources in the school.	1.91	1.01
Mean of Means	**3.29**	**.30**

Source: Field Survey, Ntoaduro (2020)   N=390

connected to one another for the purposes of factor analysis. Cronbach's alpha for the questionnaire that was developed came in at.792 and the results were considered to be reliable (Larini & Barthes, 2018). After acquiring the necessary permits from the Metropolitan and District Education Directorate as well as the headteachers of the selected schools, the researchers individually administered the instruments. This was done in accordance with the protocols. We were successful in collecting finished data from all 390 of the educators. When doing the data analysis for the first and second research questions, means and standard deviations were the statistical tools of choice. Concerning the third research question, the Pearson Product Moment Correlation Coefficient was applied in order to determine the nature of the connection that exists between the difficulties that educators face while working in inclusive schools and the degree to which they believe they are capable of overcoming those difficulties in inclusive classrooms.

7. Ethical Issues Considered

The researchers, the people who participated in the study as research subjects, and the people who participated in the study as clients were all protected from any unfavourable effects of the study because the established principles and procedures of research ethics were followed. Ethical considerations include things like the right to one's privacy, whether or not participation is voluntary, ensuring that participants are not harmed in any way, maintaining anonymity and confidentiality, not engaging in scientific misconduct, etc. Using the consent form that was specifically intended for the teachers to sign, we solicited the individual consent of the educators. Only instructors who had their consent papers signed were taken into consideration. Teachers were given an explanation of both the purpose of the study and the goal that it hoped to achieve. Respondents were informed that it was entirely up to them whether or not they wanted to take part in the study. They were also free to change their minds at any moment and there would

be no adverse effects as a result of doing so.

8. Results/Findings

The results/findings of the study were presented logically based on the research questions of the study. As indicated earlier, both descriptive and inferential statistics were used to analyse the data.

Research Question 1: What challenges do teachers experience in teaching in inclusive schools in Ghana?

This research question was to ascertain the challenges teachers experience in teaching in inclusive schools in Ghana. Questionnaire items 1 through 21 in Part B were utilised to collect numerical data for this study. Calculations based on item means and standard deviations were employed to address this research topic. This was determined by averaging the responses to all of the study's questions. On a 4-point Likert scale, with "Strongly Agree" equaling 4, "Agree" equaling 3, "Disagree" equaling 2, and "Strongly Disagree" equaling 1, respondents were asked to select one of several possible responses. The respondents' expertise was evaluated using a median value of this. Therefore, if the mean of the means is more than the threshold mean of 2.5 (4+3+2+1 = 10; 10 4 = 2.5), then it is understood as a challenge, and otherwise it is not. The averages and standard deviations of teachers' difficulties in inclusive schools in Ghana are shown in Table 3.

Results on the challenges teachers face when instructing students with SEN are shown in Table 3. Respondents generally agreed (M=3.28, SD=.30) that educating SEN students is difficult. Twelve of the 21 issues were deemed to be difficulties by the respondents, while nine were not. Also, they all felt that "I find it difficult to pay customised attention to pupils with special needs" was the most difficult part of their job (M=3.04, SD=.83). They also struggled (M=3.00, SD=.84) with the statement "I don't know how to construct differentiated activities when suitable." This was followed by the statement, "I find it tough to include the children with SEND when

Table 4
Means and Standard Deviations on the teacher's self-efficacy affect his/her teaching in inclusive settings

Item	Mean	Std. Deviation
I know how to handle children with SEND.	1. 28	.92
It is easy for me to stick to my aims and accomplish my goals in inclusive setting.	1. 38	.93
I can usually handle whatever comes my way.	1. 47	.87
I can deal efficiently with children with SEND.	1. 49	1.34
I can remain calm when facing difficulties dealing with children with SEND.	1. 39	1.80
I am unable to stick to my aims and accomplish my goals in inclusive setting.	1.17	.77
If I try hard enough, I can always manage to solve difficult problems of children with SEND.	1.20	.85
I can find the means and ways to manage difficult children.	1.21	.79
I cannot remain calm when facing challenges dealing with children with SEND	1.23	.76
I am unable to find solutions to problems of children with SEND.	1.23	.62
I am unable to handle whatever comes my way.	1.25	.80
Mean of Means	**1.30**	**.50**

Source: Field Survey, Ntoaduro (2020)   N=390

Table 5
Correlation (Pearson)of the challenges of teachers on inclusive schools and their self-efficacy in their inclusive classrooms

		Challenges of Teachers	Self-efficacy of Teachers
Challenges of Teachers	Pearson Correlation	1	-.724**
	Sig. (2-tailed)		.000
	N	390	390
Self-efficacy of Teachers	Pearson Correlation	-.724**	1
	Sig. (2-tailed)	.000	
	N	390	390

Source: Field Survey, (2022)   ** p < 0.01(2-tailed)

determining the pedagogies to employ" (M=2.82, SD=.90). Again, the respondents believed that modifying SEN students' assessment and task requirements was difficult (M=2.69, SD=1.75). Although the majority of respondents (M=1.9, SD=1.01) did not believe that "There is appropriate teaching and resources in the school" was a significant barrier to educating students with SEN, they did not all agree that it was not a barrier. The majority of respondents (M=2.05, SD=.99) disagreed with the statement that they should be provided with all the resources they require to effectively teach students with SEN by school administration and leadership. When asked if they found it difficult to adjust to new forms of instruction and study materials, respondents were overwhelmingly negative (M=2.23, SD=.87). Finally, the mean of the scores (M=3.29, SD=.30) is higher than the minimum threshold score (2.5). This suggests that teachers in Ghana who were employed in the study face challenges while attempting to educate students with disabilities.

Research Question 2: How does a teacher's self-efficacy affect his/her teaching in inclusive settings in Ghana?

The purpose of this research question was to investigate how teachers' self-efficacy affected their practice in inclusive classrooms in Ghana. As before, we employed central tendency measures like means and standard deviations to get the answer to this research query. To do this, we calculated overall respondent averages for each measure. As before, respondents were asked to select one of several options on a 4-point Likert scale based on how much they agreed with each statement on how self-efficacy influences a teacher's performance in inclusive classrooms in Ghana. The values for "very true" are 3, "somewhat true" 2, and "hardly true" 1, and "not at all true" 0. Responses were classified as high or low self-efficacy based on whether they were above or below the median. Therefore, if the mean of means is greater than the cut-off mean of 1.5

(3+2+1+0 = 6; 6 4 = 1.5), it is understood as strong self-efficacy, and if it is less than 1.5, it is interpreted as low self-efficacy. Average and standard deviations of teachers' perceptions of their own ability to make a difference in the classroom are presented in Table 4.

As shown in Table 4, Pearson's Product Moment correlation (r) was run to determine the relationship between the Challenges of teachers and their Self-efficacy of Teachers. The results in the Table show a strong statistically significant inverse relationship between teacher respondents' challenges in inclusive schools and their self-efficacy in the classroom (r = -0.724; n = 390; p> 0.00). The inverse correlation implies that the increase in teachers' challenges in inclusive schools will lead to a decrease in their self-efficacy.

9. Discussion

The study finds inclusive school instructors in Ghana face obstacles. This conclusion is similar to Pepple (2016), who discovered in Calabar, Nigeria, that inclusive school teachers have several obstacles in helping SEND children. A study assessed the impact of behaviour management approaches on inclusive school teachers. 297 (94.29%) of 315 teachers reported facing obstacles. They cited limited educational expertise, inadequate parental support, shifting trends, assistive gadgets, and their usage as difficulties.

Camba (2017) revealed that teachers in Brikama, Gambia encounter difficulty educating children with special needs in inclusive schools. The mean of 210 respondents' 20 challenges was 1.21 with a standard deviation of.08. This was below the decision mean of 2.5, indicating problems.

However, the results of a study by Fischer (2017) from Dersden, Germany, are at odds with those of the present investigation. After conducting a phenomenological research among 35 educators, he concluded that they were not hindered

by any problems. They reported feeling adequately supported in their efforts to educate students with special educational needs or disabilities by both the government and parents.

It's hard for us to agree with Fischer's findings that there are always obstacles, no matter how small. We anticipated comments from responders about dealing with obstacles, but nothing too serious that would have an outsized impact on their day-to-day operations. Teaching students with SEND presents a wide variety of difficulties, including issues brought on by the students themselves, by the government and her educational agencies, by parents, by communities, and so on.

The study found that educators in Southern Ghana had poor levels of self-efficacy when teaching in inclusive contexts. Some pupils in inclusive classrooms are known to exhibit unusual traits. Because of their unique characteristics, these students need individualised instruction to help them overcome their difficulties. The instructor's conviction in the efficacy of these individualised interventions may be crucial. To be successful, inclusive education must have the confidence of teachers that they can successfully integrate students with and without special needs into the same classroom.

According to research conducted by Ahmad (2018) in Kuching, Malaysia, teachers at inclusive schools have lower levels of self-efficacy than their special education colleagues. Seventy-three percent of 200 instructors he surveyed at inclusive schools had low self-efficacy, he said; 49 percent of another group of 200 teachers at special schools did the same.

Baltes, Zhdanova, and Clark (2016) back up this conclusion with data from their own research in Clementi, Singapore. The results of their research showed that educators working in inclusive classrooms are more likely to suffer from low levels of self-belief. According to Baltes, Zhdanova, and Clark, there is still prejudice against families with children who have special schooling requirements. Both the educators and the students' worldviews are shaken whenever anything like this occurs.

The conclusion reached by Baltes, Zhdanova, and Clark is rejected by Wilks and Spivey (2012). Teachers in Maryland, USA, have high levels of self-efficacy, according to research by Wilks and Spivy. The sample of 230 educators utilised in the study achieved a mean score of 3.7, well above the minimum requirement of 2.5. Except for designated special education schools, all public and private schools in Maryland accept all students. This could be because of Maryland's high literacy rate, which makes its citizens aware of the need to prevent prejudice that is outlawed by law. I attribute this to the philosophy of social constructionism, which holds that all knowledge, including our understanding of reality, is a product of its time and place of acquisition. This appears to be deeply embedded in the locals' everyday life and upbringing (social construction).

The results of the study also revealed that there is a strong statistically significant inverse relationship between teacher respondents' challenges in inclusive schools and their self-efficacy. Self-efficacy was found to have a significant relationship with the difficulties teachers confront at their workplaces ($r = -0.721$; $n = 420$; $p > 0.02$) by Perez (2015). For instance, he emphasised how the difficulty and uncertainty of a promotion path might reduce an employee's confidence in their own abilities. Thus, those who begin their professional training with a solid sense of teacher efficacy are better able to connect with and instruct their future students. As a teacher's confidence in their own abilities grows, so do their interpersonal skills, he said. As one's confidence grows, so does the ease with which they interact with others.

Limitations:

A number of factors affect self-efficacy of teachers in inclusive schools. They include their family and societal pressures, psychological state, and availability of teaching and learning materials. Other factors include personality, the competence of the teacher and conditions of the classroom. Also, the study considered only 98 schools out of a total 182. This could reduce the generalisability to a general population of teachers in the schools sampled. Similarly, the findings and conclusions of the study may not be projected for the future since issues related to the challenges of teachers and their self-efficacy in inclusive schools may change over time.

10. Conclusions and Recommendations

The research shows that inclusive classrooms provide various challenges for educators. Among the challenges they encounter is catering to the unique requirements of students with special needs. Equally challenging is meeting the needs of my students who have special educational needs.

Once again, the study found that teachers in Ghana exhibited low self-efficacy to teach in inclusive classrooms. This brings to fall the evidence that an inverse relationship exists between the challenges teachers experience in inclusive schools and their self-efficacy.

Therefore, it is suggested that educational institutes whose mission involves training educators incorporate into their curricula opportunities for teachers to increase their confidence in their own abilities. There needs to be some required training on inclusive education for all aspiring educators. All schools that prepare teachers should require an additional special education course that includes both theoretical and practical components. This would broaden the horizons of future educators and give them the tools they need to teach children with special needs effectively and without unnecessary anxiety. Students in these classes will work on improving their ability to solve problems and cope with adversity.

Given that we live in an increasingly technological society, it is imperative that educators receive training that will help them keep pace with technological developments. The way in which teachers communicate the search image to students and interact with their peers and superiors has far-reaching consequences, making this a crucial factor. Since the personalities of kids who have special needs could be different from those of potential partners who don't, this becomes much more of a necessity. A teacher with higher self-efficacy will be needed to teach students who fall into both of these groups in a way that minimises anxiety for everyone involved.

Implications for Counselling:

From the conclusions the following implications for counselling are drawn to address the challenges teacher experience.

1) Counsellors are expected to work directly with the teachers to improve their interpersonal awareness and/or skills as a lack of awareness or skills may be hampering their ability to form and maintain strong self-efficacy.

2) Counsellors should assist teachers to increase the responsiveness and/or resources in inclusive schools (e.g., by raising their sensitivity to their need as teachers and to generate support to overcome their challenges).

3) Counsellors may link teachers in inclusive schools to support systems (e.g., Governmental and Non-governmental agencies, social workers, and crisis intervention teams).

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