



## Global Conference on Innovations in Education

Birmingham, UK

February 21 \_ 23, 2024

# Teacher Support Services for Managing the Instructional Needs of Children with Disabilities in Kindergarten Centres Within Kumasi Metropolis

Akua Twumwaa Oduro<sup>1</sup>, Michael Subbey (PhD)<sup>2</sup>, Anthony Woode-Eshun<sup>3</sup>, Seth Badu<sup>4</sup> and Faustina Attah Mensah<sup>5</sup>

<sup>1 & 5</sup>Department of Education - St. Louis College of Education, Kumasi.

<sup>2, 3 & 4</sup>Department of Early Childhood Education - University of Education, Winneba, Ghana

### Abstract

This study examined the support services for teachers in managing the instructional needs of children with disabilities in kindergarten centres within Kumasi Metropolis. The study adopted the sequential explanatory mixed methods design, which is characterised by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. A sample of 234 public kindergarten teachers was selected for the study. They were selected using simple random sampling and purposive sampling techniques. Questionnaires and a semi-structured interview guide were the instruments used to collect data for the study. Descriptive statistics were used to analyse the quantitative data. Qualitative data were analysed using thematic analysis. The study established that teacher support services in managing the instructional needs of children with disabilities were not present in kindergarten centres within the Kumasi metropolis. Based on the findings, the study recommends to the Ministry of Education, Ghana Education Service and Metropolitan Education Directorate to ensure that assistive technology, mobility service, interpreting service, speech-language pathology service, support teachers and special educators are available in kindergarten schools and are easily accessible to teachers.

**Keywords:** Teacher support services, children with disabilities, inclusive education, early childhood education