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Appraisal of Instructional and Leadership Roles of Teachers in Achieving Sustainable Education for Students with Learning Disabilities in Ibadan, Nigeria

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Abstract

This study investigated the extent to which teachers perform the roles of instruction and leadership towards achieving sustainable education for students with learning disabilities in regular education classrooms. The descriptive research design was adopted. The sample size for the study is 143 regular and special education teachers comprising 61 males and 82 females. A self-designed questionnaire titled "Instructional and Leadership roles of Teachers Scale ($r = 0.75$) was used for data collection. Data were analysed using descriptive statistics of frequency distributions, percentage analysis, mean and Pearson Product Moment Correlation at 0.05 level of significance. The results showed that to a large extent, majority of the participants (93.7%, $n=134$) (weighted mean = 2.83 with criterion mean as ≥ 2.50) agreed that they perform instructional roles (collaboration, differentiation of instruction, provide accommodations and individualized instruction) towards achieving sustainable education for students with learning disabilities in the regular education classrooms. It was also revealed that majority of the participants (93.7%, $n=134$) (weighted mean = 2.87 with criterion mean as ≥ 2.50) agreed that they perform leadership roles (such as serve as mentors to new colleagues, model a willingness to take risks and facilitate the scheduling and delivery of related services) towards achieving sustainable education for students with learning disabilities in the regular education classrooms. The result also showed that there is a significant relationship between how teachers perform instructional roles and how they perform their leadership roles as ways of achieving sustainable education for students with learning disabilities ($r = 0.499$, $n = 143$, $p(0.000) < .05$). Among others, the researcher recommends that more teacher commitment is required to enhance effective delivery of instructional and leadership roles by teachers in regular education school settings. Also, there should be adequate planning and implementation of individualized instruction for students with learning disabilities by special and regular education teachers.

Keywords: instructional roles, leadership roles, learning disabilities, teachers, sustainable education

Introduction

There has been a growing interest in the provision of qualitative and sustainable education to all categories of learners including those with learning disabilities. As a result, both regular and special education teachers have witnessed a general expansion of their roles specifically with regards to the regular education classrooms. According to Kunter and Pohlmann (2009), teachers' input in the education of all learners is significant. Teachers' roles within the regular education setting range from acting as a coach or guide to being an innovator and especially, a leader that inspires and influences students through expert and referent power but never coercive power (Sandy as cited in Lawrence, 2012). Teaching and learning go hand - in - hand. The teacher impacts knowledge to the students through a variety of ways and approaches. Teachers play the roles of mentoring, surrogate parenting and leadership as described by the Encyclopaedia Britannica Incorporated (2020), the online version.

The roles and responsibilities performed by teachers in regular education classrooms contribute significantly to the effectiveness of the teaching and learning process. Thus, teaching is actually considered to be effective when learning has taken place. When teachers deliver instruction via collaboration with other professionals, differentiation of instruction, provision of instructional accommodations and individualized instruction improved student achievement is obtained (Cook, Tankersley and Landrum, 2013). Specifically, this study examined both teachers' instructional and leadership roles with respect to the education of students with learning disabilities. The questions addressed include to what extent do teachers of students with learning disabilities in the regular classrooms perceive that they perform instructional roles and leadership roles towards achieving sustainable education for students with learning disabilities?

Teachers enforce different kinds of professional collaboration as an essential part of instruction provided to students with learning disabilities (Friend and Cook, 2009, Lara-Alecio, Tong, Guerrero, Huerta & Fan, 2012) for desirable learning outcomes in the school. Lazarus (2012) studied 115 teachers in Ibadan, Nigeria and found positive teachers' perception of three models of collaboration namely co-teaching, collaborative consulting and partnership with parents. The study participants agreed that the models of collaboration should be implemented for effective instruction for students with learning disabilities. Friend and Cook (2009) also specified shared mutual goals, adequate time to collaborate, shared responsibilities and shared accountability to the instructional process as major components of collaboration.

A study conducted by Olore (2017), using 90 Massachusetts public school teachers found that teachers value different kinds and degrees of collaboration with one another. Participants also reported that they recognize the benefits of and barriers to collaboration. However, it was indicated that the degree to which teachers value collaboration does not always correlate to the amount of time they spend collaborating. Olore (2017) thus, submitted that for effective instruction, teachers need more support and a clearer definition of collaboration. Mora-Ruano, Heine and Gebhardt (2019) investigated the effects that three forms of teacher collaboration namely instruction-related (IRC), project-related (PRC) and organization, performance and problem-related (ORC) had on student achievement as measured by grades from the subjects of mathematics, German language, biology, physics and chemistry. A small positive effect of teacher collaboration was obtained, only when teachers specifically discussed student achievement.

Another instructional role of teachers needed for sustainable education of students with learning disabilities is differentiated instruction. With diverse student population in the classroom, there is need for teachers to recognize that students are different, their interests differ and their readiness to learn differs (Anderson, 2007; Perrenoud, 2008). A study was conducted by Johnsen (2003) which revealed that differentiated instruction resulted in higher student engagement, increased interest while providing a gratifying experience for teachers. Fine (2003) also reported that students on special education programmes made significant improvement in the test scores after their preferred learning style was integrated into the instruction.

Ellerbrock (2011) examined differentiated instruction in an inclusive 5th Grade co-taught classroom with 22 students and two teachers in Ohio, the United States of America (USA). The findings showed that differentiated instruction led to increased engagement and motivation among diverse students in the classroom while accommodating for student differences. The need for teacher's willingness to accept students at their different ability levels was also emphasized in the study. Other positive outcomes were recorded in the research reviewed by Subban (2006) and Suprayogi, Valcke, and Godwin (2017) as follows: when teachers differentiated instruction, students demonstrated improved achievement and

self-confidence while the teachers also reported better sense of self-efficacy. It was also indicated that more experienced teachers were more likely to be open to using differentiated instruction than less experienced teachers.

Effective teachers of students with learning disabilities endeavour to provide specialized instruction tailored toward the individualized needs of all students. When students with disabilities were included in the regular education classroom, Pudlas (2003) reported that teachers provided accommodations and modifications based on individual levels and the regular education teacher was responsible for the implementation of the Individualized Education Plan (IEP) (a written document that guides the provision of special education services for students with disabilities). However, teachers showed concerns about increased accountability, increased work load and an unattainable goal that full inclusion imposed on them.

Myers (2013) sampled K-12 regular education teachers in Tennessee and found that regular education teachers have a positive perception of inclusion and of their ability to adapt instructional strategies for students with disabilities. The participants also revealed that they feel prepared to teach students with disabilities in regular education setting. These findings contradict those of Coskun, Tosun and Macaroglu (2009) which revealed a lack of understanding and knowledge of effective instructional strategies for students with special needs among regular education teachers. As stated by Suprayogi, Valcke and Godwin (2017), in theory, most educators believe that adapting their instruction to students' diverse needs is the best thing to do, however many of them do not differentiate instruction in practice.

Teacher leadership, also considered in this study, occurs when teachers lead in and outside of their classrooms, making their contributions to a community of learners and exerting positive influence on improving educational practices (Katzenmeyer & Moller, 2009). Leadership opportunities distributed to classroom teachers enables teachers to stay connected to their students daily (Stewart, 2012). Three basic components of teacher leadership identified by Beycioglu and Aslan (2010) are institutional improvement, professional improvement and collaboration among colleagues. Murphy (2005) grouped teacher leadership as instructional, relational and enabling. In other words, teacher leaders are concerned with providing better instructional planning and delivery which could lead to high quality instructional outcomes. They equally build more positive and sincere relationships and make the learning conditions more suitable for everyone in the school community. Murphy's (2005) classification simply re-affirms the existence of a positive relationship between a teacher's instructional role and his or her leadership role.

Robin and Marjorie (2019) reported on a major project in the school system in the USA, initiated since 2011 to promote teacher leadership. Through this project several teachers were trained to perform active leadership roles in their individual schools, school districts and local communities. Regular education teachers serve as leaders when they work with paraprofessionals to ensure quality education to all learners. They can participate in Individual Education Plan meetings and also facilitate the planning and provision of related services to students with learning disabilities. Eccleston (2010) posited that efficient teacher leaders communicate effectively with other professionals and possess good organizational skills that facilitate collaboration.

In addition, Billingsley (2007) explained that special education teacher leaders engage in school-wide collaboration, serve as mentors to new colleagues, participate as clinical faculty in Professional Development Schools (PDSs) and work in district-wide professional development. Special education teachers equally perform mentoring roles and serve as coaches and facilitators for other teachers in the school. As teacher leaders, special education teachers supervise paraprofessionals and act as passionate advocates for students with learning disabilities. They also coordinate students' related services. Fairman and Mackenzie

(2012) conducted a study involving seven Maine, USA schools and found that teacher leaders initiated their own professional learning efforts. Teachers acted as leaders by modelling a willingness to take risks, collaborating, questioning existing practices, having a strong commitment to continued learning, showing understanding of their own learning and classroom teaching and influencing colleagues and other stakeholders on a wider scale. From Santa Cruz, California, Ingersoll, Sirinides and Dougherty (2017) reported that while teachers more frequently played significant role in decision-making concerning classroom academic instruction, teaching techniques and student grading, they less frequently played a role beyond the classroom involving making school-wide decisions on issues that relate to both academic and non-academic. Salleh (2016) also examined instructional leadership roles of teachers from eleven primary schools in Singapore and found that in Singapore context teachers without senior management positions now serve as team leaders in professional learning communities. This is a way of extending the role of teacher leaders.

Purpose of the Study

This study set out to examine the extent to which teachers perform the roles of instruction and leadership towards achieving sustainable education for students with learning disabilities in regular education classrooms. The study also investigated the relationship that exists between teachers' level of performance of instructional roles and their level of performance of leadership roles as ways of achieving sustainable education for students with learning disabilities.

Research Questions

1. To what extent do teachers perform instructional roles (collaboration, differentiation of instruction, provide accommodations and individualized instruction) towards achieving sustainable education for students with learning disabilities in the regular classrooms?
2. To what extent do teachers perform leadership roles (supervise, train, mentor, and provide supportive services) towards achieving sustainable education for students with learning disabilities in the regular classrooms?

Hypothesis

H₀₁: There is no significant relationship between teachers' level of performance of instructional roles and their level of performance of leadership roles as ways of achieving sustainable education for students with learning disabilities.

Methodology

The study adopted a descriptive research design. Inferences about relations among variables were made without direct interaction from concomitant variation of independent and dependent variables. A total of one hundred and forty-three (143) regular and special education teachers participated in the study out of which sixty-one (61) were males and eighty-two (82) were females. All participants were involved in the education of students with learning disabilities in two out of five Local Government Areas (LGAs) in Ibadan Metropolis, Oyo State, Nigeria. Eighty-eight (88) of them were from public secondary schools while fifty-five (55) were from private secondary schools. The two LGAs were purposively selected for convenience. They are Ibadan North and Ibadan South West LGAs. Eight (8) secondary schools were randomly chosen from Ibadan North while four (4) secondary schools were randomly selected from Ibadan South West LGA. All participants were initially subjected to answer some oral questions to ascertain that they have students

with learning disabilities in their classrooms. Teachers who did not have students with learning disabilities in their classrooms were excluded from the study.

The major instrument used for data collection in this study is a 25-item questionnaire designed by the researcher after reviewing other studies on teachers' role in education of students with learning disabilities such as the study of Myers (2013). The scale titled "Instructional and Leadership Roles of Teachers Scale" (ILRTS), is subdivided into three with Section A, eliciting demographic information. It covered data about teachers' age, gender, educational experience and status of school. Section B, (15 questions) elicited responses about instructional roles of teachers in regular education classroom and Section C, (10 questions) elicited responses about leadership roles of teachers in regular education classroom. A reliability coefficient index got after computing data gathered from the pilot test was 0.75. This shows the scale is reliable. The researcher maintained the anonymity of respondents and the strict confidentiality about all information collected. Only teachers who indicated willingness to participate as well as those who were able to participate in the initial oral interview effectively were included in the sample.

The data collected were analysed using descriptive statistics of frequency distributions, percentage analysis, mean and standard deviation. These enabled the researcher to delineate participants level of performance of instructional and leadership roles towards achieving sustainable education for students with learning disabilities. The Pearson product moment correlation was computed to determine the significant relationship between instructional roles and leadership roles of teachers of students with learning disabilities.

Results

RQ 1: To what extent do teachers perform instructional roles (collaboration, differentiation of instruction, provide accommodations and individualized instruction) towards achieving sustainable education for students with learning disabilities in the regular classrooms?

Table 1: Perceived level of performance of instructional roles by teachers in regular education classroom

s/n	Items (State your perceived level of performance of instructional roles)	SD	D	A	SA	\bar{x}	S.D
1	Adapt instructional strategies to meet the needs of all students.	-	5 3.5%	92 64.3%	46 32.2%	3.29	0.53
2	Plan instructional strategies based on the learning styles of all students.	4 2.8%	15 10.5%	74 51.7%	50 35.0%	3.19	0.73
3	Set up regular classroom for all students to be able to move around easily.	5 3.5%	12 8.4%	77 53.8%	49 34.3%	3.19	0.73
4	Collaborate sufficiently with education professionals when planning instruction.	4 2.8%	14 9.8%	83 58.0%	42 29.4%	3.14	0.70
5	Help a SLD maintain a neat and organized desk in the regular classroom.	9 6.3%	25 17.5%	76 53.1%	33 23.1%	2.93	0.81

6	Differentiate instruction based on individual learning needs.	12 8.4%	27 18.9%	70 49.0%	34 23.8%	2.88	0.87
7	Vary instructional strategies to accommodate SLD.	13 9.1%	35 24.5%	64 44.8%	31 21.7%	2.79	0.89
8	Evaluate student with learning disabilities' progress.	11 7.7%	34 23.8%	74 51.7%	24 16.8%	2.78	0.82
9	Determine students with learning disabilities' goals and objectives.	12 8.4%	36 25.2%	70 49.0%	25 17.5%	2.76	0.84
10	Provide students with learning disabilities task to be completed in the regular classroom that align with their IEP goals.	10 7.0%	42 29.4%	63 44.1%	28 19.6%	2.76	0.85
11	Conduct testing and evaluation of students with learning disabilities.	15 10.5%	37 25.9%	62 43.4%	29 20.3%	2.73	0.90
12	Engage in co-teaching of students with learning disabilities in the regular class.	12 8.4%	39 27.3%	72 50.3%	20 14.0%	2.70	0.81
13	Ensure that a student with learning disabilities' IEP is implemented.	20 14.0%	31 21.7%	68 47.6%	24 16.8%	2.67	0.92
14	Provide one-on-one teaching to a student with learning disabilities (SLD) in the regular classroom.	37 25.9%	34 23.8%	50 35.0%	22 15.4%	2.40	1.04
15	Adapt instructional strategies to meet the needs of only SLD.	31 21.7%	59 41.3%	35 24.5%	18 12.6%	2.28	0.95
Weighted Mean = 2.83;		Criterion Mean = ≥ 2.50					

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
SLD= students with learning disabilities

Table 1 showed the rating of the extent to which teachers perform instructional roles (collaboration, differentiation of instruction, provide accommodations and individualized instruction) towards achieving sustainable education for students with learning disabilities in the regular classrooms. "Adapt instructional strategies to meet the needs of all students" ($\bar{x}=3.29$) ranked highest by the mean score rating as the major instructional role teachers in regular education classrooms perform towards achieving sustainable education for students with learning disabilities. This was followed by "plan instructional strategies based on the learning styles of all students" ($\bar{x}=3.19$), "set up regular classroom for all students to be able to move around easily" ($\bar{x}=3.19$), "collaborate sufficiently with education professionals

when planning instruction" ($\bar{x}=3.14$), "help a student with learning disabilities maintain a neat and organized desk in the regular classroom" ($\bar{x}=2.93$), and "differentiate instruction based on individual learning needs" ($\bar{x}=2.88$) respectively. However, two items with somewhat low ratings are "ensure that a student with learning disabilities' Individualized Education Plan is implemented" with ($\bar{x}=2.67$), ranked third from the bottom of table 1 and item: "provide one-on-one teaching to a student with learning disabilities (SLD) in the regular classroom" with ($\bar{x}=2.40$) was ranked second from the bottom of table 1. These two items show that teachers in regular education classrooms moderately provide individualized instruction to students with learning disabilities.

Table 2: Test of norm showing the extent to which teachers perform instructional roles towards achieving sustainable education for students with learning disabilities in the regular classrooms

Interval of teachers performance of instructional roles	Mean index	Extent of Perceived level of performance of instructional roles	Frequency	Percentage
1-30		Low extent	9	6.3
31-60	42.48	High extent	134	93.7

Table 2 showed the percentage of extent to which teachers perform instructional roles towards achieving sustainable education for students with learning disabilities in the regular classrooms. Participants who indicated low extent of performance of instructional roles were 6.3% ($n=9$), while 93.7% ($n=134$) indicated a high extent of performance of instructional roles. Therefore, it could be deduced that to a large extent, majority of the participants agreed that they have a high level of performance of instructional roles towards achieving sustainable education for students with learning disabilities in the regular education classrooms.

RQ 2: To what extent do teachers perform leadership roles (supervise, train, mentor, and provide supportive services) towards achieving sustainable education for students with learning disabilities in the regular classrooms?

Table 3: Perceived level of performance of leadership roles by teachers in regular education classroom

s/n	Items (State your perceived level of performance of leadership roles)	SD	D	A	SA	\bar{x}	S.D
1	Serve as a mentor to new colleagues.	8 5.6%	12 8.4%	76 53.1%	47 32.9%	3.13	0.79
2	Model a willingness to take risks.	7 4.9%	17 11.9%	83 58.0%	36 25.2%	3.03	0.75
3	Facilitate the scheduling and delivery of related services.	6	13	94	30	3.03	0.69

		4.2%	9.1%	65.7%	21.0%		
4	Make adequate input in developing of individualized education plan (IEP) for all students with learning disabilities.	7 4.9%	30 21.0%	80 55.9%	26 18.2%	2.87	0.76
5	Offer professional development opportunities designed to assist with the teaching of SLD.	9 6.3%	32 22.4%	72 50.3%	30 21.0%	2.86	0.82
6	Provide sufficient materials to make appropriate accommodations for SLD.	14 9.8%	28 19.6%	70 49.0%	31 21.7%	2.83	0.88
7	Provide sufficient support to other professionals in the school for adequate instruction of SLD.	9 6.3%	31 21.7%	81 56.6%	22 15.4%	2.81	0.77
8	Advocate for each student with a learning disability in the school.	9 6.3%	37 25.9%	73 51.0%	24 16.8%	2.78	0.79
9	Conduct in-service training sessions about access to the regular education curriculum.	12 8.4%	39 27.3%	64 44.8%	28 19.6%	2.76	0.87
10	Train and supervise paraprofessionals in school.	17 11.9%	41 28.7%	63 44.1%	22 15.4%	2.63	0.89
Weighted Mean = 2.87							

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 3 showed the rating of the extent to which teachers perform leadership roles towards achieving sustainable education for students with learning disabilities in the regular classrooms. "Serve as a mentor to new colleagues" ($\bar{x}=3.13$), was ranked highest by the mean score as the major perceived leadership role of teachers in regular education classrooms, and was followed by "Model a willingness to take risks" ($\bar{x}=3.03$), "Facilitate the scheduling and delivery of related services" ($\bar{x}=3.03$), "Make adequate input in developing of individualized education plan (IEP) for all students with learning disabilities" ($\bar{x}=2.87$) respectively. Data from the bottom of table 3 revealed that two questions: "conduct in-service training sessions about access to the regular education curriculum" ($\bar{x}=2.76$) and "train and supervise paraprofessionals in school" ($\bar{x}=2.63$) had the least mean scores. This implies that teachers in regular education classrooms agreed that their level of performance of these two leadership roles is moderate.

Table 4: Test of norm showing the extent to which teachers perform leadership roles towards achieving sustainable education for students with learning disabilities in the regular classrooms

Interval of leadership performance	Mean index	Extent of Perceived level of performance of leadership roles	Frequency	Percentage
1-20		Low extent	9	6.3
21-40	28.74	High extent	134	93.7

Table 4 showed the percentage of extent to which teachers perform leadership roles towards achieving sustainable education for students with learning disabilities in the regular classrooms. Participants who indicated low extent of performance of leadership roles were 6.3% (n=9), while 93.7% (n=134) indicated a high extent of performance of leadership roles. Therefore, it could be deduced that to a large extent majority of the teachers have a high level of performance of leadership roles towards achieving sustainable education for students with learning disabilities in the regular education classrooms.

Hypothesis one: There is no significant relationship between teachers' level of performance of instructional roles and their level of performance of leadership roles as ways of achieving sustainable education for students with learning disabilities.

Table 5: Pearson Product Moment Correlation (PPMC) showing the relationship between teachers' perceived level of performance of instructional and leadership roles in regular education classrooms

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Teachers' perceived level of performance of instructional roles	42.4825	7.8997	143	.499*	0.000	Sig.
Teachers' perceived level of performance of leadership roles	28.7413	5.5331				

* Sig. at 0.05 level

Table 5 showed that there is a significant relationship between teachers' level of performance of instructional roles and their level of performance of leadership roles as ways of achieving sustainable education for students with learning disabilities ($r = 0.499$, $n = 143$, $p(0.000) < .05$). Hence, it could be deduced that teachers' level of performance of instructional roles positively influenced teachers' level of performance of leadership roles. The hypothesis is rejected.

Discussion

The findings showed a weighted mean of 2.83 for research question one. From the test of norm computed it was revealed that majority of the participants indicated a high level of performance of instructional roles towards achieving sustainable education for students with learning disabilities in the regular classrooms. It was only 6.3% of participants that indicated low extent of performance of instructional roles. The present findings negate the finding of Coskun, Tosun and Macaroglu (2009) which revealed a lack of understanding and knowledge of effective instructional strategies for students with special needs among regular education

teachers. The present finding therefore, demonstrates that teachers in regular education classrooms have good knowledge of the instructional roles such as collaboration with other professional, differentiated instruction, use of accommodations and implementation of individualized education for students with learning disabilities. The teachers also perform these roles in their classrooms.

These findings corroborate the finding of Myers (2013) that revealed regular education teachers' preparedness to teach students with disabilities in regular education setting. Participants' also indicated in specific terms, their ability to plan and adapt instructional strategies for students with disabilities as well as to collaborate sufficiently with education professionals. However, based on the ranking in table 1, it appears that teachers in the present study ranked the provision of individualized instruction to students with learning disabilities moderately. The lowest ranked items were questions on IEP and its implementation. This finding is not in consonance with those of Pudlas (2003) which indicated that teachers provided accommodations and modifications based on individual levels in regular education classrooms. Pudlas (2003) finding actually support that regular education teachers were responsible for the implementation of the Individualized Education Plan (IEP). But the present finding has shown that teachers seldom performed such roles going by the ranking in table 1. This should not be so as higher student academic achievement had been linked to the provision of individualized education among students with learning disabilities (Cook, Tankersley and Landrum, 2013).

Findings for Research Question 2 revealed a weighted mean of 2.87. This means that many participants significantly indicated high level of performance of leadership roles towards achieving sustainable education for students with learning disabilities in the regular classrooms. This finding agrees with the finding of Fairman and Mackenzie (2012) which showed that teachers play leadership roles in the school as they serve as role models and collaborators and manifest a strong commitment to continued learning. Besides, the present findings support the finding of Robin and Marjorie (2019) that showed that in the USA, teachers are being trained to perform active leadership roles in their individual schools, school districts and local communities. The finding of Salleh (2016) also revealed that in Singapore, teachers perform leadership roles in professional learning communities. This present finding supports what is practised in the USA and Singapore as revealed in the studies conducted by Robin and Marjorie (2019) and Salleh (2016) respectively. Two questions that address the conduct of in-service training sessions about access to the regular education curriculum for other professionals in the school and train and supervise paraprofessionals in school had the least mean scores on table 3. This implies that teachers in regular education classrooms agreed that their level of performance of these two leadership roles is moderate. With this finding, teachers would be expected to strategically perform leadership roles with more vigour for better student learning outcomes.

For hypothesis one it was revealed that teachers' level of performance of instructional roles positively influenced teachers' level of performance of leadership roles. This implies that teachers who perform instructional roles in their classrooms also likely perform leadership roles. Both roles are interwoven and have a singular aim of improving the learning outcomes of all learners in the regular education classroom including students with learning disabilities. This finding is in line with the classification of teacher leadership provided by Murphy (2005). The existence of a positive relationship between a teacher's instructional role and his or her leadership role was strongly reiterated by Murphy (2005). This present finding is also in consonance with the finding of Ingersol, Sirinides and Dougherty (2017) that teachers often acted as leaders in the classroom while delivering instruction, applying teaching techniques and when grading students' work. This means that effective teacher leadership is

well connected to teaching and learning activities in the classroom as well as outside the classroom.

Conclusion

It is concluded from this study that in order to achieve sustainable education for students with learning disabilities in the regular classrooms many teachers perform both instructional and leadership roles in their various classrooms and schools. It was revealed that many teachers provided four kinds of instructions to students with learning disabilities in the regular education classrooms as follows: collaboration with other professionals, differentiation of instruction, provision of accommodations and engaged in individualized instruction. In addition, a positive relationship was obtained between teachers' level of performance of instructional roles and teachers' level of performance of leadership roles towards achieving sustainable education for students with learning disabilities in the regular classrooms.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. More teacher commitment is required to enhance effective delivery of instructional and leadership roles by both regular and special education teachers in regular education school settings.
2. There should be adequate planning and implementation of individualized instruction for students with learning disabilities by special and regular education teachers. All relevant professionals must be involved in the process of individualized education plans for students with learning disabilities.
3. Special educators should organize useful trainings for other professionals in the school to promote effective instruction and leadership by teachers in regular education school settings. All these will yield sustainable education for students with learning disabilities in the regular classrooms.
4. Teachers in regular education classrooms who are involved in teaching students with learning disabilities should endeavour to specify and enforce collaborative activities with other professionals for better student outcomes.
5. There is need to diversify and effectively implement the accommodations and modifications adopted by teachers for students with learning disabilities.

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