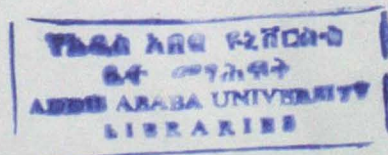


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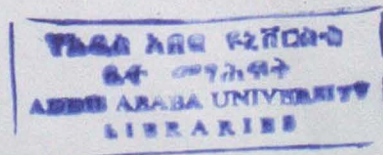
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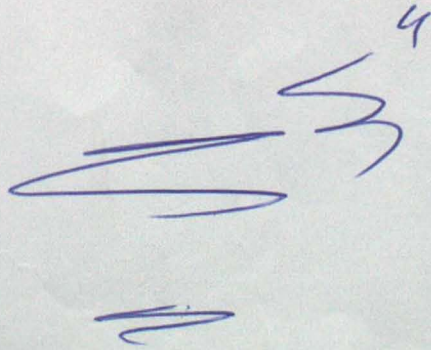
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JULY, 2007

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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BY
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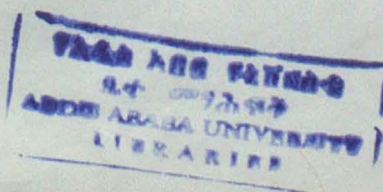
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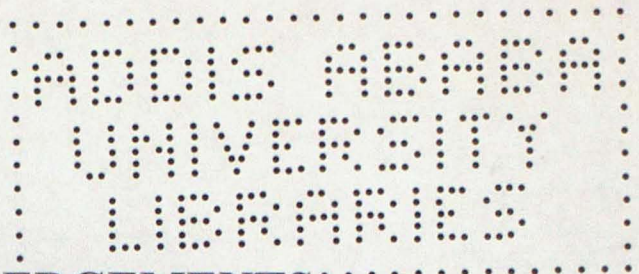
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ABBREVIATIONS

CSA	Central Statistical Authority
IDDC	International Disability and Development Consortium
IDEA	Individuals with Disabilities Education Act
IEP	Inclusive Education Program
MOE	Ministry Of Education
NGOs	None Governmental Organizations
n.d	No date
SEDL	South Educational Development Laboratory
SEN	Special Education Needs
SSC	Scottish Sensory Center
UNESCO	United Nations, Scientific and Cultural Organization
VIS	Visually Impaired Students

ABSTRACT

The principal purpose of this study was to assess challenges of teaching visually impaired students in an inclusive classroom in two selected second cycle primary schools of Amhara region.

To achieve this objective a descriptive survey method was employed and data were collected through instruments such as questionnaires, interview, focus group discussion and observation. The respondents were 45 teachers, 42 visually impaired students, 16 sighted students, principals, vice principals and the coordinators of visually impaired students in both schools. Teachers and visually impaired students were given two sets of questionnaires which sought their responses regarding challenges to teaching visually impaired student in an inclusive classroom. Interview and focus group discussion were conducted with the schools administrator and 16 sighted students respectively. The data that collected through questionnaires were tabulated and analysed using mainly percentage and mean in a few places, whereas, the data collected through interview, focus group discussion and observation were analyzed by categorization, direct interpretation and developing generalization based on the data obtained.

Concerning the results, the main findings shows that most teachers and principals have lack of understanding regarding the concept of inclusive education although there are some teachers and coordinators who have limited and good understanding about it.

The findings shows that teachers have negative attitudes towards teaching in an inclusive classroom. Moreover, it shows that teachers have faced problems in playing their roles and in employing different teaching strategies in an inclusive classroom due to lack of training, large class size, heavy teaching load, absence of wide classroom etc. Furthermore, it shows that chronic shortage of special materials in the students hand and in the schools library, inconvenient learning environment are among practical problems that strongly challenge the teaching learning process in an inclusive classroom.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Currently basic education is considered as a human right, and every school age children must have access to primary education. Taking this into consideration the government of Ethiopia committed itself to realize universal primary education by the year 2015 (MOE, 2005).

To accomplish the above goal the government as well as other stakeholders should work jointly to create access of education for all children without forgetting their special needs. But, as stated in the African journal of special education (1999) the educational status of children with special needs has ranged from total exclusion, denial of access, and partial and full integration to inclusion.

Among children who need special education the researcher believed that disabled children are the most forgotten one. In line with this, Hegarty (1990) and Khatleli et al., (1995) claimed that most children with disabilities in most countries throughout the world do not receive any form of education or if they receive any it is often inappropriate.

Despite the explanation of Hegarty (1990) and Khatleli et al., (1995), Oliver (1995) mentioned that during the last century, segregated special education has been promoted for children with disabilities aimed to meet the needs of disabled children. However, several people have challenged this idea. For instance, Manson and Reiser (1994), Swain et al., (1993); Oliver (1995) and UNESCO (1994) mentioned that special education reinforces the negative rejecting attitudes of the society, and people with disabilities or learning difficulties do not need to be separated or protected, since segregated education restricts and limits the rights and opportunities for self fulfillment. Furthermore, Morbeg (1997), Stainback and Stainback (1984) cited in Tirussew (1999:95) added that the advocates of inclusion perceive separate education as dehumanizing, labeling, ineffective, and expensive.

While stating the importance of inclusive education stated that separate special education is not needed at all and that all students can receive appropriate and quality education within the contexts of regular classroom. However, the above scholars do not deny the presence of problems

such as shortage of adapted materials, inconvenient school environment, lack of training of teachers etc in an inclusive classroom. But, they stressed that to alleviate problems like shortage of resources the growing realization that existing special education is not appropriate, and the fact that inclusive education gives benefit to all children

Tirusew (1999), also stated that inclusive schools are essential to the enjoyment and exercise of human right at building solidarity between children with special needs and their peers.

Moreover, Banbury (1987) in Trussew (1999: 45) and UNESCO (1994) document explained that inclusion, is considered as an equity issue, a solution to a social problem, a philosophy concerned with rights and opportunities of fellow citizens. And the shift towards inclusive education challenges the present system of educational delivery and leads to quality education through trying to address the needs of all children in the class and benefits educational system as a whole

Tirussew further stated that even though inclusive education address the needs of all children in the class and benefits educational system as a whole, it is not a soft process. It requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social.

In line with this IDDC (1998) cited in Tirussew (1999) also stated many factors such as attitudes of the community towards persons with disabilities and inclusion, limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change, affect and regulate the development of inclusion and become barriers in impeding inclusive education.

Among researchers who conducted research on issues related to children with disabilities, there are some showing the attitudes towards inclusive classroom. For instance, Abate (2001) in his master's thesis on teacher's attitude towards the inclusion of children with disabilities in to regular schools in some secondary schools in Addis Ababa shows that most teachers in regular schools have no favourable attitude towards the inclusion program, but the majority of special school teachers favour the inclusion program.

Another research work conducted by Tensae (2000) revealed that due to teachers' low level of ability to use alternative teaching strategies and adaptations, inability to use concrete materials and teaching aids that can be touched and heard, inability to provide blind students with lecture

note, inconvenient school environment and lack of back-up support make the teaching learning difficult in inclusive classroom.³ However, a study conducted on blind students integrated in Mulugeta Gedle school at Sebeta showed positive experiences on the part of the teachers, sighted students as well as blind students (Tirussew, 1999).

Regarding the mechanisms to alleviate problems associated with teaching in an inclusive classroom the UNESCO Salamanca statement (1994) stated that the administrators and ordinary schools have to adapt their approach to the curriculum, teaching support, funding mechanisms and the built environment, to the effectiveness of inclusive education. But as far as the researcher's knowledge concerned none of the research works the researcher encountered focused on challenges of teaching in an inclusive classroom in second cycle primary schools. Thus, having all the above information from different scholars the researcher has started thinking about the current teaching learning process in primary schools (especially in the second cycle primary schools where the researcher has a close look at the teaching learning process through his walks of career life).

Then, the researcher convinced him self that to improve the quality of teaching and learning, it is necessary to conduct specific studies that enable one to get better insight about teachers' understanding of inclusive education and challenges that hinder them while teaching visually impaired students in an inclusive classroom.

1.2 Statement of the Problem

According to Hegarty (1990) and Khatleli et al., (1995), Olivers (1995) during the last century, segregated special education has been promoted for children with disabilities aimed to meet the needs of disabled children. However, several people have challenged this idea. For instance, Manson and Reiser (1994); Swain et al (1993); and UNESCO (1994) mentioned that special education reinforces the negative rejecting attitudes of society, and people with disabilities or learning difficulties do not need to be separated or protected, since segregated education restricts and limits the rights and opportunities for self - fulfillment.

In Ethiopia, the participation rate of children with disabilities in special schools and special classes is negligible when compared with the number of children with disabilities in school age bracket (Tirussew, 1999).

According to statistical report of the Ministry of Education (1997), there were seven residential special schools in Ethiopia for the last forty years, which in most cases were initiated by missionaries, can mainly be attributed to financial constraints as well as attitudinal factors.

As mentioned earlier, children attending special schools and classes include the deaf, the blind and mentally retarded; the number of students served is about 2, 276 (MOE, 1997). Children who fall in the age bracket between 5 and 19 constitute about 37.4% (23, 058, 825) of the total population in Ethiopia (CSA, 1998 cited in Tirussew, 1999). As per estimation of the national base- line survey of persons with disabilities in Ethiopia this constitutes about 2.95% of the total population. (Tirussew et al., 1995). That is, there about 691, 765 children with disabilities in the school age bracket in the country among which only 0.33% have access to special schools and classes at primary and secondary levels. That means, the education of children with disabilities in Ethiopia has failed to reach and serve over 99% of school age children in the country. It is, therefore argued that special needs provision and rehabilitation would be more effective in their immediate environment rather than in institutions or special schools which are in accessible due to their locations, which may be hundreds of miles away from home (Eleweke, 1998 cited In Tirussew, 1999)

Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities in the country. According to Tirussew (1999) inclusive education is nothing more than just good school management and good teaching. It is a move towards schools that are structured around pupils diversity and can accommodate many different ways of organization of pupils for learning to attain excellence in diversity.

Even though inclusive education address the needs of all children in the class and benefits educational system as a whole, it is not a soft process. It requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social (ibid).

In line with IDDC (1998) cited in Tirussew (1999) also stated many factors such as attitudes of the community towards persons with disabilities and inclusion, limited understanding of concepts of disability, negative attitude towards persons with disabilities and a hardened resistance to change affect and regulate the development of inclusion and become barriers in impeding inclusive education.

Mather (1992) and Rekkas (1997) cited in Tirusew (1999) also stated that an inclusive education demands the class teachers to be innovative, flexible, creative, ready to learn from the learners and capable of initiating active learning. These are some of the pedagogical challenges facing ordinary class teacher teaching students with diverse educational needs.

Therefore, in light of the above view this study will assess the challenges of teaching visually impaired students in an inclusive classroom in Tsadiku Yohannes and Atse Sertsedengel Second Cycle Primary School in Gondar and Bahirdar towns of Amhara region respectively.

Thus, based on these and other challenges observed in relation to teaching visually impaired students in an inclusive classroom, this study has raised the following basic questions:

1. Do teachers assigned in an inclusive classroom have the necessary knowledge, understanding and skills to teach?
2. What is the attitude of teachers towards an inclusive classroom?
3. What are the challenges that teachers encounter to play their roles in inclusive classrooms?

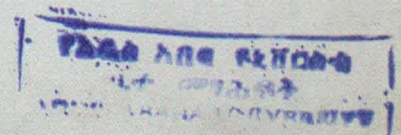
Specifically:-

- 3.1. What are the hampering factors to employ the different teaching strategies in an inclusive classroom?
- 3.2. Are teachers equipped with inclusive learning approach during their training or do they take any in-service training regarding inclusive education?
- 3.3. What are the challenges associated with the provision of materials, library services, learning environment, teaching work load and class size?

1.3 Objective of the Study

The general objective of this study was to assess challenges of teaching visually impaired students in an inclusive classroom in second cycle primary schools in Gondar and Bahirdar towns. More specifically this study have the following specific objectives. The study tries:

- to identify the methods of teaching employed by teachers (appropriate or inappropriate) to teach visually impaired students in an inclusive classroom
- to suggest and recommend ways and means of helping visually impaired students for teachers who teach in an inclusive classroom?



- to assess the challenges of teachers while teaching in an inclusive classroom in relation to teaching strategies, the use of teaching aids, library resources, etc.

1.4 Significance of the study

This study will provide information for the principals of the second cycle primary schools about the reality of the educational practices in an inclusive classroom, which in turn can be used as a point of departure in suggesting for the formulation of further policies. It informs teachers about the challenges of teaching in an inclusive classroom particularly in connection with visually impaired students.

Moreover, this study will serve as a stepping stone for further studies on the challenges of teaching in an inclusive classroom in second cycle primary schools as well as other levels in relation to inclusive education and serve as a reference material for the development of inclusive education policy.

1.5 Delimitation of the Study

The study on challenges of teaching visually impaired students in an inclusive classroom would have been comprehensive if all types of visual impairments would have been included in the study.

However, because of its widest meanings and need of different treatment, this study was focus on only totally blind students among the different types of visually impaired such as partially sighted, low vision and legally blind. Furthermore, because of time and resource constraints to conduct the research successfully in all second cycle primary schools; this study is delimited only in two second cycle primary schools namely Tsadiku Yohannes and Atse Sertsedengel, in Amhara region, even though the problem is expected to exist in all levels (from primary to tertiary levels) where visually impaired students are found.

1.6 Limitation of the Study

For their long years of teaching students with visual impairment, only two schools with special units were purposely selected as a study site. Therefore, a better picture would have been obtained if more schools had been included in the study.

The other limitation of the study is shortage of materials which are based on exhaustive research work on this topic in Ethiopian context. As a result, a few materials in Ethiopian context have been repeatedly used. The last limitation that the researcher can state is that some respondents were not willing to fill out and return the questionnaires on the very expected time.

1.7 Operational Definition of terms

Inclusive Schools: - are those schools in which students with disabilities attend the school and the classroom she/he would attend with out having had a disability.

Visual impairment is totally blind whose impairment is to sever that they must rely on senses other than vision to function adequately. They learn via Braille or other non – visual media.

Inclusive education: Means all children, young people and adults – disabled, non – disabled and disaffected – being able to learn together in ordinary pre school provisions, schools and community education setting with appropriate networks of support.

Disability: Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or with in the range considered normal for a human being.

Regular classroom: is a classroom designated for “regular”, or academic, work as opposed to classroom for “special” work.

Regular Teacher: is a teacher devoting full time to instruction, not serving a probationary or practice teaching period; one officially recognized as a full –time staff member.

Special teacher: one who teaches or directs instruction in subjects for which regular teachers are not specially trained. In special education, one who teachers particular types of children or uses certain types of methods in which regular teacher are not specially trained.

Special school: a school established for the purpose of caring for the educational needs of a typical children; offers special education to children of single classification (Blind for example or mentally retarded children).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Historical Development of Education for the Visual Impaired

History reveals that the knowledge of visually impaired people dates back to the ancient world. Records from ancient Egypt confirm that, unlike people with other significant impairments, people with visual impairments were accepted by society. Homer, the famous Greek poet who produced Illiad and Odyssey, the master pieces of literature along all ages, was blind (Smith and Luckasson, 1995).

During the middle ages, special care and attention were given to the visually impaired by monasteries, resulting from the humanitarian treatment of the early Christian era. In 1178, a home was established for the blind and some trials of instruction were made by the Duke of Bavaria. In 1254, a refuge for blind crusaders named the Hotel des Quinzevingts, was established in Paris. In the following five hundred years, many other institutions which led to the establishment of the blind schools were built in various parts of western Europe (Baker, 1959).

The first school for the blind, the institution for Blind Youth, was founded in Paris in 1784 by Valentin Haüy, who conceived as a system of raised letters on the printed page. In 1800's Louis Braille system, a blind Frenchman developed a tactile system of reading and writing today's Braille system (Smith and Luckasson, 1995)

In the United States the first Blind school, the New England Asylum for the Blind, was opened in 1829. It was directed by Samuel Gridley Howe. The New York Institute for the Blind and the Pennsylvania institution for the instruction of the blind were established around 1832. These 19th century institutes were privately owned boarding schools and usually were attended by children of well-to-do families (ibid).

The first day classes in which the blind children were integrated with the sighted ones began in Scotland in 1872. In the United States, the first attempts to integrate the blind in to regular classes commenced in Chicago around 1900. When Frank Hall convinced people to allow the blind students to live at home. Hall also developed a mechanical Braille writer, a small portable

machine for taking notes and performing other written tasks. At those times students attended regular classes also received Braille education by special education teacher (ibid).

Smith and Lukasson (1995) also noted that many technological advances have provided great benefits for people with visual impairments. The development of telephone by Alexander Graham Bell and phonograph by Thomas Edison in 1876 and in 1877 respectively has contributed much for the overall betterment of the blind. The invention of radio broad cast in the United States in 1906 gave remarkable access to personal entertainment and information for the visually impaired. Smith and Lukasson (1995) Further pointed out that another important area for people with visual disability in which development has been realized is mobility and orientation. Between 1918 and 1925, dog guides were used to help blind French and German veterans of word war I.

In the United States, dog guides were introduced in 1928. Long canes were developed around 1860. Before Richard Hoover, after whom the Hoover cane is named developed a mobility and orientation system in 1944. There was no systematic method for teaching individual's how to move freely in their environments.

Other than long cane and dog guide, today other movements modes such as sighted guide and independent movement are commonly used. Even though, they are not well known in our country, existing literature portrays that several electrical devices are of a great aid for the movement of blind individual in the developed world.

2.2 Education for Visual impairment in Ethiopia

Yusuf (1987) stated that before the 20th century, the type of education existed in Ethiopia was the church education. Its principal aim was to prepare the young people for the church services. The typical means of instruction of the educational system was oral presentation. This helped the blind students to equally benefit from the teaching learning activities of the time.

According to Ministry of education and Fine Arts materials (1960 E.C) cited in Mengistu (1989) the education of the blind began simultaneously with that of the sighted people. This was possible as the applied teaching method was oral and suited the personal conditions of the blind learners as well. As the result, the blind were able to serve in the churches equally with the sighted people. Rigby (1970: 2) supported the view that "it was possible for blind children to receive this

traditional type of education as reading and writing were kept to minimum and instruction was given orally to all students. This could be taken as the first known form of an organized integrated system of education for the blind".

Rigby (1970) noted that 1930's western type of educational system was introduced to Ethiopian government school system. At that time no real attempts were made to include the blind persons in to the regular classes and to consider their special demands. Attempts of introducing Braille reading and writing in to the classes were ignored and as the result the education of the blind, which had been given special attention in the traditional education was forced to decline.

According to the information of Ministry of education and fine Arts (1960) cited in Mengistu (1989), various modern blind schools were opened at different areas of the country starting from the third decade of the 20th century. The first school was opened in 1924 in Wellega Zone. Dembi Dollo, by American Presbyterian Church. The number of students attended the school was not known and the school was closed after a short period's service.

The second school, which later transferred to Bakko, Entoto Blind School (Addis Ababa) it was established by Swedish Evangelical Mission. Next to this. Urael Blind school, today's Sebeta School, was found in 1952 by Emperor Haile Silassie.

It was transferred to Sebeta in 1956. The fourth blind school opened in 1967 by the society for the interior, mission, named the Sudanese interior mission, was the Soddo Blind School. The next school was Shashemeni blind school. It was established by Irish Mission in 1980.

2.3 The Concept of Visual Impairment

According to Tirussew (2000) there are no consistent procedure for defining visually disabled population or for determining inclusive criteria. In order to permit easy classification, definitions and criteria usually reflect units of measurement or particular services that an agency provides. Measurement units typically are expressed in reference to Shnellen chart notations of visually acuity. This chart consists of symbols (numbers or letters) that decrease in size. It is read at a distance of 20 symbol size corresponds to the standard distance at which a person with normal vision can recognize the symbol.

Based on this, visual impairment can be defined from different points of view differently. It can be defined from legal and educational perspectives (Vergason, 1990) Cited in Tirussew (2000). The legal definitions of blindness depend heavily on measurement of visual acuity, which is the ability to clearly distinguish forms or discriminate details at a specific distance. But this paper deals with the educational activities of the blind students; the term is defined only from the educational perspective. It could be merely defined as any eye defect which hinders the educational performances of a child and entails some adaptations and modifications in various educational areas. In the terms of its severity visually impaired individuals are categorized in to partially sighted (low vision) and totally blind.

Taylor, Stenberg and Richards (1995) defined the two terms, from the educational stand points as follows.

1. Partially sighted learners are those having significantly visual problems but still use their vision as their primary sense for learning
2. Blind (Totally Blind) learners are those whose visual impairment is too sever that they must rely on senses other than vision to function adequately. They learn via Braille or other non - visual media.

According to SSC (2000c) visual impairment, specifically blindness is classified in to congenital and adventitious. Those children who lose their sight prenatally or at birth are said to be congenitally blind, whereas those who lose their vision postnatally or developed blindness later in life called adventitiously blind. But "there is some evidence that children who lose all functional vision before age three do not recall facts about their environment (e.g. colour, shape, distance, size proportions). Most children blinded after this age do retain the concepts with some visual referent" (Kok, 1981 cited by Olson, 1987: 299).

From this it would be safe to classify all children who lose their vision before age of three as congenitally blind and those who lose their vision after or at age three as adventurously blind.

2.4 Born Versus Acquired Impairment/ Blindness

A useful distinction can be made between, the congenitally blind (those who are blind from birth) and the adventitiously blind (those who developed blindness latter in life, perhaps as a result of

accident, trauma, disease, or medication). Most visually impaired people lose their sight rather than being born sightless - some 85% suffer from progressive sight loss (SSC, 2000 C).

According to SSC (2000C) the difference between these two visual impairment groups can be substantial, because a student who has been blind from birth is more likely to have developed mature adaptive mechanisms, whereas some one who has recently become blind may still be learning to cope, and therefore considerably more support and assistance while undertaking field work. Another difference lies in the development of spatial concepts. Congenitally blind children, for example, may find it more difficult making sense of tactile maps than adventitiously blind children, because they have not previously acquired spatial awareness through visual interaction with their environment.

Other difference among in the experience of visual impairment can also be educationally significant. For example, visual impairment may be congenital or adventitious, it may be the result of numerous causes (e.g. age related, triggered by disease or subsequent to accident), and while many visual impairment occur gradually, others happen very suddenly (ibid).

2.5 Causes of Visual Impairment

Scholl (1986) and SSC (2000C) identifies the causes of visual impairment, particularly of blindness depending on various age levels. It could be caused at prenatal, or postnatal period. Some causal factors are hereditary that they are genetically inherited but others are acquired after birth.

According to Tirussew (2000: 69-72) and Scholl (1986) glaucoma, Macular degeneration, cataract, optic nerve atrophy, diabetic retinopathy, retinopathy of prematurity, injuries and poisonings, refractive errors, Astigmatism Retinitis pigmentosa, Retrolental Fibroplasias, Strabismus, Nystagmus, Ocular albinism and infectious disease such as Trachoma, syphilis, rubella (German measles) to be the utmost causes of blindness.

Other prenatal maternal diseases can causes damages to the eyes. Tumors which occur in the brain, exterior to eye in the orbit, in the pituitary gland or in the eye ball can bring about eye damages leading to blindness (Scholl, 1986).

Smith and Luckassan (1995) have found out that in developing nations infectious diseases, malnutrition, vitamin A deficiency and drug addictions are the major causes of blindness. Similarly, Dorrit (1985) and Eshetu (1980) cited in Tirussew (1989) hold that among the several causes of visual impairment in Ethiopia, trachoma, vitamin A deficiency, river blindness, leprosy, venereal diseases, measles, small pox, cataract, typhoid fever and aging are worth mentioning.

2.6 Academic and Psychosocial Characteristics of Blind students

2.6.1 Academic Characteristics

Taylor et al., (1995) reported that most of the academic activities of the visually impaired children are visual in nature that their achievement is depressed to some extent when compared with the achievement of the sighted children. Newland (1986: 576) quoted by Ysseldyke and Algozzine (1995) had nearly a similar report that "with the exception of unique problems of input and possible greater demand in processing, the fundamental learning procedures of blind children do not differ from those of non-impaired children. Thus, with effective help and support, children with visual impairment can be successful as their sighted age - mates in academic performances."

2.6.2 Psychosocial Characteristics

Visual information plays a crucial role in the acquisition of social skills and the ability to interact appropriately with others. Sack and Rosen (1994) reveal that there is a wide discrepancy between the psychosocial development of persons with visual impairment and persons with normal vision. They perceive that social learning is highly dependent on visual modeling and limitation. So, vision imposes a lot of social problems on young children with sever visual disability. It limits their ability to interact effectively with their peers, parents, siblings and significant others. Many children with visual disability are rejected by their sighted peers, possibly because of poor social interactions. The unfavourable peer reactions of sighted children towards the blind children might result in some unacceptable personal behaviours by the blind. In line with this view, Smith and Luckasson (1995) state the negative experiences with peers during the school years had contributed to characteristics which are often attributed to people with sever visual impairment: social immaturity, self-consciousness, isolation, passivity, withdrawal and dependency.

Special mannerisms, usually referred to as blindisms; characterized by repetitive body movements or other behaviours such as rocking, eye poking, hand waving, and head rolling are often exhibited by blind individuals. The behaviours are not harmful in themselves; nevertheless, they project negative feelings up on the individuals from the general society. The behaviours call the attention of the others to the person and let the others label the person as different or handicapped. The mannerisms, hence the blind at social disadvantage (Heward and Orlansky, 1988).

Dodds (1993) explained that simultaneous depression and anxiety are a common emotional characteristic of many blind people. They are usually sleepless because their minds are buzzing with unanswered questions, unexpressed hopes and fears and a dread for the future. Their minds may be occupied with these thoughts appear to have no free attention capacity to denote to listen to what others say. They may nod and agree to suggestions of others but after some minutes they unlikely to tell what they have been told.

Cooper-Smith (1967) cited by Dodds (1993) also reported that his many visually handicapped clients suffer a catastrophic loss of self-esteem attributing it to lack of sense of self worth and a lack of a sense of competence.

Blind individuals have a remarkable difficulty in expressing their emotions. They are highly reserved in communicating their internal feelings. Even in cases in which they make frequent contacts with their peer groups and teachers superficial relationships are commonly recognized (Jordan and Hunter, 1965).

Jordan and Hunter (1965) give different reasons that the blind people are reluctant to discuss their internal situations. Many of them feel that their fears, anxieties and emotional problems are peculiar to them. Some others think that their emotions are mental anomalies that make them different from others. Appropriate self-concept will be restored if the blind understand that their strong feelings and emotions are also experienced by the sighted individuals. This can promote their self- confidence and improve their academic performance.

To sum up, the social interactions of blind children in most cases, are limited. The restricted social contacts often affect the psychological behaviors of the children too, tending to develop low self-esteem. They are not encouraged to perform well in their daily social and academic

duties that they require constant support and help of others to exploit their educational potentialities effectively. They support and the help could be through the modification and adaptations made in various educational forms.

2.7 The Physical Environment of Learning for Visually Impaired Students

This relates to several conditions in the school environment. The seat at which the blind student is positioned in the classroom may have a considerable impact on his/her learning process. The blind can better benefit from the learning if they are placed where their attention is not taken up by other external stimuli. But if the position exposes them to factors which fail them to follow the lesson attentively, their learning is more likely to deteriorate. For this reason, Best (1992) contends that the position of the blind child should enable him/her to work without any strain. The height and surface of the desk and chair must ensure effective functions. The surface of desk needs to be larger, flatter and more sloping to accommodate all print materials and equipment (ibid).

As to the classroom arrangement, Best (1992) again explains that the classroom has to give free access which allows the child to move easily in the class. There must be adequately wide gaps between rows of desks. The learners may need access to electric socket in order to use tape recorder and other electric devices. This dictates the position of the child's desk near a wall. It will be highly helpful if the child is given a chance to explore the classroom areas and practice moving through routes when the class is free.

Gearheart and Weishann (1988) state this physical environment of the room should be changed as often as necessary, but the student has to be oriented to the new changes through a few minutes question and answer session immediately after the change. Sighted students could be a good assistance in directing the blind and describing the new arrangement.

The sound in the learning environment needs to be kept to the level that it does not pose obstacle to the effective learning of the child. "Totally blind children will use listening as an important source of information. The source environment therefore needs controlling and the child may be best helped in a position where he/she can hear the teacher very clearly and work with a minimum of distracting sounds." (Best, 1992:71-72)

The good images of open wider spaces of the school can facilitate safe mobility and orientation. In relation of this issue Ysseldyke and Algozzine (1995:381) indicate that "Instruction in non-academic disability specific skills that encourage appropriate physical growth and independence should begin in early childhood and continue throughout a student's school career. Emphasis on orientation and mobility is an essential component"

The discussion clearly demonstrate that physical environment of teaching-learning process of blind children play a vital role in enhancing of retarding the process in general.

The place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the conditions of a buildings and other open spaces in the school require careful consideration in planning for the education of the blind learners.

2.8 Special Materials

According to Tirussew (2000:91-92) the primary nature of educational programming for the visually impaired involves the modification and adaptation of educational materials. In line of this Gearheart, Weishahn and Gearheart (1988) cited in Tirussew (2000) listed and described a brief description of the most commonly used materials and equipment are as follows.

1. Braillewriter, slate, and stylus. A braille writer is a six-key machine that is manually operated and types Braille. The slate is a metal form with openings the size of the braille dot; the stylus is a pointed object used to emboss the dots.
2. Cassette tape recorders- may be used to take notes, formulate compositions, listen to record texts, or record assignments.
3. Talking calculators, it is an electronic calculator that presents results visually and auditory.
4. Closed- circuit television, it is a system that enlarges printed materials on a television screen and can be adjusted to either black on white or white on black.

Another additional visual aids represents the type available from various sources are:

- Geography aids which include Braille atlases, molded plastic, dissected and undissected relief maps, relief globs, land from model.
- Mathematical aids such as abacus, raised clock faces, geometric area and volume aids, write forms for matched planes and volumes and Braille rulers.

- Writing aids such as raised-line check books, signature guide, longhand-writing kit and script letter-sheets and boards (ibid: 92-93).

2.9 Historical Background of Inclusion

Reyonlds (1988) uses the term “progressive inclusion” to describe the evolution of services to those with various disabilities including the visually impaired. In the early 1800s, residential institutions or asylums, began to emerge in order to accommodate those with visual, hearing, mental or emotional impairments. Even though access to those facilities was far from universal, such institutions remained the primary educational option for the disabled until special day schools came into fashion in the early 1900s. These allowed greater, more localized access and somewhat better services to individuals with disabilities.

During the years of 1950s and 1960s, parents of children with disabilities organized to pressure courts and legislatures for changes in the educations services available to their children. They began to seek access to public schools as an issue of civil rights for those with disabilities. Among the results of these efforts was The Education for All Handicapped Children Act of 1975 which mandated that all children, regardless of disability, had the right to a free, appropriate education in the least restrictive environment. As a result, resource rooms and self- contained classrooms for those with disabilities expanded in public schools.

2.10 Concept of Inclusion

The concept of Inclusion is often discussed as though it applies only to Special Educational Needs (SEN).

2.10.1 Definition

According to Julka, A. (2006) Inclusive education defined as a process of increasing the participation of all students in school including those with disabilities. He further stated that it is a dynamic process because it addresses all aspects of child development - emotional, physical, intellectual, creative social etc. It is about celebrating diversity and changing the rigid school system in order to meet the needs of all children.

Zalizan, Ramlee, and Manisah (2006) also defined as inclusive education is a concept that allows students with special needs to be placed and received instruction in the regular classes and being taught by the regular classroom teachers.

Moreover According to Tirussew (1999) inclusive education means welcoming all children without discrimination, in to regular or ordinary schools.

Furthermore, Bristol children and young people's services (2006) and the UNESCO Salamanca statement (1994) pointed out that Inclusive education means all children, young people and adults, disabled, non-disabled and disaffected- being able to learn together in ordinary pre-school provisions, schools and community education settings, with appropriate networks of support. It has the following characteristics.

2.10.2 Characteristics of Inclusive education

According to Booth and Aniscow (2000) and Julka (2006) inclusive education has the following characteristic that involves:

- ◆ Acknowledges that all children can learn
- ◆ Enables education structures, systems and methodologies to meet the needs of all children.
- ◆ Is part of a wider strategy to promote an inclusive society.
- ◆ Is a dynamic process that is constantly evolving
- ◆ Valuing all students and staff equally
- ◆ Increasing the participation of students in, and reducing their exclusion from the cultures, and communities of local schools
- ◆ Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- ◆ Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'.
- ◆ Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- ◆ Viewing the difference between students as resources to support learning rather than as problems to be overcome.

- ◆ Acknowledging the right of students to an education in their locality.
- ◆ Fostering mutually sustaining relationships between schools and communities.
- ◆ Emphasizing the role of schools in building community and developing values, as well as increasing achievement.
- ◆ Recognizing that inclusion in education is one aspect of inclusion in society.

2.10.3 Related terms with Inclusion

According to the South Educational Development Laboratory (SEDL) (2001) Inclusion is not a new concept in education. Related terms with a long history include mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization, and regular education initiative. Some uses several of these terms interchangeably; others make distinctions. Admittedly, much of the confusion over the issue of inclusion stems from the lax usage of several of these related terms when important differences in meaning exist, especially among the most common mainstreaming, integration, inclusion and full inclusion.

Mainstreaming and other, older terms are sometimes associated primarily with the physical assimilation of students with disabilities with their non-disabled peers. This may be more a matter of "connotative baggage" rather than intent. Nevertheless, mainstreaming assumes that students with disabilities may share the same physical space (classroom, playground, etc.) with those who have no disabilities only when they are able to do the same activities as every one else with minimal modifications. Further, the temporary responsibility for these students' education remains with their special education teacher (ibid).

According to Rogers (1993:1), mainstreaming:

Has generally been used to refer to the selective placement of especial education students in one or more "regular" education classes... [Mainstreaming generally assumes that a students must "earn" his or her opportunity to be mainstreamed through the ability to "keep up" with the work assigned by the teacher to other students in the class.

Integration is a carry-over from the civil rights/racial desegregation legislation of the 1960s and before. Consequently, integration is primarily a legal term. It brings a greater implication than simply the physical blending of different ethnicities on a bus, at a workplace, or in a classroom.

For schools this has meant not only busing children for appropriate ethnic balance demographically, but also seeking ways of fostering social and academic interactions.

Just as in racial desegregation, the term "integration," as used by special educators conveys the idea that students with disabilities ought to be desegregated from "pull-out" programs, self-contained classrooms, special schools or institutions, and integrated into the realm of regular classrooms. Further, this change is meant to be not only in terms of physical proximity, but also academic and social integration as well (SEADL, 2001). Sailor (1989) also suggests that special education integration, parallel to racial desegregation, should not incorporate the notion that classrooms reflect naturally occurring percentages of those with disabilities (approximately 10 percent) in relation to those without disabilities. This position, however, is not universally held.

Inclusion is a somewhat more value-oriented term than integration, its legal counter part. "The true essence of inclusions based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends" (Erwin, 1993:1, Millward and Dyson 1995: 22).

"Inclusion" in its widest usage entails the action of including some body or some things or of being included. As used in special education, it refers to welcoming all children, without discrimination, into regular or ordinary schools. It calls for a respect of difference. Indeed, it is focus on creating environments responsive to the differing developmental capacities, needs, and potentials of all children. Inclusion means a shift in-services from simply trying to fit the child in to 'normal', it is a supplemental support for disabilities for special needs and promoting the child's overall development in an optimal setting (Evans, 1988) cited in Tirussew (1999).

To summarize these terms as used in reference to special education, **mainstreaming** generally refers to the physical placement of students with their non-disabled peers. The assumption is that their disabilities are able to be accommodated with relatively minimal modifications. Integration is primarily a legal term connoting the actual assimilation of different groups together (disabled and non-disabled), rather than just the facilitation of physical proximity. This may require more than minor modifications. **Inclusion** is the more popular educational term referring to the move to educate all children, to the greatest possible extent, together in a regular classroom setting. It differs from the term full inclusion in that it also allows for alternatives other than regular classroom when more restrictive alternatives are deemed to be more appropriate.

2.11 Importance of Inclusive Education

University of Minnesota (n.d) listed and described the importance of inclusive education as follows:

Preparation for Adult living: The goal of education is to prepare individuals to be contributing members of society. Segregated settings often cannot prepare individuals to function in integrated community and work environments because they do not afford those with or without disabilities opportunities to develop the attitudes, values, and skills required to get along with one another as interdependent members of society. By attending their local schools, students with disabilities can practice skills in the actual community settings where they are needed and they can then develop a sense of belonging.

Improved Learning through Peers and Greater Exposure: students with disabilities who are placed in general education classes have opportunities to grow socially and academically through peer module and exposure to a greater variety of experiences.

Growth for peers: Through having students with disabilities in their schools and classes, peers without disabilities learn to develop skills in dealing with others who are different from them. This experience often leads to growth in their self-esteem and interpersonal behaviors, paving the way for the formation of rewarding adult relationships with a variety of people in community, home, and workplace settings.

Effective Use of Resources: when students with disabilities are educated in general education class, special educators provide support in that setting. This affords students the opportunity to learn from special educators, general education classroom teachers, and classmates. The entire class benefits from the collaboration of general education and special educators; some general education educators feel they have learned from special educators more effective ways to assist all students in the class.

Friendship Development: Inclusion affords students with and without opportunities to become friends with one another. Some of the friends that students with disabilities make in school today will be their co-workers and fellow community members as they reach adult hood.

Acceptance of Differences: As students with and without disabilities interact as classmates and friends, opportunities arise to breakdown barriers and help people to understand each other better.

Inclusion can help us to create a society that accepts and values persons with and without disabilities as contributing members in all aspects of community life.

Team Building: Successful inclusion of students with disabilities requires greater collaboration between general education and special education personnel. This teamwork can result in improved instruction for students and improved staff morale. The parents of the students with disabilities also become valued members of this collaborative team, sharing their dreams and aspirations for their children's futures.

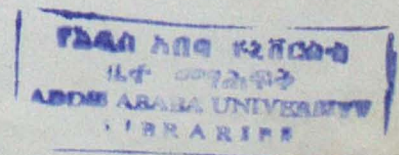
Focus on Strengths: Inclusive education programs are characterized by a focus on the student's strengths, rather than student's deficits. This emphasis enables the educators to look closely at areas where the student is functioning most like his typical peers, and these strengths are then used to facilitate positive interactions with classmates.

Support of Civil Rights: the Individual with Disabilities Education Act (IDEA) entitles all children with disabilities to free appropriate public education in the least restrictive environment. In addition, section 504 of the Rehabilitation Act of 1973 guarantees that people with disabilities cannot be excluded from any program or activity receiving federal financial assistance (<http://www.spannj.org/Basicrights/least-restrictiv-environment.htm>).

2.12 Challenges of Inclusive Education

The real challenges of inclusive education is to meet the special needs of all children with and without disabilities (Kajubi, 1999) cited in Tirussew (1999).

According to Tirussew (1999) inclusion is not a soft process, it requires a lot of struggle and commitment to over come all types of barriers. people have to change their established practices and modes of working. It is always simple and easy just to carry on operating in the well tried procedures. Indeed, practical problems could be encountered while including children with diverse educational needs. But often the practical difficulties have more to do with bringing attitudinal change and the reorganization of learning environments and school activities, with the reallocation of money and resources than with the needs of children. This inertia with in the system is an important human issue, and any change requires effort and time innovation, and sensitivity (Booth and Potts. 1987) cited in (ibid: 42).



According to Al-Zyoudi (2006) research has suggested that in inclusive education one challenge is teachers attitudes which might be influenced by a number of factors, such as: the nature and the severity of the disabilities, teaching experience, training etc. The teachers identified several factors that would affect the success of inclusion are class size, inadequate resources and lack of adequate training.

Similarly, IDDC (1998) cited in Tirussew (1999) stated that teachers' attitudes are seen as the decisive factors, for successful inclusion. Inclusion has been based on the assumption that teachers are willing to admit students with disability into regular classes and be responsible for meeting their needs. However, regular classroom teachers do not perceive themselves as having the appropriate training and skill to meet the instructional needs of students with disabilities (Moberg, 1997) cited in Tirusew (1999). Unfortunately, evaluation studies indicate that teachers do not always have the support they need to make inclusion, successful. In some school regular teachers asked to teach special needs students including visually impaired without receiving any form of training as well as administrative assistance. Without support, teachers who do not have sufficient background knowledge education are at a loss. An inclusive education demands the class teachers to be innovative, flexible, creative, ready to learn from the learners and capable of initiating active learning. These are some of the pedagogical challenges facing ordinary class teacher teaching students with diverse educational needs (Mather, 1992; Rekkles, 1997) cited in Tirussew (1999). Generally the challenge towards inclusive education could come from different directions such as attitudinal factors, rigid school system, resistance to change, lack of clear educational guideline, and fear of losing one's job on the part of special school teachers.

2.13. Teachers Attitude Toward the inclusion of Visually Impaired Students in Regular Classroom

Inclusive education is a concept that allows students with special needs to be placed and received instruction in the regular classes and being taught by the regular classroom teachers (.Zalizan, Ramlee, and Manisah (2006). This issue of inclusion and its implication for education have been under scrutiny during the past thirty years. Today, societies have become increasing concerned with ensuring the educational rights of all children in disregarding severity of disabilities. As a result, the inclusion of students with disabilities including the visually impaired into the regular

educational setting as a regular class students has become the concern of educators, governments, and the society at large (Millward and Dyson, 1995 cited in Tesfaye (2005).

As a matter of fact, several studies conducted so far have failed to produce a clear cut picture of the most appropriate educational placement of students with disabilities.

According to Padeliadu and Lampropoulou (1997) "one of the major arguments that has often been used in the debate about the inclusion of students with special needs has been the attitudes of teachers towards the inclusion of students with special needs." It further pointed out that teachers' attitude have been considered as one of the major affecting factors guaranteeing the success of integration of students with special education needs.

Referring to the effect of teacher's attitude on students perception, Turnbull and Calpenter (1991) further declared that teachers attitude "not only set the tone for the relationship between teachers and handicapped students, but they also substantially influence the attitude of non-handicapped classmates."

Similarly, Tirussew (1995) and Schulz (1991) described that teachers views of disabled students including the visually impaired are a strong force on determining the nature of the interaction between themselves and students and in turn, the student achievement. Based on comprehensive literature review of teachers attitude toward handicapped students, Schulz (1991) concluded that teachers typically are uncomfortable with handicapped students and have negative attitude about their placement in regular classes.

On the other hand, Millward and Dyson (1995), cited in Tesfaye A (2005), reported that, maintaining students with special needs including the visually impaired in regular education depends crucially on the attitudes and the actions of the regular teachers which include the special education teacher and the school team". They further noted that, although organization, financing, regulation, teachers training and so on can all play their own part to facilitate/enable inclusion, the placement of students with special needs in regular setting will remain problematic unless teachers actively, support the effort to achieve inclusion.

In the Ethiopian context researchers conducted concerning the attitudes of teachers towards the inclusion of visually impaired students in to regular classrooms appears to be very scarce. The study conducted by Abate (2001), revealed that most of the regular classroom teachers have no

favourable attitude towards the inclusion program but the majority of special school teachers favour the inclusion program. Similarly, from the interview held with the coordinators of the inclusion programs and the focus group discussion made with Mekanissa Deaf School indicated that the participants have positive attitudes towards the inclusion program. And the result of focusgroup discussion made with Mekanisa center for mentally retarded children, Sebeta School for blinds and Kokeb Tsebeh Primary School, show that the participants support the inclusion of students with disabilities into regular classroom and they put pre-conditions which need to be fulfilled prior to the inclusion of students with moderate and sever disabilities.

2.14 Teaching in Inclusive Classrooms

To be a good teacher mean reacting to the interests of different children and building teaching on what the children already know, which may sometimes prove to be difficult.

As mentioned earlier, inclusion basically is an attitude of acceptance of diversities. For teaching in an inclusive classroom, a teacher needs to possess competencies that help to plan and implement strategies that provide students wider access to regular curriculum. According to Chadha, A. (2001) Research says that the teachers in an inclusive classroom should have the:

- ◆ Ability to problem- solve, to be able to informally asses the skills a student needs.
- ◆ Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.
- ◆ Ability to set high but alternative expectations that are suitable for students. This means developing alternative assessments.
- ◆ Ability to make appropriate expectations for each student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.
- ◆ Ability to learn how to value all kinds of skills that students, bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills.

2.14.1 Teaching Strategies in Inclusive Classrooms

Teachers in an inclusive classroom regularly face the difficult task of having to satisfy the needs of all their students, many of whom have special needs. In order to satisfy their students teachers in an inclusive classroom has to accommodate the different learning styles and rates of learning. On the other hand, the teacher has to ensure that equitable educational opportunities are provided to all students. Therefore, the first step is to ensure that effective and inclusive teaching practices are in place (Quinn, S. and Ryba, K. 2000).

Quinn and Ryba (2000) also pointed out that the two major strategies that are commonly used in inclusive classrooms as follows.

2.14.1.1 Cooperative Learning

While using cooperative learning methods, the class has to be divided into mixed ability groups to achieve a goal. To use this you will require a big room or an empty space where you can form groups. The following factor may have to be taken into consideration while using this strategy.

- ◆ students in a group may have same or different goals to achieve
- ◆ students may be assigned different roles
- ◆ students accept ideas from others
- ◆ students help each other to learn
- ◆ students interact with each other to solve problems

2.14.1.2 Peer Tutoring

A peer is defined as the individual of the same social gathering. In an inclusive classroom peer means a fellow student. Peer support is very important at the secondary level. Peer tutoring, thus, means students teaching each other on one - to-one basis. So when a student from the same age or class the technique is called Peer - Tutoring. This tutoring is with in the class (Quinn & Ryba: 2000).

It is also possible in some situations that an older student may tutor younger students. This is called cross -age tutoring some times peer tutoring may prove to be quite effective and both the tutor and the student receiving instructions, the tutee, may gain from the process. However, it is not necessary that students with special needs should always play the role of a tutee (ibid).

According to Dash (2001) in peer tutoring the tutor should perform four acts, such as:

- ◆ **Monitoring:** means supervision and regulation of the performance of a tutee;
- ◆ **Reinforcing:** means providing appropriate contingencies for approved behavior she/he may praise the tutee if she/he has completed the work to a required standard.
- ◆ **Modeling:** means the demonstration of a particular activity or behaviour by the peer tutor; and
- ◆ **Explaining:** means the peer tutor should expose the relationships on a topic and provide appropriate examples of clarify doubts.

In addition, Quinn, S. and Ryba, K. (2000) pointed out that the teachers also must be able to:

- ◆ recognize and respond to the diversity of students in their classrooms
- ◆ accommodate to students different learning styles and rates of learning by employing a range of teaching methods, including cooperative group learning, peer tutoring, team teaching and individualized instruction
- ◆ be aware of the rights of students with education support needs
- ◆ locate appropriate material, equipment or specialists
- ◆ identify and overcome barriers to learning
- ◆ consult with and develop partnerships with parents /caregivers and colleagues
- ◆ use appropriate forms of assessment
- ◆ adapt their instruction to prior knowledge and beliefs of students
- ◆ create an inclusive community that extends beyond the walls of the school
- ◆ Seek to enhance the self - esteem of all students.

Furthermore, while teaching VISs, as it is clearly put by a famous educators Keller et al., (2005) the regular classroom teachers should be familiar with the following general courtesy or strategies:

- ◆ Speak to the class upon entering and leaving the room or site.
- ◆ Call the student with visual impairment by name if you seek his/her attention.
- ◆ Use descriptive words such as straight, forward, left, etc. in relation to the students body orientation.
- ◆ Describe, in detail, pertinent visual occurrences of the learning activities.

- ◆ Describe and tactually familiarize the student to the classroom, laboratory, equipment, supplies, materials, field sites, etc.
- ◆ Give verbal notice of room changes, special meetings, or assignments.
- ◆ Offer to read written information for a person with a visual impairment, when appropriate.
- ◆ Identify yourself by name; don't assume that the students who is visually impaired will recognize you by your voice eventhough you have met before.
- ◆ Orally, let the student know if you need to move or leave or need to end conversation.
- ◆ If a student with a visual impairment is in class, routinely check the instructional environment to be sure it is adequate and ready for use.
- ◆ When communicating with a student who has vision impairment, always identify yourself and others who are present.
- ◆ Also use an auditory or tactile signal where a visual signal is normally used
- ◆ It is not necessary to speak loudly to people with visual impairments.

2.14.2 The Roles of Regular Classroom Teacher and Special Education Teacher in an Inclusive Classroom

2.14.2.1 Roles of Regular Classroom Teachers in an Inclusive Classroom

It is the fact that regular schools and regular classroom environment often fail to accommodate needs of many students, not in the least those of the disabled. This is the reason so many pupils with disabilities do not attend regular schools. Until regular schools have developed a capacity to cater to them, it is difficult to argue for inclusion. One of the major challenges to achieve this lies in the changing task of the regular classroom teacher (Steenland, 1995).

As Drew, et al., (1984; 262) reported that, the regular classroom teacher is responsible for any adaptation that may be necessary for student's success in this environment, consequently, this teacher must have the skills to develop and adapt curricula to meet individual needs. Necessary skills for the regular classroom teachers include an understanding of how handicapping condition can affect the ability to learn academic skills or to adapt in social situation.

According to Rädde Barnen (1995) cited in Abate (2001), it is unrealistic and unfair to expect that the ordinary class teacher would be able to include children with disabilities including the visually impaired in the ordinary teachers must be provided with the training and resources they

need to meet children's specific learning and behavioral needs. This implies that the regular school will have to develop a greater knowledge and responsiveness with respect to special learning needs in the classroom and should form part of teacher education programs both at the initial level and as part of in-service training. Similarly, Drew, et al., (1984) reported that the regular classroom teacher must be able to participate as a member of multidisciplinary team involved in planning appropriate educational services for the child.

Eaton Verna (1996) listed the roles of regular classroom teachers as follows:

- ◆ equal member of the team with regard to planning decision making and problem solving,
- ◆ accept child as a member of the class,
- ◆ create atmosphere of acceptance,
- ◆ Incorporate the inclusive education program (IEP),
- ◆ responsible for implementing program, daily coordinator,
- ◆ adapt learning activities to include the student,
- ◆ seek assistance, when necessary, to plan, adapt and implement program,
- ◆ be willing to try new ideas, to take risks,
- ◆ be a role model -students and staff,
- ◆ facilitate peer interaction,
- ◆ Direct and guide educational assistant

Moreover, the concern is not merely how a good education can be ensured for pupils with disabilities, but for all pupils. The challenge is to find ways to help teachers in regular schools respond to the diversity of the children in their classroom, accommodate their different styles and rates of learning, meet their specific needs and ensure quality of education for all.. Teachers should continue to have primary responsibility for the education of all children in their classes (Safford, Spodek and Saracho, 1994), cited in Abate (2001). If the teachers are committed and willing to do, they are far better in identifying educational needs of their students (ICDR, 1999).

2.14.2.2 Role of Special Education Teacher in an Inclusive Classroom (School)

As a group, special educators must increasingly see themselves as a member of the general education community and work toward more effective inclusion of special and general education (Lilly, 1987; Gartner and Lipsky, 1987, Hahn, 1989; Stainbac, 1989) cited in Miron (1994). The resources that are tied up in special schools and the skills that specialist teachers and other

professionals possess are too valuable to disregard. However, the development of more inclusive systems means that, over a period of time, they have to change the focus of their work so that they can support children in their regular schools and maintain them in their communities.

According to Certo, Harling, and York (1984); Madden and Slavin (1983); Stainback and Stainback (1985) cited in Stainback and Stainback (1990), the resources, knowledge base, and personnel of regular education can not serve the needs of all students. Special education resources and personnel cannot serve all needs either. However, special education resources are teamed with regular education resources to become an integral part of the regular education program, then all students' needs are better met.

Studies show that the inclusion of students with disabilities into regular schools is successful when special education teachers find new ways to contribute to student success. They may team-teach with regular teachers or they may become a support teacher. A natural question to ask is, what does a supporter teacher do.

Steenlandt (1995) and Eaton Verna (1996) listed the major roles (activities) of special education teacher as follows:

- ◆ Collaboration with teachers;
- ◆ Planning, preparing and monitoring programs;
- ◆ Observing in the classroom;
- ◆ Provide the necessary information to the classroom teacher prior to the child entering the class
- ◆ Assisting (supporting) classroom teacher
- ◆ Support facilitator
- ◆ Resource facilitator
- ◆ Methods and resource teacher
- ◆ Scheduling and monitoring teacher assistance and parent volunteers;
- ◆ Consultation with parents, audience counselors and administrators;
- ◆ Equal member of the team with regard to planning, decision making and problem solving;
- ◆ Completing diagnostic academic assessments with individual students;
- ◆ Dealing with crisis situations;
- ◆ Completing paper work related to individual education plans (I.E.P'S) and other related matters;
- ◆ Performing general teacher duties such as supervision.
- ◆ Incorporate the IEP goals

- ◆ Be a role model for students and staff
- ◆ Coordinate ancillary staff services
- ◆ Assist with the dissemination of information to peers and with peer support programs

When regular class teachers have this kind of support on day - to -day basis, they can be much more successful in meeting the needs of all children in an inclusive classroom.

2.15 Variables for Successful Inclusion

There are a multitude of variables behind the success of inclusion. The research reviewed indicates that many of the negative attitudes and challenges held by regular classroom teachers towards teaching the visually impaired students in regular classrooms could be changed to a more positive out look and without challenges if some factors were considered. Among the several variables time, training, number of students in a classroom, experience and availability of supportive resource are discussed below.

2.15.1. Variables related to time

Schools are very busy places and teachers often may find it difficult to find time to complete even their basic every day duties (Jones, et al., 2000 cited in Olson, 2004). So that time plays a significant role in caring out teaching learning process where visually impaired and sighted students are mixed up. In such a classroom since the teachers are required to meet the needs of each student he/she needs adequate time.

Supporting this view Sip, (1995:62) says:

Sufficient time to instruct students with special needs is no doubt an important factor in inclusion. Enough time to gain success in the education of special needs students in regular class may well lead to a positive attitude and to a willingness to take responsibility for education of the students.

This implies that a regular class teacher needs a lot of time to make him / herself to satisfy the desires to various individuals with diversified of needs.

2.15.2 Variables Related to Training

The majority of literature reviewed such as Mcleskey and Waldron (2002) D'Alonzo, Giordano, and Vanleeuwen (1997), and Shade and Stewart (2001), cited in Olson (2004), reported general education teachers stated they need extra training in the area of teaching students with special

needs in order to be adequately prepared . According to Holman (1950) cited in Tesfaye A (2005), leaders in the field of education are agreeing on the following points as to what qualities are essential for successful teaching.

The teacher's professional equipment, knowledge of the child and society, the purpose, methods, materials, and outcome of education are some of the important qualities serving as a starting point without which no one can hope to be successful in teaching

On the other hand, Hegarty (1994), reported that in order to deliver a high quality education for students with disabilities teachers should get initial training which help them be equipped with a range of strategies and skills suitable for a wide range of abilities which enable them to identify pupils with special educational needs. These strategies and skills are very capable of evoking positive attitudes in teaching visually impaired students.

2.15.3 Variables Related to Number of Students

The number of students served in a classroom where inclusion takes place has also a profound influence on teacher's attitude. The greater the number of students in a class, the more probable a teacher develop negative attitude and the less the number, the more problem the teacher builds positive attitude toward the inclusion. Hegarty (1994: 127) for instance, reports, "In Italy, a class containing handicapped pupil may not have more than twenty pupils in total and no class may have more than two handicapped pupils."

In addition to this, Azeb (1984) states that:

Providing equality of educational opportunities to students at the classroom level is realized when the teacher realizes and act accordingly that each students is entitled to the teacher's attention, help and guidance according to their needs.

This statement implies that in order that teacher recognizes individual differences among the students in a classroom and assist them according to their ability, minimum number of student population in classroom is very important factor for effective teaching learning process to take place.

2.15.4 Variables Related to Experience of Working

A teacher's experience of working with disabled and their inclusion in to regular classroom setting has a significant impact on the teacher's attitudes. Concerning this issue, Perry (1960)

cited in Tesfaye, A. (2005) states that: When a teacher works with the same trainable children a period of years. . . she /he has an opportunity to study each child to know him well, and to build a good relationship with him. She/he may receive more than the usual amount of love and respect from her /his pupils because of their greater dependence.

Similarly, experience has shown that continuous school based teacher development programs involving the whole school are much more relevant than one short training course (Steenlandt, 1995.) On the other and, padeliadu and Lampropoulou (1997, P. 180-181) noted that as teachers get older or gain more experience in teaching they "become more intolerant towards disabled students.

To this extent literature indicates that the prolonged relationships between the disabled children and the teacher fosters their acceptable reactions toward each other.

2.15.5 Variables related to Availability of Support

Availability of support both from internal and external sources obviously affect teacher attitude toward inclusion at large. The existences of resource room, collaboration of special education teachers, etc enhance the favourable attitudes of teacher toward inclusion. Frequent assistance from external bodies like itinerant teacher social workers might contribute much to the development of improved reactions of the teachers toward mainstreamed classrooms setting (Salend, 1994). Unavailability of assistance from these bodies, in most cases, will affect attitudes in the other way round.

Similarly, Voltz, et al., (2001) cited in Olson (2004) pointed out that the entire school staff should be collaborate and work together to meet the needs of all students and should not leave special educators alone or as experts in the move toward more inclusive classes.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The major purpose of this study is to assess challenges of teaching visually impaired students in an inclusive classroom in two second cycle primary schools of Amhara region and suggest some possible solutions. To realize this, a **descriptive survey method** was employed. This method was selected since it provides a quantitative or numerical description of trends, attitudes, or opinions of a population. For sample results, the researcher generalizes or makes claims about the population (Creswell, 2003:153). With the aim of making the information collected more in-depth, a combination of qualitative and quantitative research design has been used. Population of the study, the samples selected, the instruments used, the procedure of data collection and the method of data analysis are here under.

3.1 Population

The target population of this study was regular classroom teachers who are teaching in the two selected governmental second cycle primary schools, visually impaired students, 16 sighted students, 2 principals, 2 vice principals and 2 coordinators of visually impaired students in the same schools.

The schools chosen as study site are Atse Sertsedengel and Tsadiku Yohannes second cycle primary schools in Bahir Dar and Gondar towns of Amhara region respectively.

The total number of teachers working in the two schools were 69, (Male = 43 female = 26) and the number of students were 42, (male = 39, female = 3).

Table 1: Population of Visually Impaired Students and Teachers by School and sex

	Schools						
	Tsadiku Yohannes (S1)			Atse Sertsedengel (S2)			Total S1 +S2
	Male	Female	Total	Male	Female	Total	
Visually Impaired students	17	2	19	22	1	23	42
Teachers	24	18	42	17	10	27	69

S1 = School one (Tsadiku Yohannes)

S2= School two (Atse Sertsedengel)

3.2 Sampling (Selection of Samples)

Purposive sampling technique was employed to select teachers participants in order to exclude physics, chemistry, mathematics and physical education teachers who are not teaching in inclusive classroom. On the other hand, available sampling method to select participants of visually impaired students was employed, because the available number of visually impaired students in both schools was very small. Thus, the sample of classroom teachers constitute 45 subjects (Male = 28, Female = 17) and the sample of visually impaired students constitutes 42 subjects (Male = 39, Female = 3).

16 sighted students (8 in each school) were also chosen by the unit leaders of the two schools and participated in the focus group discussion. The sampling technique was stratified sampling technique based on their sex, educational background and grade level.

The schools were purposely selected as the research sites for their typical importance in their long experience in educating students with visual impairments.

Table 2: Samples of Respondent Teachers and Visually Impaired Students by School and Sex

	Schools						
	Tsadiku Yohannes (S1)			Atse Sertsedengel (S2)			Total S1 +S2
	Male	Female	Total	Male	Female	Total	
Visually Impaired students	17	2	19	22	1	23	42
Teachers	15	10	25	13	7	20	45

S1 = School one (Tsadiku Yohannes)

S2= School two (Atse Sertsedengel)

3.3. Instruments for data collection

Both the quantitative and qualitative approaches of data collection were applied. The questionnaires were used as the main instruments and interview, focus group discussion and observation as a complementary instruments thought to be helpful in triangulating the data

3.3.1. Questionnaire

Two sets of questionnaires prepared by the researcher were administered to the teachers who are teaching inclusive classroom and visually impaired students. The forms of the questionnaires were mainly close-ended and a few open-ended questions that developed from basic questions and review literature. Furthermore, to assess attitudes of regular teachers towards teaching in an inclusive classroom a questionnaire consisting of eight items was developed from literatures. The mode of the items were “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree” (see appendix A, Part III).

3.3.2. Interview

To collect information on some administrative affairs closely related with academic matters, on availability of some materials, support services and other relevant issues of the school semi structured interview questions were held with the principals, the vice principals and the coordinators of visually impaired students in both of the sample schools.

3.3.3 Observation

To know how teachers organize their classrooms, class size, width, availability of instructional materials, teachers teaching strategies (classroom instruction) and interactions of visually impaired students with their teachers and sighted peers observations were made on some selected classrooms in the sample schools through the prepared observation checklist.

3.3.4 Focus group Discussion

With the purpose of getting more relaxed and freer responses about problems observed in inclusive classroom, a focus - group discussion was also held among a group of sighted students.

3.4 The Pilot Study

To finalize the final version of the tool, a pilot study was conducted at Meseret and Hibret Second Cycle Primary Schools which are located in Gondar town of Amhara region.

These schools are purposely selected as the center of pilot study because of its typical importance in accommodating a few numbers of visually impaired students next to Tsadiku Yohannes

Second Cycle Primary School. The total number of participants in try out study was 15 teachers (Male = 8, Female = 7) and 10 visually impaired students (male = 7, Female = 3)

The purpose of this test was to make the necessary corrections based on the feed back from the respondents. Accordingly, some unclear items were modified to minimize item ambiguity and repetitive items were rejected (i.e. 3 from teachers questionnaire two from questionnaire of visually impaired students).

3.5 Procedure of Data Collection

Before the onset of data collection the sample schools were visited by the researcher. Official letters that clarify the purpose of the study were handed over to the schools principals. More clarifications were made to the principals, the vice principals and the unit leaders of the sample schools. Then, the researcher was directly referred to the unit leaders. The teacher who are teaching in an inclusive classroom and inclusive sections with their respective numbers of visually impaired students were identified by the unit leaders and the researcher. The researcher was introduced himself with teachers in their lounge at tea break and visually impaired students in their weekly meeting places and in the classroom through the unit leaders.

The mission of the researcher and the purpose of the research work were explained to both the teachers and visually impaired students by himself in order to get their good will.

After securing their good will and gesture cooperation, two sets of questionnaires prepared by the researcher were distributed for the respondents. The items of the questionnaires were translated in to Amharic language to make understanding more easier and to make the respondents relaxed. The first sets of questionnaire was distributed for teachers at once with request so as to fill the questionnaire in proper attention. And also the second set of questionnaire was distributed for visually impaired students through their readers after the set up of convenient place and time for them. Each questionnaire was presented to each student by reading each question which was a laborious job to do, and took an average of 25 minutes to complete each questionnaire. Assistant readers who have good and reliable reading abilities were selected from Blue Nile college teachers who were the previous staff members of the researcher.

In addition, the process of focus group discussion took place in a comfortable room. Questions of the focus group discussion were forwarded one after the other in between long intervals of exhaustive discussions.

After this, interviews were held with the schools principals, the vice principals and the coordinators of visual impaired students. Both the focus group discussion and the interviews were audio recorded in order to minimize lose of information. Then, classroom observation was carried out to increase the validity of the research findings. Finally, the collected data were analysed.

3.6 Data Analysis

The data collected have been analyzed and interpreted quantitatively and qualitatively. The data obtained through the sets of questionnaire was tabulated and analyzed using mainly percentage and mean in a few places. The data procured through interviews, focus group discussions and observation was analyzed by categorization, direct interpretation and developing generalization based on the data obtained.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

In this section of the study, the data collected through various methods from two schools of two towns in Amhara region were organized, presented and analyzed so that light could be shed on the most critical problems in teaching visually impaired students in inclusive classroom

4.1. Data obtained through teachers' questionnaire

4.1.1. Background of the Respondents Teachers

The respondent teachers in the sample schools were requested to provide information on their personal profiles including their sex, age, years of service in teaching, current academic qualification and number of periods they taught per week and about special training. The details of these analyses are given in table 3 and 4 below.

Table 3: Background information of the respondents

	Characteristics	Respondents (Teachers)	
		No	Percent
1	Sex		
	- Male	28	62.2
	- Female	17	37.8
	Total	45	100
2	Age		
	- <24	-	-
	- 24-29	-	-
	- 30-34	-	-
	- 35-40	4	8.9
	- 41-45	11	24.4
	- > 46	30	66.7
	Total	45	100
3	Qualification		
	- Grade 12	-	-
	- 10+3	-	-
	- 12+2	43	95.6
	- 12+1 (TTI)	2	4.4
	Total	45	100
4	Total years of teaching experience		
	- < 24	7	15.6
	- 25-29	11	24.4
	- 30-34	19	42.2
	- 35-40	8	17.8
	- > 40	-	-
	Total	45	100
5	Teaching load per week		
	- < 18	-	-
	- 19-22	2	4.4
	- 23-26	5	11.1
	- 27-30	38	84.5
	- > 30	-	-
	Total	45	100
6	The number of students you teach in a class		
	- < 45	-	-
	- 45-65	2	4.4
	- 66-85	30	66.7
	- > 85	13	28.9
	Total	45	100

As depicted by item 1 in table 3, of total respondents 62.2% were males, while 37.8% were female teachers. Thus the majority of teachers are males.

Regarding the age distribution, a considerable number of respondents (66.7%) were in the age category of 46 or above years, while 24.4% of the respondents have 41-45 years of age and 8.9% of the respondents have 35-40 years of age. There were no respondents that fall in the age category of 34 or below years of age. Thus, it seems that the majority of the respondents were matured.

Item 3 of table 3 also indicates that the majority (95.6%) of the respondents who are currently working in those second cycle primary schools were 12+2 (diploma holders). While the remaining 4.4% of the respondents were 12+1 (TTI). This implies that the majority of the staff are qualified though few of them were working with less qualification that could harm the quality of education in the second cycle primary schools. And also item 3 depicts no qualified respondents below 12+1 (TTI).

Concerning years of teaching experience, 42.2% of the respondents have 30-34 years of teaching experience, The remaining 24.4%, 17.8% and 15.6% of the respondents have 25-29, 35-40 and 24 or below years of teaching experience respectively. There were no respondents who have teaching experience of 40 or above years.

Regarding the number of weekly periods, the majority of teachers (84.5%) teach 27 to 30 periods. This revealed that the majority of teachers are engaged by heavy teaching load which is an obstacle to provide extra assistance for visual impaired students in an inclusive classroom.

The rest 11.1% and 4.4% of the respondents (teachers) teach 23 to 26 and 19 to 22 periods per week respectively, while no teachers teach below 18 and above 30 periods per week.

Finally, the data in item 6 of table 1 indicates that the majority of teachers (66.7%) teach 66 to 85 students in a class. And 28.9% of teachers teach more than 85 students in a class. On the contrary, two teachers (4.4%) teach 45 to 65 students in the class.

Table 4: Teachers' Training

		Responses	N ^o	Percent
1	Getting training to become an inclusive classroom teacher (teachers of VIS)	Yes	4	8.9
		No	41	91.5
		Total	45	100
2	Duration of the training	- Less than one month	3	6.7
		- One month	-	-
		Three months	-	-
		- Six months	1	2.2
		No response	41	91.1
		Total	45	100
3	The significance of the training to your teaching in inclusive class	- Very high	2	4.4
		- High	-	-
		- Medium	2	4.4
		- Low	-	-
		- Very low	-	-
		Total	45	100
4	The degree to which the training in the college or any institution is related to the inclusive classroom set up you are teaching now	- Very much related	-	-
		- Some how related	16	35.6
		- Not related	29	64.4
		Total	45	100

* VIS = visually impaired students

As it is shown in table 4 item 1, the majority of teachers (91.1%) confirmed that they did not receive any training to become an inclusive classroom teacher. They were left to make use of their own personal experience and commonsense. This implies that teachers in inclusive classroom encounter different problems to satisfy the needs of diversified groups. In line with this, Hegarty (1994) reported that in order to deliver a high quality of education for students with disabilities, teachers should get initial training which help them be equipped with a range of strategies and skills suitable for wide range of abilities which enable them to identify pupils with

special educational needs. These strategies and skills are very capable of evoking positive attitudes in teaching visually impaired in regular class rooms.

Almost 9% of the teachers, however, said that they did receive some training but 75% of these teachers were trained for only a few days (less than one month), where as one-third of them (one teacher) claimed to have received training for six months.

Concerning the significance of the training to their teaching in inclusive classroom the one who received training for less than one month and six months responded that the significance of the training is very high for their teaching, where as the remaining two teachers on the contrary explained that the significance of the training is medium for their teaching. Asked if the training they received in the college's has helped them to teach in the inclusive classroom set up, the majority of teachers (64.4%), explained that what they were taught in the college's have no relationship with what they are doing in the inclusive classroom. Regarding this response, Alemayehu (2002) concerning teachers training in Ethiopia said that teachers do not think that their training fits with what they are doing in the classroom. This means there is a great deal of disparity between what teachers receive in the college's or in any institutions and what they face on the ground. On the contrary, a substantial number of teachers (35.6%) said that there is some relationship between what they studied at the colleges and what they are doing in the inclusive classroom. Surprisingly, there were no teachers who said their training is much related with what they are doing in the inclusive classroom.

4.1.2. Concept of Inclusive Education

Regular teachers were asked to provide information about their knowledge and understanding regarding inclusive education (see appendix A, Part II). To this end, the data were analyzed based on the responses obtained from the respondents.

Table 5: Concept of Inclusive education perceived by regular classroom teachers

Item	Responses	Frequency	Percent
The concept of inclusive education is	A. It means all, young people and adults, disabled, non - disabled and disaffected being able to learn together in ordinary pre -school provisions, schools and community education settings with network of support	4	8.9
	B. It is a concept that allows students with special needs to be placed and received instruction in to regular classes and being taught by the regular classroom teachers.	3	6.7
	C. It is a process of increasing the participation of all students in school, including those with disabilities	5	11.1
	D. The concept is not clear to me	23	51.1
	E. A and B	4	8.9
	F. B and C	2	4.4
	G. A and C	2	4.4
	H. A, B and C	2	4.4
	Total	45	100

Table 5 illustrates teachers' understandings regarding the concept of inclusive education in Tsadiku Yohannes and Atse Sertsedengel Second Cycle Primary Schools.

Four teachers (8.9%), as it is shown in table 5, explained that inclusive education means all children, young people and adults, disabled, non disabled and disaffected being able to learn together in ordinary pre - school provisions, schools and community education settings, with

network of support. Three teachers (6.7%) responded that inclusive education is a concept that allows students with special needs to be placed and receive instruction in regular classes and be taught by the regular classroom teachers (response B). Five teachers (11.1%) of the respondents said that inclusive education is a process of increasing the participation of all the students in school, including those with disabilities (response C).

On the other hand, there are respondents who have chosen two or three statements that explain the concept of inclusive education. For example, four teachers (8.9%) have chosen that the concepts indicated in alternative A and B. Two teachers (4.4%) have chosen both responses that include B and C. The other two teachers (4.4%) also have chosen alternative A and C together. Two teachers (4.4%) have responded that all the three choices (A, B and C). This implies that these three teachers have good understandings. But most of the above have limited understandings.

The majority of teachers (51.1%) confess, nevertheless, that the concept of inclusive education is not clear for them. This implies many teachers have been assigned to teach in inclusive classrooms without even knowing the concept of inclusive education.

From this finding one can deduce that teachers have not only a limited understanding of inclusive education but also they totally have no concept about it.

Here, it can be deduced that the regular classroom teachers have faced problems in order to teach students with disabilities including visually impaired students in inclusive classrooms. Because, as said by Zalizan, Ramlee, and Manisah (2006) teachers' knowledge, understandings and attitudes about inclusive education are important as these are indicators of willingness to teach in inclusive classrooms.

4.1.3. Importance of inclusive education

Table 6: The importance of inclusive education perceived by teachers

Item	Responses	Frequency	Percent
The importance of inclusive education	A. to prepare individuals to be contributing members of the society	11	24.4
	B. to improve learning through peers	10	22.2
	C. to be cost effective	4	8.9
	D. The importance is not clear to me	5	11.1
	E. A and B	6	13.3
	F. B and C	3	6.7
	G. A and C	-	-
	H. A, B and C	6	13.3
	Total	45	100

Eleven teachers (24.4%), as it is shown in table 6, explained that inclusive education is used to prepare individuals to be contributing members of the society. When ten teachers (22.2%) responded that inclusive education is important in order to be cost effective. Similar to this response, studies suggest that among the various modes of educational deliveries for persons with disabilities, inclusive education is found to be ethically acceptable, pedagogically sound, psychologically commendable and cost effective in contrast with special school provision (UNESCO, 1994, cited in Tirussew, 1999).

In addition, three teachers (6.7%) of the respondents have explained that inclusive education is used to improve learning through peers and to be cost effective (alternatives, B and C).

Six teachers (13.3%) have responded that the importance of inclusive education is to prepare individuals to be contributing members of the society and to improve learning through peers (Choices, A and B). The other six teachers (13.3%) have chosen alternatives, A, B and C together.

This indicates that sampled teachers were not knowledgeable regarding the importance of inclusive education in general. In line with this response, University of Minnesota (n.d) pointed out that inclusive education is used for effective use of resources, friendship development, team building, growth of peers, preparation of individuals to be contributing members of the society,

and improved learning through peers. (<http://www.spannj.org/basicrights/least-restrictive-environment.htm>).

4.1.4. Teachers' Attitude towards Inclusive Education and Visually Impaired students

Teachers' attitude have been considered as one of the major affecting factors guaranteeing the success of inclusion of students with special education needs including visually impaired students. Regarding this regular teachers in Tsadiku Yohannes and Atse Sertsedengel were requested to rate the degree of their agreement. Table 7 reveals response of the teachers' attitude towards teaching in an inclusive classroom and the inclusion of visually impaired students in the regular class.

Table 7: Teachers' Attitude towards Inclusive Education and Visually Impaired students

No	Items	Respondents (teachers)										Total		Mean (\bar{X})
		SA		A		U		D		SD				
		5		4		3		2		1		N ^o	%	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%			
1	Students with visual impairment have a right to learn with their sighted peers	31	68.9	10	22.2	1	2.2	3	6.7	-	-	45	100	4.5
2	Inclusive education has psychological advantages for students with visual impairment	10	22.2	16	35.6	2	4.4	10	22.2	7	15.6	45	100	3.0
3	Teaching VIS in inclusive classes do not waste my teaching time	3	6.7	5	11.1	1	2.2	19	42.2	17	37.8	45	100	2.07
4	Teaching VIS together with their sighted peers in regular classroom gives pleasure	5	11.1	15	33.3	3	6.7	14	31.1	8	17.8	45	100	2.9
5	I have sufficient time and willingness to undertake the responsibility of educating VIS in inclusive classes	8	17.8	11	24.4	2	4.4	18	40	6	13.3	45	100	2.93
6	Educating VIS' in regular classroom would show improvement in their academic performance	13	28.9	15	33.3	3	6.7	9	20	5	11.1	45	100	3.5
7	Educating VIS in regular classroom enables them to develop social life, feeling of independence and self confidence	10	22.2	19	42.2	-	-	11	24.4	5	11.1	45	100	3.4
8	I firmly suggest that VIS shouldn't be educated in separate special classes	8	17.8	22	48.9	5	11.1	6	13.3	4	8.9	45	100	3.53

Key: VIS = Visually Impaired students

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = strongly disagree

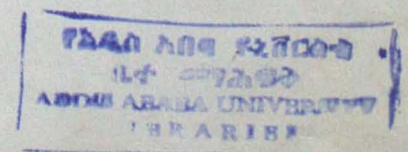
As depicted from table 7, the majority of teachers whose mean value extend from 2.07 to 2.93 have negative attitude (Unfavourable attitude) towards teaching in an inclusive classroom regardless of the inclusion and benefit of VIS (see item 3, 4, and 5). Since the average value of these items 2.07 to 2.93 is less than the average test value, that, is 3. This implies the regular classroom teachers support the inclusion of visually impaired students in regular classroom, but they have no favourable attitude to teach in inclusive classroom. It is known that while most teachers support the right of students to be educated in regular classes, they typically lack of confidence in their own ability to meet the needs of all students in those classes (Baker and Zigmond, 1995; Vaughn and Schumm, 1995 cited in Paterson 2000).

For item 1 above, three fourth of the respondents (91.1%) agreed that the students with visual impairment have a right to learn with their sighted peers. This implies that students with visual impairment have equal opportunities to enroll in the neighborhood schools. This idea is supported by Julka (2006: 19-20). According to him every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs.

Further, he stated that the learning needs of the disabled including visually impaired demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education for all.

On the item intended to evaluate the attitude towards the psychological advantages of inclusion for students with visual impairment, (item 2) 57.8% of teaches agreed that inclusion has psychological advantages for visually impaired students. Similarly, the study conducted by Claesson, (1995) cited in Tirussew (1999) reported that children with disabilities including the visually impaired develop better physically, psychologically, and socially if they learn together with sighted students. This shows that teachers have better understanding that inclusive education has psychological advantages for visually impaired in regular classes.

In relation to time 80% of the respondents (teachers) explained that teaching VIS in inclusive classes waste their time (item 3). On the other hand, the majority of teachers (53.3%) in item 7, expressed that they have no sufficient time and willingness to undertake the responsibility of educating visually impaired students in inclusive classes. Supporting these views Sip (1995:62) says:



Sufficient time to instruct students with special needs is no doubt an important factor in integration. Enough time to gain success in the education of special needs students in regular class may well lead to a positive attitude and to a willingness to take responsibility for education of the students.

This implies that a regular class teacher needs a lot of time to make his/herself to satisfy the desires of various individuals with diversified needs.

Another reaction was the perceived effects of inclusion on academic achievement of the visually impaired students (item, 6). The result shows that 62.2% of the respondents believed that inclusion helps to improve the academic achievement of visually impaired students in regular classes. Similar research finding by Barclay and Kehle, (1979) cited in Schmid, et al., (1983:6) stated that mainstreamed handicapped children including visually impaired will perform academically at least as well and possibly better than, their handicapped peers in special classes.

Here, it can be deduced that regular class teachers perceived that the academic achievement of visually impaired students has been promoting in regular classes.

Further, 64.4% of the respondents (teachers) believed that the inclusion of visually impaired students in regular classroom (item 7) has valuable effect in developing social life, feeling of independence and self confidence. In relation to this the survey conducted by Gresham (1982) cited in Schmid, et al., (1983: 6) has indicated that mainstreamed visually impaired students improve in social skills and in self - esteem; and adjust better in adulthood than their self contained peers. Similarly, Jhonson et al., (2001:66) stated that.

"Inclusion for the disabled means that the absence of segregation, social acceptance being able to be treated like every body else, right to work. . . to be educated with one's non -handicapped peers

This implies that the position taken by regular class teachers appeared to be in line with the above different authors. This positive response is expected to create a healthy environment which can promote closer social and physical proximity between visually impaired and sighted students as well as self - confidence.

Finally, in response to the open ended questions that require reasons, especially on the case of their negative attitude, teachers have come up with the following significant points.

The possible reasons that made teachers to hold negative attitude towards teaching in inclusive classes could be lack of appropriate training (awareness about students with special needs in general and visually impaired in particular), lack of human support, insufficient time, large class size, and teaching load in regular classroom. Similarly, Vaghn, Schumm, Jallad, Slusher and Samuell (1996) mentioned several aspects which might cause teacher to raise objections to inclusion, such as the large number of students in the class, budget shortages, the teachers work load, difficulties in standardized evaluation.

To alleviate the problems or to make their attitudes positive, the respondent teachers have recommended the following possible solutions in the open-ended part:

- To accommodate the changing roles of the regular class teachers, professional training must be provided in order to understand the nature of disabilities and how to handle them in the classroom.
- To make inclusion successful, school personnel must take every opportunity to promote and to create inter professional collaboration.
- In order to give individualized instruction (special support) the teachers heavy teaching load should be minimized by assigning additional trained teachers.

This recommendation implies that teachers negative attitude may be diverted to positive if all the suggested comments are implemented.

4.1.5. Teaching Strategies in an Inclusive Classroom

Teachers in an inclusive classroom regularly face the difficult task of having to satisfy the needs of all their students, many of whom have special needs. In order to satisfy their students teachers in an inclusive classroom has to accommodate the different learning styles and rates of learning. On the other hand, the teacher has to ensure that equitable educational opportunities are provided to all students ((Quinn, S. and Ryba, K. 2000) Regarding this regular teachers were requested to provide information the teaching strategy which they commonly used in an inclusive classroom. The data obtained from them are presented and analyzed in table 8 below.

Table 8: Teaching Strategies

Item	Responses	Frequency	Percent
Which teaching strategy do you commonly use?	- cooperative learning	32	71.1
	- Peer tutoring	3	6.7
	- team teaching	-	-
	- Individualized instruction	-	-
	- none of them are used	10	22.2
	Total	45	100

There are several strategies that can be employed in order to enhance the effectiveness of an inclusive programme. Table 8 highlights some of the strategies that need the attention of teachers who are teaching in inclusive classroom. Over half of the respondents (71.1%) stated that cooperative learning is the most commonly used teaching strategy by them. This implies that cooperative learning is good for teachers to satisfy the diversified needs of their students. Supporting this idea, Sapon - Shevin and Duncan (1991) stated that cooperative learning makes sense in inclusive classrooms because it builds up on heterogeneity and formalizes and encourages peer support and connection. Similarly, Chadha, A. (2001) explained:

"Teachers must be able to accommodate to students different learning styles and rates of learning by employing a range of teaching-strategies, including cooperative learning."

Concerning the difficulties to apply the different teaching strategies including cooperative learning, peer tutoring, team teaching and individualized instruction, the respondents in the open - ended question pointed out that some of the obstacles to practice the different teaching strategies include: the absence of a big room (class) to form groups, the highest numbers of students in a class, the heavy teaching load, lack of collaborative teachers (individuals) and lack of training or awareness. The respondents further stated that they have used the shadow of the trees (out of the classroom) during group discussion of the students to reduce the problem. In line with this response, Quinn, S. and Ryba, K. (2000) pointed out that while using cooperative learning methods, the class has to be a big room or an empty space where you can form groups.

In addition, different writers give suggestion about the problems. For examples, Azeb (1984: 68) states that:

Providing equality of educational opportunities to students at the classroom level is realized when the teachers realizes and act accordingly that each student is entitled to teachers' attention help and guidance according to their needs.

This implies that the minimum number of student population in classroom is very important factor for effective teaching learning process to take place in order that teacher recognizes individual differences among the students in a classroom and assist them according to their ability. This is true for visually impaired students.

4.1.6. The Roles of Regular Classroom Teachers in Inclusive Classroom

As Drew, et al., (1984; 262) reported that, the regular classroom teacher is responsible for any adaptation that may be necessary for student's success in this environment; consequently, this teacher must have the skills to develop and adapt curricula to meet individual needs. In line with this, regular classroom teachers were asked to rate the degree of their commitment to play their roles in inclusive classroom. The following table shows the roles of regular teachers perceived by the sample teacher respondents.

Table 9: The Roles of Regular Classroom Teachers in Inclusive Classroom

No	Statements	V. H = 5		H=4		M = 3		L = 2		VL = 1		Mean (\bar{X})
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	
1	Locate appropriate material, equipment or specialists	-	-	6	13.3	5	11.1	22	48.9	12	26.7	2.1
2	Identify barriers of learning	18	40	8	17.8	9	20	10	22.2	-	-	3.7
3	Over come barriers of learning	-	-	10	22.2	11	24.4	24	53.3	1	2.2	2.2
4	Using appropriate forms of assessment	6	13.3	8	17.8	5	11.1	23	51.1	3	6.7	2.8
5	accept child as a member of a class	17	37.8	21	46.6	4	8.9	3	6.7	-	-	4.1
6	Facilitate peer interaction	5	11.1	10	22.2	11	24.4	16	35.6	3	6.7	2.95

VH = Very High, H= High, M = Moderate L= Low, VL = very low

As it is indicated in table 9, the majority of teachers (75.6%) have responded that their commitment to locate appropriate materials, equipment or specialists ranges from very low to low (item, 1).

In a similar manner, the majority of teachers (55.5%) have responded that their commitment to overcome barriers of learning in inclusive classroom ranges from very low to low, but the commitment of the remaining respondents (46%) in the same item is from moderate to high (Item, 3).

Concerning on item 2, more than three - fourth of the respondents (77.8%) have responded that their commitment to identify barriers of learning ranges from moderate to very high, where as, the commitment of the other (22.2%) of the respondents is low.

In addition, forty - two teachers (93.3%) have rated that their commitment to accept child as a member of a class ranges from moderate to very high, but the commitment of the rest respondents (6.7%) is low (item, 5).

Moreover, more than half of the respondents (57.7%) have responded that their commitment to facilitate peer interaction lies from moderate to very high. Supporting this point, Stainback and Stainback (1985) cited in Tirussew (1999) explained that regular classroom teachers can provide non- disabled students with opportunities to interact with disabled students, and encourage and reinforce interactions between the two groups. The commitment of the remaining teachers (42.3%) in item 6 ranges from very low to low.

On the contrary, twenty - six teachers (57.8%) have responded that their commitment to use appropriate forms of assessment extended from very low to low, but the commitment of the other (42.2%) extends from moderate to very high (Item, 4).

In short, the mean values that ranges from 2.9 to 4.1 in table 7, shows the commitment of teachers to play their roles in inclusive classroom extends from moderate to very high, where as, the mean value that extends from 2.1 to 2.8 shows teacher commitment that ranges from very low to low. Supporting the responses of teachers whose commitment is above moderate, Quinn and Ryba (2000) explained that teachers must be able to recognize and respond to the diversity of the students in their classrooms, locate appropriate material, consult with and develop partnerships, use appropriate forms of assessment and facilitate peer interaction.

From this finding one can deduce that regular classroom teachers have faced problems to play their roles in inclusive classroom. According to the responses given by teachers in the open ended questions, there are obstacles, such as, insufficient special teaching materials (Braille Books, slate and stylus etc), lack of collaborative teachers (specialists), lack of training to identify and overcome the problems of VIS, large class size and lack of reader for visually impaired students during the exam.

In order to overcome the challenges, teachers have made the following comments:

- The schools has to ensure the availability of the materials, equipment and specialists (collaborative teacher)
- The school administrators (the principal and the vice principal) should reduce the number of students to appropriate class size.
- The government, NGOs and other concerned bodies must work together to equip the school with necessary materials to encourage teachers to play their roles
- The reader for visually impaired students should be assigned by paying incentives.
- And, finally, they recommended that job or in-service training should be given for teachers.

4.1.7. Roles of Special Education Teachers

As a group, special educators must increasingly see themselves as a member of the general education community and work toward more effective inclusion of special and general education (Lilly, 1987; Gartner and Lipsky, 1987, Hahn, 1989; Stainbac, 1989) cited in Miron (1994). In line with this, regular teachers were asked to provide information about the roles of special education teacher whether they get support from them or not. The data obtained from the regular teachers are presented and analyzed in table 10 below.

Table 10: Roles of Special Education Teachers Perceived by Regular Teachers

No	Items	Yes		No		Total	
		N ^o	%	N ^o	%	N ^o	%
1	Do special education teachers have collaborate with you?	16	35.5	29	64.5	45	100
2	Do special education teachers supervise the teaching learning process in inclusive classes.	7	15.5	38	84.5	45	100
3	Do special education teachers provide the necessary information to the classroom teacher prior to the children entering in the class	19	42.2	26	57.8	45	100
4	are special education teachers resource facilitators?	32	71.1	13	28.9	45	100

Table 10 reveals the roles of special education teachers perceived by the regular classroom teacher in inclusive classroom.

Data for item 1, shows that the majority of regular classroom teachers (64.5%) of the respondents do not believe that special education teachers collaborate (assist) them in inclusive classroom. Sixteen teachers (35.5%) of them, however, said special education teachers do that activity. Tirussew (1999), in this regard, stressed that with out support, regular class teachers who do not have sufficient background knowledge in special education are at loss.

In connection with item 2, more than three - fourth of the respondents (84.5%) said special education teachers do not give supervision in inclusive classroom, where as the rest seven teachers (15.5%) of the respondents said that the special education teachers perform the supervision activity in inclusive classroom.

In addition, more than half of the respondents (57.8%) have explained that the special education teachers do not provide the necessary information to the classroom teachers prior to the child entering in to the class, but the remaining of these respondents (42.2%) have said that special education teachers do that activity (item 3).

On the contrary thirty- two teachers (71.1%) of the respondents have believed that special education teachers are resource facilitators. Thirteen teachers (28.9%) of them, however said special education teachers do not facilitate resource.

Contradicting the response of the majority of the respondents scholars indicated that the traditional roles of special educators are changing from that of teacher to that of consultant, collaborator, or resource person (Carrington, 1993; Davis and Kemp, 1995; Dyson, 1990; Glatthorn, 1990; Mckinnon et al., 1997; Minke et al., 1996; Voltz, Elliot, and Cobb, 1994; Westwood and Palmer, 1993; cited in Paterson, 2000).

✓ 4.1.8. Learning Environment

The physical environment of learning plays a vital role in enhancing or retarding the teaching learning process in general. To this end, different questions in relation to learning environment were raised. Table 11 highlights the response of teachers' respondents regarding some conditions (problems) in relation to the school environment.

Table 11: Problems encountered in terms of learning environment as perceived by Teachers

No	Items	Yes		No		Total	
		N ^o	%	N ^o	%	N ^o	%
1	Do the height and the surface of the desk and the chair ensure effective functions for VIS	14	31.1	31	68.9	45	100
2	Does the classroom give free access to move easily in the class? (Is there adequately wide gaps between rows of desks)	12	26.7	33	73.3	45	100
3	Is there electric socket in the classrooms to use tape recorder and other electric devices	-	-	45	100	45	100
4	Do teachers give a chance for VIS to explore the classroom areas and practice to move	8	17.8	37	82.2	45	100
5	Is the sitting position of VIS comfortable in the class	16	35.6	29	64.4	45	100
6	Do sighted students assist to direct the visual impaired students and describing the new arrangement?	19	42.2	26	57.8	45	100

VIS = Visually Impaired Students

.As shown in table 11, over half of the respondents (68.9%) said that the height and the surface of desks and chairs do not ensure effective functions. In the same manner, 73.3% of respondents (teachers) have stated that the classroom doesn't have adequately wide gaps between rows of desks to move freely and easily in the class. Similar difficulties have been reported in terms of dealing with challenges in the access of electric socket to use tape recorder and other electric devices by 100% of the participating teachers. In addition, thirty-seven teachers (82.2%) of the respondents have replied that they don't give a chance for VIS to explore the classroom areas and practice to move. Moreover; twenty - nine teachers (64.4%) have stated that the sitting position of the visually impaired students is not comfortable. Finally, twenty - six teachers (57.8%) of the respondents have reported that sighted students do not assist visually impaired students to direct and describing the new arrangement.

In the open ended questions, teachers have further discussed the specific challenges encountered by visually impaired students and by themselves. The challenges are almost similar with those presented by the student on the same issue. Any how, some of them are stated as follows:

First of all, they have reported that the arrangement of the furniture and other materials put the visually impaired student at a great disadvantage. The chairs and desks in each classroom are highly crowded due to the large number of students. There are no adequate wide gaps that enable

both visually impaired and sighted students to travel through the spaces easily. The desks cause the students big difficulties even to get in to or out of their usual seats.

The surfaces of the desks are not wide enough to accommodate all the stationery used in the class. Also some of the desks are partially broken and the students are afraid to use them. The disruptive sound produced by the huge number of the students in the class and other sources in the surrounding hampers the learning activities of the VIS. All these problems in turn and affect teachers activity negatively. They are restless due to the problems that happened in the learning environment. The students complain because of the disruptive sound, lack of chairs etc come towards teachers. This adds an other extra work (assignments) for them in addition to teaching. They always treat visually impaired students in order to solve their complain. As a result teachers also have faced scarcity of time in that particular period. The findings of the study agree with Best's (1992) suggestion that the seat at which the visually impaired student is positioned in the classroom has considerable effect on the learning process of the student. If the position exposes him/ her to conditions which prevent him /her from following lesson attentively, his /her learning is more likely to deteriorate.

The teachers have clearly pointed out that they have faced problems in time constraints, work load, uncontrolled numbers of students in a class, lack of skills. This hinders them to help visually impaired students by giving descriptions and explanations of the classroom and surrounding situations. And even their sighted peers are unwilling to help students. In addition to the above causes of lack of assistance that stated at the beginning in this paragraph, the other possible cause of lack of assistance from their sighted classmates is the social problems that the visually impaired students have. Sack and Rosen (1994) explained that lack of vision restricts the ability of visually impaired to interact appropriately with others, including their sighted classmates. As the result, many of them are rejected their sighted peers.

Smith and Luckasson (1995) also stated that negative experiences with peers during the school years had contributed to characteristics which are often attributed to people with sever visual impairment; social immaturity, self consciousness, isolation, passivity, withdrawal and dependency. The negative attitudes that some teachers have towards the mainstreaming of visually impaired students might limit their interest in helping the students and giving ample explanations and descriptions of classroom situations.

The regular classroom teachers suggested measures for overcoming the problems faced in the learning environment

- The position of the students and the way the furniture arranged in the classroom must be given particular attention. The child's work position has to enable him/her to work without strain.
- The heights of the chair and desk and the surfaces of the desks must allow the students to work comfortably. The furniture must be arranged so as to provide wide free routes between the rows of desks to allow visually impaired students to walk easily through them. In relation with these issues, Best (1992) still states that the height of the chairs and the desks has to enable the child to place his/her feet on the floor and to bend over the desk without stretching. He still argues that the work surface need to be larger than usual to offer ample space to arrange large Braille writing equipment, Braille books and tactile diagrams. "It can be helpful if a child with visual impairments has simple routes to travel between desks." (P. 75). As it is mentioned earlier this is a highly difficult issue to ameliorate easily because of the large number of students in each class of the sample school, but the teachers have proposed the following measures to be taken.

As they forwarded, the visually impaired students should be included into only a few regular classes in which reasonably small number of students are taught. In these class, the problem of disruptive sounds, a vital variable that hinders effective learning, is minimized and better learning is realized by visually impaired students.

"Totally blind children will use listening as an important source of information. The sound environment therefore, needs controlling and the child may be best helped in a position. Where he/she can hear the teacher very clearly and work a minimum of distracting sounds" (Best, 1992: 71-72). When the disruptive sound in the classroom is appropriately controlled more likely it realizes effective classroom discipline. Teachers, supported by Gearheart et, al., (1988) have shown that sighted students can play vital roles in assisting visually impaired students by orienting them to classroom situations orally. They can give detailed verbal descriptions of various items available in the class. They can direct them to exploit the relative position of each item with respect to the other items. They can offer them continuous helpful elaborations of new changes in the class and out of the class as well. The principals of the schools also share this view

as one possible step to solve educational problems of students. From this recommendations, one can deduce that if all the suggested points make in to practice, it will minimize the burden (Challenges) of teaching for regular classroom teachers students' problems.

4.2 Data Obtained Through Students' Questionnaire

4.2.1. Background Information of visually impaired Students

In this section, visually impaired students of the sample schools were requested to provide information on their personal profiles including their sex, age, grade level. causes and on set of the problems. The details of their profiles are given in the following two tables (table 12 and 13)

Table 12: Background Information of visually impaired Student by sex, age, and grade level

NO	Characteristics	Respondents	
		Number	Percent
1	Sex		
	♦ Male	39	92.9
	♦ Female	3	7.1
	Total	42	100
2	Age		
	- 8-12	1	2.4
	- 13-16	6	14.3
	- > 16	35	83.3
	Total	42	100
3	Grade level		
	- 5 th	14	33.3
	- 6 th	13	31
	- 7 th	8	19
	- 8 th	7	16.7
	Total	42	100

As depicted by item 1 in table 12, of total respondents 92.9% were males, while 7.1% were female students. This implies the majority of visually impaired students are males.

Regarding the age distribution, a substantial number of respondents (83.3%) were in the age category of 16 or above years of age. While 14.3% of the respondents have 13-16 years of age and the remaining 2.4% of the respondents have 8-12 years of age. Thus, it seems that the majority of the visually impaired students are more matured compared with their sighted peers.

Concerning their grade level, the majority of respondents (33.3%) were grade 5, while the remaining, 31%, 19% and 16.7% of the respondents were grade 6, 7 and 8 respectively.

Table 13: Causes and On Set of the Problem

No	Causes of the problem		On set of the problem			
		No	%		No	%
1	Measles	13	31	- Before Birth	1	2.4
2	Accident	2	4.8	- Between Birth and three years	5	11.9
3	Reflection	9	21.4	- After three years	36	85.7
4	Trachoma	4	9.5			
5	Cataract	2	4.8			
6	Infection	3	7.1			
7	Unknown	9	21.4			
	Total	42	100	Total	42	100

Table 13: reveals the causes and on set of the problems of visually impaired students.

As to the on set of problem that shown in the above table, more than three - fourth of the respondents or students (85.7%) have acquired the problem three years after birth but five of them (11.9%) have acquired it between birth and three years and the remaining one student (2.4%) has acquired the problem before birth.

Concerning on the causes of their problem, the students have mentioned several factors that caused their visual impairment. As shown in the table the causes of the problem for the majority of the respondents (31%) was measles. For the remaining 21.4%, another 21.4%, 9.5%, 7.1%, 4.8% and the other 4.8% of them attributed it reflection, unknown, trachoma, infection, accident and cataract respectively.

From the result, one can deduce that majority of the visually impaired students have spatial awareness through visual interaction with their environment since they developed the problem after birth. In line with this, SSC (2000) Explained that adventitiously blind children may find the problem easier making sense of tactile maps than congenitally blind children.

4.2.2. Learning Environment

In this section questions concerning the physical environment of learning were requested to the visually impaired students in order to provide information. The details of these analyses are given in table 14 below.

Table 14: Problems Faced Interms of Learning Environment as Perceived by Visually Impaired Students

N ^o	Item	Respondents				Total	
		Students				No	%
		Yes		No			
		N ^o	%	N ^o	%	N ^o	%
1	The height and the surface of the desk and the chair ensure effective function	15	35.5%	27	64.3	42	100
2	The place where the child positioned in the class is comfortable	17	40.5	25	59.5	42	100
3	The classroom gives free access to move easily in the class (Is there adequately wide gaps)	12	28.6	30	71.4	42	100
4	There is the access of electric socket to use tape recorder and other electric devices	7	16.7	35	83.3	42	100
5	Teachers give you a chance to explore the classroom areas and practice to move	19	45.2	23	54.8	42	100
6	Sighted students assist visual impaired students to direct and describing the new arrangement	12	28.6	30	71.4	42	100

As it is shown in table 14, the response of visually impaired students is similar to the response given by regular classroom teachers. Based on the questionnaires the above table shows the majority of the students (64.3%) have complained that the height and the surface of the desk and the chair do not ensure effective functions. This implies that the chair and the desk are not suitable to sit on and to accommodate all the stationery and other materials of the students. In relation to this response, Best (1992) pointed out that the height and the surface of the desk and

chair must be ensure effective functions, the surface of desk needs to be larger, flatter and more slopping to accommodate all print materials.

In addition, 25 of the students (59.5%) have responded that the place where they positioned in the class is uncomfortable for them due to various reasons. As they explained in the open-ended part of the questionnaire, their usual place is at the back side of the classroom in order to make sighted students free to look at the black board to read and to take notes. This is because the height of the sighted students are shorter than the visually impaired students. It has a considerable impact on their learning process. Some of the challenges they encountered because of their seat are as follows.

- ◆ The sound of the teacher is not loud enough for those at the back. This implies that visually impaired students have suffered in the learning process, because listening is an important source of information for blind students (Best, 1992: 17).
- ◆ The murmuring sound of the ill-disciplined students and their unfair activities disturb and divert their attention. Because most of the disturbing students confined themselves at the back side.
- ◆ It is also a long journey to move freely in the class from the back side of their seat to out side. This implies that the broken chair, the large number of students in each class, the narrow passages that between the rows are obstacles for movement

In response to the question requiring the students to mention specific problems they encounter it interms of learning environment, they have come up with the following significant points.

The arrangement of the materials in a classroom causes a lot of challenges to the teaching learning process. First of all, the desks and the chairs are not arranged in such a way that they allow free movement in a class. They are not suitable to sit on and to accommodate all the stationery and other materials of the students. Some of them are partially broken that they do not give psychological rest while sitting on them. Because of the large number of students in each class, the desks are put very close to each other, and the passages between the rows are too narrow to permit free movement not only for visually impaired students but also for sighted students. Since there is a shortage of chairs in each class and most of them are mobile, the chairs

of visually impaired students are often taken away by sighted students when the visual impaired students leave their chairs free.

The size of students in a class also causes discipline problems which interfere with learning process of visually impaired students. Disruptive sounds from classroom students and from other things in the surrounding areas frequently disturb the visually impaired students and further complicate their learning tasks.

In addition to these, teachers and sighted classmates are not willing to give helpful descriptions of classroom and its surrounding situation.

In order to alleviate the problems, the respondents have forwarded recommendations based on the open-ended questions that they are asked to complete.

First, the conditions of the seats and their arrangement should be improved. Additional classrooms should be constructed so that the number of the students in each class can be reduced and the classes are sparsely furnished so that there will be open gaps that allow free movement between rows.' The desks need to have wide surfaces that contain all the stationery and other materials. The broken chairs and desks have to be repaired on time. Teachers should also be alert enough to create healthy classroom discipline which encourages effective learning condition for visually impaired students in order to make teaching easier.

Teachers and sighted peers ought to be trained and get awareness about giving verbal explanations of classroom and surrounding situations to visually impaired students.

Accordingly, they should help the visually impaired students render all necessary descriptions of the mentioned situations so that the visually impaired students can exploit the situation easily.

Providing frequent mobility and orientation training specially when the students join the school is still a valuable step to alleviate the problem. To overcome the problem that occurred due to the sitting position, it is better to placing visually impaired students in the front seats to allow for closer monitoring by teacher and to reduce the communication barrier:

4.2.3. Special Materials and Equipment

In order to assess the extent to which the availability and ability of using special materials and equipment, visually impaired students were asked to provide information. The detail of this analysis is indicated below in table 15 & 16.

Table 15: Problems of Obtaining Special Materials and Equipment as Perceived by Visually Impaired Students

	Item	Respondents (student)				Total	
		Yes		No		N ^o	%
		N ^o	%	N ^o	%		
1	Are there materials written in Braille? (Braille text book)?	-	-	42	100	42	100
2	Are there Braille writer?	5	11.9	37	88.1	42	100
3	Are there Tactual map and globe?	-	-	42	100	42	100
4	Are there slate and stylus?	10	23.8	32	76.2	42	100
5	Is there Braille atlas?	-	-	42	100	42	100
6	Are there auditory aids such as tape recorder, cassettes and recorded books?	1	2.4	41	97.6	42	100
7	Are there measuring devices like Braille ruler?	-	-	42	100	42	100
8	Are there mathematical aids such as abacus, raised clock faces geometric area and volume aids?	3	7.1	39	92.8	42	100
9	Is there enough special educational material (Braille text books or references written in Braille) in the library?	-	-	42	100	42	100

According to the data in table 15, the visually impaired students encounter serious problems in obtaining the materials or equipment. All (100%) of the respondents have indicated that they face a great problem in obtaining materials written in Braille, Tactual maps, Braille atlas and globe and measuring devices like Braille ruler (item 1, 3 and 7). Thirty - Seven (88%) of the respondents reported that they do not have obtained Braille writer.

71% and 97% of the respondents have reported that they have not obtained slate and stylus and auditory aids (tape recorder, cassettes and recorded books) respectively. Finally, thirty- nine (92.8%) of the respondents indicated that they have not obtained mathematical aids.

Students were also asked about the library condition, All (100%) of them have reported that the library don't have enough special educational materials like Braille text books, Reference books that are written in Braille etc. Contradicting student responses about special materials, Shea and Gearheart et al., (1988) stress that these materials and equipment are indispensable elements of the education of visually impaired students. As the students clarified in the open ended question, the major or the possible reasons of the shortage of these special materials are:

- Lack of attention for budgeting in order to purchase the special materials
- Unfair distribution of the materials made by the local educational office.
- The principals of the schools are ignorant to ask special materials from the concerned bodies due to their less attention for visually impaired students.
- The majority of students are economically too poor to purchase the materials and equipment by themselves.

In addition, most of the materials and equipment are not manufactured in the country and not easily obtained. Contrary to what is stated here, scholars such as Hunsicker (1977) implies in his discussion that blind students should be adequately provided with Braille books, special tapes, cassettes and talking books that entertain their reading needs.

With regard to library service the students also experience a number of problems as they explained in the open-ended questions. There are no text books and reference books in the form of Braille. The situations in the library are not convenient for visually impaired students. There are no special rooms for them. The class is too narrow to accommodate all the students including visually impaired. There are no adequately wide gaps between the rows. The library is not furnished with the necessary materials such as tape recorders, talking books, functioning electric sockets etc. In line with this, Velleman (1997) and Hunsicker (1997) emphasize the necessity of special services and the adaptations made in the area of exceptionally for visually impaired students ensuring the availability of the special materials and equipment in the school, making attempts to realize the production of the materials within the country by the government,

permitting the visually impaired students to use the materials in the classroom when needed, arrange resource center rooms and improving library services are suggested as effective measures to alleviate the problems faced in terms of special materials, equipment and library services. Supporting this, Velleman (1977) says that the school book collection has to include the best standard and new materials in the area of fiction, non-fiction, biography and references.

From the above stated means of overcoming the problems, it can be concluded that if all the above suggestion are implemented, the burden and the challenges of teachers could be reduced.

Table 16: Ability in Using Special materials and equipment as Perceived by Visually impaired students

S.N	Items	Responses	Frequency	Percent
1	How do you rate the extent your ability to use the special materials (materials written in Braille, Braille writer, tactual map & globe, slate & stylus, Braille atlas etc.)	• Very high	6	14.29
		• High	7	16.7
		• Medium	12	28.6
		• Low	15	35.7
		• Very low	2	4.76
		Total	42	100
2	What is your problem to use the special material or equipment?	• Lack of training	24	57.1
		• Lack of frequent use of the material due to its scarcity	18	42.9
		Total	42	100

As clearly shown in table 16, students have less difficulties in using the materials and equipment than obtaining them. The ability to use the materials for the majority of students (60%) ranges from medium to very high, where as, for the remaining 40% of the respondents it ranges from very low to low.

Concerning the difficulties to use special materials, more than half of the respondents (57.1%) have explained that the reasons of their inadequate skills to use the material is lack of training, while 42.9% of them said that lack of frequent use of the materials due to its scarcity.

From this findings one can deduce that visually impaired students are highly dependent on others to learn.

Further more the students respondent said that to cope with the problems related to using special materials and equipment, the student must be provided with effective training that will enable them to use the materials and equipment. The students must also be continuously encouraged to use the available materials and equipment

4.2.4. Teaching Strategies in an Inclusive classroom

In this section, visually impaired students were asked whether their teachers apply different teaching strategies in an inclusive classroom or not. And the results obtained from them are presented in table 17 below.

Table 17: Extent of Application of Relevant Teaching Strategies as Perceived by visually impaired students

	Items	Responses	Frequency	Percent
1	Do your teachers often use cooperative learning method?	• Yes	39	92.9
		• No	3	7.1
		Total	42	100
2	How is the cooperation of your sighted peers in group work?	• well volunteered to cooperate us	34	81
		• Involuntary to cooperate	8	19
		• Total	42	100
3	Do your teachers arrange peer tutoring?	• Yes	4	9.5
		• No	38	90.5
		Total	42	100
4	How often your teachers arrange peer tutoring?	• Once a week	4	8.9
		• Twice a week	-	-
		• Three times a week	-	-
		• Throughout a week	-	-
		• No response	38	91.1
		Total	42	100

Table 17 indicates that some relevant teaching strategies are used by the regular classroom teachers. This is similar with the information given by teachers' respondents on the issue.

According to table 17, the majority of students (92.9%) said that regular classroom teachers have used cooperative learning method. In line with this, Sapon - Shevin and Duncan (1991) stated that teachers must also establish a cooperative ethic that emphasizes overall community building, open communication about differences and classroom practices, and reciprocal helping relationships. The respondents further explained in response to the open ended question i.e. to help this type of teaching strategies the classroom is not wide enough, the number of students are not manageable. This makes difficult to keep the size of the group members in appropriate level. And also the mutually disruptive sounds of the different groups make the discussion ineffective.

Concerning the cooperation of sighted students, 81% of the respondents said that sighted students are well volunteered in a group work. As they reason out in the open-ended question, the sighted students read and clarify the problem due to the benefit that they expecting sound ideas from visually impaired students. On the contrary eight respondents (19%) have explained that sighted students are not voluntary to cooperate visually impaired students due to their sense of competition.

Regarding item 3, the majority of the respondents (90.5%) said that teachers have not arranged peer tutoring for them, but the least number of the respondents (9.5%) said that teachers have arranged peer tutoring for them once a week. They further explained that the factors that discourage teachers to arrange peer tutoring are heavy teaching load and unmanageable number of students in a class.

4.3. Interview Conducted with the School Principals, Vice Principals and Coordinators of the visually impaired Students

1. Concept of inclusive education

The principals and the vice principals in both of the two schools have lack of understanding about inclusive education. The principal of Tadiku Yohannes said that:

I am new to this school; it is just a period of one year since my arrival and commencement of the job. There is neither a meeting nor any opportunity in which I heard about an Inclusive Education.

From this, one can deduce that the principals and the vice principals manage the schools disregarding of the presence and the inclusion of visually impaired students in an

inclusive class. In contrast, the coordinators of the visually impaired students in the two schools have good understanding about inclusive education. The coordinator of visually impaired students in Tsadiku Yohannes said that:

At one Summer time, when I went to Sebeta for Training purpose, I was educated about the fact that an Inclusive Education is the act of including and educating disabled and healthy students in a single classroom.

Following the response of the coordinators on the concept of inclusive education, the researcher raised a question which needs their responsibility to introduce the concept of inclusive education for others including the principals and the regular classroom teachers. In line with this, the Coordinators responded that they have an interest to introduce the concept of inclusive education for the regular class room teachers and the administrative staff. But the local education office and the principals of the schools have less attention for inclusive education. This discouraged them to do their efforts of creating awareness for the school societies'. Contradicting the response given by the coordinators of the visually impaired students, Zalizan, Ramlee and Manisa (2006) pointed out that schools with the administrative support for inclusive education demonstrate a significant increase of awareness regarding the concept of inclusive education.

2. Attitude of teachers towards inclusive education

There is conflicting information given by the interviewee about the attitude of regular classroom teachers towards inclusion of visually impaired students. The Vice Principal of Sertsedengel Second Cycle Primary School acknowledge the classroom teachers. She said that:

Regular classroom teachers have positive attitude and skills to satisfy the needs of visually impaired students in an inclusive classroom. As I observed on my part, I know that one teacher has purchased a cassette at his on cost and, having recorded the lesson then rendered in a classroom, has also provided the same to blind students. The other point is that whenever these students get absent from the class during examination period, they don't force them to produce any justified evidence to find out the reason of their absence from the exam. Instead, they prepare another exam and test them accordingly. This shows the honest attitude that the teachers have towards blind students.

On the contrary, most of the participants of the interview explained that the regular classroom teachers have negative attitude towards the inclusive education system. The Principal of Tsadiku Yohannes said that:

The teachers do it for one thing, it is their job and they are afraid of being dismissed. As I understood from the sayings of some teachers, I have heard that, inclusion of the blind students with the non - blind students in a single class room, teachers are complaining to have no sufficient time, to be unable to complete the subject which they must cover on that specific period(date) and that they are frequently nagged by a series of multiple questions by blind students more than the other ones.

This explanation has been corroborated by teachers, and visually impaired students through questionnaire and sighted students in focus group discussion. As the coordinators clearly explained that regular teachers have prejudice to teach visually impaired students with their sighted peers. For example the coordinators of Atse Sertsedengel said that:

At the beginning of the academic year regular classroom teachers ask and beg the unit leaders and me in order to assign them to teach only sighted students who have no need of special treatment.

The coordinators further explained that teachers have lack of confidence due to their lack of training along this line. If they don't have the skill on how to teach students with visual impairments, they may not want to teach students with visual impairment in a regular classroom. They may feel unable or unwilling to deal with children who have special needs (Meijer et al., 1995). Similar research findings reported by French and Henderson (1984) cited in Tadesse (1991) stated that the attitudes can be modified through training.

In addition, the coordinator of Atse Sertsedengel said that:

The regular classroom teachers have considered the visually impaired students as they are rigid, complainer, and pessimist.

These maximize the negative attitudes of teachers towards the inclusion of visual impaired students.

3. Training

To accommodate the changing roles of regular classroom teachers, professional training must be provided in order to understand the nature of disabilities and how to handle them in the classroom (Hueffner, 1998). But the response of the participants of the interview was different. As they

stated that there are no regular classroom teachers who have got training regarding inclusive education. For example the Vice principal of Tsadiku Yohannes second cycle primary school said that:

The case of training is something of a concern. Let alone the regular class room teachers, but that it is not possible to say that even the special education teachers have acquired adequate training.

4. Teachers competencies in relation to using different strategies

According to the participant of the interview, cooperative learning is highly practiced in inclusive classroom. In line with this one principal said that:

Since, at this day, the method of teaching is a Student - centered process, teachers are forced to apply the cooperative learning methods into practice.

On the other hand, he said that:

helping visually impaired students individually and by preparing peer tutoring have not been practiced because of teachers' heavy teaching load, the highest number of students in obstructing them to spend extra time in order to help visually impaired students. Of course, when the visually impaired students ask some unclear points, teachers have tried to clarify the problems to individual bases.

From this one can conclude that, the different teaching strategies have not applied purposely to support visually impaired students in an inclusive classroom.

5. Special Materials, Equipment and Library Services

There is chronic shortage of Braille text books, references books, and other necessary special materials and equipment in the hands of students in the library and in the pedagogical centers of the school. Among the interviewee, the principal of Tsadiku Yohannes said that:

Even when such kinds of Special Materials and Equipment are found from various NGOs and the Education Bureau for the benefit of blind students on some occasions during the year, the blind students keep up arguing to be given all materials at once. They are very much stubborn to the idea of saving and economizing and it is impossible to either persuade or convince them easily. When we give them what they claimed to get in order to make them happy, they sell the materials to others and completely use up the same at a moment.

Concerning other instructional materials like stylus, Braille writer etc teachers of special education are encouraged to prepare these materials from materials available in the local environment.

6. Collaboration of Special education teachers

According to the coordinators, the role of special education teachers in their school has paramount importance especially in correcting exam papers, preparing some materials like stylus, in providing supervision in an inclusive classroom. One of the coordinators said that:

Whereas the regular teacher is not capable of reading texts written in Braille form, it happens that a conflict prevails between students and the teacher with regard to marking the test papers of blind students and some other factors, in which case the activity of special education teachers, including me, has significant role and contribution.

On the contrary the principals of the schools denied this. For example, the director of Tsadiku Yohannes said that:

The role of special education teachers is not distinctly observable except they exploit the chance to be reassigned to urban centers.

From this one can deduce that special education teachers and the principals have no close relationship to facilitate the inclusive program. In line with this, Zalizan, Ramlee, and Manisah (2006) suggested that in order to ensure the success of an inclusive programme, a collaboration or co- operation form or mode between the particular teachers should be introduced with in the program as soon as possible.

7. Major challenges in the programme

All the school principals, vice principals, and the coordinators of the visually impaired students in both schools pointed out some problems that happened in the inclusive program as follows:

- ♦ Lack of training (lack of trained teachers) along inclusive education,
- ♦ Inadequate resources such as library services, special materials, text books written in Braille, collaborative teachers etc,
- ♦ Large class size,
- ♦ lack of conducive learning environment,
- ♦ The highest number of students in the class,
- ♦ The negative attitude of the teachers and the societies,

✧ 8. Overcoming Barriers

To overcome the barriers and to improve the inclusive system of education, the interviewee suggested that before trying to include visually impaired students in to regular classrooms certain preconditions should be satisfied: teachers should be trained along this line, schools should be resourced and equipped with necessary materials, societies should become aware about the program and be willing to help teachers, there should be resource rooms so as to assist students with visual impairment, the number of students in a classroom should be minimized so that the teacher can follow up students with disabilities, the nature of the school settings including the roads and buildings should not be obstacles for such children to move about learn etc.

✧ 4.4 Information Obtained Through Focusgroup Discussion

With the purpose of getting more relaxed and freer responses about problems observed in the system in inclusive education, a focus group discussion was also held among a group of sighted students in both the sample schools. The participants of the discussion pointed out that the following practical problems have happened in inclusive classroom.

Regarding the special materials they said that there are serious problems of shortage of Braille papers. As one student explained emotionally:

What is very sad is that the Braille text books and other materials needs of the visually impaired students have not been met even once, while the text books of visually normal students have been changed twice in two years following the change in the curriculum.

This implies that the problems of visually impaired students are not taken in to consideration by the local educational office as well as the ministry of education. Finally, as they further explained, if the needs of visually impaired students with regard to Braille text books and special teaching aids are met their educational problems as well as the problems of their teachers with regard to teaching will inevitably be alleviated.

The panelists of the discussion again said that the majority of teachers do not use any special methods in teaching to help visually impaired students but an inclusive education demands the class teachers to be innovative flexible, creative, ready to learn from the learners and capable of

initiating active learning (Tirussew,1999). A few teachers, however, give special consideration to the visually impaired students and use some effective techniques to make their ideas clear to the students. The minor group of teachers feel sympathy to the students and usually develops acceptable reactions towards them both inside and outside the classroom. Among the members of the participants one student said that.

Teachers apply special method of teaching for their own sake, but they don't think they achieve results by their application. They just do it as a matter of requirement.

The other thing that he added that:

Except that the teachers are expected to apply a student focused (centered) method of teaching, it is not with the realization of its benefits and out come that they apply it.

This implies that inclusive classroom is not conducive to apply special teaching methods.

Concerning the interaction between the sighted students and visually impaired students, the participants have expressed that interaction varies greatly. They have stated that there are some sociable visually impaired students who interact with their visually normal classmates actively. On the other extreme, there are some silent visually impaired students who usually remain aloof or hardly interact with sighted students. Sack and Rosen (1994) contend that vision imposes a lot of social problems on young children with sever visual disability. It limits their ability to interact effectively with their peers, parents, siblings and significant others.

The same fact might also hold true with sighted students who often strive to treat warmly and help visually impaired students. The participants further explained with respect to their relationship and contribution in the classroom. They replied that:

In the classroom, we visually normal folk read out to the visually impaired, whenever we have group work assignments, we read out to the visually impaired, we discuss with them, we listen to their views and write them down. But out of the classroom, they ask each other different questions on our lessons and discuss while we are engaged with different games and plays of course, we cooperate with them when and if they wish to go to the offices of the school administration, to the toilet room and the like.

On the contrary, the member of the group discussion said that:

Just like one would expect weed in crops, there are also among the visually normal students who shun and avoid visually impaired classmates

This implies there are some sighted students who have negative attitude towards the visually impaired students supporting this, Tirussew (1999) pointed out that the unfavorable peer reactions of sighted children towards the visually impaired children might result in some unacceptable personal behaviors by visually impaired students.

On the issue of the importance and problems of inclusion, the majority of the participants of the focus group discussion support the system. They reason out that it promotes the development of social skills of visually impaired students. In addition, it creates a conducive environment where visually impaired students are assisted by sighted students in carrying out some visual academic activities in the classroom and out of the classroom as well. Regarding this, University of Minnesota (n.d) explained that students with disabilities who are placed in general education classes have opportunities to grow socially and academically through peer module and exposure to a greater variety of experience.

On the other hand, the panelists added that the visually impaired students are a role model for sighted students in different skills of life, for example, the visually normal students learn from the visually impaired classmate's determination, not easily giving up and various approaches to social relations. Moreover, the attendance of the sighted students help them learn from them how to face challenges in their work and implementation of plans/ programs rather than shunning and dropping it for lame excuse. The sighted students have already learned from the visually impaired student passion for work. One of the student who participated in the discussion confessed that:

I did not have the habit of reading books and studying my lesson. But, I said ever since I joined my visually impaired classmates, I acknowledge, I am developing my reading and study habits as well as my capacity of understanding is increasing.

The reason for this, he explained, is that he was obliged to read whenever his visually impaired classmates request him to read to them. He said his interest in reading, studying and consequently his level of understanding increased eventually.

In response to the attitudes of visually impaired students towards their teachers, the majority of the group members have great doubts about the attitudes of the visually impaired students

towards their teachers. The members tend to view that the students have unfavorable feelings towards most of their teachers. This implies that teachers assigned to inclusive classes do not meet the needs of their visually impaired students. This is because whenever visually normal students read and understand the salient points in any subject that their teachers write on the chalkboard the visually impaired students miss such opportunities because they could not get some one who would read these points to them. For the teachers not to read out these points to them, the time allotted to that period is tailored to the needs of the visually normal (sighted) students. Still more, even if they wish to help them out of class hours, the teachers are overburdened with teaching loads. The sighted class mates to these students could not cooperate in reading to them, in such situations because they will be tightly engaged with taking notes for their own consumption. If by any chance they happen to get a student who would volunteer to go out of his way and read to them, he would not dare to read out loud enough to the point it could be heard by them, because of fear of distracting the attention of the sighted students.

In addition the visually impaired students are unhappy due to the exam room and the invigilators. The participants of the discussion explained the problems as follows: '

It would have been good if one invigilator each were assigned to each visually impaired student sitting for examinations. But assigning one invigilator to four or more visually impaired students during exams, results negative effects on their performance because the time allotted to them is similar to that for the visually normal examinees, and since the comprehension level between these students varies, the examiners would be bored of repeatedly reading out the questions to the visually impaired examinees. For the students to demand the examiner to repeat reading the question for them, they could abhor possible outburst of the examiner so that they prefer to abstain and suffer the consequence - which is often a factor for their negative results

Furthermore, the panelists of the discussion added the cause of the negative attitudes of the visually impaired students towards their teacher. As they elaborated, the visually impaired students who complain to their teachers of possible mistakes in the report of their examination results, their teachers reprimand them by accusing them of complaint as their habitual misbehavior, and that they are doing it once more, and that they do not know another way out other than wrangling. They shock them through such slanders thereby hurt their feelings. While these students are complaining the teachers do not even give them the chance of voicing their complaints to the end, such that they leave them where they stand. In such instances the visually

impaired students bang against trees and bolder in their futile attempt to follow the teachers and bring their statements of complaint to the end. This is an ample evidence for the failure of the teachers to listen and respond to the complaints of concerned students in a convincing manner; regarding this special needs.

✕ 4.5 Data Obtained Through Observation

In order to supplement the information procured through questionnaires, interview and focus group discussion, the researcher made observation on the classroom environment (width, availability of wide gaps between rows of desks, class size, availability of special instructional materials, the seat in which the visual impaired students are positioned) and classroom instruction. The result has been presented as follows:

✕ 4.5.1 Classroom environment

Table 18: Background information and class size of the observed classes

School	Grade level	Section	Class size	No of VIS in a class	No of Observations	Data of observation
Tsadiku Yohanness	G5	5-3	85	2	2	3/8/99
						4/8/99
	G6	6-4	70	3	2	8/8/99
						11/8/99
	G7	7-4	75	2	2	2/8/99
						5/8/99
	G8	8-3	64	3	2	10/8/99
						11/8/99
Atse sertsedengel	G5	5-C	75	3	2	15/8/99
						18/8/99
	G6	6-C	78	4	2	16/8/99
						22/8/99
	G7	7E	81	3	2	17/8/99
						19/8/99
	G8	8A	67	1	2	15/8/99
						18/8/99

VIS = Visually Impaired students

As shown in the above table most of the classes observed by the researcher have large class size, sitting 3 or 4 students in a desk. In other words, the classrooms are over crowded. This

inappropriate numbers of students in a class has made difficult to meet the diversified needs of the students. Regarding class size in a study made by Daniel (2001), even 70 students in a classroom was found to be difficult for teachers to give individual help to children that need special attention.

The visually impaired students are distributed in various sections of respective grades. In each of the observed sections their number varies from 1 to 4. In most sections, more than one visually impaired student is included and in most cases the visually impaired students sit together.

Regarding special materials like Braille textbooks, Braille writer, slate and stylus and special teaching aids, auditory aids such as tape recorder, cassette and recorded books were not available in the hands of the visually impaired students as well as the classroom teacher of the observed classes. Contradicting this observation result, Tirussew (200: 91-92) said that the primary nature of educational programming for VIS involves the modification and adaptations of special educational material.

The width of the classroom is dependent on the number of students there. For example, both classrooms in grade 8, such as section 8-3 and 8- A have enough wide gaps between rows of desks for every one to move around. In most cases, the majority of the observed sections are not wide enough to allow teachers and students move around. In some cases, the teachers have no room to even walk in front of the class.

4.5.2. Classroom Instruction and Social interaction

Concerning classroom instruction, some teachers in the observed sections have not used different teaching strategies, while most teachers have tried to use cooperative learning. But, as the researcher observed, the cooperative learning method held by the classroom teachers was not that much effective. Teachers do it only as a requirement but not to achieve the expected outcome. The disruptive sound of one group affect the other group due to their overcrowded sitting arrangement.

In some cases some teachers have tried to use the shadow of a big tree out side the classroom during group discussion, because the classroom is not wide enough for group formation. The other thing that the researcher observed was most of the visual impaired students were not taking part in any group work in the classroom. They seemed to prefer doing their routine task either

alone or with other visually impaired students. This implies teachers strategies to satisfy the visually impaired students are blocked due to less attention of visually impaired students in group discussion.

Regarding some activities, the researcher observed that none of the visually impaired students recorded some activities by tape recorder. The possible reason may be lack of tape recorder. Even there were no electric socket in the walls of the observed classes.

Finally, a frequent observation of the researcher confirmed that the regular classroom teachers haven't been providing special attention for visually impaired students. i.e.

- They were not reading items that were written on the blackboard
- They were not allowing more time for visual impaired students to do their activities. In some cases there were teachers who also forgot totally the presence of visually impaired students in the classroom.

In light of the above observation result, some scholars said that a frequent observation of researchers in inclusive classrooms has been the regular classroom teacher's apparent attention to the whole class rather than to individual students (Baker and Zigmond, 1995; Fuchs; and Bishop, 1992; Schumm et al; 1995;cited in paterson,2000).

In relation to social interactions, the cooperation of visually impaired and sighted students had not observed by the researcher. Most of the visually impaired students were usually talking, staying, or going with each other in groups of two or more. Contradicting this, Hatlen (1996) cited in Desalgn (2006) explained that social interaction is one of a very essential skills to an individual's overall development.

CHEAPER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

5.1 Summary

The main purpose of this study was to assess challenges of teaching visually impaired students in an inclusive classroom.

To this effect, the following basic questions were formulated to carry out the study

1. Do teachers assigned in an inclusive classroom have the necessary knowledge, understanding and skills to teach?
2. What is the attitude of teachers towards an inclusive classroom?
3. What are the challenges that teachers encountered to play their roles in an inclusive classroom? Specifically:-
 - 3.1. What are the hampering factors to employ the different teaching strategies in an inclusive classroom?
 - 3.2. Do teachers equipped with inclusive learning approach during their training or do they take any in service training regarding inclusive education?
 - 3.3. What are the challenges associated with the provision of materials, library services, learning environment, heavy teaching load and class size?

In order to deal with these basic questions, related literature was properly reviewed and two sets of questionnaires, interview and focus group discussion guide and observation checklist were prepared to collect the data.

To gather the data on the issue raised, the study was conducted in two selected second cycle primary schools in Amhara region.

The participants of the study were 45 regular class teachers, 42 visually impaired students, 16 sighted students (8 students in each school who were participated in the focusgroup discussion), 2 school Principals, 2 Vice principals and 2 Coordinators of visually impaired students.

Concerning the sampling technique, purposive and available sampling method were employed to select teachers and visually impaired student participants respectively. In-addition, stratified random sampling technique was employed to select focus group discussion participants based on their sex, educational background and grade level.

The data obtained was analyzed both quantitatively and qualitatively. The data that collected through questionnaires were tabulated and analyzed using mainly percentage and mean in a few places, where as the data collected through interview, focusgroup discussion were analyzed by categorization, direct interpretation, and developing generalization based on the data obtained. The analysis made warrant the following major findings.

1. The result of the questionnaires made with the regular classroom teachers and the interview made with the principals, the vice principals and the coordinators of visually impaired students indicate that the majority of teachers (51.1%), the principals and the vice principals have no understanding regarding the concept of inclusive education.
2. Concerning the attitudes of teachers, towards teaching in an inclusive classroom, the data obtained through different instruments revealed that the regular teachers have negative attitudes towards teaching in an inclusive classroom
3. Information procured through different data collection instruments indicates
 - an acute shortage of disability specific materials and equipment for visually impaired students,
 - Absence of collaborative teachers who are trained in the teaching of visually impaired students,
 - Heavy teaching load and large class size have obstructed teachers discharging roles they have to play in a proper manner.
4. The findings obtained through different instruments indicate that there are many complicated problems in the application of different teaching strategies in an inclusive classroom. Some of the problems indicated by the respondents are:
 - ♣ The classrooms are very narrow compared to the number of students,

- ♣ The absence of budget allocation to the provisions of the lessons in audio cassettes to visually impaired students,
 - ♣ The absence of special teaching and/or materials for visually impaired students.
5. Regarding training most of the teachers have no received training in inclusive education and that the training most of them had in college has no relationship with teaching method they are applying currently.
 6. Special educational materials, library services, learning environment, heavy teaching load and large class size remained to be serious challenges in an inclusive classroom.

6.1. Lack of Special Educational Materials

- This problem has negative impact on visually impaired students while visually normal students could quickly understand the lessons presented by teachers as they can read normally written materials. On the other extreme, visually impaired students face problems on coming up with home take assignments and enhancing their education other than what they learn from class attendance presentation of teachers.
- The teachers too, faces problem in making such students keep pace with the sighted students and conduct sustainable evaluation and assessment.

6.2. Physical Learning Environment

- The classroom environment in the school the research is conducted, compared with the number of students assigned to them, is very narrow so that it is difficult for participatory teaching.
- Moreover, in fear of the visually impaired students obstructing the sighted students from seeing the chalkboard, the former are made to sit the latter. As a result, the teacher's presentation is not aggravated by the disturbance of naughty students who sit immediately before them behind the rest of the sighted students.

6.3. Teaching load & Large class size

- This has a big impact on an inclusive classroom for the simple reason that number of students and teaching load robs teachers' energy and time which they could have used to attend to special need students through special supports or in arranging tutorial classes.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions are made

1. Many teachers in the sample schools have been assigned to teach in an inclusive classroom without knowing the concept of inclusive education.
2. Lack of training, heavy teaching load, large class size, shortage of collaborative teachers, shortage of special teaching aids are the main reasons for teachers' negative attitude towards teaching in an inclusive classroom. And also these discourage teachers to play their teaching roles
3. Moreover, complain of visually impaired students regarding the report on the examination result without empirical evidences has made teaches attitude negative.
4. Furthermore, the narrow classrooms, the highest numbers of students, the lack of specil budget allocation are some difficulties for teachers to apply different teaching strategies in an inclusive classroom.
5. Generally, lack of training, lack of special educational materials, library services, learning environment, teaching load are serious challenges that affect teaching learning process in an inclusive classroom.

5.3 Recommendations

The findings of this research indicate that teachers in an inclusive classroom find their work extremely challenging and they can not satisfy the interest of different children because of numerous profound challenges in relation to lack of awareness (training), negative attitudes, large class size, heavy teaching load, lack of special education materials, inconvenient physical learning environment and absence of collaborative teachers. Therefore, the following effective measures to overcome the problems are recommended based on the comments of the subjects of the different study and ideas extracted from related literature.

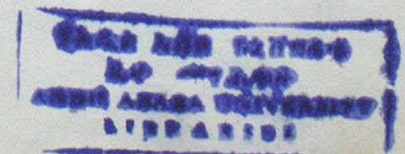
- ① It is important to create and raise awareness among regular teachers on inclusive education through discussions, workshops, seminars by inviting professionals in the field.

2. The school should reduce class sizes during enrollment, and effort should be made towards constructing additional classroom by using its internal source of income and collaboration with the local community, educational offices and NGOs.
3. The government should ensure the availability of special materials and equipment by allocating special budget in collaboration with different NGOs.
4. Reducing teaching load /work is one important measure to give the regular teachers an ample time in order to provide special support to visually impaired students in inclusive classroom. In doing this, the woreda educational office should hire sufficient teachers by allocating annual budget.
5. Teachers should encourage visually impaired students to sit with sighted students usually on the front desks if the classroom is overcrowded to overcome the difficulty of mobility between the rows of desks. Teachers could give responsibilities for the class monitors to take care of chairs of visually impaired students so that they will not be taken away by other students.
6. A particular attention must be offered to visually impaired students in preparing test/exam items, in administrating and correcting them. As a first measure, the number of items has to be reduced. The items should also be modified in such a way that they fit the special difficulties of the students. Efficient readers, possibly with payment, should be assigned. Extra time could be allotted if necessary.
7. The school administration should assign visually impaired students in a few easily accessible classes where the total number of students is fairly minimized. This most likely diminishes the marked noises to a great extent.
8. It is advisable that special and regular teachers continue to collaborate, discuss and share their experiences through weekly meeting to ensure that the needs of visually impaired students are being met both in and outside their classroom.
9. The woreda educational office and/or the school should establish appropriate linkage with NGOs that could fund to purchase the special educational materials and equipments.

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APPENDICES

APPENDIX - A

*Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Instruction*

Questionnaire for Inclusive Classroom Teachers

The purpose of this questionnaire is to collect information on the challenges of teaching in an inclusive classroom set - up vis-a-vis visually impaired students in two second cycle primary schools of Amhara Region. Based on the findings, possible solution will be forwarded so that the challenges of teaching in an inclusive classroom may be solved. It is the hope of this researcher that your responses will be very sincere.

- All your responses will be kept confidential
- All the responses are used only for academic purposes
- You are not responsible whatsoever the research outcome will be

So I kindly request you to complete all the questions in the questionnaire carefully and honestly before you return them. It is only your kind cooperation and honesty that make the study reliable.

Please read all instructions before attempting to answer the questions

Thank you in advance

Demetros Molla

Directions: Writing your name is not necessary. Indicate your responses by putting '✓' in the Box and fill the blank space with the most appropriate responses for all questions i.e from part I to part V.

I. Background information

1. Name of the school _____
 - 1.1 Location of the school
 - A. Zone _____ B. woreda _____
 - C. Kebele _____
2. Sex of the respondent
 - A. Male
 - B. Female
3. Age of the respondent
 - A. 18-23
 - B. 24-29
 - C. 29-34
 - D. 35-40
 - E. 41-45
 - F. 46 and above
4. Total Years of service A. Less than 24 B.25-29 C.30-34 D.35-40
E. Greater than 40
5. Qualification
 - A. Grade 12
 - B. 10+3
 - C. 12+2
 - D. 12+1 (TTI)
 - E. Indicate if any other _____
6. The numbers of periods you teach in a week
 - A.18
 - B.19-22
 - C.23-26
 - D.27-30
 - E. Above 30
7. The number of students you teach in a class
 - A. above 45
 - B.45-65
 - C.66-85
 - D. Above 85
8. Have you get any training to become an inclusive classroom teacher?
 - A. Yes
 - B. No
9. If your answer for question number '8' is 'Yes' how long did the training take?
 - A. Less than one month
 - B. One month
 - C. Three months
 - D. Six months
10. How do you evaluate the significance of the training to your teaching?
 - A. Very high.
 - B. High
 - C. Medium
 - D. Low
 - E. Very low
11. Was you training in the college or any other institution related with the inclusive classroom set up you are teaching now?
 - A. Yes very much related
 - B. Some how related
 - C. Not related

Part II: Concepts of Inclusive Education

12. How do you understand the concept of inclusive education?

- A. It means all, young people and adults, disabled, non-disabled and disaffected being able to learn together in ordinary pre school provisions, school and community education setting with network of support.
- B. It is a concept that allows students with special needs to be placed and received instruction into regular classes and being taught by the regular classroom teachers.
- C. It is a process of increasing the participation of all students in school, including those with disabilities.
- D. The concept is not clear to me

13. What do you think are the importance of the inclusive education? (importance of inclusion of visually impaired students with sighted students) selecting more than one is possible

- A .to prepare individuals to be contributing members of society
- B. to improved learning through peers
- C. to be cost effective
- D .the importance is not clear tome

Part III Attitudes of teachers towards Inclusive education and Visually Impaired students

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
14	Students with visual impairment have a right to learn with their sighted peers					
15	Inclusive education has psychological advantages for students with disabilities					
16	Teaching VIS in inclusive classes do not waste my teaching time.					
17	Teaching VIS together with their sighted peers in regular classroom doesn't give pleasure					
18	I have insufficient time and willingness to undertake the responsibility of educating VIS in inclusive classes					
19	Educating VIS in regular classroom wouldn't show improvement in their academic performance					
20	Educating VIS in regular classroom enables them to develop social life, feeling of independence and self confidence					
21	Teachers typically are uncomfortable with handicapped students (visually impaired students)					
22	I firmly suggest that VIS shouldn't be educated in separate special classes					

23. What are your problems for items that you say disagree or strongly disagree?

Comment how to overcome the problems _____

**Part IV Teaching Strategies, The roles of regular classroom & special education
Teachers in an Inclusive classroom**

A. Teaching Strategies

24. Which teaching strategy do you commonly used?

A. Cooperative learning

B. Peer tutoring

C. Individualized instruction

D. None of them are commonly used

25. What are the challenges that faces the teachers to apply the above teaching strategies? _____

Comment to overcome the problems _____

26. How is your commitment to do the following roles of teachers of regular classroom teachers that listed below question 27-32?

B. Roles of Regular Classroom Teacher

No	Items	Very good	Good	Moderate	Low	Very low
27	Locate appropriate material, equipment or specialists					
28	Identify barriers of learning					
29	Over come barriers of learning					
30	Using appropriate forms of assessment					
31	Accept child as a member of a class					
32	Facilitate peer interaction					

33. what are the obstacles to play your roles that listed above in the table?(question 27-32)? _____

Comments how to overcome the problems? _____

C. Roles of Special Education Teachers

No	Items	Yes	No
34	Do special education teachers have collaborate with you?		
35	Do special education teachers supervise the teaching learning process in inclusive classes.		
36	Do special education teachers provide the necessary information to the classroom teacher prior to the chide entering in the class		
37	Are special education teachers resource facilitators?		

Part V: Challenges in relation to Learning environment

No	Items	Yes	No
38	Do the height and surface of the desk and chair ensure effective functions?		
39	Does the classroom give free access to move easily in the class (Is there adequate wide gaps between rows of desks?)		
40	Is electric socket accessible to use tape recorder and other electric devices		
41	Do teachers give a chance for VIS to explore the classroom areas and practice to move?		
42	Is the sitting position of VIS comfortable in the class?		
43	Do sighted students assist to direct the blind and describing the new arrangement?		

44. What are the challenges that encountered by visually impaired students in related to the physical environment of learning? _____

Comment to overcome the problems _____

APPENDIX - B

*Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Instruction*

Questionnaire for Visual Impaired Students

The purpose of this questionnaire is to collect information on the challenges of teaching in an inclusive classroom vis-a-vis visually impaired students in two second cycle primary schools of Amhara region. Based on the findings possible solutions will be forwarded so that the challenges of teaching in an inclusive classroom may be improved. It is the hope of this researcher that your responses will be very sincere.

- ◆ All your response will be kept confidential
- ◆ All the responses are used only for academic purposes
- ◆ You are not responsible whatsoever the research out come will be

So I kindly request you to complete all the questions in the questionnaire carefully and honestly before you return them. It is only your kind cooperation and honesty that make the study reliable.

Please read the instructions before attempting to answer the questions.

Thank you in advance

Demetros Molla.

Directions

1. For visual impaired students
 - a. Writing you name is not necessary
 - b. After you heard the questions from the reader, tell him to indicate your responses by putting "✓" in the box and fill the blank space with the most appropriate responses.
2. For Readers
 - After you heard the responses from the students, indicate his/her choice by putting "✓" in the box and fill in the blank space with the most appropriate response.

III. Problems related to Provision of Educational Material and Library services

12. Do you get the following educational material (indicate the response by putting "✓" Under 'yes' or 'no')

Items	Yes	No
◆ Materials written in Braille		
◆ Braille writer		
◆ Tactual and map and globe		
◆ Slate and stylus		
◆ Braille atlas		
◆ auditory aids such as tape recorder, cassettes and recorded books		
◆ measuring devices like Braille ruler		
◆ Mathematical aids such as abacus, raised clock faces geometric area and volume aids		
◆ Is there enough special educational material(Braille text books or references written in Braille) in the library?		

Comment to overcome problems if you answer is 'No' _____

13. What is your ability to use the above education material if you get?

A. very high B. High C. medium D. Low E. Very low

If your answer for question '15' is low and very low what are your reason that hinder to use?

A. Lack of training B. Lack of frequent use of the materials

C. Indicate if any other

IV. Problems Related to Teaching Strategies

14. Do your teachers often use cooperative learning in the classroom?

A. Yes

B. No

15. is the classroom wide enough for group formation

A. Yes

B. No

16. How do you see the cooperation of your sighted peers group work?

A. well volunteered to cooperate (help) us

B. Involuntary to cooperate

17. Is the teacher arrange any peer tutoring in you classroom?

A. Yes

B. No

18. If your answer for question '19 is 'yes' how often use it?

A. Once a week B. throughout a week

C. Twice a week D. three times a week

E. Indicate others _____

19. What are the problems to use **the above teaching strategies in inclusive classroom** ? _____

Comment to overcome problems _____

APPENDIX - C

Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Instruction

Interview Guide for the Principals, the vice principals and the coordinators of the inclusive programme in both schools

1. Name _____
 - 1.1 Sex _____
 - 1.2 Age _____
 - 1.3 Qualification _____
 - 1.4 Responsibility _____
 - 1.5 Years of services
 - A. Less than 5
 - B. 5-10
 - C. 11-15
 - D. 16-20
 - E. 21-25
 - F. above 25
2. How do you understand inclusive education in your school context and generally?
3. What is the attitude of teachers to wards the inclusion program in your school?
 - A. Positive attitude
 - B. Negative attitude
4. Give reason for question '3' either you say positive or negative
5. Did teachers who are teaching in such classrooms get training?
 - A. Yes
 - B. No
6. How do you evaluate the competence of your teachers in relation to
 - a. using cooperative learning method
 - b. Using peer tutoring
 - c. Team teaching
 - d. Individualized instruction

7. Are there enough educational materials; like Braille writer, materials written in Bialle, slate and stylus, measuring devices, Braille ruler etc
8. What about access to library services?
9. Do special education teachers collaborate with regular classroom teachers?
10. What are the major challenges and constraints in the programe are facing?
11. What has to be done in the future to improve the inclusive system of education?
12. Any other additional idea _____

APPENDIX - D

*Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Instruction*

Focusgroup Discussion Guide for Sighted Students in Inclusive Classroom

- i. zone _____
- ii. Woreda _____
- iii. School _____
- iv. Total number of sighted students in the FGD in sex
 - A. Male _____
 - B. Female _____
- v. Age Range _____
 1. How do you see the provision of special materials?
 2. Do teachers use different teaching strategies?
 3. How is the interaction between visually impaired students and sighted students? In the classroom and outside the classroom?
 4. What is the importance of inclusion for visually impaired students of visually impaired students and sighted students?
 5. What is the attitudes of visually impaired students towards their teachers

APPENDIX - E
Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Instruction

Classroom Observation Check - List

The aim of this checklist is to provide the necessary empirical evidence of inclusive classrooms in two second cycle primary schools of Amhara Region so that the concerned bodies may take necessary step to improve the situation for the betterment of inclusive education.

I. Background Information

Name of the School _____ Town _____

Name of the teacher's _____ Male Female

Number of students in the classroom

1. Sighted Male _____ Female _____ Total _____

2. Visual Impaired Male _____ Female _____ Total _____

Level of the grade _____

Section Observed _____

Date of observation _____

II. Classroom Environment

No		Yes	No
1	Is the classroom wide enough?		
2	Is there availability of wide gaps between rows of desks?		
3	Is there availability of instructional material?		
4	Is a class has large class size?		
5	Do the visually impaired students have good sitting position in the classroom?		

III. Classroom Instruction

2. Do teachers use different teaching strategies?

Yes

No

3. Do visual impaired students record activities on their tape recorder

Yes

No

4. Do teachers read items written on the black board?

Yes

No

5. How is the participation of VIS in group discussion?

Yes

No

6. Do teachers allows more time for visual impaired students to do their activities? _____

IV. Social Interactions

1. Are sighted students cooperative enough to perform activities with visually impaired students?

Yes

No

2. Do teachers treat visual impaired students with their sighted peers equally?

Yes

No

APPENDIX - F

አዲስ አበባ ዩኒቨርሲቲ

በሥነ - ትምህርት ፋኩልቲ

የድህረ ምረቃ ትምህርት

የመምህራን ትምህርትና ሥርዓተ ትምህርት ክፍል

በአካቶ ትምህርት የመማሪ ክፍል ውስጥ (Inclusive classroom) በሚያስተምሩ መምህራን የሚሞላ መጠይቅ

ውድ መምህራን

የዚህ መጠይቅ ዓላማ በአማራ ክልል በሚገኙ በሁለት ሁለተኛ ሳይክል የመጀመሪያ ደረጃ ት/ቤቶች ማየት የተሳናቸው ተማሪዎች በአካቶ ትምህርት (Inclusive education) የመማሪያ ክፍል ውስጥ ማለትም በመደበኛው ክፍል ውስጥ ከአይናማ ተማሪዎች ጋር በሚማሩበት ጊዜ በማስተማር ላይ የሚያጋጥሙ ችግሮች ምን ምን እንደሆኑ መረጃ ለመሰብሰብና በመረጃውም መሰረት መፍትሄዎችን በመጠቀም ችግሩን ለመቅረፍ ወይም ለመቀነስ ነው።

ለተጠቀሰው ዓላማ መሳካት የእርስዎ ምላሽ ጠቀሜታው በጣም የጎላ ሲሆን ሚስጥራዊነቱም የተጠበቀ እና ለትምህርት ጥቅም ብቻ እንደሚውል ላረጋግጥልዎ እወዳለሁ።

ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄና በቅንነት ሞልተው እንዲመልሱ በጥንቃቄና በቅንነት ምልተው በአክብሮት እጠይቃለሁ። ጥያቄዎችን ከመመለስዎ በፊት ትዕዛዙን በደንብ ያንብቡ።

ስለ መልካም ትብብርዎ በቅድሚያ አመሰግናለሁ።

ድሜጥሮስ ሞላ

ማሳሰቢያ (ትዕዛዝ)

ስምዎን መጻፍ አያስፈልግም ከክፍል አንድ(I) እስከ ክፍል አምስት (✓) ላሉት ጥያቄዎች መልስዎን የ«✓» ምልክት በተሠጠው የሳጥን ምልክትና በሰንጠረዥ ውስጥ በተሰጡት አማራጮች ስር በማመልከትና በተሰጡት ክፍት ቦታዎች በመሙላት ይመልሱ።

I. የግል መረጃ

1. የት/ቤቱ ስም _____

2. የመልስ ሰጭው ያታ ሀ. ወንድ ለ. ሴት

3. ትምህርት ቤቱ የሚገኝበትና እርስዎ የሚገኙበት
ሀ. ዞን _____ ለ. ወረዳ _____ ሐ. ቀበሌ _____

4. የመልስ ሰጭው ዕድሜ
ሀ. 18-23 ለ. 24-29 ሐ. 30-34
መ. 35-40 ሠ. 41-45 ረ. 46 እና ከዚያ በላይ

5. ጠቅላላ የአገልግሎት ዘመን

6. የትምህርት ደረጃ
ሀ. 12ኛን ያጠናቀቀ (ች) ለ. 10 + 3 ሐ. 12+2
መ. 12 + 1 (መማተ) ሠ. ሌላ ካለ ይጠቀሙ _____

7. በሳምንት የሚያስተምሩት ክፍለ ጊዜያት
ሀ. 18 ለ. 19-22 ሐ. 23-26 መ. 27-30

8. በአንድ ክፍል ውስጥ የሚያስተምሯቸው ተማሪዎች ብዛት
ሀ. ከ45 በላይ ለ. 45-65 ሐ. 66-85 መ. ከ85 በላይ

9. በአካቶ ትምህርት (Inclusive education) ክፍል ውስጥ ለማስተማር ስልጠና ስልጥነዋል
ሀ. አዎ ስልጥኛለሁ ለ. አልሠለጠንኩም

10. ለተራ ቁጥር «9» መልስዎ ስልጥኛለሁ ከሆነ ምን ያህል ጊዜ ስልጠና ወሰዱ?
ሀ. ከአንድ ወር ያነሰ ለ. አንድ ወር
ሐ. 3 ወራት መ. 6 ወራት

11. የሰለጠኑት ስልጠና ለሙያዎ (ለማስተማር) ያለውን ጠቀሜታ እንዴት ይገመግሙታል (ያዩታል)
ሀ. በጣም ከፍተኛ ሐ. መካከለኛ ሠ. በጣም ዝቅተኛ
ለ. ከፍተኛ መ. ዝቅተኛ

12. በኮሌጅ ወይም በሌላ የትምህርት ተቋማት የሰለጠኑት ስልጠና አሁን በአካቶ ትምህርት ውስጥ ከሚያስተምሩት ጋር ግንኙነት አለው?

ሀ. አዎ በጣም ግንኙነት አለው

ለ. በጣም ግንኙነት አለው

ሐ. ፈፅሞ ግንኙነት የለውም

ክፍል II የአካቶ ትምህርትን (Inclusive education) ፅንሰ ሐሳችን በተመለከተ

13. የአካቶ ትምህርትን ፅንሠ ሐሳብ እንዴት ይገነዘቡታል? (ይረዱታል)? (ከአንድ በላይ አማራጭ መምረጥ ይቻላል)

ሀ. ሁሉም ልጆች፣ ወጣቶች፣ ጎልማሶች፣ አካል ጎዳተኞችና አካል ጉዳተኛ ያልሆኑ ሁሉ በተገቢ መልኩ በአንድ ላይ በመሆን አስፈላጊ ዕርዳታ እየተደረገላቸው በአቅራቢያቸው በሚገኝ ትምህርት ቤት ማለትም ሁሉም የሕብረተሰቡ ልጆች በሚማሩበት ትምህርት ቤት ገብተው መማር የሚችሉበት ነው

ለ. የተለየ ፍላጎት ያላቸውን ተማሪዎች በመደበኛ ክፍል ውስጥ ገብተው በመደበኛው መምህር እንዲሰለጥኑ እና እንዲማሩ የሚፈቅድ ነው

ሐ. የሁሉንም ልጆች ማለትም አካል ጉዳተኛ ያልሆኑትን እና የሆኑትን ልጆች የትምህርት ተሳትፎ የሚጨምር ሂደት ነው

መ. ፅንሰ ሐሳቡ ለኔ ግልጽ አይደለም

14. የአካቶ ትምህርት (inclusive education) ማለትም ማየት የተሳናቸው ማየት ከሚችሉት ጋር በአንድ ክፍል ውስጥ ተቀላቅለው ሲማሩ ያለው ጠቀሜታ ወይም ፋይዳ ምንድን ነው ይላሉ? (ከአንድ በላይ አማራጭ መምረጥ ይቻላል)

ሀ. ልጆችን (ግለሰቦችን) ለማህበረሰቡ ያላቸውን አስተዋጽኦ እንዲያበረክቱ ለማዘጋጀት

ለ. ትምህርቱን አቻ ለአቻ ለማስተማር

ሐ. ፐሮግራሙን ለማካሄድ ከልዩ ፍላጎት ትምህርት ጋር ሲወዳደር የሚያስወጣው ወጭ የሁሉን ሕ/ተሰብ አቅም ያገናዘበ መሆኑ

መ. ጥቅሙ ለእኔ ግልጽ አይደለም

ረ. ሌላ ካለ ይጥቀሱ _____

ክፍል III: መምህራን ሰለ አካቶ ትምህርትና (Inclusive education) እና ማየት ስለተሳናቸው ተማሪዎች (visual impaired students) ያላቸውን አመለካከት በተመለከተ

		በጣም እስማማለሁ	እስማማለሁ	መውሰን አልችልም	አልስማማም	በጣም አልስማማም
15	ማየት የተሳናቸው ተማሪዎች ማየት ከሚችሉ (አይናማ) የዕድሜ አቻቸው (እኩዮቻቸው) ጋር የመማር ሙሉ መብት አላቸው					
16	አካቶ ትምህርት (Inclusive education) ለአካል ጉዳተኞች ስነ-ልቦናዊ (psychological) ጠቀሜታ አለው					
17	ማየት የተሳናቸው ተማሪዎች በአካቶ ትምህርት የመማሪያ ክፍል ውስጥ ማየት ከሚችሉት ጋር ማስተማር ጊዜዬን ይሻማል።					
18	ማየት የተሳናቸውን ተማሪዎች ማየት ከሚችሉ ጓደኞቻቸው ጋር በመደበኛው የመማሪያ ክፍል ውስጥ ማስተማር ደስታን አይሰጠኝም					
19	በአካቶ ትምህርት ውስጥ ማየት የተሳናቸውን ተማሪዎች በማስተማር በቂ ጊዜ እና ፍላጎት የለኝም					
20	ማየት የተሳናቸውን ተማሪዎች በመደበኛው ክፍል ውስጥ ማስተማር በቀለም ትምህርታቸው እንዲጠነክሩ እና እንዲሻሻሉ አያደርግም					
21	ማየት የተሳናቸውን ተማሪዎች በመደበኛው ክፍል ውስጥ ቀላቅሎ ማስተማር ማህበራዊ ግንኙነታቸውን፣ ጥገኛ ያልሆነ ስሜትን እና በራስ የመተማመን ችሎታቸውን ያሳድጋል					
22	መምህራ የአካል ጉዳተኛ ተማሪዎች ያላቸው አስተሳሰብና አስተያየት አናሳ ነው					
23	ማየት የተሳናቸው ተማሪዎች በልዩ ፍላጎት የመማሪያ ክፍል ውስጥ ለብቻቸው ሆነው እንዲማሩ አልመክርም					

24. ከላይ በሰንጠረዥ ውስጥ አልስማማም እና በጣም አልስማማም ላሏቸው ሀሳቦች ችግሮችን ይግለጹ _____

ችግሩን ለመፍታት የመፍትሄ ሐሳብ ካለ _____

ክፍል IV የማስተማር ስትራቴጂዎችን እና መምህራንን በአካቶ ትምህርት የመማሪያ ክፍል (Inclusive classroom) ውስጥ ያላቸውን ሚና በተመለከተ

4.1 የማስተማር ስትራቴጂዎች

25. ከሚከተሉት የማስታረር እስትራቴጂዎች በአብዛኛው የሚጠቀሙት የቱን ነው?

- ሀ. የቡድን ወይም የጋራ የማስተማር መንገድ
- ለ. የአቻ ላአቻ ትምህርት አሰጣጥ
- ሐ. በግል (ሰብቻ) የማስተማር መንገድ
- መ. ሁሉም ተግባራዊ አይደሉም

26. ከላይ በተራ ቁጥር «27» ያሉትን የማስተማር እስትራቴጂዎችን ተግባራዊ ለማድረግ መምህራን የሚያጋጥሟቸው ችግሮች ምንድን ናቸው? _____

_____ ችግሩን ለመቅረፍ የመፍትሄ ሃሳቦች ካሉ ይግለጹ _____

4.2 የመደበኛ መምህር (አስተማሪ) ሚና ወይም ተግባራት (Roles of regular teacher)

	ሚናዎች (ተግባራት)	በጣም ከፍተኛ	ከፍተኛ	ደህና	አነስተኛ	በጣም አነስተኛ
27	ተገቢ የሆኑ መሳሪያዎችን ወይም ቁሳቁሶችን እና ባለሙያዎችን ማቅረብ፣ መጋበዝ					
28	ለማስተማር እንቅፋት የሆኑ ችግሮችን መለየት					
29	ለማስታረር እንቅፋት ለሆኑ ችግሮች መፍትሔ መስጠት					
30	ተገቢ የሆነ የውጤት ምዘና መጠቀም					
31	አንድን ተማሪ በተለይ ማየት የተሳነውን (የተሳናትን) እንደ አንድ ቤተሰብ ወይም ወገን አድርጎ ማየት እና ተቀባይነትን መስጠት					
32	ተማሪዎች እርስ በእርሳቸው ጥሩ መግባባት እንዲኖራቸው የተሸለ ሁኔታን ማመቻቸት ፣ መፍጠር					

33. ከላይ በሰንጠረዥ ውስጥ ከተራ ቁጥር «29-32» ያሉትን የመምህራ ሚና ተግባራዊ ለማድረግ ችግሩ ምንድን ነው? _____

_____ ችግሩን ለመቅረፍ የመፍትሄ ሃሳቦች ካሉ ይግለጹ _____

4.3 የልዩ ፍላጎት መምህራን ሚና (ተግባራት) (Roles of Special Education Teacher)

	ሚናዎች (ተግባራት)	በጣም ክፍተኛ	ክፍተኛ	ደህና	አነስተኛ	በጣም አነስተኛ
34	ከመደበኛ መምህራን ጋር ተጋግዞና ተባብሮ በአንድ ላይ መስራት					
35	በመማሪያ ክፍል ውስጥ ገብተው ምልክታ ማድረግ ግምገማ አስተያየት መስጠት					
36	ተማሪዎች ወደ መማሪያ ክፍል ውስጥ ከመግባታቸው እና ትምህርት ከመጀመራቸው በፊት ለመደበኛው መምህር አስፈላጊ መረጃዎችን መስጠት					
37	ድጋፍ ሰጪ አካላት ድጋፍ እንዲሰጡ ማመቻቸት					

ክፍል V ከመማሪያ አካባቢ ጋር የተያያዙ ችግሮች

38. የተማሪዎች የመቀመጫ ወንበሮችና ጠረጴዛዎች ቁመታቸውና ገፅታቸው ተገቢ የሆነ ግልጋሎት ይሰጣሉ?
- ሀ. አዎ ይሰጣሉ ለ. አይሰጡም
39. ማየት የተሳናቸው ተማሪዎች በክፍል ውስጥ የሚቀመጡበት ቦታ ተስማሚ ነው?
- ሀ. አዎ ለ. አይደለም
40. የመማሪያ ክፍሉ አመቺ የሆነ በዴስኮች ረድፍ መካከል/ ክፍተቱ ሰፊም የሆነ የመንቀሳቀሻ ቦታ (ስፍራ) አለው?
- ሀ. አዎ ለ. የለውም
41. በክፍል ውስጥ የሚሰጠውን ትምህርት በቴፕ ለመቅረጽና ሌሎ በኤሌትሪክ የሚሰሩ መሳሪያዎችን ለመጠቀም የኤሌትሪክ ሶኬት አለ ወይ?
- ሀ. አዎ አለ ለ. የለም
42. ተማሪዎች ራሳቸውን ከመማሪያ ክፍል ጋር ለማለማመድና ለመንቀሳቀስ እንዲችሉ እርስዎ ዕድል ይሰጧቸዋል?
- ሀ. አዎ ለ. አልሰጥም
43. አይናማ ተማሪዎች ክፍሉ እንደገና በአዲስ ሲደራጅ የክፍሉን አደረጃጀት በመምራትና በመግለጽ ማየት የተሳናቸውን ተማሪዎች ይረዷቸዋል?
- ሀ. አዎ ይረዷቸዋል ለ. አይረዷቸውም

ማሳሰቢያዎች

1. ማየት ለተሳናቸው ተማሪዎች

ሀ. በመጠይቁ ላይ ስም መጻፍ አያስፈልግም

ለ) አንባቢህ(ሽ) ጥያቄዎችን ሲያነብልህ(ሽ) ካደመጥክ(ሽ) በኋላ ምላሽህ/ሽን/ በተሰጠው የሳጥን ምልክት ላይ «✓» ምልክት እንዲያስቀምጥልህ(ሽ) እና በተሰጠው ባዶ ቦታ ላይ መልሶችህን (ሽን) እንዲሞላልህ/ሽ/ ተናገር(ሪ)

2. ለአንባቢዎች

ለተማሪዎች ጥያቄዎችን በእርጋታ ከአነብክ(ሽ) በኋላ የሚሰጡትን ምላሽ በደንብ አድምጠህ(ሽ) የ«✓» ምልክት በተሰጠው ሳጥን ውስጥ በማስቀመጥና በተሰጡት ክፍት ቦታዎች በመሙላት ተባብር(ሪ)

I. የግል መረጃ

1. የት/ቤቱ ስም _____

2. የተማሪው (ዋ)

2.1. ፆታ ሀ. ወንድ

ለ. ሴት

2.2. ዕድሜ ሀ. ከ8-12

ለ. 13-16

ሐ. ከ16 በላይ

2.3. የክፍል ደረጃ ሀ. 5ኛ

ለ. 6ኛ

ሐ. 7ኛ መ. 8ኛ

3. ት/ቤቱና ተማሪው የሚገኝበት

3.1. ዞን _____

3.3 ቀበሌ _____

3.2. ወረዳ _____

4. የማየት ችግር የተከሰተበት ጊዜ

ሀ. ከመወለዱ በፊት

ለ. ከተወለድኩ በኋላ እስከ 3 አመት ባለው ጊዜ ውስጥ

ሐ. ከተወለድኩ ከ 3 ዓመት በኋላ

5. የማየት ችግር የተከሰተበት መነሻ (መንስኤ) _____

II. ከመማሪያ አካባቢ ጋር የተያያዙ ችግሮችን በተመለከተ

6. የምትቀመጥበት (ጭበት) ወንበርና ዴስክ ቁመትና ገፅ ተገቢ የሆነ አገልግሎት ይሰጣል?

ሀ. አዎ ይሰጣል

ለ. አይሰጥም

7. በክፍል ውስጥ የምትቀመጥበት (ጭበት) ቦታ ተስማሚ ነው?

ሀ. አዎ

ለ. አይደለም

8. የክፍሉ አደረጃጀት በዴስኮች ረድፍ መካከል ያለው ቦታ በቀላሉ ለመንቀሳቀስና ለመተላለፍ አመቺነት አለው?

ሀ. አዎ ለ. አይደለም

9. በክፍል ውስጥ የሚሰጠውን ትምህርት በቴፕ ለመቅረጽና ሌሎች በኤሌክትሪክ የሚሰሩ መሳሪያዎችን ለመጠቀም የኤሌክትሪክ ሶኬት አለ::

ሀ. አዎ አለ ለ. የለም

10. መምርህ(ሽ) ራስህን(ሽን) ከመማሪያ ክፍሉ ጋር ለማለማመድና ለመንቀሳቀስ ዕድል ይሰጥሃል(ሻል)?

ሀ. አዎ ይሰጠኛል ለ. አይሰጠኝም

11. አይናማ ተማሪዎች ክፍሉ እንደገና በአዲስ ሲደራጅ የክፍሉን አደረጃጀት በመምራትና በመግለጽ ይረዱሃል(ሻል)?

ሀ. አዎ ለ. አይረዱኝም

12. የመማሪያ አካባቢን በተመለከተ ከላይ ከጥያቄ (6-16) ከተጠቀሱት በተጨማሪ ሌላ ችግሮች ካሉ ዘርዘር/ሪ/_____

ችግሩን ለመቅረፍ ያስችላል የምትላቸውን (ያቸውን) የመፍትሔ ሐሳቦች ጠቁም(ሚ)_____

III. የትምህርት መሳሪያዎችን ቁሳቁሶችንና አገልግሎቶችን የማግኘት ሁኔታንና አጠቃቀምን እንዲሁም የቤተ መጽሐፍትን አገልግሎት በተመለከተ

(Provision of educational material and library services)

13. ቀጥሎ ባለው ሰንጠረዥ ውስጥ የተዘረዘሩትን የመማሪያ መሳሪያዎች (ቁሳቁሶች) ታገኛለህ(ሽ)? መልስህን/ሽ/ የ «✓» ምልክት በመጠቀም የምታገኝ ከሆነ አዎ አገኛለሁ፣ የማታገኝ (ኒ) ከሆነ አላገኝም በሚለው ስር አስቀምጥ (ጭ)

	መሳሪያዎች (ቁሳቁሶች)	አዎ አገኛለሁ	አላገኝም
ሀ.	ብሬል መጽሐፍት		
ለ	የብሬል መጻፊያ መሣሪያ		
ሐ	የዳበሳ ካርታና ሱል		
መ	እስሌትና እስታይሌስ		
ሠ	የብሬል አትላስ		
ረ	የመስማት መረጃ መሳሪያዎችን (የመቅረጫ ቴፖችን፣ ካሴቶችን፣ እና የተቀረጹ መጽሀፍቶችን)		
ሰ	የብሬል ማስመሪያዎችን		
ሸ	የሒሳብ መረጃ መሳሪያዎች (የሒሳብ መማሪያ ዕቃ፣ ወይም "Abacus" የቁጥር ማሸፍኛ እና የይዘት መለኪያዎች)		
ቀ	በብሬል የተጻፈ የመማሪያ እና የማጣቀሻ መፅሐፍቶች በቤተ መፅሀፍት ውስጥ አሉ?		

14. በተራ ቁጥር «18» በ ሠንጠረዥ ውስጥ ከ «ሀ» እስከ «ሸ» ከተዘረዘሩት መካከል ምላሽህ/ሽ/ አላገኝም ላልካቸው (ላልሻቸው) ችግሩን ለመቅረፍ የሚያስችሉ መፍትሄዎችን ጠቁም (ሚ) _____

15. በተራ ቁጥር «18» በሠንጠረዥ ውስጥ ከ «ሀ» እስከ «ሸ» የተዘረዘሩትን የትምህርት መሳሪያዎች የምታገኝ (ኒ) ከሆነ ለመጠቀም ያለህ (ሽ) ችሎታ እንዴት ነው?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
 መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

16. ለ«20»ኛው ጥያቄ መልስህ(ሽ) ዝቅተኛና በጣም ዝቅተኛ ከሆነ ለመጠቀም የሚያግድህ(ሽ) ችግር ምንድን ነው?

ሀ. ስለ አጠቃቀሙ ቅድመ ስልጠና ስላልተሰጠኝ

ለ. መሳሪያዎችን ሁል ጊዜ የመጠቀም ዕድል ስለሌለኝ

ሐ. ሌላ ካለ ጠቁም (ሚ) _____

ችግሩን ለመቅረፍ የመፍትሔ ሀሳብ ካለ _____

IV. የትምህርት አቀራረብን በተመለከተ (Teaching strategies)

17. መምህራንን በክፍል ውስጥ ሲያስተምሩ በቡድን የመማማር ዘዴን (cooperative learning method) ይጠቀማሉ?

ሀ. አዎ ይጠቀማሉ

ለ. አይጠቀሙም

18. ለ «24»ው ጥያቄ መልስህ (ሽ) አዎ ከሆነ የመማሪያ ክፍሉ ቡድን ለመመስረት ትልቅና ሰፊ ነው?

ሀ. አዎ ነው

ለ. ሰፊ አይደለም

19. በቡድን ስትማማሩ (ስትወያዩ) የአይናማ ጓደኞቻችሁን ትብብር እንዴት ታየዋለህ (ታይዋለሽ)?

ሀ. እኛን ለመረዳት በጣም ፈቃደኛና ተባባሪዎች ናቸው

ለ. ለመርዳት (ለመተባበር) ፈቃደኛ አይደሉም

ሐ. ለምን? _____

20. መምህራኖችህ(ሽ) አቻ ለአቻ (ጓደኛ በጓደኛ) እንድትማማሩ ቲቶሪያል ያዘጋጃሉ?

ሀ. አዎ ያዘጋጃሉ

ለ. አያዘጋጁም

21. ለ «27ኛው» ጥያቄ መልስህ (ሽ) አዎ ከሆነ በምን ያህል ጊዜ ያዘጋጃል?

ሀ. በሳምንት አንድ ጊዜ

ለ. ሳምንቱን ሁሉ

ሐ. በሳምንት ሁለት ጊዜ

መ. በሳምንት 3 ጊዜ

ሠ. ሌላ ካለ ጠቁም (ሚ) _____

22. ከላይ የተገለጹትን የማስተማር ስትራቴጂዎች ለመጠቀም የሚያግዱ ነገሮች ምን ምን ናቸው? _____

ችግሩን ለመቅረፍ የመፍትሔ ሀሳቦች ካሉ ጠቁም (ሚ) _____