

**TEACHER'S KNOWLEDGE ABOUT TEACHING STUDENTS
WITH DISABILITIES IN SOME SELECTED SCHOOLS OF
AWI-ZONE**

By
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ADDIS ABABA UNIVERSITY
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List of Acronyms & Abbreviations

- CPD =Continuous Professional Development
- IC= Inclusive Classrooms
- ICDR= Inter agency Committee on Disability Research
- IE= Inclusive Education
- LD= Learning Disabilities
- MOE= Ministry of Education
- SNE= Special Needs Education
- SWDs= Students with Disabilities
- TREB= Tigray Region Education Bureau
- UNESCO= United Nation Educational, Scientific and Cultural Organization

Abstract

The purpose of this study was to examine teachers' knowledge about teaching SWDs in regular classroom at the selected schools of Awi zone. Survey research method was employed to collect data from 153 primary schools through questionnaire designed to investigate teachers' knowledge. Descriptive analysis was used to investigate the mean response of teachers' perceived and actual knowledge. Results of the data analyzed indicated that, the participants in this study have insufficient knowledge in both perceived and actual knowledge towards teaching SWDs. Further, a strong correlation between teachers perceived and actual knowledge were observed. The result of the independent sample t-test indicates that there was a significant difference between teachers taught in special/no special class school on perceived knowledge, the status of training on inclusion of SWDs and presence of SWDs in classroom shows significant difference on both perceived and actual knowledge. But, no statistically significant difference was observed between male and female participants in their perceived and actual knowledge. Finally, there was significant difference between teachers' age group and perceived knowledge while education level and teachers experience did not contribute to knowledge. Based on the result, it was recommended that appropriate training specific to the teaching of students with disabilities in regular classroom should be provided for regular classroom teachers. In addition, strong cooperation should be maintained between the regular classroom teachers and special needs education teachers in order to enhance better learning of students with disabilities.

CHAPTER ONE

Introduction

1.1 Background of the Study

Students with disabilities were not recognized and supported by the government, parents, teachers and the society as a whole. This is because in third world countries like Ethiopia, there was often intense pressure on the school system to provide basic education for the majority of young people. Special need education can not have a high priority in this situation (Hegarty et al., 1988).

Although the Ethiopian Education and Training Policy have mandated to provide special support in education to this group of children since 1994, the policy lacks clarity in terms of special needs education and therefore, special needs education has not been included in education sector development programs (Tirusew, 2005). So as to implement the Education and Training Policy, and the International treaties/conventions endorsed by the government and to honor the right of citizens to education, the MOE established special needs education program strategy emphasizing inclusive education in 2006. Because of this, large numbers of students with diverse needs attending regular class without identification and support (TREB, 2006). It is further reported that the inclusion of students with disabilities into general education settings has been encouraged internationally as a positive means of enhancing student's overall development and functioning (Tejero & Martines, 2007).

In schools, children with disabilities should be given meaningful acceptance, love, care and education. They should be included fully in both the social and educational environment of the school system (Tirussew & Alemayehu, 2007). To this end, the real practitioner that has the responsibility of enabling children with disabilities to obtain

these opportunities is the teacher (Tirusew, 2005). But, due to the increasing number of these children, the complex nature of identifying the condition, large classes and limited resource preclude individual attention for students with special needs (Hegarty et al., 1988).

The development of special need education program according to MOE (2006) stems from the government realization that without addressing the issue of children with special needs, it is impossible to achieve the millennium development and education for all goals that Ethiopia has got committed to achieve by 2015. But pre condition for the implementation of the program provides less emphasis. For instance, the majority of principals and teachers do not have adequate training in special needs education and are not confident making decisions with regard to the education of students with disabilities (Shea and Rauer, 1994).

Teachers who graduated from college even do not perceive themselves as having the appropriate training and skills to meet the instructional needs of students with disabilities (Tirussew, 1999). It is true according to (Simachew, 2009) that the training program tends to be more of theory oriented and less emphasis was given to disability related skills. Due to this, teachers recognize that their teaching competence as far as students with special needs are concerned is limited (Hegarty et al., 1988).

Since, special needs education is immature in Ethiopia, many general education teachers have not been equipped with the necessary skills and techniques for successful inclusion and are still feeling uncomfortable and unprepared to meet the needs of students with disabilities due to their limited experience and lack of preparation. Ongoing professional development is one factor associated with the success of inclusive programs (Ayers and Meyer, 1992, O'Neill and Williams, 1993; as cited by Jejero and Martines, 2007).

The Ministry of Education in its program strategy (2006) provided duties and responsibilities to the Regional Education Bureaus to include inclusive education in teachers' continuous professional development program (CPD). But, it does not improve teachers' knowledge (Mulat, 2009). This is because CPD program by itself face many challenges such as teachers' lack of interest, poor culture in independent learning, perceiving CPD as a political agenda and lack of confidence (Addisu, 2008). As teachers' who teach in the regular school are not trained to identify and support students with special needs, these students are exposed to different kinds of abuse by parents and teachers (Tirussew, 2005).

In line with the above justifications, it is reasonable to assess teachers' knowledge in teaching children with disabilities and this made the researcher interested to conduct this research in primary schools of Awi Zone Amhara region.

Generally the basic reasons that initiated the researcher to this research topic are:-

1. Even though the mobilization of training teachers is increased, it is not sufficient as far as the number of children with disabilities is concerned. MOE, (2006) and TREB, (2006) report that the main challenges in meeting the needs of students with special needs among others is lack of trained personnel.
2. There are students with mild disabilities in regular schools, but due to teachers' lack of knowledge and skills this children remain unsupported. This in turn increases the number of dropout and repetition in schools. Many children with minor visual, hearing, speech and language, behavioral problems and delayed development are attending their education in ordinary schools without being detected and their educational needs remained unmet

(Tirusew, 1999). Students with diverse needs who are undetected often dropout, stay in the same grade (Tirussew, 2005, MOE, 2006, TREB, 2006).

- 3) When the researcher was a teacher, even if took a college course of special needs education it was not sufficient to teach SWDs. The researcher remember that there were students complaining the visibility of the teachers' writing on the board and the audibility of the sound but teachers do not take any measure for this students because they don't have practical skill to teach the student. Engelbrecht Schris, (1998) in (Tirusew, 1999) strengthen this idea that, training programs in the past have resulted in an almost total lack of awareness and skills among existing teachers in dealing with diversity, identifying needs in learner and within the system, and providing curriculum flexibility.

With this background, the researcher set out this research to assess and describe the current level of teachers' knowledge towards teaching students with disabilities.

1.2 Statement of the Problem

Teachers play a key role in the education of students with special needs. In order that the teaching students with special needs succeed better, teachers need certain basic information concerning the disabling conditions and the likely educational consequences (Hegarty et al., 1988). Educators generally agree that effective teaching requires mastery of content knowledge and pedagogical skills. As Howrd (1999) states, we can not teach what we don't know. This statement argues the need for teachers to have knowledge about their students and to learn about others. However, many research findings reveal that too many teachers are inadequately prepared to teach students with disabilities (Hegarty et al, 1988).

The research conducted in Kechene Debreselam primary school in Addis Ababa shows that most of the teachers and principals had no experience in relation to how to support, handle, encourage and give feedback for students with special needs. The finding also discloses that teachers are not ready to employ various teaching strategies. Besides they are not keen observers of their students' problems, skillful in using teaching aids, and equipped to manage students in general and students with special needs in particular. All these problems emanate from the lack of awareness (Mulat, 2009)

Today efforts have been made in various countries to practice inclusive education. But it is not fully achieved for diversity of reasons among which one of them is the lack of sufficient knowledge of these individuals on how to manage the inclusion of children with disabilities (Tirussew, 2005). Researches in developing and developed countries show that success in implementing effective inclusive practice in schools is contingent on several key factors among which teachers knowledge of inclusion is the major one (Avramidis, Burden, 2000, Beh-pajoooh, 1992,

Cornoldi et al, 1998; in Kuyini & Desai, 2007). So, we can say that teachers knowledge have the significant impact on the implementation of inclusive education in Ethiopia.

Teachers need appropriate and relevant education and training to provide appropriate support for students with special needs. At least they have to be aware of the needs in classroom. Teachers need to know their students to identify divers needs of learners and accordingly to provide appropriate support. Understanding that all children and students can learn and that all children and students may need support in learning and participation is the key to responding to diverse needs. Regular meetings and continuous in-service training of teachers are required to increase teacher's knowledge and skill (MOE. 2006). In reality however teachers do not have the necessary knowledge on how to include the students into regular classrooms (Mulat, 2009). So that systematic assessment in the area of regular classroom teachers' knowledge is essential.

Identifying children with hidden disabilities and mild disabilities are area of problem that general education teachers failed to recognize. Difficulties in differentiating learners with mild disabilities from those who demonstrate low achievement is a constant problem in special need education (Shinn and Marston, 1985; cited by, Gal et al., 2007). For example, the biggest group include in general education settings is students with learning disabilities (LD). Even if most students with LD require direct and intensive instruction in reading, writing or mathematics. The literature suggests that often their specific need for intensive direct teaching is not met in general education classroom (Lyon et al., 2000; cited by Gal et al., 2007). Similarly, in Ethiopia identification and support provisions for students with diversity needs in regular

schools were very poor and left without placement services and educational support (Tirusew, 2005).

Teachers can adapt and change the content for teaching and learning and the method of assessment of contents (UNESCO, 2004b). During the adaptation and implementation of curriculum, teachers should consider students needs, abilities, backgrounds and teaching learning modalities (Tirusew, 1999; MoE, 2006). Due to these responsibilities, teachers are afraid that their knowledge and skills are insufficient to treat special need students and that the placement of students with disabilities will have negative effect on the other students (Abebe, 2000).

In any way the concern is not merely how a good education can be ensured for children with disabilities, but for all students the challenge is to find ways to help teachers in regular schools to 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 be prepared to modify curriculum content and teaching approaches to give access to larger numbers of students, teachers should continue to have primary, responsibility for the education of all children in their class (Safford, Spodek and Saracho, 1994). If teachers are committed and willing to do, they are far better in identifying educational needs of their students (ICDR, 1999).

Generally, teacher's ability in using different teaching strategies, applying proper communication, and giving feedback helps students with disabilities to attain knowledge, skill and attitudes needed to function effectively in the society.

Taking into consideration the above issues, the study tries to answer the following main question: -

- How knowledgeable are the regular classroom teachers regarding the inclusion of students with disabilities?
- How do teachers' believe in their own knowledge?

1.3 Purpose of the Study

The main objective of this study is to assess teachers' knowledge in teaching children with disabilities.

Specifically, the researcher tries to:

- Investigate the perceived knowledge teachers have about teaching CWDs
- Investigate the actual knowledge teachers have about teaching CWDs
- Correlate teachers' actual and perceived knowledge.
- Compare teachers' knowledge with demographic characteristics.

1.4. Significance of the Study

The Ethiopian Ministry of Education exerts many efforts for achieving the development of inclusive education by launching special needs education program strategy 2006. In reality however, the strategy does not bring the required change in a short time. For this reason, many children with disabilities still stay at home. Children who are at school even face a lot of problems because of teachers' lack of appropriate handling of these children. Thus, this study is considered to be significant for the following way. It will give insights for educators in all level about the ability of regular school teachers in implementing education for all children regardless of their disability and need. Moreover, the finding of this study will assist concerned bodies to rethink teachers' professional development in a way to enhance the implementation of inclusive education in their school environment.

To sum up, since this study is both timely and relevant for the notion of education for all, the feedback of this study will be used as a springboard for other researchers interested in this area.

1.5. Operational Definition of Variables

- **Perceived knowledge-** the feeling that teachers have about their own knowledge regarding teaching children with disabilities in regular classroom. This variable was measured using PK subscale.
- **Actual knowledge-** the knowledge that teachers have in reality regarding teaching children with disabilities in regular classroom. This variable was measured using AK subscale.

CHAPTER TWO

Review of Related Literature

2.1 The History of teaching SWDs

The educational service for persons with disabilities has had various shapes at various times. Before 1900, only residential schools used to offer some instructions and trainings for persons with disabilities existed in some part of the world. Between 1900 and 1970, special schools and classes became more relevant educational centers. At the same time, residential schools continued to grow and expand. During 1970-1977, movements towards mainstreaming learners with disability in regular classes became the preferred type of educational services. Students with various disabilities who were formerly placed in residential institutions and special schools moved into special classes. Since 1977, a substantial number of students with disabilities have been provided appropriate public education in regular classroom settings (Schulz, Carpenter and Turnbull, 1991).

2.2 Teachers knowledge about Special Needs Education

The teachers' understanding of special need education (SNE) is important in relation to what is thought and for the impact on attitude and opinions towards inclusion (Hegarty, et al 1988). However, there are some pedagogical challenges facing ordinary class teachers teaching students with diverse educational needs (Mather, 1992; in Tirusew, 1999). Evaluation studies indicate that teachers do not always have the support they need to make inclusion successful. In some schools, regular teachers are asked to teach special need students without receiving any form of training as well as administrative assistance (Tirusew, 1999). Teachers are insufficiently informed on the educational implication of a given disability condition and they have specific teaching difficulties in structuring materials appropriately and making necessary adjustments to teaching approaches (Hegarty, et al 1988).

More over, by emphasizing teachers knowledge, many general education teachers have not been equipped with the necessary skills and techniques for successful inclusion and are still feeling uncomfortable and unprepared to meet the needs of students with disabilities due to their limited experience and lack of preparation (Ayers & Meyer, 1992, O'Neill and Williams, 1993; as cited by Tejero and Martines, 2007). Teachers who teach in the regular school are not trained to identify and support students' with special needs (Tirussew, 2005).

Due to the above reasons, teachers recognized that their teaching ability as far as students with special needs concerned is limited (Hegarty, et al 1988). Regular classroom teachers do not perceive themselves as having the appropriate training and skills to meet the instructional needs of students with disabilities (Moberg, 1997; as cited by Tirussew, 1999). Similarly, a study conducted on primary mainstream teachers' attitude in Dubai show that, teachers had less knowledge of information pertaining to strategies for teaching students with SEN than for other students. The majority of teachers were not sure if they knew identification characteristics of students with SEN (Gad and Khan, 2007). Similarly, research conducted in 1993/1994 to 1996/1997 in Kechene Debreselam Primary school in Addis Ababa revealed that, the regular classroom teachers use the same lesson plan for many students with out adapting and understanding the students characteristics (needs, preferences, back ground, impairments) and those students with SEN remain behind with no education supports (Tirussew, 2005). Generally, teachers who do not have sufficient background knowledge in special need education are a loss (Tirussew, 1999).

2.3 Teachers Knowledge about the Philosophical Foundation of IE

The philosophy of inclusive education developed out of the strong belief in human right and social justice (Tirussew, 1999). Education has been

defined as one of the basic human right, in both the International Declaration of Human Right (1948) and in the international covenant on educational, social and cultural right (1966). However, even after many years and numerous attempts to put forth many international treaties and agreements, this right is still not reality to millions and millions of children, youths and adults, specially those with disabilities who are living in developing countries like Ethiopian (Kokkala, 2006).

Ethiopia has ratified and signed all the UN declaration including the rights of the child. In view of the ratification as well as the pressing needs to reach all children, the government has considered the Education and Training Policy (1994). After a decade, the MOE also established Inclusive Education Strategy (2006). However, still the practice of the right to education, the right to equality of opportunities and the right of participation of children with disabilities in society are very limited in Ethiopia (Etenesh, 2000).

Due to various barriers the education of students with special needs, has not yet been realized in school contexts. The MOE (2006) pointed out that ordinary schools tend to refuse to enroll children with special educational needs, particularly those with apparent disabilities. Besides other constraints, the school management and teachers are not ready, aware of and have negative attitude to consider the right of children with special needs to primary education. Therefore, instead of searching solutions and support for these learners by discussing with the responsible bodies, they simply send them back home.

Generally, the awareness of what inclusion means is of fundamental importance; it involves understanding differences and the rights of each child to learn with in the classroom social context, having access to curriculum and to address learning activities, which strengthen their

self-image and autonomy (Eggertsdottir & Mariinosson, 2006; in Tirussew & Alemayehu, 2007).

2.4 The Importance of Knowing Teachers Knowledge in SNE

Knowing the level of teachers' knowledge is important to educate SWDs. Because, many research done so far show that, teachers' knowledge about SWDs affect their attitudes. Due to this, much research has been conducted on the relationship between knowledge about SWDs and attitude hold (e.g, La- Bue, 1959, Murphy et al, 1960, Warren & Tutor, 1966, Howarth, 1987; in Hegarty et al, 1988) reported a significant correlation between attitude hold by professional workers, among others and their educational background or work experience. Howarth (1987) having surveyed research into teachers attitude conclude that there exists a considerable residue of fear, hostility and a version, implicitly because of lack of understanding. Hegarty et al, (1988) also strengthen the idea that knowledge of children with disabilities may be more likely to promote positive attitude change in teachers having concurrent involvement. Gaad & Khan (2007) also emphasizing that the number and type of courses taken by mainstream teachers' influence their acceptance of inclusion. Teachers who have received training tend to be more willing to work with students with special needs.

2.5 The Effect of Training on Teachers Knowledge

The new responsibilities of all regular schools, for the detection, assessment and provision for children with SEN, requires that all teachers to have awareness about the means of meeting these responsibilities. This awareness should start from their initial training (Fish, 1985). Because, majority of teaches are likely to encounter students with SEN in the course of their teaching careers, initial teacher training must make explicit account of this (Hegarty, et al, 1988).

The research done in Debere Berhan Teachers College shows, training program of the college seriously lacks the practical component both in the curriculum organization as well as during the instructional process. There is also strong evidence to suggest that the introductory SNE course being offered to all trainees of the college seriously lacks the practical skills to deal with children with special needs and is not sufficient enough to manage the inclusive classroom as expounded in the national SEN program strategy (Simachew, 2009). As far as regular teachers are concerned, it would seem reasonable to suppose that the limitation of initial teacher training are even more marked since they are less likely to have had an orientation towards SNE (Hegarty, 1988). Teachers who teach in the regular school are not trained to identify and support students with special needs (Tirussew, 2005). Regular classroom teachers also lack orientation over the nature and profile of children with disabilities and training on the pedagogies of the children with SEN (Tirussew, 1998). Similarly, a study conducted in South Africa revealed that training programs in the past have resulted in an almost total lack of awareness and skills among existing teachers in dealing with diversity, identifying needs in learners and with in the system and providing curriculum flexibility (Engelbrecht and Chris, 1998).

The Ministry of Education in its program strategy (2006) of course provided duties and responsibilities to the regional education bureaus to include SNE in teachers' Continuous Professional Development program (CPD). But CPD program by itself face many challenges such as teachers' lack of interest, poor culture in independent learning, perceiving CPD as a political agenda and lack of confidence are least challenging factors to CPD (Addisu, 2008). Therefore, rethinking over the in service training is essential because educating students with SEN in regular school leads to considerable demands to deal with a wider ability rang than before.

Teachers may find that their training and experience are insufficient and need to be supplemented. Consequently planning innovative approach to in-service training are much more appreciated by those who take part in it (Hegarty, et al 1988)

2.5.1 Area of Knowledge Teachers Need to Acquire in SNE

A study conducted in Dubai primary teachers indicate that teachers would like to receive training in special need education, particularly in terms of learning about the characteristics of students with special needs, inclusion and individualized education program. Most of the respondents from this research also indicated they would like to receive training on behavioral management, discipline and strategies for adapting instruction and incorporating various instructional methods into the lesson. Some of the teachers also requested training on strategies for teaching a variety of students with special needs, testing and assessing students' progress, adjusting class requirements and communication (Gaad & Kahn, 2007).

MOE, in its inclusive education program strategy (2006) stated that teachers need appropriate and relevant education and training to provide appropriate support for students with special needs. At least they have to be aware of the needs in classroom. They have to know some basic understanding of the philosophy and assumption underpinning inclusive education policies and practices, the nature of barriers to learning and participation and the principle underlying different strategies that can be used to address them. Teachers have to be able to effectively manage inclusive classroom.

2.5.2 The Situation of Teachers Knowledge on SWDs in Ethiopia

Special needs education is immature in Ethiopia, and many general education teachers have not been equipped with the necessary skills and techniques for successful inclusion and are still feeling uncomfortable and unprepared to meet the needs of students with disabilities due to their limited experience and lack of knowledge (Tirussew, 1999). Teachers need more knowledge of any kind of impairments to understand the children's need and be able to meet all their students' special needs (Eggertsdottir & Marinossion, 2006; in Tirussew & Alemayehu 2007).

But most of the teachers' in schools did not have access or did not participate in formal training in inclusive education (Adalsteinsdottir, 1995; in Tirussew & Alemayehu, 2007). Contemporary understanding and practice of inclusive education requires some core changes in teaching. Consequently, training of teachers becomes a key strategy for realization of mentioned changes ... It is necessary for all teachers to possess basic theoretical and practical knowledge in fulfilling different needs of students, adjusting the curriculum, differential evaluations and to know educational needs of all their students (Savolainen, Kokkala & Alasuutari, 2000).

Regular classroom teachers must have the knowledge and skills to help students developing cognitively, emotionally, socially and physically (Eggertsdottir & Marinossion, 2006; in Tirussew & Alemayehu, 2007). But, the research done at Kechene Debreselam primary school in Addis Ababa revealed that, knowingly or unknowingly, most teachers: if not all, did not give their ears to listen what was the actual problems of students with special needs and did not open their eyes to look in to their barriers of learning and did not try to remove their obstacles of learning rather they simply allowed these students to stay in the school and pass from

grade to grade without being equipped with necessary knowledge and skill that would be a footing step for their adult life. No teachers used any specialized teaching materials that were tailored according to the unique needs of students. Most teachers and principals, if not all did not recognize the presence of students with special needs in the classroom rather they came into the class and tried to instruct the learner to receive some knowledge and skills that they have brought (Mulat, 2009).

Teachers who teach in the regular school are not trained to identify and support students with special needs hence these students were exposed to different kind of abuse and corporal punishment by parents and teachers. The regular teachers use the same lesson plan for many students and employ the same teaching strategies without adapting and understanding the students characteristics (needs, preferences, backgrounds, impairment) and those students with special needs remain behind with no educational support (Tirussew, 2005).

Therefore, regular classroom teachers do not have the required knowledge to teach students with disabilities (Mulat, 2009). So that, they need support for their work in terms of information and background materials; so that, they can prepared their lessons and up date their own knowledge (UNESCO, 2000).

2.6 Inclusive Teaching and Teachers knowledge

As more learners with disabilities and special needs are included in ordinary classrooms teaching becomes more demanding. Teachers play a fundamental role in developing an inclusive learning classroom. They have to make major changes to implement inclusive education in their classrooms teachers may feel overwhelmed frustrated and helpless towards the changes within the education and the inclusive policy that has been imposed up on them. It is therefore important that teachers be

part of the decision-making process with regard to inclusive education in their classrooms. Inclusive education challenges teachers to rethink their roles and responsibilities learn new skills and gain knowledge in order to adapt to the change (Engelbecht, 1999; as cited by Zeyede, 2009).

Teachers regularly face problems in preparing tasks that could satisfy the needs of their students who have diverse educational needs in an inclusive classroom setting. Thus to meet these needs teachers have to develop skills to apply different teaching strategies that could entertain the needs of students with different learning styles (those who are cooperative learners, independent learners, kin esthetic learners, aural learners, or visual learners) and those who have different rates of learning (those who are fast learners, average learners, or slow learners). In addition teachers have to ensure whether equitable educational opportunities are provided to all students without discrimination or not. To do this, first effective and inclusive teaching practices have to be in place (Quinn and Ryba, 2004).

As far as Ethiopia is concerned, the regular school teaches unready- ness to teach students with disabilities by applying appropriate instructional methods in inclusive settings either with lack of sufficient background knowledge or with mere hatred of SWDs and pedagogical challenges are some of the problems that face regular school teachers while teaching SWDs. Since, an inclusive education demands the regular classroom teacher to be innovative resourceful, ready to learn from the learners with diverse educational needs and capable of initiating participatory learning without being preoccupied with deemed expectations (Mather, 1992 & Rakkas, 1997; in Tirussew 1999). Of course, in reality, practical problems could be encountered while including children's with diverse educational needs. However, often, these practical difficulties have more to do with bringing attitudinal change, by making teachers knowledgeable, reorganization of learning environments and school

activities, with the reallocation of money and resources than trying to change the needs of children (Tirussew, 1999).

2.6.1 Teachers Knowledge on adapting Lessons and Curriculum

Curriculum includes what is learned and thought how it is delivered and assesses the resources to facilitate teaching and learning (MOE, 2006). Curriculum is the core of education which includes the experiences presented at formal and informal interactions that capacitate the students with diverse needs helping them to actively be involved the programs of the society.

In order to respond to the different needs of pupils the curriculum and the classroom activities, must be directed at all pupils in the ordinary classroom. Curriculum designed for individual pupils, will need to strive to guarantee the highest degree of classroom participation Eggertsdottir & Marinossion (2006); in Tirussew & Alemayehu, (2007).

Meeting special need education in the regular school is a different practice from meeting them in the special school and new curriculum offerings different both from that of the special school and from those already available in the regular school must be devised (Hegarty et al, 1988). Therefore, teachers working in inclusive classrooms need to know how to break complex skills and concepts into small, easy to understand steps, provide immediate feedback to students about accuracy of their work and conduct instruction in small groups to allow for frequent student-teacher interaction (York et al. 1990). However, mainstream teachers make few adoptions in instruction when working with students with SEN (DeBettencourt, 1999).

However, in Ethiopia, most of the time, teachers never prepare flexible lessons, use methods and appropriate teaching aids: provide

assignments and exercise that could entertain the diverse needs of students in the main streamed classroom (Mulat, 2009).

An inclusive education to curriculum policy recognizes that while every learner has multiple needs even more so in vulnerability and disadvantage every one should benefit from commonly accepted basic level of quality education (Booth and Ainscow, 2000) accessible and flexible curricula can serve as the 'key' to create "school for all". It is important that the curriculum flexible enough to provide possibilities for adjustment to individual needs and to estimates teachers to seek solution that can be matched with the need and abilities of each and every pupil (Booth and Ainsco, 2000).

Therefore the curriculum must make in to consideration the various needs of students with disabilities to ensure "access for all". The following supportive strategies to be taken in to consideration:

- Providing and flexible time-frame for students studying a particular subject,
- Giving greater freedom to teacher in choosing their working methods,
- Allotting time for additional assistance for classroom based work.

Together with flexible curricular, flexible teaching learning methodology should be introduced. The successes an inclusive system which serves all children depends on the flexible and relevant curriculum that can be adapted to the need of each learner.

2.6.2 Teachers Knowledge on Considering Individual Learners

Today's classrooms are highly diversified in hereditary factors needs backgrounds priorities and impairments. Hence the methods the content

they learn and teaching aids required are greatly varied (UNESCO, 2003). Teachers can meet the needs of all students by carefully planning and implementing elements of universal design by designing materials and methods that make learning goals achievable by a wide range of learners. Teachers must come to understand the students' diversity in their classroom and develop teaching techniques that include all students (Orkwis, 2003; in Tejero and Martinez, 2007). As teachers become more familiar with inclusive classrooms they often discover that many of the same strategies that work with students who are struggling in reading and math also work for certain students with disabilities and vice versa (Idol, 2006; in Tejero and Martines, 2007). However, schools in Ethiopia, teachers do not use any specialized teaching materials that were tailored according to the unique needs of students. Most teachers also do not even recognize the presence of students with special needs in the classroom (Mulat, 2009). Similarly, in most schools, lesson plan format is conventional, rigid; does not provide space for individual learning, subject matter differences, while teachers are expected to customize the format to fit the specific needs of their respective classroom, they rather use it as it is (Belay, 2007).

Hence, Professional development then needs to provide teachers with models of differentiated instruction and curriculum which can provide them with knowledge and skills to implement a growing range of instructional strategies (Molto, 2003; Tejero and Martinez, 2007).

2.6.3 Knowledge of good Communication for Better Teaching

All learners are different in the way they learn. Some learn by seeing others by hearing, still others by doing and many others need a combination of method. Good communication requires a variety of mechanisms to exchange views, ideas and goals. It is important to know what each student already knows and can do, and to know what each

student still needs to know and do (UNESCO, 2004b). The need of assessment before the lesson starts provides information about appropriate support.

To encourage students to work collaboratively with stakeholders, teachers should invite them to participate in planning, implementing, evaluating the strategies to their own learning (MOE, 2006). Communication requires an attitude of tolerance, acceptance and integrated effort between those who are members of the school or classroom community (UNESCO, 2004b). It is about developing a culture that encourages learners and teachers to work together towards ensuring educational success and personal development. It is based on learning collaboratively, not competitively (Ainscow, 1994). The collaborative education system focuses on cooperative work rather than competition. However, in Ethiopia, most teachers never employ teaching strategies that can promote active participation of students like cooperative, group play and other techniques rather than employing strategies that enhance competitive learning and rote memorization (Mulat, 2009).

2.7 Collaboration for Increasing Teachers Knowledge

The speed of inclusive education in a given country depends on various issues, including knowledge of actors about inclusive education (Eklindh & Brule-Balescut, 2006). But, teachers working in mainstream classroom are not sure of what is expected of them, do not have a clear picture of how an inclusive education operates and do not have sufficient expertise for inclusion (Gaad & Khan, 2007).

In this case, professionals in the field suggested that, to achieve inclusive education in regular classrooms. It is necessary that regular education teachers and special education teachers to have a joint field of work (Stainback & Stainback, 1996; in Zečić, s. 2007).

Therefore, effective collaboration is the foundation of good inclusive program, if teachers are to successfully manage their instruction to meet the needs of all their students (McLeskey & Waldron, 2002, Petting, 2000, Walther-Thomas et al., 2000; in Tejero & Martinez, 2007). To effectively met students needs in integrated settings educators need to spend a considerable amount of time and effort in rethinking how general and special education teachers' can work together to meet the needs of students. As there continues to be an increase in the number of students with disabilities being educated in general education settings, there is a need for an increase in collaboration and true communication between general and special education teachers for sharing knowledge (Pugach & Johnson, 2002; in Tejero & Mortinez, 2007).

2.8 Teachers Knowledge and Teaching Strategies

Instruction is a teacher's major responsibility to import specific contents, to all students in regular classroom, adapt instruction to students need and continuously assess progresses of learners (Wood, 2002). Similarly, an inclusive education demands that the teacher to be creative, innovative, flexible, ready to learn from the learners and capable of initiating active learning (Tirussew, 2005). As classroom become more diverse, teachers also need to become more diverse in terms of the instructional practices they use in their classroom. However, many general education teachers have not been equipped with the necessary skills and techniques for successful inclusion and are still feeling uncomfortable and unprepared to meet the needs of students with disabilities due to their limited experience and lack of preparation (Ayer & Meyer, 1992, O'Neill & Williams, 1993; in Tejeor & Martinez, 2007).

Teaching and learning process in regular classroom are often lacking the flexibility to accommodate the diverse abilities and interests of a

heterogeneous learner population (UNESCO, 2000). This is because; teachers are not ready to implement various teaching strategies (Mulat, 2009). That is way, most commonly used teaching strategies do not serve children well since they are often too rigid, rely too heavily on rote learning and memorization and place learning to play their role passively (Wormnaes, 2006). The situation is similar in Ethiopia, teachers not employ teaching strategies that can promote active participation of students, and rather they employ strategies that enhance competitive learning and rote memorizations (Mulat, 2009). Design and implementation of teaching is largely less individualized, but teacher centered and one-way (Belay, 2007).

Teachers do not have the necessary knowledge on how to include students in to regular classroom (Mulat, 2009). The research done at Kechnie Debreselam primary school reveals that almost all teachers replied that they never prepare lesson plans, use teaching aid and methods, give assignments and home works addressing the different needs of students (Belay, 2007).

On the other hand, a combination i.e direct instruction, discovery learning, cooperative learning, mediated experience, individualized instruction, peer tutoring and independent studies, are often recommended as a teaching strategy that addresses learners with diverse special needs (Wormnaes, 2006).

However, as far as the current classroom situation is concerned, providing individualized instruction are challenging due to large class size and students' range of abilities. Considering the reality of to day's classrooms, it is difficult to imagine how they might provide this individualized instruction required by many students with disabilities. However, teachers can implement a combination of grouping formats to address the unique needs of all students and address the heterogeneity

of general education classroom (Maheady, 1997). Some of these grouping formats that general education teachers can utilize include small grouping instruction and pairing and peer tutoring (Vaughn et al, 2001; in Jejero & Martines, 2007). Small group instruction offers a context for teachers to provide students opportunities to express what they know receive feedback from other students and the teacher and practice newly acquired skills. Effective use of small group can be enhanced through the use of flexible grouping and student lead small group (Radencich & Mekay, 1995). Furthermore, students with disabilities have reported that they prefer to work in pairs and consider other students to be their favorite teachers (Klingner et al, 1998, Vaughn et al, 2001: in Tejero & Martines, 2007).

2.9 Teachers Knowledge about the role of effective teacher in IC

Teachers will continue to have primary responsibility for the education of all children in their classes. The growing move towards inclusion means that these teachers will have increasing responsibility for larger numbers of children with disabilities (Tomas and Feler, 1988; saffron et al., 1994, Safford, spodek and saracho, 1994; in Tirussew, 1999). The other role of the regular class teacher is to teach non-disabled students about students with disabilities on issues like respecting individual differences and the benefits that can be derived from interacting with persons of different abilities and backgrounds (stain back and stain back, 1985: in Tirussew, 1999).

Teaching students with special needs in an inclusive classroom may be regarded, as a challenge for teachers accustomed to teaching in the regular classroom therefore teachers should require the basic characteristics of effective teaching (Westwood, 2003).

An effective teacher in an inclusive classroom has the ability and skills to plan for the content coverage and takes into account the difference between students by scope and sequences of their objective. Moreover effective teachers have good strategies to take advantage of time by maximizing academic time-on-task and have good presentation skills including the variables which might influence the teaching process thus keeping the students active and engaged and monitoring the academic practices in the inclusive classroom with frequent questioning and giving immediate feedback (Westwood, 2003). Therefore, effective teachers are crucial for inclusive classroom to build self-concept and self-efficacy for students.

CHAPTER THREE

Methodology

The primary purpose of this study was to assess teachers' knowledge towards teaching students' with disabilities. In order to meet the objective, quantitative method was employed.

3.1 Research Design

The research design for this study was descriptive survey. This design was considered ideal for the study since the sample was comparatively large. Ndirangu (2000) argues that surveys are excellent vehicles for collecting original data for purposes of studying the understanding, attitudes and orientations of a very large population.

Using self-administered questionnaire information describing the current status of teachers' perceived and actual knowledge, towards teaching children with disabilities was obtained.

3.2 Research Setting

Awia Zone is one of the eleven zones of Amhara Regional States. The zone is 452km away from Addis Ababa and constitutes three city administration and seven Weredas. It is the zone where the Awia community resides. Almost in all rural areas Awign (the language of Awia community) is the medium of instruction in schools while in towns this language is provided as one subject. According to the 2009/10 Education Office report, the zone has 384 primary schools among these two primary schools have special classes where students with visual and hearing impairment are learning and 12 high schools. There are 5008 primary school teachers in this zone, among these 9 are special class teachers.

Among these schools four primary schools were selected, the first two namely, Kosober primary school and Mengesha Jemberie Primary school consists of 109 regular and 5 special class and 132 regular and 4 special class teachers respectively, these schools are selected in order to see whether regular classroom teachers are more aware of children with SNE or not; and the second two schools Chagni 01 primary school consists of 128 and Chagni 03 primary school consists of 62 regular class teachers and there are no teachers trained in SNE.

3.3 Sampling

As far as the sampling frame is concerned there were 431 regular and 9 special classes with a total of 440 teachers were available. From these 153 teachers were drawn using stratified random samplings. The stratification was made based on teachers' education level and year of experience. A stratified random sampling design was selected because it increases the likelihood of representatives from different education level and experience. But, taking equal number of participant from each stratum was not possible because in one stratum it was possible to find enough participants while in the other not.

3.4 Research Tools

Questionnaire

A questionnaire developed for this study was close ended. The development of the knowledge related items in the questionnaire was through adaptation made from previous research conducted by Kuyini and Desai, (2007) in Ghana. In addition, critical review of related literature was made to support the adaptation that was made to the items.

The content of the questionnaire has three major parts: part one, includes background information (gender, qualification, the subject of teaching, training in special need education/ inclusion, teaching experience, etc). Part two, includes items related to teachers' perceived knowledge and part three, and includes items related to teachers' actual knowledge towards teaching children with disabilities. The items covered areas such as:

1. Philosophy and principles of inclusive & SNE :
2. Characteristics of learners, including knowledge of different disability type:
3. Planning instructional contents and managing the teaching-learning environment. This was covered by issues such as the design of IEP, adaptation and modification which have to be made at classroom levels by regular class teachers

After reviewing knowledge related literature, the items were constructed together with the advisor. To confirm the validity of the items, copies of the instruments were distributed among five experts two of them were MA students in the Department of Special Needs Education and the other one is the doctoral students in the department of SNE to check the appropriateness of the item to the study and the other two were doctoral students in the Department of ILS to check the clarity of the language.

To check the reliability of the instrument stability estimate test-retest reliability was conducted in Chagni 01 primary school, among the 50 instruments distributed in a week interval 45 were taken, because 2 teachers do not returned back the second instrument while the other 3 were not properly filed by respondents (they did not totally filed items in actual knowledge in both the first and the second test). Based on this,

the test-retest reliability was ($\alpha=0.71$). But alpha value of the actual study was 0.88; it indicated that the instrument enjoyed high reliability.

The questionnaire was first prepared in English , but in order to avoid confusion and to make the content of each question clear, it was translated into Amharic and evaluated by two language experts(doctoral students in the Department of ILS).The respondents to the items were rated on a two-point scale: Yes (2), No (1).

The Pilot Study

After the instrument passed a lot of development stages, pilot study was made in Eshet primary school of Chagni town. Before conducting the pilot study copies of cooperation letters from both the University and Wereda Education office were given to the director of the school and permission was granted. In this school there were only 16 teachers so that all of them were participated on the pilot study. During data collection together with the director of the school we requested teachers' to fill the questionnaire by explaining the purpose of the study and in the next day all the instruments were returned.

The reliability analysis was performed based on the pilot data. The result indicated ($\alpha=0.78$) which is relatively good internal consistency.

3.5 Procedure of Data Collection

The data collection procedure for the main study was more or less similar to that of the pilot study. But the main study was conducted in four geographically isolated government primary schools. To collect the required data each school took two days. Based on this, in all schools before collecting the data, letter of recommendation from the Department of SNE and the Wereda education office which states about the

researcher and the investigation and requires cooperation, was given to the director of the schools. After permission was granted the researcher explained the purpose of the study and the way of questionnaire administration to the sample respondents at break time in three schools. While in one school the orientation was provided in two separate groups. After getting informed the teachers were asked to fill the questionnaire and through the unit leaders/ vice directors the questionnaires were distributed to the sample teachers. Some of them returned it on that day while others took it to their home and brought it on the second day.

Data collection from the sample schools were conducted in seven consecutive days: during the process of data collection all teachers were participated voluntary. In all the sample school Instruments were fully returned, of course, in all schools the researcher distributed an extra five questionnaire to supplement the unreturned and incomplete instruments for these reason 153(100%) of the sample was maintained.

During the process of data collection the ethics of research where adhered throughout the study by protecting the right and dignity of all participants. All respondents were asked if they agreed to take part in the study and informed of the purpose of data collection. The identity of all respondents was kept anonymous.

3.6 Data Analysis Methods

In analyzing the data quantitative method of analysis was applied. Firstly, demographic variables were presented clearly in table form. Descriptive statistics percentage, means and standard deviations were computed in order to examine the knowledge level of the participants related to teaching SWDs.

Correlation coefficient was served to analyze correlation between variables (actual and perceived knowledge) so that, the correlation was made for looking into the relationship between actual and perceived knowledge about teaching students with disabilities.

To conduct comparison between knowledge and demographic characteristics, independent sample t-test and one way analysis of variance were computed. Post hoc pair wise comparison was also performed to locate where the difference between groups lied. However, all the statistical tools indicated above were computed using statistical package of social science (SPSS 13).

CHAPTER FOUR

Findings

4.1 Background Information of the Sample

The participants of the study were 153 regular classroom teachers .Their background information is presented in the table below.

Table: 1- Demographic Characteristics of the Sample

Sex	N	153
	Male	81(52.9 5%)
	Female	72(47.1 %)
Age	N	153
	Mean	37.44
	Std.D	9.497
Age in range	N	153
	20-30	51(33.7 %)
	31-40	42(27.6 %)
	41-50	46(30.1 %)
	>50	14(9.3 %)
Education level	N	153
	Degree	14(9.2 %)
	Diploma	114(74.5 %)
	Certificate	25(16.3 %)
Teaching experience in year	N	153
	Mean	16.73
	Std.D	9.84
Teaching experience range	N	153
	0-10	53(34.6 %)
	11-20	40(26.2%)
	21-30	48(31.4%)
	>30	12(7.8 %)
Presence of SWDs in the class taught	N	153
	present	93(60.2 %)
	absent	60(39.8 %)
Status of training on inclusion of SWDs	N	153
	With training	15(9.8%)
	Without training	138(90.2 %)

As shown in the above table, among the respondents 82(52.9%) were males and 72(47.1%) were female teachers. From this it can be said that gender balance was maintained.

The ages of the participants range from 23-58 with a mean of 37.44 and standard deviation of 9.497. The age range shows a fair distribution of teachers of different age levels and this gave an opportunity to compare the participants of different age groups on different variables of the study.

Concerning teaching experience of the respondents in general, their experience ranged from 1-38 years with a mean of 16.73 and standard deviation of 9.84. This wider distributions facilitated further analysis of this variable.

In relation to having students with disabilities in classroom, 93(60.8%) of the sample do have students with disability in their classroom. The teachers would have responded to this item based on the students with visible disability. Hence, from here we say that there is a large number of students with disabilities included in regular classroom, knowingly or unknowingly. As far as training is concerned 138(90.2 %) teachers did not have any training on the inclusion of SWDs into regular classroom. Here also we can say that, even though the sample schools have large number of SWDs, teachers do not have training to support them.

4.2 Results Teachers' Perceived Knowledge

The mean and standard deviation were computed in order to examine the level of perceived knowledge the participants have about teaching SWDs in regular classroom.

Table: 2-Results on teachers perceived knowledge

Variable	Mean	S.D	Range	
			Max.	Min.
Perceived knowledge	10.63	2.17	16	8

Median =12

The result reveal that teachers had a mean score value of 10.63 (SD=2.17).This means the mean scored by the teachers was below the median (12) and this consequently indicates that, teachers in this survey perceived themselves as having insufficient knowledge about teaching SWDs.

4.3 Results of Teachers Actual Knowledge

Table: 3-Results of Teachers Actual Knowledge

Variable	Mean	SD	Range	
			Max.	Min.
Actual knowledge	52.75	6.810	72	40

Median =56

The mean value was found to be 52.75 with a standard deviation of 6.81 which is below the median i.e. 56. This result indicates that teachers' level of actual knowledge was low to teach students with disabilities in the classroom.

4.4 Correlation between Perceived & Actual knowledge

Table: 4-Result of correlation on perceived & actual knowledge

Variables	Actual Knowledge
Perceived knowledge	.581**

** Significant at the 0.01 level (2-tailed)

As it is clearly indicated in the table above, the results of teachers' perceived knowledge with sample schools having special class and non special class schools showed the mean of 11.23 & 9.94 respectively. The t-calculated for the difference between the mean was 3.76, which was significant at 0.01 level. This demonstrated that there was statistically significant difference between teachers who taught in schools having special class and non special class school teachers.

However, the results of teachers' actual knowledge was different from the perceived knowledge, here the mean score of teachers who taught in schools having special class and non special class schools were 52.26 & 52.89 respectively. The observed t-value for the difference between the mean was -.240, which was not significant at 0.05 level. This demonstrated that there was no statistically significant difference between teachers who taught in schools having special class and non special class school teachers.

II -Sex and knowledge

Table: 6 Data and result of t-test between male and female respondents on perceived and actual knowledge in teaching SWDs.

Variables	Sex	N	Mean	Std. D	t-calc.	df	Sig.
Perceived knowledge	male	81	10.51	2.05623	-.729	151	.467
	female	72	10.76	2.31646			
Actual knowledge	male	81	53.16	6.445	-.79	151	.425
	female	72	52.28	7.215			

*** Not significant at 0.05 level**

As specified in the table above, the teachers perceived knowledge with the mean score of male and female respondents of this study were 10.506 & 10.764 respectively. The observed t-value for the difference

between the means was $-.729$, which was not significant at 0.05 level. Therefore, there was no statistically significant difference in their perceived knowledge between male and female teacher participants.

Similarly, the actual knowledge, the mean score of male & female participants was 53.16 & 52.24 respectively. The observed t -value for the difference was $-.79$, which was not significant at 0.05 level. Therefore, there was no statistically significant difference between male and female participants in their actual knowledge.

III-Training on inclusion of SWDs and knowledge

Table: 7 Data and result of t -test between teachers having training and without training on perceived and actual knowledge in teaching SWDs.

Variables	Training	N	Mean	Std. D	t-calc.	df	Sig.
Perceived knowledge	With training	15	15.33	.976	12.543**	151	.000
	Without training	138	10.12	1.578			
Actual knowledge	With training	15	68.67	2.94	14.988**	151	.000
	Without training	138	51.01	4.45			

****significant at 0.01 level**

The results of teachers' perceived knowledge with training and without training showed the mean of 15.33 & 10.12 respectively. The t -statistics for the difference between the mean was 12.54 , which was significant at 0.01 level. This indicates that there is statistically significant difference between respondents having training and without training as far as the perceived knowledge is concerned.

Similarly, in the results of actual knowledge the mean score of teachers with training and without training were 68.67 & 51.01 respectively. The observed t-value for the difference was 14.98, which was significant at 0.01 level. This indicates that there is statistically significant difference between teachers having training and without training concerning actual knowledge.

IV-Presence/Absence of SWDs in classroom & knowledge

Table: 8 Data and results of t-test between teachers who have students with disabilities in their classroom and teachers who did not have SWDs on perceived and actual knowledge.

Variables	Presence of SWD	N	Mean	Std.D	t- calc.	Df	Sig.
Perceived knowledge	With SWDs	93	10.97	2.35	2.44 *	151	.016
	Without SWDs	60	10.10	1.78			
Actual knowledge	With SWDs	93	53.62	7.57	2.006 *	151	.047
	Without SWDs	60	51.38	5.198			

***significant at 0.05 level**

As shown in the table, the mean score value of teachers having SWDs in their classroom and who do not have were 10.97 & 10.10 respectively. The t-calculated for the difference between the means was 2.44, which was significant at 0.05 level. Hence, there was statistically significant difference in their perceived knowledge between teachers having SWDs in classroom and who do not have SWDs in classroom.

The same was true to actual knowledge; the mean score of teachers having SWDs and without SWDs in the classroom were 53.62 & 51.38 respectively. The t-calculated for the difference between the means was

2.006, which was significant at 0.05. Hence, there was statistically significant difference in the actual knowledge between teachers having SWDs in classroom and who do not have SWDs in classroom.

4.6 Comparison among groups based on demographic variables

The following part demonstrates the result of one way analysis of variance performed between different groups of teachers' based on various demographic characteristics on the variable knowledge.

I- Education levels and knowledge

Table: 9 Results of the one way analysis of variance of teachers education level on perceived and actual knowledge.

Variables	Education levels	N	Mean	Std. D	df	F	Sig.
Perceived knowledge	Certificate	25	10.5600	2.73983	150	1.46	.236
	Diploma	114	10.5263	1.965			
	Degree	14	11.5714	2.65197			
	Total	153	10.6275	2.17909	152		
Actual knowledge	Certificate	25	51.20	8.357	150	1.03	.360
	Diploma	114	52.89	6.049			
	Degree	14	54.29	9.376			
	Total	153	52.75	6.810	152		

* Not significant at 0.05 level

As we see from the above table, the mean value of the teachers' education level shows almost similar mean value. The observed F-value for the difference between the mean was 1.457, which is not significant at 0.05 levels. Therefore, there was no significant difference between teachers having different education levels, in relation to teachers' perceived knowledge.

The same was true to actual knowledge; the mean value of teachers' education level revealed almost similar mean value. Here, the observed F-value for the difference between the mean was 1.03, this is not significant at 0.05 level. Hence, there was no significant difference between teachers having different education levels, in relation to teachers' actual knowledge about teaching SWDs.

II-Age range and knowledge

Table: 10 Results of the one way analysis of variance of teachers' age range on Perceived and Actual knowledge.

Variables	Age range	N	Mean	SD	df	F	Sig.
Perceived knowledge	1(20-30)	51	11.39	2.32	150	5.09**	.002
	2(31-40)	42	9.73	1.73			
	3(41-50)	39	10.41	2.15			
	4(>50)	21	10.95	2.11			
	Total	153	10.63	2.18	152		
Actual knowledge	1(20-30)	51	53.90	8.44	150	.789	.502
	2(31-40)	42	52.33	5.28			
	3(41-50)	39	51.82	6.45			
	4(>50)	21	52.48	5.68			
	Total	153	52.75	6.81	152		

**** Significant at 0.01 level**

Here in the above table the mean value of the comparison between groups of age range 11.39, 9.73, 10.41 & 10.95 respectively. The observed F-value for the difference between the mean was 5.09, which was significant at 0.05 level. Therefore, there was statistically significant difference between teachers having different age range, in relation to the perceived knowledge about teaching SWDs. But it can not be located

where the difference lied. Therefore, in order to locate where the difference existed, Tukey HSD Post Hoc comparison was employed and results are presented in table 11 below.

Table: 11 Results of the post hoc pair wise comparison of teachers' perceived knowledge in different age range.

Groups	2	3	4
1	**		
2			
3			

** significant at 0.01 level

Results of the post hoc pair wise comparison indicates that there is a significant difference in the mean value of teachers in the 1st and 2nd age group on the perceived knowledge. The result showed that except the 1st group which have significant difference from the 2nd group, the other (3and 4) did not have significant difference from any one of the other group in their perceived knowledge.

However, the result of actual knowledge was different from the perceived one. Here, the mean value of the comparison between groups of age range was nearly similar. Due to this, the F-value for the difference between the mean were .79, which was not significant at 0.05 levels. Hence, there is no statistically significant difference between teachers having different age range, concerning the actual knowledge teachers have about teaching SWDs.

III-Experience range and knowledge

Table: 12 Results of the one way analysis of variance of teachers' experience range on perceived and actual knowledge.

Variables	Experience range	N	Mean	SD	df	F	Sig.
Perceived knowledge	1(0-10)	52	10.98	2.24	150	1.23	.301
	2(11-20)	41	10.19	2.19			
	3(21-30)	48	10.50	2.24			
	4(>30)	12	11.08	1.31			
	Total	153	10.63	2.17	152		
Actual knowledge	1(0-10)	52	52.67	7.68	150	.685	.562
	2(11-20)	41	53.93	6.59			
	3(21-30)	48	51.85	6.66			
	4(>30)	12	52.58	3.23			
	Total	153	52.75	6.81	152		

* Not significant at 0.05 level

The above table illustrated the mean values of teachers experience range. The F-value for the difference between the mean was 1.23, which was not significant at 0.05 level. Therefore, there is no statistically significant difference between experience ranges of teachers and perceived knowledge.

Similarly, in the actual knowledge, the mean value of the comparison between the teachers experience range was nearly similar. The F- values for the difference between the mean was .685, which was not significant at 0.05 levels. Therefore, there is no statistically significant difference between experience ranges of teachers and actual knowledge.

CHAPTER FIVE

DISCUSSION

5.1 Teachers' perceived knowledge about teaching SWDs

Regular classroom teachers have played crucial role for the implementation of inclusive education program strategy designed by the Ethiopian MOE (2006), so that, it is vital for concerned bodies to understand regular classroom teachers' knowledge whether they can meet the needs of SWDs in classroom. Because, they have much influence on the success the students will have in their classroom and the implementation of inclusive education for the future. That is way this investigation focused on the two dimensions of teachers' knowledge i.e, perceived and actual knowledge.

The survey made on perceived knowledge of regular classroom teachers was determined by the mean score value. Perceived knowledge is the belief that teachers hold about their own knowledge regarding teaching SWDs in regular classroom. Based on this, the results of the study indicated that teachers had a mean score below the median value. This means the mean scored by the teachers was below the median value (12) and this consequently indicates that, teachers in this survey perceived themselves as having insufficient knowledge about teaching SWDs. It is confirmed with the literature that, regular classroom teachers do not perceive themselves as having the appropriate knowledge and skills to meet the instructional needs of SWDs (Mobergy, 1997; in Tirussew, 1999).

This result emanated from the teachers understanding of special needs education, majority of regular classroom teachers do not have sufficient knowledge that enable them to teach student with disabilities.

Tirussew(1999) indicated that regular classroom teachers are insufficiently informed on the educational implication of a given disability condition.

This result implied that teachers in this study require additional training on how they can teach students with disabilities in their own classroom. Teachers in this study may find that their college introductory SNE course and experience are insufficient and need to be supplemented. The MOE, in its inclusive education program strategy (2006) stated that regular classroom teachers need appropriate and relevant education and training to provide appropriate support for students with special needs. At least they have to be aware of the needs in classroom.

The study revealed that there is strong relationship between perceived and actual knowledge of teachers in teaching SWDs. This indicates that respondents who believe in there own knowledge regarding teaching students with disabilities do have actual/practical knowledge towards implementing inclusive education in regular classroom. Research as well as experience has demonstrated that teachers' perception is important in determining teachers' practical knowledge. From this result it appears that the presence of perceived knowledge is predictors of actual knowledge.

In the comparison between teachers taught in schools having special class and non special class, the result demonstrated that there was significant difference between teachers taught in schools having special class and teachers without this experience. This could be because teachers in special class school might get an opportunity to communicate with teachers who graduated in special needs education. This implied that presence of special class in the school compound contribute for teachers perceived knowledge. Similarly, teachers who taught in schools having special class felt themselves as having sufficient knowledge, but

they can not implement it actually in the classroom. Tirussew,(1999) explained that in reality practical problems could be encountered while regular classrooms teachers including children with diverse educational needs.

An analysis of responses collected from teachers also indicates sex did not have any contribution to perceived knowledge. This indicated that both sexes almost equally perceived/feel themselves as having insufficient knowledge about teaching SWDs.

The above explanation tells us that both sexes are insufficiently informed about teaching SWDs in regular classroom. Their perception towards teaching SWDs lack core background knowledge that has to be supplemented by training, unless, it is unthinkable to expect sufficient perception on teachers towards teaching SWDs. Hence, training teachers becomes a key strategy for realization of inclusive education (Savolainen, et al 2000).

The comparison between teachers' status of training on inclusion of SWDs and perceived knowledge showed significant difference between them. That means, teachers who got training on inclusion of SWDs thought that they were more knowledgeable than teachers who did not have training. In substantiating this point, Fish(1985) states that the new responsibilities of all regular schools, for the detection, assessment, and provision for children with SEN, requires that all teachers have some awareness about the means of meeting these responsibilities. This awareness should start from their initial training. Because, teachers are likely to encounter students with SEN in the course of their teaching careers, initial teacher training must make explicit account of this (Hegarty, et al, 1988).

The above explanation implied that without proper education and training, teachers' feeling about their own knowledge becomes low. Tirussew(1999) indicates that regular classroom teachers who do not have sufficient background knowledge in special needs education can not teach SWDs in regular classroom. Hence, planning innovative approach to pre service and in service training is very essential in this regard.

Besides, comparison was made between teachers who have SWDs and who do not have SWDs in classroom on their perceived knowledge. The result shows that there was statistically significant difference between teachers having SWDs and without disabilities in the classroom. This means that teachers who have SWDs in their classroom perceived themselves as having sufficient knowledge than teachers who do not have SWDs in their classroom. The reason behind this could be either teacher might learn things from the learners as they teach them in classroom or they tried to read more about SWDs; consequently, their perception/ feeling towards teaching SWDs might increase.

The above result tells us when teachers have SWDs in their classroom; they tried to know more about these students. In the process, their perception increased and presence of these students in classroom do have contribution on perceived knowledge.

The study also further revealed that education level of teachers did not have any contribution on perceived knowledge. In this case, the result of the comparison between perceived knowledge and education level of participants indicated that there was no statistically significant difference between teachers' perceived knowledge and their education levels. Like the previous explanation the same reason could happen here, it is the result of initial teacher training. Hegarty, (1988) indicated that, as far as regular teachers are concerned, it would seem reasonable to suppose that the limitation of initial teacher training are even more marked since

they are less likely to have had an orientation towards SNE. Simachew, (2009) also emphasized that the training program of Deber Berhan teachers college seriously lacks the practical component both in the curriculum organization as well as during the instructional process.

From this we can understand that no matter how the teachers' education level is different, their feeling about their own knowledge towards teaching SWDs is similar. So lack of awareness about SNE in Ethiopian school is not bounded by education level, it encompasses all levels of qualification. Hence, it is reasonable to expect that the limited knowledge in regard to teaching SWDs would bring into question the educators to assess what is expected of teachers in order to teach SWDs in their classroom.

Results of the one way analysis of variance showed that teachers' age has contribution on their perceived knowledge. The result showed that except the 1st group which have significant difference from the 2nd group, the other (3 and 4) did not have significant difference from any one of the other group in their perceived knowledge. As we can see from table 10 the 1st age group shows high mean value almost near to the median than the other age group. But the 2nd group relatively far from the median value (12). Here we can put different opinions, teachers who completed their college education before the beginning of introductory special need education as common course (seven years ago) might demonstrate low level of perception; while on the other hand, the newly employed and experienced certificate teachers who up grade their level from certificate to diploma through distance education might show no significant difference.

From this result we can say that majority of the sample respondents were almost in a similar level of perceived knowledge but there is gap between age group 20-30 and 31-40 this result is important to indicate

which age groups demonstrate low perceived knowledge. Similarly, by looking at the mean value of each group, we can identify which age group requires more emphasis in education and training. When we look the mean value of the first age group it is near to the median value which indicates that both the way of delivering SNE in college & universities and knowledge of newly graduated teachers are improving.

When we compare teachers' experience range and their belief about their own knowledge, it is found that there is no statistically significant difference between teachers' experience and their perceived knowledge. In other words, in all range of experience teachers did not have sufficient perceived knowledge; they were in almost equal level of perception about teaching SWDs. This is because in the long run of Ethiopian formal education teachers do not know about SNE and the presence of students with disabilities in regular classroom together with lack of continues in-service training contributed to the low level of perceived knowledge.

From the above explanation we can understand that experience does not have contribution on teachers' perception. Teachers did not have some sort of input in SNE that could be developed through experience.

The over all results of teachers' perceived knowledge indicated that, teachers perceived themselves as having insufficient knowledge about teaching SWDs. This result goes in line with Hegarty, et al, (1988) that teachers recognized that their teaching competence as far as students with special needs is concerned are limited.

5.2 Teachers' Actual Knowledge about teaching SWDs

Examining mastery of basic knowledge of regular classroom teachers related to teaching SWDs will have a contribution in identifying how the regular classroom teachers are knowledgeable about the inclusion and

areas of deficiency in their knowledge in order to design remedial programs for them. This in turn will have a contribution in facilitating the learning of SWDs because regular classroom teachers are responsible at the first place, for teaching students with disabilities in classroom.

The results of the survey made on teachers actual knowledge was presented here under. The crucial variable under this study is actual knowledge, because it tells us about the current teachers' level of knowledge towards teaching SWDs. Based on the result, the mean value of the participants was 52.75 which are below the expected mean value (56). This results shows that respondents of this research lack basic knowledge to teach SWDs. That means, teachers have insufficient actual knowledge that helps them to teach SWDs in regular classroom. The literature also confirms that, many general education teachers have not been equipped with the necessary skills and techniques for successful inclusion and are still feeling uncomfortable and unprepared to meet the needs of students with disabilities due to their limited experience and lack of preparation (Tejero & Martines, 2007).

The possible reason for the teachers' insufficient knowledge on teaching SWDs in regular classroom could be lack of appropriate training specific to teaching SWDs and loose relationships between regular classroom and special needs education teachers related to the learning of students in regular classroom. The above mentioned reason were justified by Simachew, (2009) that the introductory SNE course being offered to all trainees of the college seriously lacks the practical skills to deal with children with special needs and is not sufficient enough to manage the inclusive classroom as expounded in the national SNE program strategy.

Evaluation studies indicated that teachers do not always have the support they need to make inclusion successful (Tirussew, 1999). This is the reason why the majority of teachers under this study demonstrate

low level of knowledge. Almost one third of teachers in this study also did not receive additional training as how to include SWDs in regular classroom. But they believe they have SWDs in their classroom, this implies that SWDs in regular classroom may be hardly benefit from schooling. Successful inclusion hinges on teachers knowledge of inclusion through training professional development and providing clear expectation of inclusive for education. The explanation also implied that teachers of this study are not capable of teaching students with disabilities in regular classroom, unless supplementary education and training are provided.

In the correlation made between perceived and actual knowledge, the correlation coefficient showed that there is strong relationship (.581) between the belief teachers have about their own knowledge and their actual knowledge. This means teachers who have high perceived knowledge similarly will have practical/actual knowledge about teaching SWDs and vice versa.

However, in the comparison made between teachers who have SWDs and who do not have SWDs in classroom on their actual knowledge revealed no statistically significant difference between the two groups. Teachers themselves and the school principal did not create collaboration between special class teachers and regular class teachers to receive training. In primary schools there was no clear guideline to implement and establish collaboration between special class teachers and regular class teachers. However, effective collaboration is the foundation of good inclusive program, if teachers are to successfully manage their instruction to meet the needs of all their students (McLeskey & Waldron, 2002; Petting, 2000; Walther-Thomas et al. 2000; in Tejero & Martinez, 2007).

This implies that teachers who have been teaching in schools having special class, perceived themselves as having knowledge towards teaching SWDs, but results of actual knowledge proved that they did not have practical knowledge to teach SWDs. Similarly, it implied that there is a gap between teachers' perceived knowledge and actual knowledge. Therefore, facilitating collaboration between special class and regular class teachers are very important to increase teachers' knowledge.

Results of the analysis showed no statistically significant difference between male and female participant on their actual knowledge. This result insures the result we found above in the total results of actual knowledge.

However, in the result of teachers' actual knowledge with training and without training there was statistically significant difference between participants having training and without training. From this result we can understand that training dose have the potential impact in changing teachers levels of knowledge. Teachers need appropriate and relevant education and training to provide appropriate support for students with special needs (MOE, 2006). Hence, it is necessary for all teachers to possess basic theoretical and practical knowledge in fulfilling different needs of students (Savolaine et al, 2000).

The same result was found out in participants having SWDs and without disability in the classroom on their actual knowledge. So that, there was statistically significant difference in their actual knowledge between teachers having SWDs in classroom and who do not have SWDs. In other word, participants having SWDs in classroom have better knowledge that enables them to include SWDs in classroom than participants who did not have SWDs in their classroom. This could be because of teachers who have SWDs in classroom might read more about SNE in order to know and support these students. And they might establish contacts

with trainee teachers. Therefore, by establishing collaboration and providing training we can benefit them more.

Group comparison also performed between actual knowledge and the respondents' education level. Based on this the result, found on teachers education level and their actual knowledge indicates that, there was no significant difference between teachers having different education level and their corresponding actual knowledge. This consequently, shows that what ever the education level of teachers is different their actual knowledge to teach SWDs in the classroom is almost similar. The possible reason for this could be, the introductory special need education course did not benefit significantly all education level and have some sort of deficiency in its delivery. Because, the college introductory course of special needs education is similar for all education level in its content. From this we can understand that, teachers at all levels of education have similar knowledge to teach SWDs. Therefore, the training of teachers should be considered at all levels of education, unless the problem of SWDs will continue and reputation and dropout too.

Results of the comparison between teachers' age and actual knowledge showed nearly similar mean value. Hence, no statistically significant difference between teachers having different age range. This means, the age range does not affect the knowledge that teachers exist in reality. The reason behind this could be it is not the high or the low age level that matters, but their background knowledge made them in similar level. That is way, newly employed teachers who took college introductory SNE course showed good perceived knowledge in this case while their actual implementation was in question.

Similarly, the comparison made between experience range and actual knowledge found out no statistically significant difference. That means, in all experience level teachers were in almost a similar status. Here we

can provide the same reason with teachers experience range in perceived knowledge.

In sum, teachers' knowledge is critical to the success of inclusion. However, for the long-term success of Ethiopia's inclusive practice, the results of this study also highlight the critical question. How effective can a mandated implementation of inclusion be if teachers lack knowledge and skills, have to deal with large class sizes and are inadequately supported by special need education professionals in their attempts to meet the overwhelming demands of inclusion.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 SUMMARY

The main purpose of this study was to examine teachers' knowledge about teaching SWDs in regular classroom. Based on this, two research questions were raised. These were:

- How knowledgeable are the regular classroom teachers regarding the inclusion of children with disabilities?
- How do teachers' believe in their own knowledge?

In order to answer the above questions data from 153 primary school teachers drawn using stratified random sampling from four primary schools of Awi zone. A Questionnaire which was developed for this study was used to collect the data.

Before data were collected from the sample teachers, a pilot study was implemented in Eshet Primary School of Chagni town to check the feasibility of the instrument. Before collecting the data, a letter of recommendation was given to the director of the schools. After permission was granted, the questionnaire was distributed and collected by the directors.

The data was analyzed quantitatively using mean, standard deviation, correlation, independent sample t-test, one way analysis of variance and Post hoc pair wise comparison.

Results of the descriptive statistics suggested that teachers' perceived and actual knowledge demonstrated low result. The correlation result indicates that there was a strong correlation between teachers perceived and actual knowledge. The result of the independent sample t-test indicates that there was a significant difference between teachers taught in special/no special

class school on perceived knowledge, the status of training on inclusion of SWDs and presence of SWDs in classroom shows significant difference on both perceived and actual knowledge. But, no statistically significant difference was observed between male and female participants in their perceived and actual knowledge. Finally, results of the one way analysis of variance reveals that there was significant difference between teachers' age group and perceived knowledge while education level and teachers experience did not contribute to knowledge.

6. 2 CONCLUSIONS

The following are the conclusions arrived in this study:

1. The regular classroom teachers in this study have low perceived knowledge towards the teaching of SWDs in regular class room.
2. The regular classroom teachers in this study also have low actual knowledge that helps them to teach SWDs in regular classroom.
3. Strong positive correlation was observed between teachers perceived and actual knowledge.
4. Significant difference was observed between teachers taught in special class and non-special class school on perceived knowledge but no significant difference on actual knowledge.
5. There was no statistically significant difference between male and female participants in there perceived and actual knowledge they have towards teaching SWDs.
6. There was statistically significant difference between teachers with and without training in SNE on both the perceived and actual knowledge they have about teaching SWDs.
7. There was statistically significant difference between teachers who have SWDs and who do not have SWDs in classroom in there perceived and actual knowledge.
8. There was no statistically significant difference between teachers having different education level and their corresponding perceived and actual knowledge.
9. There was statistically significant difference between teachers having different age range on perceived knowledge about teaching SWDs, while results of the post hoc pair wise comparison indicates that there is a significant difference in the mean value of teachers in the 1st and 2nd age group on the perceived knowledge. But, there was no significant difference observed between age range and actual knowledge.

10. No statistically significant difference was observed between teachers experience range and knowledge (perceived and actual knowledge).

6.3 RECOMMANDATION

In light of the major findings and conclusions of the study, it appears reasonable to suggest the recommendation mentioned here under:-

1. The schools should create and raise awareness among regular classroom teachers about the nature of SWDs and the way how to include these students in regular classroom.
2. Schools should work hard towards facilitating collaboration between special and regular classroom teachers to ensure that needs of students with disability are being met both in and out side their classroom.
3. The schools should design experience sharing programs among regular classroom teachers who were trained in SNE and perform better in teaching SWDs.
4. Teacher training program in each college and university in Ethiopia emphasize on educating the would be teachers (special and regular) and prepare information sharing workshops and adequate in-service training designed to enhance their knowledge of SNE and strategies for teaching students with SEN, adapting and adjusting instruction.
5. Finally, the study was very limited for it involved investigation only on two schools having special class and two regular classrooms without special class. Thus, it appears reasonable to recommend the conduct of similar study on the same and other schools so that the findings will be compared and verified.

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Appendices

Appendix-A

Descriptive Statistics for perceived knowledge

No	Items	N	Mean	S.D
1	I know the philosophical foundations of inclusive and special needs education.	153	1.31	.463
2	I know the principles of inclusive and special needs education.	153	1.22	.417
3	I know the characteristics of people with different disabilities.	153	1.46	.500
4	I know how to develop individualized instructional strategies.	153	1.22	.413
5	I know the curricular adaptations to be made for students with various disabilities.	153	1.20	.398
6	I know environmental modifications to be made while teaching students with different types of disabilities.	153	1.34	.475
7	I know the concept and process involved in preparing individualized education plans. (IEP)	153	1.17	.377
8	I know who provide special needs education.	153	1.72	.451

Appendix-B

Descriptive Statistics for Actual knowledge

No	Item	N	Mean	S.D
1	Inclusive education was developed out of the strong belief in human rights and social justice. (1)	153	1.75	.433
2	The main focus of inclusive education is the child not the school system.(1)	153	1.38	.487
3	Inclusive education is a philosophy concerned with the rights and responsibilities of fellow citizens. (1)	153	1.57	.497
4	Inclusive education is concerned to be the most effective means of combating discriminatory attitude. (1)	153	1.76	.430
5	Every body is different and has unique needs but satisfying the needs of all students in a classroom is impossible. (1)	153	1.31	.466
6	It is difficult for regular classroom teachers to find and capitalize the abilities of students with disability. (1)	153	1.34	.475
7	Children with disability can attend ordinary education only if they have the ability to cope with other students without disabilities. (2)	153	1.39	.489
8	Inclusion of children with disability in the regular classroom may not benefit students without disability. (2)	153	1.54	.500
9	Children should learn together, wherever possible, disregarding to their difficulties or difference they may have. (2)	153	1.33	.473
10	Inclusive education is a grant for quality education. (2)	153	1.80	.403
11	The real essence of SNE is addressing the unique needs of each student in special class settings. (2)	153	1.30	.460
12	SNE focuses manly on students who are at risk of repetition and dropout. (2)	153	1.45	.499
13	Autism is Musculo-developmental disorder and people with this condition get their bones easily broken. (3)	153	1.36	.481
14	Children with MR do very well in memory once they have learned some materials. (3)	153	1.31	.463
15	The hearing level of deaf people is greater than 15 dB. (3)	153	1.33	.471
16	Children with visual impairment always experience poor eye hand coordination (3)	153	1.56	.498

17	The education of children with Cerebral palsy requires interdisciplinary team. (4)	153	1.52	.501
18	Children with mental retardation should learn the same curriculum followed for students in general of the same grade level.(4)	153	1.57	.497
19	Teachers must use visual cues when referring to objects in the classroom during teaching students with visual impairment.(4)	153	1.67	.473
20	While teaching pupil with orthopedic impairments, teachers can use books on tape to help people who can not hold books. (4)	153	1.61	.490
21	The curriculum for students with CP often needs to be different from other students of the same grade level. (5)	153	1.33	.471
22	In inclusive classroom all children with hearing impairment require provision of sign language. (5)	153	1.42	.495
23	During teaching students with visual impairment in regular classroom, teachers should provide additional skills like mobility training, daily living skills, etc. (5)	153	1.48	.501
24	During the education of children with allergy, teachers should know the emergency plan. (5)	153	1.44	.498
25	Students with disability in regular classroom can benefit more if they listen attentively than actively participating in the process of classroom instruction. (5)	153	1.44	.499
26	Teachers should not necessarily change the classroom to an accessible part of the school building for students with motor disorder. (6)	153	1.45	.499
27	Children with cerebral palsy who require adult assistance for mobility can benefit from environmental modification. (6)	153	1.60	.491
28	The entrance and doorways of inclusive school should be 32 inches wide to allow for easy passage of wheelchair or crutch users. (6)	153	1.34	.475
29	Making ramps are not important in schools that have only one wheelchair user. (6)	153	1.49	.502
30	While preparing IEP, teachers should consider the students specific need. (7)	153	1.78	.417
31	The members in IEP team could be different according to the problem of the child. (7)	153	1.54	.500
32	During the development of IEP, areas in need of improvement should be stated by the classroom teacher. (7)	153	1.26	.441
33	In the development of IEP goals should be selected based on the availability of services. (7)	153	1.20	.403
34	Like many other subjects on single special need education teacher are enough to provide SNE. (8)	153	1.30	.460
35	Besides, regular classroom teachers, psychologists and medical professionals can provide SNE. (8)	153	1.19	.393
36	The composition of SNE professional's team sometime depends on the problem we are going to address. (8)	153	1.65	.477

Appendix-C

Addis Ababa University
School of graduate Studies
Department of Special Needs Education

Questionnaire to be filled by Teachers

Dear teachers: The role of regular classroom teachers has vital importance in the inclusion of students with disabilities/students with special needs. This questionnaire is prepared to seek information on teachers' knowledge with regard to teaching students with disabilities. Your consent to participate in this study is shown by your will to answer the entire question carefully and your response is confidential and anonymous.

For the sake of clarity I have used the term students with disabilities throughout to refer to all students having visual, hearing, intellectual, motor, sensory, health problems, etc.

Thank you in advance for your cooperation

General Instruction: This questionnaire consists of three parts. Part one is intended to collect your personal information, part two and three contains items to collect data on your knowledge about teaching students with disabilities. Answer all the questions according to the direction given.

Part One: Demographic Information

Direction: Please circle or fill in the blanks with appropriate information.

1. Name of the School _____
2. Gender: A. Male B. Female
3. Age _____
4. Educational level: A. Degree B. Diploma C. Certificate
5. Year/s of Experience _____
6. Subject of graduation _____
7. Subject you teach _____
8. Do you have students with special needs in your classroom? A. Yes B. No
9. Have you had any training in teaching CWD in inclusive classroom?
A. Yes B. No
10. If your response to item No "9" is "Yes" what type of training did you receive? _____
11. What is the duration of training/s indicated in No "10"? _____

Part two

Direction: the following 8 statements reflect your **perceived knowledge** about teaching CWD in regular classroom. Read each item carefully and respond to it by selecting either 'Yes' (2) or 'No' (1). Please circle the number in the relevant box provided against each statement to indicate your stand on the statements. Select 'Yes' if you believe that you have sufficient knowledge about the concept contained in the statement. You could select 'No' if you believe that you do not exactly know about the concept in the statement.

No	Item	Response category	
		yes	no
1	I know the philosophical foundations of inclusive and special needs education.	2	1
2	I know the principles of inclusive and special needs education.	2	1
3	I know the characteristics of people with different disabilities.	2	1
4	I know how to develop individualized instructional strategies.	2	1
5	I know the curricular adaptations to be made for students with various disabilities.	2	1
6	I know environmental modifications to be made while teaching students with different types of disabilities.	2	1
7	I know the concept and process involved in preparing individualized education plans. (IEP)	2	1
8	I know who provide special needs education.	2	1

Part three

Direction: the following 36 statements reflect your **actual knowledge** about teaching CWD in regular classroom. Read each item carefully and respond to it by selecting either 'Yes' (2) or 'No' (1). Please circle the number in the relevant box provided against each statement to indicate your stand on the statements. Select 'Yes' if you believe that you have sufficient knowledge about the concept contained in the statement. You could select 'No' if you believe that you do not exactly know about the concept in the statement.

No	Item	Response category	
		yes	no
1	Inclusive education was developed out of the strong belief in human rights and social justice. (1)	2	1
2	The main focus of inclusive education is the child not the school system.(1)	2	1
3	Inclusive education is a philosophy concerned with the rights and responsibilities of fellow citizens. (1)	2	1
4	Inclusive education is concerned to be the most effective means of combating discriminatory attitude. (1)	2	1
5	Every body is different and has unique needs but satisfying the needs of all students in a classroom is impossible. (1)	2	1
6	It is difficult for regular classroom teachers to find and capitalize the abilities of students with disability. (1)	2	1
7	Children with disability can attend ordinary education only if they have the ability to cope with other students without disabilities. (2)	2	1
8	Inclusion of children with disability in the regular classroom may not benefit students without disability. (2)	2	1
9	Children should learn together, wherever possible, disregarding to their difficulties or difference they may have. (2)	2	1
10	Inclusive education is a grant for quality education. (2)	2	1
11	The real essence of SNE is addressing the unique needs of each student in special class settings. (2)	2	1
12	SNE focuses manly on students who are at risk of repetition and dropout. (2)	2	1
13	Autism is Musculo-developmental disorder and people with this condition get their bones easily broken. (3)	2	1
14	Children with MR do very well in memory once they have learned some materials. (3)	2	1
15	The hearing level of deaf people is greater than 15 dB. (3)	2	1
16	Children with visual impairment always experience poor eye hand coordination (3)	2	1
17	The education of children with Cerebral palsy requires inter disciplinary team. (4)	2	1
18	Children with mental retardation should learn the same curriculum followed for students in general of the same grade level.(4)	2	1

19	Teachers must use visual cues when referring to objects in the classroom during teaching students with visual impairment.(4)	2	
20	While teaching pupil with orthopedic impairments, teachers can use books on tape to help people who can not hold books. (4)	2	1
21	The curriculum for students with CP often needs to be different from other students of the same grade level. (5)	2	1
22	In inclusive classroom all children with hearing impairment require provision of sign language. (5)	2	1
23	During teaching students with visual impairment in regular classroom, teachers should provide additional skills like mobility training, daily living skills, etc. (5)	2	1
24	During the education of children with allergy, teachers should know the emergency plan. (5)	2	1
25	Students with disability in regular classroom can benefit more if they listen attentively than actively participating in the process of classroom instruction. (5)	2	1
26	Teachers should not necessarily change the classroom to an accessible part of the school building for students with motor disorder. (6)	2	1
27	Children with cerebral palsy who require adult assistance for mobility can benefit from environmental modification. (6)	2	1
28	The entrance and doorways of inclusive school should be 32 inches wide to allow for easy passage of wheelchair or crutch users. (6)	2	1
29	Making ramps are not important in schools that have only one wheelchair user. (6)	2	1
30	While preparing IEP, teachers should consider the students specific need. (7)	2	1
31	The members in IEP team could be different according to the problem of the child. (7)	2	1
32	During the development of IEP, areas in need of improvement should be stated by the classroom teacher. (7)	2	1
33	In the development of IEP goals should be selected based on the availability of services. (7)	2	1
34	Like many other subjects on single special need education teacher are enough to provide SNE. (8)	2	1
35	Besides, regular classroom teachers, psychologists and medical professionals can provide SNE. (8)	2	1
36	The composition of SNE professional's team sometime depends on the problem we are going to address. (8)	2	1

Appendix-D

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት የልዩ ፍላጎት ትምህርት ክፍል

በመምህራ የሚሞላ መጠደቅ

ውድ መምህራን፡ አካል ጉዳተኛ/ ልዩ ፍላጎት ያሳቸውን ተማሪዎች በመደበኛ ትምህርት ቤት ውስጥ አካቶ ለማስተማር የመምህራን ሚና ወሳኝ ነው። መጠደቁም የተዘጋጀው በመደበኛ ትምህርት ቤት ውስጥ ያሉ መምህራን ልዩ ፍላጎት ያሳቸውን ተማሪዎች ለማስተማር ያሳቸውን እውቀት ደረጃ የዳሰሰ ጥናት ለማድረግ ነው። እርስዎም ሙሉ ፈቃደኛ በመሆን ይህንን መጠደቅ እንዲሞሉኝ እየጠየቁሁ የሚሰጡኝም መሰረቶች በሙሉ ስዚህ ትምህርታዊ ጥናት ስራ ብቻ የሚውሉና በሚሰጥላቸው የሚጠበቅ መሆኑን አረጋግጣለሁ።

ግልፅ እንዲሆንዎ በዚህ መጠደቅ አካል ጉዳተኛ/ ልዩ ፍላጎት ያሰው ተማሪ ማለት አደን ስውራን ወይም በክፍል ማየት የተሳነው፣ መስማት የተሳነው ወይም በክፍል መስማት የተሳነው፣ የአስምር እድገት ውስንነት ያሰባቸው፣ ክፍል ወይም ሙሉ የሰውነት ክፍሳቸውን ማንቀሳቀስ የማይችሉ፣ የጤና ችግር/ ክፍተኛ የሰኳር ህመም፣ የሚጥስ በሽታ፣ ከፍተኛ የቫይረሱን እጥረት ወዘተ ያሰባቸው ማለት ነው።

አጠቃላይ መመሪያ፡- ይህ መጠደቅ ሦስት ክፍሎችን ይዟል። ክፍል አንድ መምህራ በግሉ የሚመሰረባቸው ጥያቄዎችን ሲያዝ ክፍል ሁለት እና ሦስት መምህራን አካል ጉዳተኛ ተማሪዎችን ለማስተማር ያሳቸውን እውቀት በሚመሰክሩ መረጃ ለመሰብሰብ የታቀዱ ጥያቄዎች ናቸው። ስለሆነም ሁሉንም ጥያቄዎች በተሰማቸው ትሰላዝ መሠረት መሰሉ።

ክፍል አንድ፡- የግል መረጃ

መመሪያ፡- የሚከተሉትን ጥያቄዎች በማክበብ ወይም ክፍት ቦታው ሳይ ተገቢውን መሰል በመሰጠት መሰሉ።

1. የትምህርት ቤቱ ስም _____
2. ፆታ A) ወንድ B) ሴት
3. ስድሜ _____
4. የትምህርት ደረጃ A) ዲግሪ B) ዲፕሎማ C) ስርተፊኬት
5. የአገልግሎት ዘመን _____
6. የተመረቁበት የትምህርት አደንታ _____
7. የሚያስተምሩት የትምህርት አደንታ _____
8. በሚያስተምሩበት ክፍል ውስጥ የልዩ ፍላጎት ትምህርት የሚያስፈልጋቸው ተማሪዎች ስቡ;
 ሀ) አዎ ስ) የሰም
9. አካል ጉዳተኛ ተማሪዎች በመደበኛ ክፍል ውስጥ አካቶ ለማስተማር የሚያስችል ስልጠና ወስደዋል;
 ሀ) አዎ ስ) የሰም
10. ስ ተራ ቁጥር 9 ጥያቄ መሰረት አዎ ከሆነ ምን አደንታ ስልጠና ነው የወሰዱት;
11. በተራ ቁጥር 10 የተጠቀሰው ስልጠና ስምን ያህል ጊዜ ነው የወሰዱት; _____

ክፍል ሁለት

መመሪያ: የሚከተሉትን ስምንት አረፍተ ነገሮች መምህራን አካል ጉዳተኛ ተማሪዎችን ለማስተማር አስኝ ብስሙ የሚያስቡትን እውቀት ያንጸባርቃሉ። ጥያቄዎችን በጥንቃቄ ካነበባችሁ በኋላ በአረፍተ ነገሮች ትይዩ ባሉት ሳጥኖች ሙሉ ጥተቀመጡትን ቁጥሮች በማክበብ ስጥያቄው ያሳችሁን አቋም ግስ፡፡ በተቀመጠው አረፍተ ነገር ዙሪያ አካል ጉዳተኛ ተማሪዎችን ለማስተማር የሚያስችል ጥልቅ እውቀት አስኝ ብስሙ የሚያስቡ ከሆነ “አዎ” (2) የሚሰውን ያክብቡ። በተጠቀሰው ጥያቄ ዙሪያ ጥልቅ እውቀት የሰኝም ብስሙ የሚያስቡ ከሆነ “የሰም” (1) የሚሰውን በማክበብው ይመልሳሉ።

ተ.ቁ	ጥያቄዎች	አማራጭ መልሶች	
		አዎ	የሰም
1	ስለ አካቶ ትምህርት እና ስዩ ፍሳጎት ትምህርት መሰረታዊ ፍልስፍና እውቃህሁ።	2	1
2	ስለ አካቶ ትምህርት እና ስዩ ፍሳጎት ትምህርት መርሆች እውቃህሁ።	2	1
3	የተስያዩ አካል ጉዳተኞችን መስያ ባህሪ እውቃህሁ።	2	1
4	የተናጠለ ትምህርት ማስተማሪያ ዘዴዎችን ማዘጋጀት የሚያስችል እውቀት አስኝ።	2	1
5	የመደበኛ ትምህርት ቤት ስርዓተ ትምህርት ስለአካል ጉዳተኛ ተማሪዎች እንዲሆን አድርጎ ማሻሻል የሚያስችል እውቀት አስኝ።	2	1
6	ተማሪዎችን በማሳደግ አካባቢ ስተስያዩ አካል ጉዳተኞች ምቹ እንዲሆን አድርጎ ማደራጀት የሚያስችል እውቀት አስኝ።	2	1
7	የተናጠለ ትምህርት እቅድ ለማዘጋጀት የሚያስችል ልንስ ሀሳብ እና የሚያካትቱትን ሂደቶች በሚገባ እውቃህሁ።	2	1
8	የስዩ ፍሳጎት ትምህርትን ማን ማስተማር እንዳስበት እውቃህሁ።	2	1

ክፍል ሦስት

መመሪያ፡ የሚከተሉትን ሰባሳ ስድስት ስረፍተ ነገሮች መምህራን ስካል ጉዳተኛ ተማሪዎችን ለማስተማር ያሳቸውን ስሙቀት ያነፀባርቃሉ። ጥያቄዎችን በጥንቃቄ ካነበባችሁ በኋላ በስረፍተነገሮቹ ትይዩ ባሉት ሳጥኖች ሙስጥ የተቀመጡትን ቁጥሮች በማክበብ ለጥያቄው ያሳቸውን ስቃይ ግለጹ። በተቀመጠው ስረፍተነገር ዙሪያ ስካል ጉዳተኛ ተማሪዎችን ለማስተማር የሚያስችል ጥሰታ ስሙቀት ስለኛ ብለው የሚያስቡ ከሆነ “ስዎ” (2) የሚለውን ያክብቡ። በተጠቀሰው ጥያቄ ዙሪያ ጥሰታ ስሙቀት የለኝም ብለው የሚያስቡ ከሆነ “የለም” (1) የሚለውን በማክበብዎ ይመልሳሉ።

ተ. ቁ	ጥያቄዎች	ስማራጭ መልሶች	
		ስዎ	የለም
1	የስካት ትምህርት ተቀባይነትን ማግኘት የጀመረው የሰብዓዊ መብት ስና ማህበራዊ ፍትህ ትኩረት እያገኘ በመምጣታቸው ነው። (1)	2	1
2	የስካት ትምህርት ዋና ትኩረት ተማሪዎች እንጅ የትምህርት ቤቱ ስደረጃጃት ስይደሰም። (1)	2	1
3	የስካት ትምህርት ስዜጎች መብትና ግዴታ ትኩረት የሚሰጥ ፍልስፍና ነው። (1)	2	1
4	የስካት ትምህርት የማግስጠን ስሙስካክት ለማስቀረት ስደነተኛ መንገድ ነው። (1)	2	1
5	ሁሉም ሰው የተሰየ ከመሆኑ የተነሳ የራሱ የሆነ ሰዩ ፍላጎት ስለሰው ነገር ግን የሁሉንም ተማሪዎች ፍላጎት ማሟላት ስያቻልም። (1)	2	1
6	የስካል ጉዳተኛ ተማሪዎችን ችሎታ መፈለግ ስና ሙጢታማ እንዲሆኑ ማድረግ ለመደበኛ ትምህርት ቤት መምህራን በጣም ስለቻረፈ ነው። (1)	2	1
7	ስካል ጉዳተኛ ተማሪዎች ጉዳተኛ ካልሆኑት ጋር መመዳደር ስለከቻሉ ድረስ መደበኛ ትምህርት ቤት ገብተው መማር ይችላሉ። (2)	2	1
8	ስካል ጉዳተኛ ተማሪዎችን በመደበኛ ክፍል ሙስጥ እንዲማሩ ማድረግ ጉዳት ስሊሳቸው ተማሪዎች ጥቅም የሰውም። (2)	2	1
9	በተቻለ መጠን ተማሪዎች ባሳቸው ችግር ስና ሰዩነት መጠን በጋራ መማር ስለባቸው። (2)	2	1
10	ስካት ትምህርት ስትምህር ጥራት ዋስትና ነው። (2)	2	1
11	ትክክለኛው የሰዩ ፍላጎት ትምህርት ዓላማ የተማሪዎች ፍላጎት በተሰየ የመማሪያ ክፍል በማስተማር እንዲሳካ ማድረግ ነው። (2)	2	1
12	የሰዩ ፍላጎት ትምህርት ዋና ትኩረት በስንድ ክፍል የሚደግፈው ስና የሚያቋርጡ ተማሪዎች ናቸው። (2)	2	1
13	ኦቲዝም በሙንቻ እድገት መዛባት የሚመጣ ሲሆን በዚህ የተጠቀ ሰዎችም በቀሳሱ የሚሰበር ስጥንት ይኖራቸዋል። (3)	2	1
14	የስእምሮ እድገት ዝግጠት ያለባቸው ተማሪዎች ነገሮችን እንዲ መማር ከቻሉ ጥሩ የማስታወስ ችሎታ ስላቸው። (3)	2	1
15	መስማት የተሳናቸው ሰዎች ከ15 ዲሲብል በላይ ያሉትን የድምፅ እርግብግቢቶች መስማት ይችላሉ። (3)	2	1
16	የስደን ጉዳት ያለባቸው ሰዎች ብዙ ጊዜ ደካማ የስደንና የስጅ እንቅስቃሴ መስማማት ይታደባቸዋል። (3)	2	1
17	ፓራሳይዝ የሆኑ ተማሪዎችን ለማስተማር የተቀናጀ የመምህራን ቡድን ያስፈልጋል። (4)	2	1
18	የስእምሮ እድገት ዝግጠት ያለባቸው ተማሪዎች ተመሳሳይ ስርዓተ የትምህርት በተመሳሳይ የክፍል ደረጃ ከሚማሩ መደበኛ ክፍል ተማሪዎች ጋር መማር ስለባቸው። (4)	2	1

Declaration

This thesis is my original work and has not been presented for a degree in my university and that all source of materials used for the thesis have been fully acknowledge.

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Approval

This thesis has been submitted with my approval as university advisor.

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