



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF GRADUATE STUDIES DEPARTMENT OF SPECIAL  
NEEDS EDUCATION.**

**TEACHER INCLUSIVENESS IN THEIR TEACHING  
PRACTICES**

**BY: BEKAMA YISIAK**

**February 2022**

**Addis Ababa**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF GRADUATE STUDIES DEPARTMENT OF SPECIAL**  
**NEED EDUCATION**

**TEACHER INCLUSIVENESS IN THEIR TEACHING PRACTICES**

By: **BEKAMA YISIHAK**

A Thesis Submitted:

IN THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTERS OF ARTS IN SPECIAL NEEDS EDUCATION

**Feb 2022**

**Addis Ababa**

## **Acknowledgement**

First and foremost, I would like to recognize my God, who makes all things possible- for putting the enthusiasm in my heart, inspiration and encouragement in my mind, and determination in my soul to complete this research work. Although words cannot fully express my gratitude to my adviser Dr Alemayehu Teklemariam I would first like to thank him, for offering his precious time and allowing me to dive into this research project and continuously guided this work through all its steps. He has been a relentless driving force providing me with opportunities, advice, and amazing support. I perceive the opportunity to work with him as a privilege. His contribution to this work and to my personal growth was invaluable. Therefore, he is my utmost respect and truly my model as a research adviser forever

Nothing in life is ever successful without the corporate effort of many gifted people who were interesting to network and submit their talent, experiences and passion for a common goal. I am always believes that I am the sum total of all the people I known, met and learned from.

This work is the fruits of many individuals whose thoughts, ideas, perspective and work have given me the exposure to the knowledge I have placed here in this research paper.

Lastly I would like to thanks Sefere Selam Primary school administration and teachers for their positive response during my data collection.

<b>Contents</b>	<b>Pages</b>
Acknowledgement.....	1
Abstract.....	4
1 Background of the Study.....	6
1.2 Statement of the problem.....	9
1.3 Research Questions.....	10
1.4 Specific Objective of the study.....	10
1.5 Significance of the study.....	10
1.6 Scope of the study.....	11
1.7 Organization of the study.....	11
1.8 Operational Definition of Terms.....	12
CHAPTER TWO.....	13
REVIEW OF RELATED LITERATURE.....	13
2.1 Introduction.....	13
2.2 Teacher and Teaching.....	13
2.3 Teacher attitude towards inclusive Practices.....	17
2.4 Inclusive Education.....	18
2.5 International Policy Framework on inclusive education.....	21
2.6 Identification of children with special needs education.....	23
CHAPTER THREE.....	25
RESEARCH METHODOLOGY.....	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Source of Data.....	25
3.4 Target Population of the Study.....	25
3.6.1 Interview.....	27
3.6.2 Observation.....	29
3.7 Data Analysis.....	30
3.8 Ethical consideration.....	30
CHAPTER FOUR.....	31
Results.....	31

4.1 Introduction .....	31
4.2 Part One: TEACHERS BACKGROUND AND CONDITION.....	31
4.3 Part 2 Teachers Understanding On the Need of The Students .....	31
4.4 Part three Identification and assessment methods.....	33
4.6 Part 5 Support strategies .....	35
DISCUSSION.....	37
5.1 Introduction .....	37
5.2 Teachers Understanding On the Diversity of The Students .....	37
5.3 Identification and assessment methods.....	39
5.4 Support strategy .....	40
5.7 Further Research .....	43
Reference.....	44
Appendix B.....	51

## **TEACHER INCLUSIVENESS IN THEIR TEACHING PRACTICES**

### **Abstract**

*The purpose of this research was to examine teacher's inclusiveness during their teaching in one selected government elementary school of Addis Ababa. Qualitative approach was employed in this study. Case study research design was applied to explore teacher's inclusiveness in their teaching practices. From the school five teachers who are teaching inclusive classroom were purposely selected as sample Participants. Interview and observation were used as a tool of data collection. Findings of this study were the following; most teachers prepared for delivering contents through common instruction method for only average students, teachers have knowledge gap on special need education, existences of sound pollution around the classroom, lack of interest on learning among students, no teaching aid for specific subjects like civics, students participation from subject to subjects and also from teachers to teachers was different. However, to overcome and bring changes; developing knowledge related to diversity, and using different instructional strategies to address students diverse learning needs and hearing all voice in the classroom are expected from the teachers.*

Acronyms

MOE .....	Ministry of Education.
UNESCO.....	United Nations Educational Scientific and Cultural Organization
UNICEF.....	United Nations International Children’s Emergency Fund
IE.....	Inclusive Education
NCSE.....	National Council of Special Education
NCLB.....	No Child Left Behind
NGO.....	Non-Governmental Organization
WHO.....	World Health Organization
UN.....	United Nation
SDG.....	Sustainable Development Goal.
UPE.....	Universal Primary Education.
EFA.....	Education for All
PWD’s.....	Person with Disabilities
NPA.....	Non Performing Asset
UNCRPD.....	Unite Nation Convention on the Right of Person with disabilities
SNEPA.....	Special Need Education Professional Association
FDRE.....	Federal Democratic Republics of Ethiopia
SNE.....	Special Need Education

## **1 Background of the Study**

Education is a fundamental human right and is an indispensable instrument to bring economic growth and human development. It is also public good and has an immense contribution to a national development through the production critical and qualified human resources this, in turn, stimulates productivity and eliminates poverty, disease and ignorance. In this regard, it plays a pivotal role in eradicating poverty and promoting socio-economic development in any society (MOE, 2012).

Due to this, there has been a universal emphasis on the need to extend access to education to all. This has been acknowledged, among others by international convection such as the Salamanca statement on special need education, UNESCO, 1994, the UN convention on the right of the child, 1989, and the UN international convention on the right of the persons with disabilities

As study on behavior management in inclusive classroom done by Carpenter and McKee-Higgins, (1999) findings shows educating students with exceptional in an inclusive classroom by the teacher was challenging when the number of students in the class are increasing, when behavior management procedures are taxed by the range of unacceptable behaviors exhibited by students without disabilities and for support purpose when using new teaching practices are minimal. However, the research does not provide more information on how the teachers know, identify, treat and support the need of diverse learners in the classroom. So my research needs to study how teaching practices became minimal? I believed that there is something problem with the teacher during teaching diverse learners in the classroom.

Recent research studies in to effective teaching tends to indicate that teaching is not any longer considered as linear process of transmitting knowledge from the teacher to the student. In turn, the demands on the teachers mean that not only they need to be able to keep order and provide useful information to students but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material and develop a wider range of skills (Arends, 2004: Rivkinet.al., 2000) and Wright, Horn and Sanders, 1997; to teach diverse population of students. This research is highly supportable because currently teaching alone is not enough; other additional treatment to include all learners is expected from such professional. Teaching students with diverse needs in an inclusive classroom by the teachers was challenging; when the number of students in the classes are increasing and supports for using new teaching practices are

minimal. However, this study does not provide further information regarding the ways the teachers are identified and supported classroom diversity.

Also Sharma, (2002) worked on the attitude of the teachers towards the disabled. Study examined how is the attitude of teachers related to various background factors responsible for bringing about changes in attitude of teacher. According to the study, willingness of teacher to include, children with special educational needs in general class depended on children's disability condition. Teachers had positive attitude towards some children with disabilities like visual and hearing impairment. Teachers have least positive attitudes towards the intellectually and those who with behavioral problems and the majority of the teachers felt the need for the change in the school and classroom infrastructure.

The study conducted by Kau, (2013) in India highlighted the importance of barrier free access, particularly in context of children with special needs because they have variety of needs which needs to be addressed where he stated that the role of the classroom teacher is critical in the inclusion process.

Shulman, (1987) on his part urged that teacher's first need to understand subject matter deeply and flexibly so that they can help a student create useful cognitive maps, relates ideas to one another and address misconceptions. Teacher need to see how ideas connect across fields and to every life. Likewise, Schrag, (1994) Points out those teachers constantly communicate important messages to students about individual differences. It became obvious to all students whether teachers favor high achieving students, feel respect, disgust for students who have special problems believes that every person has inherent value or are prejudiced against those are different.

A major result of efforts to develop empathy and dialogue with students is the development of a positive classroom climate which is an essential component of an effective, inclusive learning environment (Freeman et.al.2007). A positive classroom climate makes students feel welcome, respected and valued in contrast to a negative classroom climate that feels hostile, chilly or chaotic (Brame, 2019).

A supportive climate can help students develop a sense of belonging, which is an important- perhaps a prerequisite element of student motivation students sense of belonging with a

classroom community helps them develop a value for the task of the class as well as a sense of competence or self-efficacy regarding those tasks (Zumbrunnet,al.,2014).

Collectively, these motivational factors predict student engagement and academic achievement. It bears repeating, a supportive classroom climate promotes students' a sense of belonging and their sense of belonging promotes their academic achievement. Accordingly the study on behavior management in inclusive classroom by (carpenter and Mckee\_Higgins,(1999).

Research suggested that teachers who holds unfavorable attitudes towards inclusion more often worry about balancing the need of all students and the potential negative impact of including students with disabilities on other students (Berry, 2008;

On the other hand increased knowledge about students with disabilities and teaching strategies has been shown to promote positive attitudes towards inclusion (Brownell, Yeager and Sindelar et.al, 2004; shade and Stewart, 2001).Thus, encouraging teachers to reflect over their beliefs about inclusion and student need should be coupled with training in methods for differentiating instruction during in services and teacher education program.

In 1990, delegates from 155 countries as well as representatives from some 150 governmental and non-governmental organization, agreed at the world conference on education for all in Jomtien, Thailand (5<sup>th</sup>-9<sup>th</sup> of march 1990) to make primary education accessible to all children and to massively reduce illiteracy before the end of the decade.

However, teachers also argued that many existing constraints did not allow them to make significant changes in their practices. These constraints included large class sizes, task of maintaining discipline ,limited time, vast amount of syllabus and the fact that the included students was just many in class. Biswas, and Panda, (2004) in their study entitled, a study on attitudinal barriers to inclusive education' described the nature and extent of attitudinal barriers to inclusion of children with disabilities in the regular school as perceived by the high school senior students.

Most recently the sustainable developmental Goal (SDG's) of 2015(UN, 2015) require all countries provide good quality education to every child irrespective of gender, disability and social status.However,most countries including Ethiopia agree with these articles but not implement practically as different research reports shows us.

## 1.2 Statement of the problem

Inclusive teaching refers to pedagogy that strives to serve the need of all students regardless of background or identity, and support their engagement with subject material. Hearing diverse perspectives can enrich student learning by exposing everyone to stimulating discussion, expanding approaches to traditional and contemporary issues, and situating learning within students own contexts students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives and respond to their unique concerns (Ambrose et.al 2010).

According to world health organization and World Bank (2011), globally 93 million children are estimated to have moderate and severe disabilities and 80 % of these children live in developing countries. A report from the handicap international stated that only 3% of Ethiopia's estimated 2.4 to 4.8 million children with disabilities go to school, from this children who have got an opportunity to learn currently are **not included fully** in the classroom, due to a number of reasons; lack of awareness about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification process and inadequate assessment procedures are the key barriers of implementing special need and inclusive education in Ethiopia (MOE, 2010).

However students are all different, that is what makes students unique and interesting human beings. To identify individual differences teacher may look at many different sources for information. Sources might include classroom observations, work sample, school records, standardize testing and reports from other teachers (Evertosn and Emmer 2009).

Some students learn quickly, others learn rather slowly. Some require substantial teacher help others are able to learn independently. Most students exhibit each of these learning style over another depending on the circumstances however they tends to favor one style over another. Differences in students learning style are often due in part to differences in their cognitive style that is differences in how they respond to the environment and process information (Green, 1999: Riding &Rayner ,1998).

Madan, (2002) in his article barriers to access and success can be viewed in physical as well as structural sense. The tools used were attitude scale for inclusion and knowledge test on inclusion. The results indicated overall positive attitude of schoolteachers towards inclusive education and

the knowledge level of school teachers about inclusive education are significantly low and unclear.

Among the reasons suggested for this findings are, deficiencies in teacher training and limited school support for accommodating children with disabilities (Cameron & Cook, 2007; Mc Leskey & Waldron, 2002). If students with severe disabilities are to receive a high quality education in inclusive setting, it is apparent that general educators must also view themselves as a responsible for the teaching of these children.

So the intention of this study was to fill the gap that the teachers shows especially on not to include all students, low and unclear inclusive education knowledge through elaborated and clearly described ways of teachers use, to know, to identify and address the holistic learners problems and enhance diverse students participation in the classroom and lastly create productive learners in the society. Just as a teacher modifying instruction for student's differences, teachers should make their adjustments (Evertson and Emmer, 2009).

### **1.3 Research Questions**

For the purpose of this research work, the following questions have been formulated for the topic of inclusiveness of teacher in their teaching practice a case of sefer selam primary school.

1. How do teachers identify and assess all learners needs?
2. What are the diverse needs of the students teachers identified?
3. How do the teachers support students with Special needs education and the whole class?

### **1.4 Specific Objective of the study**

1. The researcher needs to know the way the teacher understand the needs of all his/her learners
2. How do teachers identify the need of all learners?
3. How do teachers support learners to satisfy their students according to their needs?

### **1.5 Significance of the study**

This study's significance was more for diverse learners who are found in the "school" because they started to considered and got special attention to be included in teaching - learning.

Teachers who are teaching these diverse learners started to use different learning style and then addressed those different needs and become fruitful by producing successful children and psychologically satisfied.

Parents of students with diverse needs are beneficiaries, since all families need to see successful of their children their dream become true through addressing their children problem. Lastly, school, and education office of woreda was fruit full by having teachers who are inclusive and address the problem of diverse learners needs in the classroom.

### **1.6 Scope of the study.**

Teacher inclusiveness is a wide concept which consists of engaging all learners in to learning environment regardless of their identity, disability, cultures language and knowledge levels. However, to make this work more manageable the scope of this study was limited to the practices of teachers during their teaching time in sefere selam primary school of Addis ketema sub-city the researcher chose the school due to its geographical proximity. This school was also the oldest and had newly opened resource center which is serving as pedagogical center for all type of

Learners.

### **1.7 Organization of the study**

The study consists of five chapters. The first chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, definition of operational terms. The second chapter deals with the review of related literature. The third chapter embraces research methodology and procedures. The fourth chapter discussion and analysis of the finding. Finally conclusion and recommendation are presented here the last chapter.

## **1.8 Conceptual Definition of Terms**

Inclusion: process of addressing and responding to the diverse needs of learners.

Inclusive teaching: is a teaching where all voice is heard and that all students have chance to participate fully in the learning process.

Inclusive Education: refers to any process of increasing the participation of learners with diverse needs in regular schools or classrooms.

Instructional Adaptation: refers to modifying instruction to fit with the needs of the diverse learners.

Inclusive Education: is an education system that includes all students.

Diversity: refers to the fact of being unique and different individuals.

Special Education: refers to education for children with special need

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter embarks on reviewing theoretical literature on such topics as conceptual definition of teacher, teaching, and teacher attitudes towards inclusive practices, inclusive education, and international policy framework on inclusive education, identification of children with special needs education and challenges of teaching multicultural classroom.

#### **2.2 Teacher and Teaching**

Most importantly successful implementation of inclusive education requires effective teacher. Teacher factor is very important because teacher has pivotal role in realizing inclusive culture in the school. The attitude, skills and willingness of the teacher has significant influence on effective implementation of inclusive education. The effective practices of inclusion depends upon adequate number of the teacher and their professional development (Sharma et.,2013). When teachers are adequately trained and have access to appropriate resources and support and have a positive attitude towards including students with disability, there is a high possibility of good practices of inclusive education with their classroom.

These teacher called 'high impact teacher' who have positive effect on students because they discussed children's home and community lives and made an effort to connect these experiences with the classroom curriculum (Boyle at.,2011). In order to develop positive attitude and responses of the teacher towards diversity and disability teachers are urged to learn and adopt new ways of teaching and interacting with students as part of the overall cultural transformation of their schools (Ainscow, 1999).

Similarly proper knowledge on the perspective of inclusive education, its policies and strategies among teacher and educator is also very necessary to hand the diversities and disabilities in the classroom. It has enlarges the thought of the teacher and educators and helps to build positive attitude (Schadock et al.,2007). Successful inclusion also requires technical skill and capacity among teacher and educator to handle diversities and differences in classroom and it could be achieved through teacher training program me.

Teaching is about much more than our disciplinary content. The learning environment we create has been directly correlated with learning outcomes: specifically, a student's sense of belonging predicts motivation, engagement and achievement (Zumbrunn et al., 2014).

Teacher preparation at classroom level alone is not enough preparing for the challenges of the multicultural classroom is very important. Studies have shown that more training is needed at all levels;(1)pre-service training for prospective teachers and (2)Continuous training for in services teachers( Rego and Nieto,2000, p423) Above all curriculum development and teaching are required. Teacher must Plan very carefully to ensure that all students participate in high interest educational activities that are personally relevant. Failure to recognize and address student's unique background could result in a large portion of the future adult population of this country who cannot participate successfully as global citizens. Academic experiences and parental perceptions impact student's attitudes towards education.

To create enthusiastic life long learners effective teacher show student that what they are learning in the school will equip them with the knowledge ,confidence and skills necessary to have fulfilling lives. Teacher expectations have powerful effect on student's performances. Effective teacher hold high realistic expectation for themselves and all students. They believe in their ability to create a caring classroom climate and in their student's ability to success. If teacher act as though they expect their student's to be hardworking, interested and successful in the class they are more likely to be so .Researches have found that students who feel they have supportive ,caring teachers are more motivated to engage in academic work than students with unsupported, uncaring teachers (McCombs.2001 Newman2002).

One of the ways to teaching students how to learn effectively is through making meaningful connections (Kiewra,2009) and linking new information to previously learned concepts (Wending and Mather,(2009).

So it is important that teachers look beyond teaching instruction strategies and examine their classroom set up, the way teachers design and organize the physical environment in the

Classroom plays an important role in determining how students will responds, learn and relate to one other and to the teacher (Schwartz and Pollishuke, 2013).

Differentiated Instruction is one way to think about making UDL work in your classroom. It is "an approach to teaching and learning that gives students multiple options for taking information and making sense of ideas "(Hall, Strangman, and Meyer, 2011).

Differentiated instruction involves providing students with alternative avenues to acquire content process information and demonstrate what they have learned (Gregory and Kuzmich,2010; Kryza, Duncan, and Stephens,2010).Teachers begins by creating a safe and nurturing learning environment where students feel accepted safe and willing to take personal and academic risks

Wang (1984) Adaptive instructions require teachers to “Assess the characteristic and capabilities of each student, collaborate and consult with other to plan developmentally appropriate instruction. Than make environmentally and individual accommodations to facilitate student learning. Than manage and instruct students in ways that permit those to master content at apace suited to their abilities, needs and interests. This will result in promoting all students’ social abilities and social integration “One of the basic premises of effective adaptive instruction programs is that a variety of educational objectives, instructional materials and learning tasks is needed; furthermore, success in achieving instructional objectives requires a wide selection of teaching and learning strategies. Successful implementing and practicing adaptive instruction procedures depends on teachers’ beliefs about students’ diversity, and on the enabling conditions of educational environment.

Once a nurturing learning environment has been established teachers maximize student achievement by designing lessons that meet students where they are in the learning process and move them along as quickly and as far as possible in the context of a mixed ability classroom (Tomlinson1995).

Inclusive teaching builds upon an instructor’s basic instinct to ensure all voices are heard and that all students have a chance to participate fully in the learning process, by digging a little deeper into why participation imbalances exist. To develop this complex climate, instructors must practice a mixture of intrapersonal and interpersonal awareness, regular curriculum review, and knowledge of inclusive practices (Salazar et. al, 2009).

In particular, inclusive teaching begins by considering a variety of concerns: why do some types of students seem to participate more frequently and learn more easily than others? How might cultural assumptions influence interaction with students? How might student identities,

ideologies, and backgrounds influence their level of engagement? Finally, how might course and teaching redesign encourage full Participation and provide accessibility to all types of students? Instructors can consider a variety of examples and strategies for mastering inclusive teaching pedagogy. Not only this understanding and appreciating student differences is one of the cornerstones of contemporary American society. If teachers develop a people first approach to learning then children become, first and for most people (Gargiulo, 2003).

Shulman (1987) asserts that in order to teach one needs a breadth and depth of knowledge of teaching and a rich factual knowledge base with many interconnections which represent a much more thorough understanding than that which is achieved purely as a curriculum learners. He refers to this as pedagogical content knowledge, that is an understanding of how particular teaching, subjects, Topics, problems or issues are organized, presented for adapted to the diverse interests and abilities of learners and presented for instruction.

This can be seen that teachers have always needed to address the diverse learning needs of their students; current and projected demographic trends prompt many educators to believe that awareness of and sensitivity to diverse learners have become even more pressing needs (Gay,2003).

According to Ford, (2013) the other methods of teaching is differentiated instruction. Differentiated instruction involves students diverse learning needs, benign supplied with instructional methods and materials that are matched to the need of the individual.

The Article 3 of the Salamanca Framework for Action, (1994) documented that schools should accommodate all children regardless of their physical intellectual, emotional, Social, linguistic or other Conditions. In order to accommodate, there is no one best way, different goals and student needs require different teaching methods.

....To accommodate students differing needs it may be necessary to ensure the accommodation of different need starting from the structure of the school up to daily routine of the teaching learning activities (UNESCO and UNICEF 2007).

Direct instruction often leads to better performance on achievement test, whereas the open, informal methods such as discovery learning or inquiry approaches are associated with better performance on test of creativity, abstract thinking and problem solving. In addition, the open

methods are better for improving attitudes towards school and for stimulating curiosity, cooperation among students and lower absence rates (Borich, 2011 walberg, 1990).

According to these conclusions, when the goals of teaching involve problem solving, creativity, understanding, mastering processes, and many approaches besides direct instruction should be effective. These guidelines are in keeping with Tom Good's conclusion that teaching should become less direct as students. Mature and when the goals involve affective development and problem solving or critical thinking (Good, 1983a).

Every student may require direct, explicit teaching for some learning goals some of the time, but all students also need to experience more open constructivist, students centered teaching as well. In today's diverse classroom, one size does not fit all. Within the general approaches, teachers have to fit their instruction to the needs and abilities of their students they have to differentiate instruction.

### **2.3 Teacher attitude towards inclusive Practices.**

The attitude of the general education teacher towards inclusive practices is a key factor in implementation of inclusion. (Daane, Beirne, Smith and Latham, 2000; Henning and Mitchell, 2002).

Henning and Mitchell (2002) noted that "teacher perception about exceptional students may be the factor with the greatest effect on student success" (P.19). Daane, Beirne Smith and Latham (2000) looked at the perception of both administration and teachers regarding the collaboration process of inclusion in elementary grade levels. All parties participating in the student agreed that students with disabilities have the right to education in general education setting. Conversely; all parties also agreed that instruction for students with disabilities in the general education setting was not effective due to concerns with preparedness of the general education teacher, discipline concerns and workload for the general education teacher.

Research conducted by Jordan and Stanovich, (2004; 25) concerning the effect of attitudes on teaching styles of teachers revealed that the attitudes it divided in to two categories directly relate to instructional characteristics which contribute to the success or failure of learners with special need in an inclusive setting. The research was conducted over two years in an effort to determine which factors predict differences in regular elementary teachers' classroom practices

.The focus was on the teachers' classroom practice with learners with disabilities as they relate to difference in teachers' beliefs about their role and responsibilities and not only on including children with barriers in their classroom but also for fostering learning for all of their learners.

Lack of training on effective implementation of accommodation and modification is frequently reported issue (Galano, 2012; Rice; 2006). Galano are significantly correlated to the level of training.

The principle of inclusion requires all students have the opportunity to participate in society or in the case of education, the general education setting. Critics of this notion argue that the strengths and weakness of the child must be considered along with the environment. Each student has a different level of capacity (Lindsay, 2003).

## **2.4 Inclusive Education**

Inclusive education is an education system that includes all students, welcomes and supports them to learn, whatever they are and whatever their abilities or requirements. Removing barriers to participation in learning for all learners is at the core of inclusive education systems (UNESCO, 2005).

Inclusive education is a system wide development demanding a wide range of changes involving the whole of the education system and bringing about a reform in a number of areas such as the education system as a whole; the reform of the position of disabled people and marginalized groups in society as a whole; as well as being part of fundamental democratic reform (Landsberg and Gericke, 2002; 28).

An important element of Inclusive education involves ensuring that all teachers are prepared to teach all students. Inclusion cannot be realized unless teachers are empowered agents of change, with values, knowledge and attitude that permit every student to succeed. Despite their differences in teacher standards and qualification, education systems are increasingly moving away from identifying problems with learners and towards identifying barriers to learning. To complete this shift, education system must design teacher education and professional learning opportunities that dispel entrenched views that some students are deficient, unable to learn or incapable (UNESCO policy paper 2020)

According to Bailey, (1998) refers to inclusion as “Being in an ordinary school with other students following the same Curriculum at the same time in the same classrooms, with the full acceptance of all and in a way which makes the students feel no different from other students“.(Bines and Philippa,2011).

According to UNESCO, (1994) inclusive education is seen as “A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning cultures and communities and reducing exclusion from educational and from within education “ The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity .Within an inclusive education approach, learning environments are fostered where individuals needs are met and every student as an opportunity to succeed. (MOE, 2010).

Inclusive education open opportunities for disabled children and realizes their right to be educated in the regular schools (Kuhini, 2010). Inclusive education creates many opportunities which including making the government builds or provides more facilities to benefit simultaneously disabled and non-disabled children, teachers, parents and society in general.

Equality of opportunity exists where everyone is accorded the same chance to develop his her capacities and to be acknowledge for personal accomplishments irrespective of characteristics such as gender, religion political stance, color of the skin, or social background that is, characteristics which are not related to their personal performance cited Kaspar Burger 2009 (Hradil,2001)

"It provides students with disabilities access to students without disabilities access to curricula and text books to which most others students are exposed". Disabilities in Ethiopia, (2005). There are same challenges of implementing and practicing inclusive education there are opportunities as well. Educating children with disabilities in various schools is an advantage for ever one (Lewis, 2009).

Diversity refers to the fact of being unique and different individuals (something that in a tolerant, liberal and democratic society is worthy of respect).Diversity may appear more or less obvious but it is as normal as life itself and therefore, we should learn to live and work with it. Likewise, education practices (From family, school or any other educational agent) face diversity as fact of life (Gimeno,2000).Considering that there are no homogeneous groups in society or the

classroom, student diversity is a fact that must be addressed by the educational administration, school and teachers.

Diversity appears in education as different learning rates, skills, interests, motivations, expectations needs ,etc. such diversity requires adequate educational attention if we are to provide all students with a quality education respecting the principle of equal opportunity and thus attention must turn towards diversity as the key issue for the education of all students.

Inclusive education implies that children and youth with special educational needs should be included in educational arrangement made for the majority of children.

.....Inclusive school must recognize and respond to the diverse needs of students, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curricula organizational arrangement, teaching strategies, resource use and partnership with their community (UNESCO, 1994).

NCSE, (2011) Described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefits from her/ his schooling.

Rogers, (1992) they note that inclusion means that the child's educational program is adapted to meet his or her academic or social needs and the child and teacher receive the support they need to succeed full inclusion never means simply placing a child with a challenging need in an ordinary classroom without adaptation or supports.

We must recognize our responsibility to provide education for all children with disabilities that meets their unique needs. The denial of the right to education and to equal opportunity within this nation for handicapped children whether it be our right exclusion from the school, the failure to provide an education which meets the needs of a single handicapped child, or the refusal to recognize the handicapped child's right to grow is a travesty of justice and denial of equal protection under the la.(Williams, Congressional Records, 1974, P15272).

Kliewer, (2011) "Inclusion involves all kinds of practices that are ultimately practices of good teaching. What good teachers do to think considerately about children and extend ways to reach all children .eventually, good teaching is a relationship between two people .Good results require to the teacher because they enter into that relationship .Inclusion is very important and providing

more option for children as ways to learn. It is structuring schools of society where all children can learn .But there's no formula for becoming an inclusive teacher on an inclusive school. It is not the present system Etscheidt,(1999) Inclusion is based on the belief that people /adults work inclusive communities work with people of different races, religion ,aspirations, disabilities .In the same stratum, children of all ages should learn and grow in environments that look like, the environment that they will ultimately work in”

Heston, (2000) " When good inclusion is in place the child who need the inclusion does not stand out strong parental participation includes in the inclusive curriculum, students making choices and a lot of hands on and heads on environment"

Charema, (2010) supports inclusion; he however argues that developing countries have yet not arrived at the point where every school in each and every developing country would have to implement inclusive education. Because it will require all teachers in a regular schools to be prepared to teach all children irrespective of the children's individual differences. All learning and other school activities should be accessible to all children.

For instance Swart et.al, (2002; 184) found in its research conducted in South Africa, that “large classes were perceived as the most difficult obstacle to the successful implementation of inclusion”.

The no child left behind (NCLB) act adds an accountability factor to the education of students with disabilities the act requires that public schools receiving federal funds to disaggregate state achievement data which forces schools to identify students with disabilities as separate group (Cullen et. al, 2010 ).This act provides that states describe how they will close the achievement gap and ensure all students (including those with disabilities )achieve academic proficiency as stated by (McLaughlin,2010).

## **2.5 International Policy Framework on inclusive education**

UNESCO, in September 2015, countries including Ethiopia endorsed the 2030 agenda for sustainable development and adopted a set of goals SDG each of the 17 goals has specific targets to achieve over the next 15 years under target for this aim to ensure inclusive education and equitable quality education and promotion lifelong learning opportunities for all".

The special needs/inclusive education strategy education strategy was published in 2012 acknowledging education has human rights, as reflected in the principle UPE and EFA goals by 2015 to which Ethiopia is Committed. National plan Action of PWD's 2012-2021 Ethiopia aim at making Ethiopia an inclusive society. NPA based on UNCRPD at the frame work for all action in support of equality of opportunity and full participation of people with disabilities.

MOE enrolled the SNEPS 2006 to meet UPEC and EFA Goals underlining education as a fundamental human right, and one of the main factors that reduces poverty, and improves socio economic condition. The strategy aimed at an education system open to all learners and stated that all children and students can learn and many of them need same form of support in learning and active participation.

FDRE, (1995) under article 9 stimulates that all international agreements ratified by Ethiopia are an integral part of the law of the land. It has also elaborated that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section which should be done in conformity with human right consideration (Art.9:4) This reveals that all international agreements that have been ratified by the country should be implemented and conserved bodies should play an important role in the implementation.

The Practice of inclusion and it's achievements on government willingness and capacities to adopt poor policies, addressing issues of equity in public expenditures on education, developing inter sector linkages and approaching inclusive education as constituent element of lifelong learning (UNESCO,2000).

According to Zikl, (2011) the needs of preschool children are totally individual at any age especially in the context of their psycho motor, linguistic and personal development, while substantial discrepancy is particularly evident in the case of children with SEN(UNESCO, 2015).

The benefits of inclusive education might have for students; it also contributes to the greater goal of an inclusive society. By including all students in a general curriculum and in all school activities, this atmosphere of equity in the school micro system can be students in to the community.

As inclusive education is founded on the principles of equality, it challenges practices allowing for exclusion and marginalization can be considered as a persuasive resource in the battle against ignorance, in difference and social irresponsibility (peters, 2009).

## **2.6 Identification of children with special needs education.**

According to Bender and Shores (2007), children with special educational need must be identified so as to plan for their intervention of young children with special needs includes the following (i)defining the problem such children are likely to have :(ii) Planning an intervention for the child (iii) implementing the intervention and (iv) evaluating the child's progress.

## **2.7 Challenges of teaching Multicultural classroom.**

Simui and waliuya, (2008) found that there were large number of children with disabilities not accessing education in schools, inaccessible infrastructure,negative attitudes by ordinary teachers towards children with disabilities,ordinary teachers lacked skills in sign language and braille there by not be able to communicate with pupils with hearing and visual impairment and teaching and learning materials were not suitable for children with disabilities (peters, 2009).

Ethnicity has been identified by several studies as one of the central obstacles that can severely damage teacher- students interaction and communication in multicultural classroom (Den Brock and Levy 2005:Den Brock,Levy, Rodriguez, and Wubbels, 2002:Den Brock,Levy, Wubbels and Rodrigues,2003;Gay and Howard 2000; McAlister and Irvine 2000) These studies used different " indicator" to measure the effects of ethnicity on students' Perception.Some of these indicators include parents and students ' .

Racism and inequality has a serious impact on the multicultural classroom (e.g. Bank.2003; Gay and Howard, 2000; Howard 1999; Sleeter, 2001, sleeter, 2005; Wells, 2008). Upto1990. Students of color in United States had been considered as "problematic", "Lazy" and mentally deficient.

Different Epistemologies/Ways of knowing is another challenge, Rothstein-Fisch and Trumbull (2008) for instance state that each culture guides the ways people know and learn. These ways of knowing "includes how people organize their world cognitively through language and other symbol systems"(Rothstein-Fisch and Trumbull, 2008. p-3)

Studies in the field multicultural education show that effective teaching of multicultural classes is unquestionable one of the biggest challenges that teachers face today (Den Brok and Levy, 2005; Howard, 1999; Jeevanantham, 2001). McAllister and Irvine (2002) for example argue that teachers in multicultural classrooms "face increasing challenges in providing an appropriate classroom environment and high standards of instruction that foster the academic achievement of all students, particularly students of color from low socioeconomic backgrounds". Other researchers uphold that teaching multicultural classes today requires teachers with extra competencies and skills at the level of instruction, classroom management and assessment (Chamberlain 2005; Samovar, Porter, McDaniel and Roy, 2012).

Different scholars in this study emphasize the importance of understanding students' learning style in the multicultural classroom (e.g., Banks, 2013; Samovar, Porter, Mac Daniel and Roy, 2012) Tileston and Darling (2008). For instance, note that "content speaks to the culture of the students. How do they learn best, individually or in groups? What world view do they bring from their culture and what kind of classroom will best reflect that cultural? What is the role of socialization in their culture? P-9

The importance of understanding students' learning styles in multicultural classroom can be also other challenges. (E.g. Bank, 2013; Samovar, Porter, Mac Daniel, and Roy, 2012) Tileston and Darling, (2008), for instance, note that "context speaks to the culture of the students how do they learn best individually or in group? Gays (2002) he is argued that most teachers have just a superficial knowledge of their students' learning styles. For Gay (2002), teachers' ignorance about these cultural factors often stems from their source of information; " what they think they know about the field is often based on superficial or distorted information conveyed through popular culture, mass media, and critics"(p 107)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter attempted to show directions of the research methodology. It consists the research design, target population of the study, and sample Technics, data collection tools, and data analysis chosen by the researcher to conduct the study.

#### **3.2 Research Design**

In this study, case study design of qualitative approach was conducted. According to Wuegbuzie and leech (2004), Qualitative research method will use to collect qualitative data for the study to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Linco, 2000).

Additionally, researcher need this method of study due to the number of reasons; due to its appropriateness in the investigation of complex, comprehensive, interdependent issues, it also allows for the collection of rich data that can answers what and why qualitative questions and it draws on multiple sources of data. Literature review was also conducted to gain insight in to the current research that exists relating to inclusiveness of the teacher in their teaching practices. It also provides background knowledge of recommended strategies for all of the teachers.

#### **3.3 Source of Data**

The data for this study was obtained from both the primary and secondary source of data. Primary data were obtained through interviews and observation from the teachers and classrooms whereas the secondary data were obtained from documents, reports, journals, articles and internet sources.

#### **3.4 Target Population of the Study**

The target population of the research was teachers who are teaching grade 7<sup>th</sup> and 8<sup>th</sup> students who are found in the inclusive classroom who had different needs .They are involved in order to get detailed information about how they are supporting, including, accepting and understanding by their teachers. It was then used to obtain teachers experiences for provision of detailed information about how they are including and supporting diverse learner's needs and challenges

they face in identifying and giving support. Due to this teachers were selected from different department in order to get fertile data.

### **3.5 Sample and Sampling Techniques**

Sampling is the process of selecting just a small group of people as representatives from a large group called the population (Nicholas 2006).

Purposive sampling was used in this study to select teachers and students who are suitable for provision of relevant information. Purposive sampling attempts to select the participants based on their certain character or criteria. It is also a common type of sampling mostly in qualitative study. It also used to provide participants with rich and relevant information for the study.

To achieve the purpose of gathering data regarding the research topic stated earlier five teacher's three males and two females who teach grade 7th and 8th were selected from social studies, English, Mathematics, Physics, and Civics department respectively. The teachers were selected based on certain criteria like teachers who are teaching inclusive classroom where students with diverse needs are found and teachers who are willing to participate in the study.

The criteria for selected teachers was that any teacher who teach inclusive classroom where students with diverse need found. Secondly teacher who accept to participate in the study. Thirdly, teachers who are good in their professional and recommended by the school principal in supporting those students with diverse need and the whole class were chosen. This provided the investigator with an opportunity to see the practices as well as available information.

Similarly, from twenty five students with diverse needs who are found in different inclusive classroom five females and five male students from grade 7th and 8th were purposively chosen based upon their talents, participation and communication abilities. It is argued that the number of participants in study depends solely on the purpose of the study as well as the nature of population under the study (Cohen, Minion & Morrison, 2007).

Regarding their impairments two females are partially visual impairments. They are grade 8<sup>th</sup>, one female is with healthy related impairment the rest two males are one is with physical impairment (amputation) the rest is partial visual impairment. All this participants were selected

and engaged for the research purpose in order to increase the representativeness and reliability of the collected data.

### **3.6 Data Collection Instruments**

To come up with more valid and reliable findings the researcher used interview and direct observation. Researcher held interview with five teachers, three males and two females with subject matter teachers.

The question item focused on different areas, the first six question were focused on the teachers background, six questions were focused on teachers understanding regarding the need of the students, three question were focused on identification and assessment methods the teacher used, four question were focused on support strategy they provide, one question were focused on challenge they come across

#### **3.6.1 Interview**

Interview is one of the most common methods of primary data collection in research. According to Wilkison and Bhandarkar, (1999) interview is necessary to get deep feeling, perception, values or how people interpreted world around them. Turner (2010) reveals that interview provide detailed information about participant's experiences and view point on particular topic. He also mentions those interviews are often paired with other method of data collection which allows the researcher to develop comprehensive collection of information for analysis Turner (2010).

Due to all this the researcher has chosen semi structured interview as one tool for this study in order to collect relevant data from participants through designed and prepared question in English and Amharic for teacher and students with diverse needs respectively for sefereslam primary school and then their answers were translated to English language.

Based on the objectives of the study researcher were designed data collection instruments. Next, to collect data from teachers and students the researcher was clarified the purpose and benefits of the research for the above participants.

Then we reach in agreement point and participants were willing to provide data they had. Then five teachers are interviewed for five days, each of them interviewed nearly for 50' minutes.

In this research the researcher intends to use semi structured interview with five teachers three females and two males From Amharic, Physics civic and ethical education, math's and social studies, teachers who teach grade 7<sup>th</sup> and 8<sup>th</sup> .

According to Dawson (2002) semi structured interview is perhaps the most common type of interview used in qualitative research. This type of interview helps the researcher to obtain specific information which can be compared and contracted with information gained in other data collecting method. It also helps the researcher to remain flexible so that other important information can still arise.

Hartas (2010) in Josephin 2012 ) Affirms that the method allow the investigator to control the interview process by probing deeper in to the initial responses of the participants to control the detailed answers to the question. In this case how rich the data was depended on the interviewer.

It provides an opportunity for learning as to exchange ideas through asking and answering question and the answers being justified with reasons; it also enables the interviewees to express their views freely using their own words (cohen, 2006 Friesen, 2010 and Berg, 2009 in Josephine 2012). However, there are disadvantages of these techniques as well such as; time consuming, and requires resources like tape record, video and skills for data analysis.

Interview involves a list of open ended question that addressed the various issues related to the background and holistic focuses of research regarding to teacher inclusiveness while teaching practice.

Interview held at the school compound in an exclusive room. Each interview session lasted for a period of 50' minutes. The interviewees asked the day they want to be interviewed after the volunteerism is asked.

Interview was conducted on different days according to the time agreed by interviewees An interview guide was adopted for this particular study based on Patton (1990) description of approach involved outlining asset of topics to be answered by all the interviewees. In order to get good information from the teachers the interview was done in Amharic language.

The interview question asked a series of question and probing deeply to get ample information. All interviewees were asked the same question but different probing questions as per the interviewee's responses. By doing this all most similar data was collected from the interviewees

in detail this helped to minimize bias and misunderstanding of the interviewees the data was recorded and analysed the way preferred

### **3.6.2 Observation**

Observation was used as a support method to the interviews with the aim of gaining clarity or understanding the problem in detail. The act of observation may sound simple but in reality it involves multiple tasks of work to be done during data collection. Therefore, it can be defined in the following way:

Observation is research method that enables researchers to systematically observe and record people's behavior, actions and interactions the method also allows researchers to obtain a detailed description of social settings or events in order to situate people's behavior within their own socio culture context (Bailey, Hennink and Hutter, 2011).

With observation, the observer looks at people in their natural settings (Holloway, 1997).

Observation is a first-hand experience, the observer records information as it is revealed. Some characteristic aspects can be noticed during observation that might be useful in exploring the topics. Observation also provide important additional source of data for verifying, clarifying and expanding the information obtained by other method such as interviews (Bailey, Hennink and Hutter, 2011).

One of the limitations of observation is that participants might act differently knowing that they are being observed, thus this could lead to a lack of important information needed as participants act differently with observer around (Creswell, 2003). To overcome this problem cross check question with the students during interview was held.

In order to make the research more valid and reliable non- participant observation approach, which refers to conducting an observation without participating in the activities that you are observing (Leavy and Biber, 2011). Observation was carried out in four classes two observation in grade 7th and two observations in grade 8th classroom while teaching and learning process was going on and when teachers support students. The researcher focused on lesson plan that the teacher design and the way the teachers engaged children with diverse need in the classroom and as well as the way their need were addressed during observation.

### **3.7 Data Analysis**

Data analysis is the practice of extracting useful information from raw data. Data analysis is the process of organizing the data collected for example in to categories (Kothari, 2008).Data analysis is important for interpreting these raw data, in order to obtain the meaning and pattern from data (Bell, 2005).

Data analysis in qualitative studies should begin immediately after the first data collection process to discover if there is any information that is necessary or missing. (Jonson and Christiansen,2012). In this study the preliminary data analysis was done after every interview to check if there was any information necessary for the study that was missing.

For this study purpose thematic analysis was used to organize the translated data. Thematic organization and analysis is the process that identifies analyses and reports the occurrence of theme in the data collected from the research areas.

### **3.8 Ethical consideration**

To conduct the study, a written supportive letter for the area of the study was obtained from Addis Ababa university department of special needs education. Then submitted the letter to the school principal where the study was carried out and also tale the purpose of the study in order to get their willing. As soon as I got their willing the school principal provided me the names of the teachers who had commitment in the school as they give me important information of their teaching –learning. Finally, I told to my interviewee that the information is only for the benefits of the study.

## CHAPTER FOUR

### Results

#### 4.1 Introduction

This chapter provides good results relying on information gathered from face to face interview from teachers and students as well as information collected from direct observation. The result from these interview and observation discussed different teachers understanding, identification assessment challenge and support strategy they used in order to include diverse learners in the classroom.

#### 4.2 Part One: teachers background and condition

As mentioned previously, for this study purpose five teachers' three males and two females were selected in terms of their sex. They are; civic and ethical education teacher, social studies teacher, English subject teacher, Mathematics subject teacher and Physics subject teacher in terms of subject they are teaching. And they also have 2, 5, 8 10 and above 10 years working experiences respectively. Two of them have diploma from government institution and the rest three have degree from Government University. Currently they are teaching grade 7<sup>th</sup> and 8<sup>th</sup> in government school.

#### 4.3 Part Two Teachers Understanding On the Need of the Students

It is pretty clear that human beings are different in terms of their race, culture , language , psychological make-up etc. in particular to the classroom , equal to the number of students in the class their needs , interest , psychological make-up, family background , culture , intelligence , motivation are different. Teachers are the front line professionals who are expected to know all these difference if they are truly committed to their profession and there to help out the students aline to this idea, teachers of the present school who are participated in the present study have knowledge of this differences among their students. According to the instructors, it is critical to understand, consider, and value all of these distinctions, as well as to take them into account. They also believe that they must build a secure and welcoming environment in which all of these differences are handled and everyone feels like they belong

For example One teacher stated that.,

“Have a peek at me I am an Afaan Oromo speaker, and the other instructor is an Amharic speaker, and the same is true for all of the children in the classroom. Their ideas, language, culture, economic privilege, expertise, experience, and interests are all distinct. They even assume they come from various civilizations and environments. Also it is critical to understand, consider, and value all of these distinctions, as well as to take them into account. Teachers must build a secure and welcoming environment in which all of these differences are handled and everyone feels like they belong.”

In the same vein , teachers participated in the present study agree in unison that , though they know there is a clear individual differences among the students enrolled in the classroom , they confessed that they are not able to satisfy the needs of these students. For example one teacher asserted that:

“I don't believe they are all satisfied because I currently teach around 45 students in one classroom and I visit at least three classrooms per day, meeting with a total of 140 students. The scores of all of these students are different, and I believe that their score is highly correlated with satisfaction, implying that they are less satisfied during their learning.”

Reinforcing to the above idea, another teachers stated that

“Student’s satisfaction on learning is based on teacher subject matter knowledge and students interest on specific subject”. Some student who have got good teacher who know his/her subject matter very well and student high interest on specific subject may satisfied and vice versa.”

Another participant added that:

Teachers have also associated different factors that attribute to hinder them from successfully handling their student's needs. Among the challenges they raised large number of students in the class, scarcity of learning resources, less parental support, to mention a few.

For example one teacher stated that:

“There is a scarcity of teaching materials (civic and ethical education). Most of the time, we simply speak the theory, which may not be appropriate for all sorts of learners due to differences in learning styles. The third factor is how the student views this subject and how it relates to politics. Another issue is curricular material redundancy. Parents do not provide adequate support for their children. They do not check on their children to see if they are doing their homework or not. There are some pupils who have fallen behind and need more time. One of the sources of barrier is sound pollution from the internal building /korider/ the school building itself.”

Another participant also stressed that

“There are a variety of issues in the classroom that arise from both the students' and teachers' perspectives. There are students that disrupt the classroom while teaching and learning is taking place, particularly when two disciplines (mathematics and physics) are being considered. Another difficulty that they experience at school is that there is a problem when performing activities because not all learners are interested and perform equally at the same time; there are students who are late because of the teacher's preparation and provision of activities.”

#### **4.4 Part three Identification and assessment methods**

Though there is no governing rule in the school that guide teachers for screening purpose, teachers of the study area use different screening styles for identifying children with special needs from the typical children.

For example one teacher stated that

“To screen my students I usually give them assignments on a regular basis. If I notice kids who are not performing well on the activities, I will suspect that they have a problem. Not only that, but there are pupils who wear visible spectacles, so I gave their names to special educators who were found in the school, and they continue to classify them as having special educational requirements or not.”

Another teacher on his part added that:

“In order to know the need, learning style, and gap of the students in the classroom, most of the time when I'm going to start the class, I give simple quizzes for my students from their previous grade, then I started to identify my students' whether they require intervention or not,” one participant teacher said. Their evaluation technique, however, is not dissimilar to that of the other students, with the exception of writing their exams in bold or large font for partial visual learner.”

#### **4.5 Part Four: Identified diverse needs in the classroom**

The diverse special needs of the students in the class rooms are many for instance; most students are poor in reading skills especially in English subject teacher said “Most of the times I understood and identified my students through providing reading activities that are found in their text.”

According to this two participants same students shows difficulty attending to tasks that the teacher need to accomplish in the class room and at the same time the students shows poor time managements during class room activities and quizzes. However most students in the class rooms needs to listen fun rather than learning formal education.

When we enter the class room we observe diversity of students in their cultures, knowledge, languages, ethnic group, values and deficiency. Even if we know and understood them we may not met their need according to their interest this was due to a lack of knowledge particularly important knowledge. As a result of this they are negatively influenced by their education and ability they had.

#### **4.6 Part Five: Support strategies**

Teachers of the study area use different strategies in their capacities to help students with special needs. In the same vein, one teacher said that “providing support to all students on their need is parts of the attempts to develop participation of all students equally.”

Teachers are bringing the students who are partially visual impaired and glasses user in front of the class where there is enough light and a loud sound area. They are also informing those students who have diverse needs to others teacher who are inter to teach them. This was for the purpose of providing important treatments for the students. Teachers are enabling and advising each other as he/she used different colors of chalk and large size hand writing in the black board and also providing large print writing materials when the Teacher provide note for other students.

They are providing tutorial or additional teaching time which is not at the normal time for the students who have additional needs and also established special needs clubs, the clubs members contribute fixed money per months by using this money they fulfill important materials for students with additional needs. Not only, have these there is a committee (special needs committee) in the school this committee contact with community and depend up on the students’ needs they searched sponsored ship among the community.

As one participant said "the school is working with NGOs like Islamic relief, save the children and Addis development vision over the fulfillment of student’s needs and support."

Another teacher asserted that

“The other way we support our students was through magnifying the exam question for students and preparing suitable exam during monthly continuous assessments for students with partial visual impairments.”

During my observation in the classroom I have seen 45 students in one classroom of 2<sup>nd</sup> floor of the building that found in the school. Students with special educational needs were seat in the first row of the table which is approached to the teacher and blackboard.

Actually all students are seating and learning together I have seen this as positive things. But during teaching and learning process I don't observe that the teacher provide special delivering ways which consider diversity in the classroom like what they said in their interviews (using different type of color chalk and large font writing in the blackboard)

At the same time I have observed that there is only one types of lesson plan prepared for all learners .this lesson plan were not consider special need learners it is only prepared for average students and it doesn't have different ways of delivering knowledge .let alone preparing different lesson plan. throughout the year, across all the classroom teacher they had the same lesson plan except subject difference.

Due to discipline problem; like sound pollution around the classroom corridor students not feel good especially students with special needs education. Because, they disturbed easily.

#### **4.7 Major Findings**

1. There is a clear individual differences among the students enrolled in the classroom. However, according to their difference their needs are not able to addressed
2. Student's satisfaction on learning is based on teacher's subject matter knowledge and student's interest on specific subject.
3. Low learning interest of students, less parental support, scarcity of learning resources, large number of students in the classroom and teachers knowledge gap on special need education are hinders for handling student's needs.
4. Difficulty attending to tasks, poor time management, lack of previous knowledge, listening more fun rather than learning formal education are some identified diverse needs of students in the classroom.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.1 Introduction**

Discussion of the finding starts with the main research question one by one. This chapter will present fact data which are collected through interview and observation by connecting it with theoretical frame work founded in the chapter two of this study.

#### **5.2 Teachers Understanding On the Diversity of the Students**

World health organization (2011) studies state that from 3% children who have got an opportunity to learn in Ethiopia are not included fully in the classroom due to a number of reason like lack of awareness about diversity, rigid and poor teaching methods and inconvenient learning environment, lack of identification process and inadequate assessment procedures are the key barriers of implementing special need and inclusive education in Ethiopia (MEO, 2010)

All participants who are selected for interview are believed that all students who are found in any classroom are different in terms of their idea, need, language, culture, economic statues, knowledge experience and also they believes that students are the sum of different environment due to this it is expected from as that we have to accept this difference into account. The present study is consistent with the previous study conducted by (Gimeno, 2000) where he urged that there are no homogeneous groups in a society or the classroom .Students diversity is fact that must be addressed by the educational administration, school and teacher. According to the research, diversity also requires adequate educational attention if we want to provide quality education for all students. Researcher also believed that it is unthinkable to ensure quality education unless addressing diversity issue found in the classroom.

However, even if most teachers are aware of and understand the diversity of their classroom, they are not able to satisfy all of the students in their class through their instruction. Students' happiness with instruction is based on the teacher's subject matter knowledge, the students' interest in the subjects, and the large class size, according to them. When students meet with a teacher who is well-versed in his or her subject matter, they gain a thorough understanding of the

subject and begin to participate in it. The other is that some pupils have little interest in certain subjects while others have an interest in others

Additionally, in one classroom there are 45-50 students which mean their needs is also as many as their numbers so satisfying all this needs at once is little bite difficult. In contemporary of this ideas (UNESCO, 1994) state that IE is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture, and communities and reducing exclusion from educational rom within education the goal is that the whole education system will facilitate learning environments are fostered where individuals needs are met and every students as an opportunity to succeed (MOE, 2010).

Student's active participation during the classroom teaching and learning is quietly different from subject to subject. For instance as my participants response students participation on subjects which are theoretical like social studies and civic and Ethical education is relatively better than other subjects because of they believed that this subjects are easier than other .

However, students' participation on subjects like mathematics and physics are very less. According to studies conducted by (Bransford, Brown and Cocking 2000) students learn best when learning is active when they are mentally involved, when they engaged in hands on activities, when they are involved in the process of in equity, discovery investigation and interpretation .Thus learning is enhanced when students repeat information in their own words or when they give example or more use of the information.

Participants also believed that student's participation from teacher to teacher is quite different. Student's participation increase when they meet some teachers who know their subject matter very well and also use attractive ways of delivering content however, students participation became less when they meet teacher who is rigid, who use mono ways of instruction and not as much attractive during content delivery.

According to Adler (1987) cited in colliver, (2000) all genuine learning is active not passive. It involves the use of the mind not just the memory. It is the process of discovery in which the students are the main agent not the teacher. (Cross 1987 cited in Kumar. 2007) also believed that when students are actively involved in learning task, they learn more than when they are passive recipients of instruction .Researcher of this studies also believed that in order to engage all

learners actively any teacher of any subjects have to know their subjects and unique ways of engaging them.

In the present study different barriers found in the classroom like; lack of interest during learning, no parental support, large class size, sound pollution around the classroom, knowledge gap of students no teaching aid especially for subjects like civic and ethical education and students behavior of disturbing the classroom. As research studied by MOE, (2010) indicated in this chapter two of this study showed lack of awareness about diversity, rigid and poor teaching method inconvenient learning environment, and lack of identification process in adequate assessment procedures are the key barriers of implementing inclusion for the teachers. But as Kau, (2013) studies fostering barriers free is very important particularly for children with special need because they have variety of needs to be addressed according to this study the role of the teacher in enabling free barriers is very critical.

All participants of this research believed that whatever problems are found in the classroom they have to address and are addressing the problem the way they can and they believed however, this problems are not addressed only by the teachers, it requires different stakeholders, however we are addressing through counseling students (positively those who accepted the counseling and negatively those who are not accepted the counseling), through contacting special need educator, through providing tutorial class for students. this idea is the same with the idea of Salisbury (1994) "Collaborative problem solving to promote inclusive education should be carried out between teachers and the other support professionals who get together to solve specific problems, usually concerning as student or group of students focusing on class room based interventions increase the students chance for success.

### **5.3 Identification and assessment methods**

Bender and Shores (2007), children with special educational need must be identified so as to plan for their intervention

teachers teaching in the present school have been employing different screening criteria for children with special educational need through continues follow up, through proving different activities repeatedly, through providing quizzes during the first class, and through taking suspected children to special need educators.

Participants of this study also believed and list the below diverse special need of the students that found in the classroom like; attention deficit, diverse learning styles, lack of previous knowledge especially on mathematics subjects poor reading skill on English subjects ,difficulty attending tasks and poor time managements are some (Gimeno, 2000) also believed that Diversity appears in education as different learning rates, skills, interests, motivations, expectations needs ,etc. such diversity requires adequate educational attention. Therefore teachers and any other concerning body should give attention. Their assessment method is the same with other students in the classroom the only unique was during exam time the exam paper of student with partial visual impairment was prepared in blooded manner.

#### **5.4 Support strategy**

providing support for their special educational need students in different ways like; bringing partially sighted students in fronts of the classroom and through informing this students into the rests of the teacher who inter and teach this students, through providing tutorial class and through counseling their parents the way they follow their children health. This idea was similar with the idea of (Zumbrinn et, al.2014) a supportive climate can help students develop a sense of belonging, which is an important-perhaps a prerequisite element of student motivation students sense of belonging with a classroom community helps them develop a value for the task of the class as well as a sense of competence or self-efficacy regarding those tasks.

## 5.5 Conclusion

As finding of this study shows teachers are teaching diverse students in the classroom. Those teachers have understanding regarding the existence of diversity in the classroom. However, they are facing different challenges and barriers while teaching and reaching all learners.

These challenges are; knowledge gap in special need education, large class size and sound pollution around the classroom are same. Due to this and other problems they are unable to satisfy all learners in the classroom and at the same time they unable to increase students participation in the classroom.

Most teachers' preparation for delivering content through common instruction method for only average students. They totally forget or no preparations for students with special need education. As a result of this the study concluded that teachers had a knowledge gap and the classroom environment itself is not suit.

Different scholars in this study emphasize the importance of understanding students learning style in the multicultural classroom (Banks,2013,Samovar, Porter ,Mac Daniel and Roy,2012) Tileston and darling (2008) however understanding different students learning style in multicultural classroom can be also challenging (Bank 2013, Samovar, Porter, Mac Daniel and Roy (2012) Tileston and Darling (2008).As data gained from participants teachers are prepared themselves for only average students who are found in the classroom who are many in numbers and forget the rest students. Eventhough teaching multicultural classroom is challenging teachers should take in to account the existence of different learning styles in the classroom.

## **5.6 Recommendation**

On the basis of the findings and conclusions of the study the following are suggested to improve the teacher's inclusiveness during their practices and reduce challenges and address the diverse needs in the classroom .Finding of this study shows teachers are teaching all students. However they focused only on average students. They leave the rest of the students due to a number of reasons.

### **For the Teachers**

- Lacks of special need education knowledge; therefore, to be effective inclusive teachers, education program must be equipped with both general as well as special education techniques through pre-services and in services (training program). All teachers have to teach all students by taking the concepts of the diversity in to account. The numbers of the students in the class room should be reduced; this can be advantages for both teachers and the students especially for students with special needs.
- The class room teachers should evolve and build interest among all learners this is for purpose of increasing participations of all learners for all subjects. It is also expected from the teachers to make learning fun while they teach.
- Not only this there are different things that the teacher should do like Promoting respectful interaction among the students, using teaching methods that consider diverse learning preferences, abilities ways of knowing and prior experience and knowledge, providing multiple ways for students to demonstrate their knowledge and communicate clear and high expectations and provide constructive feedback.

### **For the school**

- The school should set a rule to shape students behavior this is especially for students who are beat and insults each other's. There are also many things that the school should do like creating a welcoming respectful learning environment and facilitating different materials and experts.
- It is also the schools role creating inclusive cultures; in and out of the school can create conducive climate for all learners if possible government should also rebuilt the building which are found in the school and enables them as they have enough ramps, lifts, wide door, and accessible environment and free barriers.

### **College of Teacher training**

- The college of teacher training should also produce and flourishes the inclusive teachers during teacher training at university and colleges. During this colleges should provide enough inclusive education courses this helps to meet the knowledge gap that the teachers had to address the need of all learners.
- College also increases inclusive practices; after provision of the training for the teachers, it should ensure the applicability of the action in different areas like in the school and any others social services providers.

### **5.7 Further Research**

Future research in this area is better if focus on teacher inclusiveness and cultural challenges of diverse students in the class. Which means that the culture which is found in the classroom mostly not allow the teachers to teach all as a one and one as a whole

## Reference

- Alemayehu Teklemariam and Temesgen Fereja, (2011). Special Needs Education in Ethiopia in Wiser Margret A; and Kasmazurek (Eds) International Practices in special Education Debates and challenges. PP.125-137
- Assel Yilma, (2018).Assessing Teachers attitude towards the inclusion of students with autism.
- Anew guide on increasing inclusivity in the classroom. Vanderbilt University center for teaching.  
[cft.vanderbilt.edu/2014/11/a-new-guide-on-increasing-inclusivity-in-the-classroom/](http://cft.vanderbilt.edu/2014/11/a-new-guide-on-increasing-inclusivity-in-the-classroom/)
- Anita Woolfolk, 2013 Education Psychology 12<sup>th</sup> edition.
- Ambrose, S.A Bridges.M.W. Dipietro.M .W.Dipiero, M and Lovert M.C (2010).How learning works: seven research based principles for smart teaching sanfranciseo.CA:Jossey Bass.
- Banaji, M. R., & Greenwald, A. G. (2013) *Blindspot: Hidden biases of good people*. Delacorte Press.
- Bennett, B \$ Smilanch.P,(1994) classroom management A thinking and caring approach. Pennsylvania PA:BookationINc
- Booth.T and Ainsow.M, (2002). Index for inclusion; developing learning and participation in school.
- Carpenter and Mckee-Higgins, (1999) behavior management in inclusive classroom
- Chesler, M. Perceptions of faculty behavior by students of color. University of Michigan.Center for: Research on Learning and Teaching. *Occasional Papers*,  
[www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no7.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no7.pdf)
- Www projectdealonline.org.
- Collier, (1987). Teaching in the modern elementary school, New York; the Macmillan Company.
- Charema J., (2010). Inclusive education in developing countries in the sub Saharan Africa: From theory to practice international journal of special educational 25(1), 87-103
- Davis.B.G, (2009). Tools for teaching john Wiley and sons

- Demekech Erbelo, (2018) Assessing Teachers' practice in the teaching children with reading and writing difficulties.
- Dunn L.M,(1964). Exceptional children in the schools New York Holt, Rinehart and winston.Inc.
- Dweck.C. (2006). *Mindset: The New Psychology of Success*. NY: Ballantine.
- East K.1995 Early intervention for handicapped and at risk children Denver; Love publishing company
- Effective teaching Arends, 2004, Rivkin et al, 2000 Wright, Hornand Sanders, 1997
- Electronic Journal for Inclusive Education, Vol.1,No.8 [2004],  
Art.<https://corescholar.libraries.wright.edu/ejie/vol1/iss8/32>Etscheidt S.1999.Successful school improvement.BuckinghamUK : open University Pres
- Fikirte Masresha, (2019) Practice and challenges of inclusive Education for the deaf
- Handicap International,(2013).Disability rights. Retrieved from [http://www.handicap-international.us/disability rights](http://www.handicap-international.us/disability-rights)
- Heston M., (2000) teaching and learning. Toronto: The coop clark Publishing co.
- Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology*, 24(6), 645-662.
- [https:// proorvucenter.yale.edu>Incl...](https://proorvucenter.yale.edu>Incl...)
- Humphrey Alexander Udoba, (2014): Challenges faced by teachers when teaching learners with developmental disability
- International Labor Organization,(2013).Inclusion of people with disabilities in Ethiopia.
- Johnstone Christopher J. and David W. (1990). Contribution and constraints to the implementation of inclusive education in Lesotho. *International journal of Disability, Development and education*, 56(2) 131-48
- Joseph I, (2012), teaches learners with reading and writing difficulties university of OSLO.

- Kardia, D. and M. Wright. Instructor identity: The impact of gender and race on faculty experiences with teaching. University of Michigan.Center for Research on Learning and Teaching. *Occasional Papers*,
- Kau, (2013) the importance of barrier free access.
- Kliewer C., 2001 the effect of inclusion training on teacher attitudes towards inclusion. Second edition, Sydney: McGraw- hillbookco
- Leiphilippa and Juliette Myers,(2011). Making the grade? A review of donor commitment and action on inclusive education, 15(10), 1169-1185
- Lewis Ingrid, (2009) Education for disabled people in Ethiopia and Rwanda Retrieved from: <http://unesdoc.unesco.org/images/001865/186564e.pdf> [1 oct 2013]
- Lewis I, (2009) Reaching the marginalized education for disabled people in Ethiopia and Rwanda, Paper commissioned for the EFA Global monitoring Report 2010, UNESCO
- Madan, (2002) article barriers to access and success.
- Meseret Abate, (2019): The practices of inclusive education.
- Ministry of Education,(2006) Special need Education Program Strategy Emphasizing Inclusive Education to meet the UPEC and EFA Goals Addis Ababa.
- Ministry of Education, (2012) Special needs Education Program strategy emphasizing Inclusive Education to meet the UPE and EFA goals.
- Ministry of Education, and UNICEF, (2012) study on the situation of out of school children (OOSC) in Ethiopia Retrieved from <http://www.Unicef.org/Ethiopia> OSC study Report (2012.pdf (25 oct 2013).
- Ministry of Education, (2012) special need education Inclusive Education Strategy Addis Ababa.

M. WANGE Esther M.,(2014) Challenges facing implementation of IE in public primary school in Nyeri Town Nyeri Country Kenya journal of Education and practices (16) pp. 123

Myers, J and Bagree, S, (2001). Making inclusive education a reality, Sight savers policy paper, retrieved from.

National Council of special education,(2014) children with special educational needs; Information Booklet for parent Dublin; NCSE.

National Council for special education,(2013) Supporting students with special educational needs in schools.

Night.B.A, (1993) To wards inclusion of students with special educational needs in the regular classroom.

NCSE, (2013) Supporting students with special educational needs in schools policy advanced paper 04

Phidea H. Mapunda, (2017): Challenges in identifying and Serving students with special needs in Dodoma,Tanzania.

[www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no19.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no19.pdf)

Research methods for the Behavioral sciences Frederick J. Gravetter.Lori: Ann B. ForzanSoodak L.C (2003).classroom management in inclusive settings. Theory in to practice, 42(4)327-333

Reynolds, RC and Fletcher Janzen.E., (2007) Encyclopedia of special education: A reference for the education of children, adolescents and adults with disabilities and other exceptional individuals 3rd edition, John Wiley, Hoboken.

Schwartz,S \$ Pollishuke .M,(2013) Creating the dynamic classroom: a hand book for teacher.2<sup>nd</sup>

Salvia.Yesseldyke Bolt, (2010) Intructionally valid assessment with in response to interveticion.

- Signal Nidhi, (2008) Working to words Inclusion Reflects from the classroom Teaching and Teacher Education 24(6).1516-1529) Toronto, On: pearsonCanada.Inc..
- SignalNidhi, (2009) Education of children with disabilities in India Background paper prepared for the Education for all.
- Signal Nidhi, (2010) Including Children with Special needs in the India Education system in Orchard Rose (ED) Confronted obstacles to inclusion International Responses to developing Inclusive Education New York Rutledge.
- Signal Nidhi, (2010) Education of children with disabilities in India Background paper prepared for the education for all Global monitoring Report (Electronic ) Available [http://unesdoc.unesco.org /images /0018/00/866/186611e.pdf](http://unesdoc.unesco.org/images/0018/00/866/186611e.pdf)
- Sharma, (2002) the attitude of the teachers towards the disabled.
- Tsegaye Seyifu, (2014) Practice and Challenges of pre. School Education in Ethiopia.
- Tirussew Teferra, (1998) Education rehabilitation; a missing component of teacher education at Addis Ababa: University. Institute of educational Research.
- TirussewTeferra, (1999). Inclusion of children with disabilities in a regular school: Challenges and opportunities Addis Ababa: The Ethiopia journal of Education, 19(1), 29-64.
- UN, (2008).Convention on the right of persons with disabilities New york and Geneva UN professional training.
- UN, (2006) Convection on the right of persons with disabilities Retrieved from <http://www.un.org/disabilities Convention /Convention full shtml>.
- UN, Convention on the right of the child (1989). UN Convention on the right of the child, New Zealand.
- UN, (1948) the universal Declaration of human rights retrieved from <http://www.un.org/en/document/ udhr>
- UN, (1989) the convention on the rights of the child.
- UNESCO, (1994) the Salamanca statement and Frame work on special Education needs.

UNESCO, (2000) The Dakar Framework for action; Education for all; Meeting our collective commitments, Dakar; World Education Forum, April 26th -28th

UNESCO, (1994) The Salamanca Statement and Framework for Action on special needs Education (Electronic) Available <http://www.unesco.org/education/pdf/SALAMA.E.PDF>

UNESCO, (2000) The Dakar Framework for action Education for all Meeting our Collective Commitments (Adopted by ) the world Education forum Dakar Senegal Paris UNESCO.

UNESCO, (2005) Education for all “The Quality” imperative EFA Global Monitoring Report.

UNESCO, (2009) Policy Guidelines in inclusion in Education.

UNESCO,(2009) Policy Guideline on inclusion in education Paris UNESCO. UN (1948) The universal Declaration of human rights Retrieved from <http://www.un.org/en/document/udhr>

UNESCO,(2012) youth and skills putting education to work EFA Global Monitoring Report 2010 Paris UNESCO Publishing.

UNESCO, (2015) Education all 2000 2015 Achievement and Challenges EFA Global Monitoring Report 2015 Paris UNESCO Publishing.

UNESCO,(2010) World Data on Education Ethiopia Retrieved From: [http://www.ibe.unesco.org/file\\_admin/user\\_upload/Publications/WDE/2010/pdf-Versions/Ethiopia](http://www.ibe.unesco.org/file_admin/user_upload/Publications/WDE/2010/pdf-Versions/Ethiopia). [www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no19.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no19.pdf)

Oslo Mark and Michael Subbey, (2008) perception of basic Education School teachers towards IE in the Hohoe district of Ghana. International Journal of IE, 12 (5-6).639-50

Onwuegbuzie. A.J. and Leech N.L., (2004). Enhancing the interpretation of significant findings

Peters susan J .(2000) in equalities in Education for people with disabilities in Donald B. Holsinger and W. James Jacob (Ed) in equality in Education PP.149-171 Retrieved from [http:// Sociologies DavidSustino.com/wp-content/uploads/2012/05/HOLSINGER2008-In equality in education pdf](http://Sociologies.DavidSustino.com/wp-content/uploads/2012/05/HOLSINGER2008-In%20equality%20in%20education.pdf) page =175(20 sept 2013

**Addis Ababa University**  
**College of Graduate studies**  
**Department of Special needs education**

**Appendix A. Consent Letter**

Dear Teacher: My name is Bekama Yisihak I live here in Addis Ababa city. I'm special need educator currently I am a student in Addis Ababa Universi I'm conducting a thesis. The aim of the study is exploring the teacher's inclusiveness in their teaching practices. So I would like to get some information from you if you agree. The interview focuses mainly how teachers are including and supporting diverse learners found in the class. Regarding observation; I will observe how you are planning your lesson plan and your implementation.

Thank you for your hot participation.

**Addis Ababa University**  
**College of Graduate studies**  
**Department of Special need**

**Appendix B**

**Semi-structured Interview guide for the teacher**

**Part-1 Background information**

Name.....

Your education background.....

Education level.....

For how long do you teach.....

What subject do you teach .....

How many students are found in your class.....?

**Part-2 Teacher understanding regarding the need of the students**

1. Do you know the diversity of your students when you teach in the classroom? If yes How if no why?
2. Do you think that all learners are satisfied to your teaching if not why? If yes how?
3. Do all learners participate while you teach in the classroom? How If not why?
4. Do you believe that your entire learner is successful in acquiring knowledge/skill positive attitude? If not why? If yes what are positive achievement?
5. What barriers you experienced during your teaching?
6. How do you attempt to remove the barriers

**Part-3 Identification and assessment methods**

1. Do you identify the special needs of students in your classroom? How in not why?
2. Can you list the diverse special needs of your students in your classroom that you have identified? If not why?

3. How do you assess your students according to their diverse special needs?

**Part-4 Support Strategy**

- 1 Do you support students with special needs in your classroom and in the school compound? How?
- 2 Do you have any mechanism to support parents? How?
- 3 How will you understand and build on all the cultures of your students?
- 4 How will you deal with many different languages?

**Addis Ababa University**  
**College of Graduate Studies**  
**Department of Special needs education**

**Appendix C**

**Semi structured interview for students**

1. Who is good teacher for you?
2. What do you expect from your teacher when he/she enter the classroom?
3. Do you think your teacher are equal for all students? If not in what way?
4. Which style of learning do you prefer from your teacher?
5. Do you get learning style that you prefer from your teacher?
6. Do your teacher know your learning style?
7. Do your teacher provide additional support for you?
8. Do you like all subjects when you learn? if not why ?
9. What are your test score?

**Addis Ababa University**  
**College of Graduate Studies**  
**Department of Special need education**

**Appendix D**

**Observation Guide**

1. Do you have lesson plan that different from average students?
2. How you support students with special need education?
3. Do you have any recorded information on identification of students with special need education?
4. Do you use any visible aid to support students?
5. Do your classroom environment is suit for you while you teach?