

**ADDIS ABABA UNIVERISITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**ATTITUDE TOWARDS STUDENTS WITH DISABLITIES IN HOSANNA**  
**COLLEGE OF TEACHERS EDUCATION**

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**ADVISOR: TIRUSSEW TEFERRA (Ph.D. Laureate Professor)**

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## Acronyms

1. SWD- Students with Disabilities
2. SWOD- Students Without Disabilities
3. SNNP- South Nation Nationalities and People
4. TH- Name of Case One
5. TD- Name of Case TWO

## **ABSTRACT**

*The objective of the study was to examine and see the attitude of students without disability towards students with disability and experience of students with disability in Hosanna College of Teacher Education. Accordingly, the following basic research questions were proposed in the present study.*

*In order to find out answers for the above research questions the researcher drew 200 participants (13.5%) out of the total population (1485) population who were pursuing their study in 2006 E.C. 133 male and 67 female students were selected from Hosanna College of teacher education by using stratified random sampling. The close ended questionnaire was used to collect data from students without disability to know the information about disability, open ended questionnaire were used to collect data from 10 instructors about challenging experiences of students with disability, attitude scales of five point Likert Scale was used to collect data from students without disability about the attitude of students towards disability, focus group discussion was used to collect data from Special Needs Education Department, student union and classroom monitors of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year Special Needs Education students about the challenging experiences and opportunities of students with disability and finally case study (three case studies) was planned to collect data from students with disability about the challenging experiences and opportunities of students with disability at Hosanna College of Teachers Education.*

*From the inspection of the data analysis, there was no significant mean score difference between males and females of students on attitude towards students with disability. There was statistically significant difference in the mean score of attitude towards students with disability across the three year level (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year level). The qualitative data indicated that the most common type of disability among students in Hosanna College of Teacher Education were visual, hearing and physical disability. The qualitative data obtained from instructors also indicated that the problems encountered by students with disability were related to materials (resources), college physical environment (class room setting, buildings etc.) and teaching methods.*

# **1. Introduction**

## **1.1 Background of the Study**

It is believed that the combination of poverty, ignorance, war, famine and drought with absence of adequate preventive and rehabilitation services could produce high prevalence of disability in Ethiopia. The country is one of the developing countries where information and knowledge about persons with disabilities of the total population is minimal. There is a lack of accurate information about the magnitude and types of disabilities as well as their causes and consequences (FDRERA & CSA, 1996).

According to the report given by the International Rehabilitation Review (UNICEF, 1988) global population of disability amounts above 500 million. Out of the 500 million, over 80% are in developing countries and most of them do not have access to rehabilitation and/or habitation services of any kind due to various factors, the major being lack of resource. In some countries, over 50% of impairments were caused by malnutrition. No country has all its transport systems accessible. In some countries, disabled people are unable get education, to vote or stand for political office because of inaccessibility or being barred from doing so (EFPD, 2000: p. 25).

Until the recent years, the number of persons with disability and their type was not well-known in Ethiopia. The World Health Organisation (WHO, 1980) estimated about 10% of the total population of developing countries are persons with disabilities.

In Ethiopia, the combination of limited positive images and lack of public information about disabilities has led to negative societal attitudes about PWDs. These negative beliefs have led to the perception that a PWD is limited physically and intellectually, cannot live independently, and cannot form a family in Ethiopia (Tirussew, 2005). Negative portraits of PWDs have increased rejection and marginalization of this population (Ruffner, 1990). In almost all nations and cultures, PWDs frequently experience some form of social rejection. There has been a consistent global display of negative attitudes toward PWDs (Wright, 1983).

Studies in Ethiopia have demonstrated that social norms or attitudes toward disabilities have been less than favourable for attitudes in Ethiopia to be better understood, the concept of

disability must first be conceptualized, and there must be an understanding of the cause and definition of disability in Ethiopian culture (Tiressew, 2005).

Teacher attitude is one of the most important variables in the education of children experiences with disabilities. The study investigated whether variable background characteristics such as age, gender, income level, education levels, years of teaching experience, acquaintance with a person with a disability, having a family member with a disability, frequency of contact and closeness to a person with disability affect the attitudes of teachers towards people with disabilities. The analyses revealed that while some of the variables of interest did affect teachers' attitudes towards disabilities, the only variable that affected teachers' attitudes towards inclusion was prior acquaintance with a person with a disability. (Martin, 1999; Oliver, 1999; Rifkin, 1995)

General education teachers were found to set reasonably high expectations for students with disabilities, but many of them failed to meet those expectations. Additionally, these students were found to be less likely to respond orally to questions, work independently, or work effectively with a peer or group (Newman, 2004 Cited in Alemu.A, 2002). In short, success for students with disabilities in schools has fallen short of the hopes of educators, parents of adolescents with disabilities, and the students themselves. Most important, although these students have struggled to cope with the demands of school curricula, they have not been prepared to face the even higher expectations of the globalization of commerce and industry, the dramatic growth of technology, the dramatic transformation of the workplace, and the very nature of work itself (Martin, 1999; Oliver, 1999; Rifkin, 1995).

## **1.2 Statement of the Problem**

Non-acceptance of PWDs by nondisabled people is globally consistent, and studies have indicated the importance of studying attitudes and their basis when trying to establish opportunities and inclusion for PWDs (Chan et al., 2002). Negative attitudes are associated with avoidance and rejection, while positive attitudes usually are associated with broader acceptance and comparatively more favorable reactions (Yuker, Block, & Young, 1970).

Attitudes to disability are the major barrier to disabled peoples' full participation...From pity, awkwardness and fear, to low expectations about what disabled people can contribute, stereotypical and negative attitudes hold people back" (Massie, 2006). "People with disabilities regularly identify societal attitudes as the most potent and negative stressor in their lives." (Voh, 1993) Negative attitudes are linked to behaviours such as social rejection and maintenance of higher levels of social distance toward persons with disabilities (Olkin et al, 1994; Wright And White et al, 2006 citing Davis). The vast majority of students with disabilities are receiving their education in the same environment as their peers and being afforded the same opportunities to learn and the same quality education as their peers. These forced students with disability do more academic work and learn more than ever before. They are being challenged to read, write, think, and compute at very complex levels (Brand & Partee, 2000).

Disability is a social and individual problem. People belonging to education level in Ethiopia have different attitudes towards persons with disabilities. The understanding and study of attitudes may benefit students with disabilities by providing methods with which to develop procedures to address these attitudes as well as providing appropriate assessment to measure the effects of interventions.

Student's attitude towards students with disability has not been researched in Hossana College of Education. Therefore, it is intended to have tangible or reliable study that can give the reflection of student's attitude towards students with disability in Hossana College of Teachers Education. Therefore the researcher thought that examining the attitude of students towards students with disability and experience of students with disability is logical to study.

### **1.3 Research Questions**

The following interrelated leading questions are investigated in the study.

What is the level of information, knowledge and awareness towards students *with disability* and disability in Hosanna College of Teachers?

- Is there significant difference in attitude between males and females students towards students with disability in Hosanna College of Teachers?
- Is there significant difference in attitude between first year, second year and third year students towards students with disability in Hosanna College of Teachers?
- What are some of the possible intervention strategies to be recommended to address attitudinal problems of students towards students with disability in Hosanna College of Teachers?
- What are the difficulties that students with disability face in Hosanna College of Teachers?

### **1.4 Objectives of the study**

The general objective of this study was to examine the attitude of students without disability towards students with disability and experience of students with disability in Hosanna College of Teachers.

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

The attitude of students towards students with disability may not be the same. It could be different from male to female students and year level to year level. On the other hand the experience of students with disability in relation to teaching, assessment evaluation could make them to face difficulties.

Hence the study in his respect and its finding was expected to have the following contributions.

- The finding of the study helps to understand the level of information, knowledge and awareness towards disability among students in Hosanna College of Teachers.
- It helps the stakeholders to take appropriate measure to fill the gap in information, knowledge and awareness among students in Hosanna College of Teachers.

- The finding of the study also help to understand the difference in attitude across sex and year level so that the stakeholders could possibly arrange seminars, trainings and workshops for teachers and students to have understanding toward the problem in Hosanna College of Teachers.
- The finding of the study will also help to identify the difficulties of students with disability that face in Hosanna College of Teachers.
- It helps to take appropriate measure so that difficulties of students with disability face in Hosanna College of Teachers will decrease and these help students to achieve better achievement.
- Last but not least, the finding will help teachers to know and understand the difficulties of students with disability in Hosanna College of Teachers. This in turn helps teachers to do their best for students with disability while they teach, assess and grade.

## **1.6 Delimitation of the study**

The study was delimited in terms of area and topic. The study was carried out in Hosanna College of Teachers in located in SNNP, Hadya zone, Hosanna city. In terms of topic Attitude of Students without Disability towards students with disability and experience of students with disability were investigated in this study.

## **1.7 Definitions of Terms**

The major concepts used in this study were operationally defined as follows:

**Attitude:** is the established and stereotypical beliefs attached to the group. (Allport, 1967)

**Experience:** difficulties, problems and challenges of students with disability.

**Disability:** According to WHO (1980) classification system the "consequence of impairment with functional performance and activity by the individual.

**Person with Disability:** a person who is unable to see, hear or speak or suffering from injuries, to his limbs or from mental retardation, due to natural or man-made causes; however, that the term does not include persons who are alcoholics, drug addicts and those with

psychological problems due to socially deviant behaviours (Proclamation No.102/1994, proclamation to Rights of Disabled Persons to Employment in Ethiopia)

**College students;** refers to first, second, and third year students in hosanna college of teacher education.

**Students with Disabilities:** Those students, who have physical (motor) disorder, Visual impairment, hearing impairment, mental retardation, leprosy, psychosocial disorders and multiple disabilities.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Defining and Understanding Attitudes**

There is no universally accepted and agreed definition of what attitudes are. Definitions of attitudes include the following:

“Attitudes are relatively stable mental positions held toward ideas, objects or people” (Gleitman1991 cited by et al, 1998).“Attitudes are a combination of beliefs and feelings that predispose a person to behave a certain way” (Noe, 2002, p 108 cited by Brostrand, 2006 Cited in Almaz.T 2011. “An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related (Allport, 1935).

“An attitude is an idea (cognitive component) charged with emotion (affective component) which predisposes a class of actions (behavioral component) to a particular class of social situations” (Triandis et al, 1984, p. 21).

As can be seen in the above definitions, attitudes are often defined in terms of mood, thought processes, behavioural tendencies and evaluation cognitive affective and behavioural evaluations are central to the notion of attitudes. Cognitive evaluations refer to thoughts people have about the attitude object. Affective evaluations refer to feelings or emotions people have in relation to the attitude object. Behavioural evaluations refer to people’s actions with respect to the attitude object. (Hernandez et al, 2000).

Attitudes also defined as being composed of three main components of affect, behaviour, and cognition, known as the ABCs of attitudes (Antonak & Livneh, 1988; Erwin, 2001; Triandis, 1971). These components combined make up the disposition of attitudes: (A) Affect defines the emotions of attitudes, which are the like and dislike; (B) behaviour explains the direct action that is connected with the internal attitude; and (C) cognition describes how the organization and formation of attitudes about an object are stored (Slininger et al., 2000). Although this is the operational definition used in the current study, there is not a universally accepted definition of attitude, and in fact, 30 definitions of attitude have been described over the years (Rao, 2004). The term “attitudes” was first introduced by British psychologist Herbert Spencer in 1862 as cited by Allport (1953, p. 799).

Studies point to the importance of exploring and defining attitudes and their formation and application when trying to establish opportunities for and inclusion of PWDs into a particular society (Chan, Lee, Yuen, & Chan, 2002). Multiple aspects of society, family, religion, community, and school interactions influence attitude.

## **2.2The Need to Investigate Attitude**

“Attitudes to disability are the major barrier to disabled peoples’ full participation...from pity, awkwardness and fear, to low expectations about what disabled people can contribute, stereotypical and negative attitudes hold people back” (Massie, 2006 cited in Frances

Hannon).As long as negative attitudes persist, the full rightful acceptance of people with disabilities is unlikely (Nowicki, 2006 citing Antonak et al, 2000). Recognizing that persons with disabilities are still exposed to and oppressed by prejudices and discrimination may be the first step in reducing prejudice (Genesi 2007 citing Marks, 1997). These prejudices are reflected in negative attitudes and behaviour, which can impede the participation of people with disabilities in social, educational and vocational contexts (White et al, 2006 citing Rao, 2004; Rubin et al 1995; Rusch et al, 1995). Swain et al (1993) review the extensive range of barriers faced by people with disabilities.

Negative attitudes are linked to behaviours such as social rejection and maintenance of higher levels of social distance toward persons with disabilities. Negative attitudes resulting in discrimination in the workplace continues to be a significant problem for people with disabilities (Olkin et al, 1994; Wright, 1983 cited in Frances Hannon).

These attitudes fell within the positive threshold of the scale, reflecting a positive attitude towards disability. More negative attitudes were found in both groups when a subtle prejudice subscale was used. People with disabilities who voluntarily met with other people with disabilities collectively held the most positive attitudes of all towards disabilities (Deal 2006).

### **2.3 Attitude towards Persons with Disabilities**

Attitudes are tendencies to respond to people, ideas, and events in evaluative ways. They are composed of beliefs, feelings, and behaviour tendencies. Attitudes and reaction to handicap are wide-ranging and complex. They are based on variables considered related to and important to attitudinal formation (for example, family background, culture and personality). Age, sex, and other demographic variables appear to be significant determinants in the manner in which attitudes towards the disabled are expressed rather than in their formation (Berns, 1985; Myers, 1983; Siller, 1976).

The study of attitudes toward PWDs has become increasingly common. Studying attitudes toward PWDs was made necessary because to change negative attitudes, they must first be studied in order to make changes that result in integration of PWDs (Jones & Gaskin, 1984 cited

in Almaz.T, 2011). Yuker (1965) stated that to understand the nature of the interaction between PWDs and individuals who are non-disabled, examination of attitudes becomes necessary.

Examination of attitudes towards people with disabilities can be measured in a variety of ways. Measuring attitudes toward disabilities is both “complex and multifaceted” because it becomes difficult to measure and then change attitudes toward disabilities (Yuker, 1988). However, PWDs are part of society. Knowledge of people’s attitudes must be increased in order to change attitudes and accomplish integration of PWDs into the community (Yuker, 1988). With the understanding that stereotypical beliefs and negative attitudes have long impacted the lives of PWDs, Altman’s (1981) review of attitudes toward disabilities concluded that attitudes of friends, family, and the general public are vital, but also added that societal attitudes as a group shape the experiences of PWDs; thus, “proposed change on the organization, community or even the national level” is necessary (as cited in Gething, 1994, p. 322).

## **2.4 Teacher’s Attitude towards Disability**

Teacher attitude is one of the most important variables in the education of children with disabilities (Smith, 2000). Many studies have emphasized the importance of positive attitudes of educators toward inclusion (Winzer, 1985; Garvar-Pinhas & Schmelkin, 1989). Attitudes are a factor in one’s daily living and therefore play an important role in an educator’s daily interactions with students. Teacher beliefs underlying the philosophy of inclusion are important predictors of the outcomes of inclusion (Ringlaken & Price, 1981). McEroy, Nordgeist and Cunningham (1998) Contended that the effects of teacher attitudes on the children with disabilities could be serious. Teachers’ judgments about children with disabilities could have a significant influence on children’s emotional, social and intellectual development. Since general educators’ willingness to include students with disabilities in their class rooms is critical to the success of inclusion, a number of researchers have stressed the importance of understanding teachers’ attitudes and beliefs toward inclusion (Roberts & Zubrick, 1992; 1996; Smith, 2000).

## **2.5 Attitudes of College Students’ Toward Disabilities**

Hunt and Hunt (2004) said that because college students are placed in a unique position of becoming future leaders in the business world, and thus having potential to affect employment outcomes for people with disabilities, it was essential to examine the attitudes of college students who were business majors (Almaz.T,2011).

To examine college students' attitudes towards disabilities, researchers need to ask the question to what degree does the majority of society -experts, professionals, and personal opinion— contribute to the attitudes of college students toward disabilities (Brillhart, Jay, &Wyers, 1990). Many researchers attempted to answer this question, most notably Yucker's (1994) review of the literature that identified variables influencing attitudes toward PWDs. Yucker (1994) wrote that not only is the concept of attitudes difficult to measure, but researchers need to invest in researching more relevant characteristics that have a greater influence on attitudes toward PWDs. He identified contact as having the most influence, and gender, professional field, education level, and self-esteem having some influence. Although Yucker (1994) mentioned other variables such as race/ethnicity and religion, they were of little significance. Thus the following review will focus on the variables of educational level, gender, year in school, academic major, contact level, self-esteem, and cultural orientation (Almaz Tamene, 2011).

## **2.6 Strategies for changing attitudes include**

There are many interventions that tackle negative attitudes directly these are through disability awareness training, interventions that legislate against discrimination and injustice, interventions that promote and support equality in education, employment and social sectors, interventions that promote support for the idea that the basic conditions for the development of each person's potential is a legitimate right and that these conditions should be provided to each person. These include initiatives that highlight the importance and richness of diversity (NDA, 2004).

Changing attitudes and behaviour do not happen quickly and usually happen with some level of “intervention” Each form of intervention serves a purpose and as they do not operate in silos, it is important to understand what each one can bring to change behaviour and attitudes and how they interlink” (NDA, 2004). Interventions need to tackle negative attitudes at every root from which they grow.

The role of direct contact, disability awareness training and widespread support for the idea that each person has a right to the basic conditions required to fulfil his/her potential in influencing attitudes were briefly discussed in the last section. In addition to these it is essential that the entire range of factors that impede participation in education, employment and civic, cultural and social life be tackled. These include e.g., the provision of adequate assistance and assistive technology where indicated in education and employment settings as well as effective employment assistance programs. Also important is the planning for inclusive social and cultural structures, strategies and programs (NDA, 2004).

### **2.6.1 Prevention (intervention strategies to address attitudinal problems)**

Considering the increased risks faced by children with disabilities, efforts to prevent maltreatment should be coordinated and multifaceted. Prevention may be aimed at the general public or targeted specifically to families at risk of child maltreatment or involved with the child welfare system. According to Bulletin for professional (2012), approaches may be parallel, in which separate programs are implemented for children with disabilities, or integrated, in which the needs of children with disabilities are accommodated in programs serving all children.

In accordance to prevention /intervention strategies/ the bulletin for professionals (2012) identified the following preventions strategies.

#### **Societal and Community- Level Prevention**

One of the first steps in prevention is raising awareness of the problem. Heightened awareness can lead to more funding for research and better programming to prevent and combat the problem. The following strategies can help change societal attitudes about children with disabilities:

Help others see children with disabilities as valued and unique individuals. Counteract negative attitudes by discussing the strengths of children with disabilities and their families and the unique perspectives they bring to their communities.

Promote inclusion of children with disabilities into everyday life. Identify and address physical and social accessibility for children with disabilities and their families (e.g. access to public buildings and parks, equal opportunities to participate in sports or social events).

Develop leadership skills in parents and family members of children with disabilities. They can be powerful advocates for promoting the safety of their children and all children in the community.

Share responsibility for the well-being of children with disabilities. Publish a “report card” on the well-being of the community’s children and families, including children with disabilities and their families.

Encourage workplaces and local businesses to establish family-friendly policies, including specialized supports for families of children with disabilities.

### **Family-Focused Prevention**

Because parents and other primary caregivers spend most their time with their children, prevention programs often focus on services to families. Services can either be offered to all families that have children with disabilities or to families considered to be at risk of maltreating their children. Parents of children involved with the child welfare system can also benefit from prevention programs, particularly to reduce the risk of repeat maltreatment. Families of children with mild and severe impairments should be included in programs, since research shows children with mild impairments are sometimes at greater risk of maltreatment.

Below are strategies for supporting families of children with disabilities to reduce the risk of abuse or neglect:

Increase parent knowledge of child development and issues specific to the child’s disability

Connect the family to appropriate treatment services and a disability professional that can support the family in providing proper care and adapting parenting skills to the child’s unique needs.

Strengthen parent-child interactions by teaching parent’s communication techniques and equipping them with alternative communication devices, if needed. Supporting positive interactions can reduce frustration and improve attachment.

Offer a home visiting program-in which professional or paraprofessional staff visits families to provide in-home services. The visitor can develop a relationship with the family in order to assess their strengths and needs, improve positive parenting strategies, and connect them to needed period.

### **Organize parent support groups**

Where parents can share their experiences in a supportive group setting, Parents can trade information on resources, problem-solving issues related to their child's disability, and create informal support networks.

### **Child-Focused Prevention**

In the past, the mistaken belief that children with disabilities are not vulnerable to abuse or neglect and do not need information about it has kept some parents and professionals from communicating openly with children on the subject. Most researchers now agree that teaching children with disabilities about the risks of abuse and neglect as well as ways to communicate with others can help reduce maltreatment among this population of children. Summarized below are some prevention strategies when working with children with disabilities:

#### **Prevent repeat maltreatment**

By working with the family to address attitudes toward physical punishment and identify alternative behavioural management strategies.

Help children protect themselves

Hold regular trainings to share information about abuse and neglect and talk about feelings children may experience if abuse is attempted. Help children understand how to identify it, respond to it, and tell others.

Teach children about their, and others', bodies and sexuality. Review the proper names for body parts and functions. Explain the difference between appropriate and inappropriate social or sexual behaviour.

#### **Reduce children's social isolation**

Ensure children with disabilities are included and feel welcome at all activities. Support them as they form and strengthen relationships with peers and trusted adults.

#### **Maximize children's communication skills and tools.**

Practice communication skills with them Model healthy relationships and positive interactions with other children and adults.

### **Involve parents in their children's education**

Inform them when their children learn about abuse or sexuality; offer them the same training materials. Provide strategies for parents to reinforce the lessons at home. Ensure prevention programs are inclusive and appropriate to children's ability levels, culture, and gender. Remember that some children may need to be trained more frequently in order to retain the information.

### **Prevention of Nonfamilies Maltreatment**

To prevent the abuse or neglect of children with disabilities in institutional settings, managers and workers may consider implementing the following strategies:

Carefully screen job applicants-For experience working with children with disabilities and for prior reports of maltreatment.

Train staff -In positive behaviour management techniques that limit the use of restraint or seclusion. Maintain effective staff/child ratios and set realistic expectations for staff responsibilities. Provide strong supervision and support-That emphasizes a culture of child protection and relationship-building between staff and children. Establish procedures and staff training-on how to identify and report suspected maltreatment. Ensure an open environment that welcomes families and allows for unannounced checks by external reviewers. Families can also take the following actions to help prevent abuse or neglect by other caregivers of their children Ensure caregiver knowledge of the child's special needs and strategies for managing behaviours. Be familiar with the child's caregivers; know their caregiving techniques and routines. Maintain an open relationship in which concerns can be addressed. Discuss abuse awareness with caregivers; help them locate training opportunities. Inform caregivers the child has been trained in abuse prevention techniques.

### **Clusters of Factors that Make a Difference**

This summary of the results of multivariate analyses of outcomes of students with disabilities has identified the independent effects of many aspects of the students, their households, and their school programs and experiences, holding constant other factors. However, in real life, many of the factors discussed here are not independent; they cluster together for many students, resulting in additive effects that distinguish students to a greater extent than is revealed by looking at factors independently. For example, we know that a student with emotional disturbance is more

likely than students in many other categories to be male, African-American, and from a lower income household. This student also is likely to spend much of the school day in general education classes and receive a variety of social adjustment supports. In contrast, a student with visual impairment is more likely to be female, white, and affluent. Like the student with emotional disturbance, this student with visual impairment also spends a high percentage of the school day in general education classes; both receive accommodations and supports appropriate to their disability.

These combinations of differences between these two hypothetical students add up to a dramatically different picture across outcome domains. Compared with other students with disabilities, both of these students would be doing comparatively well academically. They would both be less than a year behind grade level in reading and in mathematics. The girl with visual impairment, however, would have higher tests scores by 10 and 4 standard score points in reading and mathematics, respectively. In the social adjustment domain, the pattern of results would differ dramatically. For example, the probability of the boy with an emotional disturbance being subject to disciplinary actions at school would be 53 percentage points greater than for the girl with a visual impairment.

The boy with the emotional disturbance would be 14 percentage points more likely to see friends regularly but 7 percentage points less likely to belong to a group. These differences reinforce the importance of considering the entirety of students' characteristics, background, and experiences in considering the relationships, instructions, services, and supports that will best help them succeed.

## **2.7 Types of Disabilities**

There are different types of disabilities that happened to human beings for different reasons. Disability by type include: Motor disorders, visual impairment, hearing impairment, mental retardation speech and language disorders, behavioural problems, and multiple disabilities. With regard to the background information towards persons with disabilities in the case of Ethiopia, the community keeps most of these persons in their home secretly because of social stigmatization. There is due to lack of information on the real causes of disabilities. The traditional society at large believes that the causes of disabilities are punishment inflicted by God in relation to their families' sin or disobedience to God. People perceive that persons with

disabilities especially those who are females depend on able-bodied persons; they are burden to the community in general and to the parents in particular (EFPD, 2001 cited in Alemu Abera, 2002).

### **2.7.1 Behavioural Disorders**

Types of disabilities that involve substantial personal distress, as indicated by self-deprecating remarks, unrealistic anxieties sadness and depression, or an inability to make friends are examples of behavioural disorders. Other behaviour disorders including aggression bizarre statements or actions, and disruptive rule violations impede the productive performance of others. Behaviour disorders can happen as a result of environmental conflict that refers to aggressive-disruptive, hyperactive, and social maladjustment problems, personal disturbance includes anxiety-depression and social withdrawal problems (Cullinan, Epstein, & Lioyd, 1983: in Haring, et al., 1994).

### **2.7.2. Intellectual Disability**

It is another kind of disability that happens to human being for different reasons. According to the AAMR (1992) manual, mental retardation is defined as follows:

“Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly sub average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. Mental retardation manifests before age 18.”(American Association on Mental Retardation, 1992, p.5)

### **2.7.3. Communication Disorders**

These include speech disorder and language disorders. A speech disorder is an impairment of voice (the absence or abnormal production of vocal quality, pitch, loudness, resonance, and/or duration), articulation of speech sounds and/or fluency (the abnormal flow of verbal expression, characterized by impaired rate and rhythm which may be accompanied by struggle behaviour). Language disorder is the impairment or deviant development of comprehension and/or use of spoken, written, and/or other symbol system. The disorder may involve (1) the form of language

(phonologic, morphologic, and syntactic systems), (2) the content of language (semantic system), and/or (3) the function of language in communication (pragmatic System) in any combination (Haring, et al., 1994, p.352).

#### **2.7.4. Visual Impairment**

This can be defined legally and educationally. The legal definition involves assessment of visual acuity and field of vision. A legally blind person has visual acuity of 20/200 or less in the better eye even with correction (e.g., eyeglasses) or has a field of vision so narrow that its widest diameter subtends an angular distance no greater than 20 degrees. The fraction 20/200 means that the person sees at 20 feet what a person with normal vision sees at 200 feet. Legally blind individuals qualify for certain legal benefits, such as tax advantages and money for special materials. The educational definitions of visual impairment refer to those visually impaired individuals who can read and print, even if they need magnifying devices or large-print books, as having low vision. Society has misconceptions about persons with visual impairment that is they assume that blind people are helpless and dependent. The fact is that with a good attitude and favourable learning experiences a blind person can be as independent and possess as strong a personality as a sighted person (Hallahan & Kauffman, 1991).

#### **2.7.5 Hearing Impairment**

This includes persons who have deafness and hard of hearing. Deafness has been defined as a sensory deficiency that prevents a person from receiving the stimulus of sound in all or most of its forms and as a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes. Hard of Hearing is when a person has a significant hearing loss that makes some special adaptation necessarily (Katz, Mathis, & Merrill, 1978; Wolfe & Rawlings, 1986: in Heward & Orlansky, PP.252-253).

There are two types of hearing impairment: Conductive and Sensory neural hearing loss. Conductive Hearing Loss is the one that reduces the intensity of sound reaching the inner ear, where the auditory nerve begins. To reach the inner ear, sound waves in the air must pass through the external canal of the outer ear to the eardrum, where the vibrations are picked up by series of bone as structure in the middle ear and passed on to the inner ear. The sequence of

vibration may be blocked anywhere along the line. Wax or malformation may block the external canal, the eardrum may be broken or unable to vibrate; the movement of the bones in the middle ear may be obstructed. Any condition hindering the sequence of vibration or preventing them from reaching the auditory nerve may cause a condition loss (Gallagher, 1983).

Sensory neural impairment involves damage to the fine structures in the inner ear or auditory nerve transmitting the impulse to the brain. Sensor neural hearing loss may be complete or partial and may affect some frequencies (especially the high ones) more than others (Bamford and Sounders, 1994). There is also central auditory disorders which result from damage to the central nervous system, results in problems with auditory comprehension and discrimination (Schulze, Carpenter and Ann, 1991).

Conductive hearing loss can be effectively reduced through prompt medical care and by implication of sound when severity of the condition warrants, whereas, sensory neural hearing loss, there is relatively restricted ranges of options for treatments, i.e., they are not medically or surgically treatable and require rehabilitative efforts. Mixed Hearing Loss when both conductive and sensor neural losses are present, the loss is classified as mixed loss. There may be significant gap between air and bone condition thresholds, but the air condition component of the loss may be resolved. Many persons with mixed losses can benefit from amplification, although some have problems similar to those of persons with sensory neural losses (Tirussew, 2000).

### **2.7.6 Motor Disorders**

These are disabilities caused by the damage to brain. When the brain is damaged, sensory abilities, cognitive functions, and emotional responsiveness as well as motor performance are usually affected. A very high proportion of children with cerebral palsy are found to have hearing impairments, visual impairments, perceptual disorders, speech defects, behaviour disorders, mental retardation, or some combination of several of these handicapping conditions besides motor disability. They may also exhibit such characteristics as drooling or facial contortions (Heward & Orlansky, 1995).

### **2.7.7. Leprosy**

Disability may be the result of biological factors affecting the individual before birth or the result of natural or man-made causes of damage. Among these factors leprosy is one of the leading causes of disability in the world. Leprosy is a chronic disease that damages the nerve cell around the different parts of the body affecting the motor behaviour both in fine and gross motors. The mutilating effect of the disease generates great fear and horror from people. The disability caused by leprosy affects the individual's social life more than his physical capacity, because of stigma. People in different society have a particular wrong concept of leprosy. The prejudice that is directed to the sufferers of this disease as result of false beliefs and inadequate knowledge about the disease has led to persecution and segregation of these victims. The history of man's inhumanity toward his fellow man with leprosy has been the sad story of misery suffering, ostracism, and rejection (Latapi F. et al., 1980 cited in Alemu Abera, 2002)

The belief that leprosy is transmitted by heredity is deep rooted. Except for few people who had the chance to understand the nature of the diseases from various sources, whatever the educational level of the individual, the belief is that leprosy is transmitted by heredity. Because of such deep-rooted concepts about leprosy, persons living with leprosy are stigmatized and isolated from all interactions in society. The leprosy disabled individual, however, faces still another problem. The society believes that the disease is contagious; the disease is transmitted by heredity. Although the family members of persons disabled by any other cause feel ashamed of and tend to hide the disabled member of the family, these persons are not stigmatized in the society (ENAP, 2000 cited in Alemu Abera, 2002) For example there are marriage unions between two lovers that have broken because of the late discovery that one of the parents had leprosy. Such serious stigma or segregation affecting not only the disabled but also the family members, are common among the leprosy-disabled individual (ENAP, 2000 cited in Alemu Abera, 2002).

Leprosy is a communicable disease that could be transmitted from infectious person to healthy one. However, the mode of transmission is not clear. The authorities in the field specified three possible ways in which the germ could enter into the body of the healthy person. These possible roots are the skin, the gastro intestinal tract, and respiratory tract (Crochrane, 1964). However, all leprosy sufferers could not transmit the germ because only a certain proportion of patients could communicate the disease in this ways. The proportion of victims that can be considered as

potentially infectious will not exceed 60% of leprosy patients (Jopling, 1978). Furthermore, the closed cases bacteriologically negative cases cannot pass the disease to the healthy individual. There is also a consensus among leprologists that children are more susceptible to leprosy than adults. Accompanying this, Jopling (1978) cited that the child is born healthy; however, he easily contracts the disease from his mother. The societal stigmatization and the psychological and social stress that follows have grave consequences to the victims as well as the family in social relations such as marriage, schooling work and entertainment.

## **2.8 Students with Disabilities and Education**

Children with disabilities have a right to education. Since the UN Universal Declaration on Human Rights was released in 1948, there has been legislation on providing education for all children. The Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified by the UK in 2009, has 145 signatories (as at June 2010) including all PSA countries except Afghanistan and Zimbabwe( DFID,2000) . State Parties shall ensure that:

- i.** Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- ii.** Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- iii.** Reasonable accommodation of the individual's requirements is provided;
- iv.** Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- vi.** Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of achieving the Education for All targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities. Educating children with disabilities is a good investment. A World Bank paper notes that it reduces welfare costs and future

dependence. It reduces current dependence and frees other household members from caring responsibilities, allowing them to increase employment or other productive activities. It also increases children's potential productivity and wealth creation which will in turn help to alleviate poverty. Children with disabilities have lower educational attainment than other children which leads to lower economic status. Education can reduce discrimination against children with disabilities and tackle poverty. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. The best way to improve education for children with disabilities is to improve the education sector as a whole. In countries where teachers are untrained, working with large class sizes and few resources in structurally unsafe classrooms, pragmatic context-specific and cost-effective decisions are necessary (DFID, 2000)

## **2.9 Barriers to Educating Students with Disabilities**

Perceived barriers to educating students with disabilities may be physical, social or financial. Some barriers include the following discriminatory policy actually segregates children with disabilities and prevents them from attending school or professional training, including teaching, no specific policy on disability or education of children with disabilities reasonable policy is in place but not implemented, poor resource allocations to education for the disabled limited training of teachers in working with children with disabilities, no incentives for teachers to do so and poor school support services, limited or no resources for schools and limited awareness of disability among teachers and school staff (DFID, 2000).

## **2.10 Relationship between Level of Education and Attitudes**

According to Luke Staniland (2009, Cited in Almaz.T, 2011) the relationship between educational level and attitude towards disability is positive. In general, a larger proportion of people without qualifications or above reported that they would be very comfortable interacting with disabled people across the scenarios, particularly when interacting with people with physical or sensory impairments. Most people in the higher education group would be very comfortable with someone with a physical impairment marrying a close friend or relative. Differences between the higher and lower education groups tend to be smaller when looking at attitudes towards people with mental health conditions or learning disabilities, with lower figures across the board.

Whilst the relationship between education and attitudes is complex a couple of patterns worthy of comment emerge. It appears that having poor education makes a larger difference to the likelihood of being prejudiced towards people with sensory or physical impairments than it does to the likelihood of being prejudiced towards people with mental health conditions or learning disabilities.

Secondly, people with higher levels of education are significantly less likely to say they would be very comfortable if a person with learning disabilities was their boss at work. This evidence adds further weight to the argument that prejudice towards disabled people is influenced by negative assessments of disabled people's capability. People with higher levels of education are more likely to be in positions of greater responsibility in the work place. It is possible that it is a concern over the ability of a disabled person to deliver in such roles that lies behind the lower level of comfort. However, without further research these differences cannot be fully explained. (Luke Staniland 2009).

## **2.11 The relationship between age and attitudes**

The impact of age on attitudes towards disabled people is not consistent across scenarios and impairments. For example, the youngest age groups are the most comfortable in the schooling and marriage scenarios, whilst for the boss scenario they are least comfortable. The youngest age group is also least comfortable interacting with people with physical or sensory impairments in all scenarios except marriage and school. The oldest age group is least comfortable, in most scenarios, interacting with people with learning disabilities or mental health conditions without further research it is difficult to fully understand why the relationship between age and attitudes varies depending on scenario and impairment. However, what is clear is that blanket assertions that people have either 'negative' or 'positive' attitudes to disabled people do not hold up to scrutiny. Respondents' demographic characteristics (in this case age) interact with both the situation in which a disabled person is encountered, and the impairment that they have, in influencing the attitudes people hold Luke Staniland (2009).

## **2.12 Relationship between gender and attitudes**

For almost all scenarios and impairments women are more likely to say they are very comfortable than men and in no scenarios or impairments are they less likely to be very

comfortable. However, the overall pattern of comfort by impairment and scenario is similar for both women and men. Luke Staniland (2009)

Yuker (1994) stated that although past studies have reported positive attitudes for females, the differences between the genders are diminishing.

Consequently, some current researchers are still finding no differences in attitudes between genders whereas other studies are consistently reporting differences between genders mainly with females expressing more favourable attitudes compared to males in the United States (Hunt & Hunt, 2000; Pitman & Slate, 1994; Upton & Harper, 2000).

Royal and Roberts (1987) compared the attitudes of students in elementary school, middle school, high school, and college. They concluded that female subjects had more favourable attitudes across all age groups. A literature review conducted by Rao (2004) identified gender as an important variable, which could influence attitudes among college faculty. Rao concluded that some female college faculty had more positive attitudes toward PWDs than did male college faculty. Although gender continued to be a predictive factor of attitudes, level of education did not affect females' attitudes.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter Design of the study, population, Sampling, sampling techniques, data gathering instrument and procedures, and data analysis techniques were presented orderly.

#### **3.1 Study Design**

The main purpose of the study was to investigate the attitude of students towards students with disability and the challenging experiences of students with disability at Hosanna College of Teachers Education. In order to arrive at the stated purpose, both quantitative and qualitative designs were employed.

#### **3.2 Research Site**

The study was carried out at Hosanna College of Teachers Education. Hossana town is found in SNNPR Regional State of Hadiya Zone. The college is one of the five teacher education colleges, which are found in SNNPR Regional state. It was established first as Teachers Training Institute and latter upgraded to Teachers Education College. The researcher preferred the study site based on the rational that he had a familiarity of the study site. This created a good opportunity for the researcher to administer and collect the data in a more conducive way.

#### **3.3 Populations and Sampling Techniques**

##### **3.3.1 Population**

The population of this study consists of students (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year) of Hosanna College of Teachers Education who had been attending their education in academic year of 2013/2014. According to the college registrar office there were 1485 students in the 2013/2014 academic year.

### **3.3.2. Sampling techniques**

The sampling techniques of this study were both random and purposive sampling. The sampling frame of the study was all the list of students in Hosanna College of Teachers Education. To select participants from sampling frame participants were stratified based on their year level and sex. This sampling is technically termed as stratified sampling. Since year level and sex were included in the study as variables selecting proportional samples based on the two variables were pertinent for the study. As the result, participants were first stratified based on their year level. There were four streams. The streams were language, natural science and mathematics, social science and aesthetics.

By using simple random sampling (lottery method) two streams were selected out of each year level. The streams were social science and natural science. Participants were stratified based on their sex and year level. Following that, the number of participants to be selected in each stratum was determined by proportional allocation. Then after, the required number of participants was selected from each stratum through simple random sampling techniques using lottery method. The main study was conducted on sample of 200 (13.5%) of the total population (1485) excluding pilot study. The sample size was taken depending on the guide line for sampling which suggested that for such studies, 10% to 20% should be sampled. Because this provides a good representation of the population if selected appropriately (Arisian and Gay, 2004).out of the total sample, 195 (130 male and 65 female) respond to the questionnaire appropriately. However, 5 (3 male and 2 female) students failed to provide complete data. So, analysis was done based on the 195 (130male and 65 female) students.

To collect information about challenging experiences and opportunities of students with disability in Hosanna College of Teachers education, the researcher purposely selected ten instructors to fill open ended questionnaire and also focus group discussion was planned to collect data from Special Need Education Department, student union and classroom monitors about the challenging experiences and opportunities of students with disability. Finally, two case studies were employed for students with disability to collect information about difficulties of students with disability in the College.

**Table 1, Summary of the population and sample by year level and sex**

Year level	Population			Sample		
	Male	Female	Total	Male	Female	Total
First Year	329	177	506	44	24	68
Second Year	347	143	490	43	23	66
Third Year	342	147	489	46	20	66
Total	1018	467	1485	133	67	200

### **3.4 Study Instruments**

The main data collection instruments were three types, which are categorized into two groups: the quantitative and qualitative instruments.

In gathering data for the study questionnaire, focus group discussion and case study were employed. The questionnaire consisted of demographic characteristics, close ended questionnaire; open-ended questionnaire and attitude scales. The demographic characteristics consisted of 5 items indicate their sex, age, year level, department, and identification number.

The questionnaire was used to collect data from students without disability to know the knowledge about disability, questionnaire was used to collect data from instructors about challenging experiences of students with disability, attitude scales of five point Likert Scale was used to collect data from students without disability about the attitude of students towards students with disability, focus group discussion was used to collect data from Special Needs Education Department, student union and classroom monitors of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year Special Needs Education students about the challenging experiences and opportunities of students with disability and finally two case studies were used to collect data from students with disability about the challenging experiences and opportunities of students with disability at Hosanna

College of Teachers Education. These instruments were adopted from Harold E. Yuker and J. R. Block (1970) cited in Alemu.A, (2002).

### **3.4.1 Quantitative Instruments**

**A. Structured Questionnaire:** - This was focusing mainly on attitude measuring scale (30) questions with five point Likert Scale were used to collect data from students without disability about the attitude of students towards students with disability. It had three sections: section one focuses on the demographic characteristics of the respondents, section two measures the respondents' knowledge and information towards disability, and section three obtains ideas by using a five point attitude scale, with a continuum “*Strongly disagree*”, “*Disagree*”, “*uncertain*” “*Agree*”, and “*Strongly agree*” to measure the attitude of respondents towards students with disability. This measuring scale consists of 30 items and the participants were asked to indicate the extent of their agreement with each statement using a five-point attitude scale. The given scale values were, 1=strongly disagree, 2= disagree, 3=uncertain, 4= agree, 5=strongly agree to the stated items.

### **3.4.2 Qualitative Instruments**

To confirm the quantitative result obtained through structured questionnaire, qualitative instruments (Open ended questionnaire, Focus Group Discussion and Case Study) were used.

**A. Focus Group Discussion:** - Focus group discussions (15) questions were used to collect data from Special Needs Education Department, Student Union and Classroom monitors of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year special needs education department about the challenging experiences and opportunities of students with disability in Hossana College of Teacher Education. Before conducting the discussion the following points were explained:

- About the purpose of the study,
- The study confidentiality, and about
- The voluntary nature of their participation during the focus group discussion.

The Focus group participants consisted 8 persons among those 3 were teachers of Special Needs Education Department in the college, 1 was from student union and 3 were class room monitors

of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students in special needs education department and one was from college management staff. The focus group discussion was conducted with Amharic language.

In the Focus groups discussion the researcher acted as a moderator and assisted by a note taker. A tape recorder was used to record all discussions. Almost two hours and thirty minute were used to discuss on issues pertaining to the attitude towards disability. After the Focus group discussion was finished, the researcher and the note taker reviewed the tape-recorded notes and made reasonable summary of the focus group discussion that is very useful for data analysis.

**B. Open ended Questionnaire:** (5) questions were used to collect data about the difficulty of students with disability in the college from ten (10) teachers two from each stream. Open ended questioner was consisted of five open questions focused on challenges of students with disability in Hossana College of Teachers Education.

**C. Case Studies:** - Two case studies were conducted with students with disabilities in Hossana College of Teachers Education. One case study was the result of a semi-structured interview conducted with a male student who has visual impairment in civic and ethical education department third year student in Hossana College of Teachers Education and the second case study was the result of a semi-structured interview conducted with a female student who has motor disorder from special needs education second year students in Hossana College of Teachers Education.

### **3.5. The pre pilot work**

The data collection instrument was originally prepared in English language. Then, forward and back ward translations in to Amharic were made. During the translation process, three language experts who were believed to be competent were consulted to improve the quality of the translation. All of them were graduate students in the language department (two of them in English department and the other one from Amharic department). In the process the researcher evaluated each of the translation by comparing the original items with the translated one. Thus, some differences that appeared in the forward and backward translations were corrected in collaboration with those language experts.

Furthermore in order to conduct content validity of the instruments, it was given to two senior psychology professionals, including the research advisor. Subsequently, the necessary corrections and modifications were made on the instruments. Finally, the Amharic version of the questionnaire was made ready for pilot administration (14 closed-ended, 5 open-ended, 30 attitude scales of five point Likert Scale, 15 focus group discussion questions and two case studies with 6 demographic questions and 10 leading questions)

### **3.6 Pilot Study**

The pilot study which was aimed at ensuring item clarity and reliability was done on 30 randomly selected Hossana College of Teacher Education students. Out of these 10 of them were 1<sup>st</sup> year, 10, 2<sup>nd</sup> year and 10, 3<sup>rd</sup> year students. The number of males and females were kept equal. The questionnaire was administered following standard examination procedures, such as, students were seated properly and they were instructed not to talk or discuss with their friends while doing the task. Besides, participants were informed that they can put a question mark in front of the question/ question that are not clear to them.

After collecting the questionnaire, each item was checked for appropriateness. Based on that, a student result was excluded since he was an outlier. The results of the pilot test were analyzed using statistical package for the social science (SPSS version 20). Thus, cronbach's alpha and inter-item total correlation were computed to see the internal consistency of items of each instrument. Hence, the Cronbach's alpha values of the attitude scale (attitude of students towards disability) were .85(total). Following the pilot test, items which had negative and correlation to the total items were rephrased and modified to suit the purpose of the study. Finally, 14 closed-ended, 5 open-ended, 30 attitude scales of five point Likert Scale, 15 focus group discussion items and 10 leading question for two case studies were ready for the main study.

### **3.7. Data Collection Procedures**

After the questionnaire was developed and made ready for administration, letters of cooperation (from Department of Special Needs Education) was presented to concerned bodies of the study site (Hossana College of Teacher Education), following that, the researcher explained the objective of the research to the administration of Hossana College of Teacher Education, then

after the researcher secured their consent and collaboration which was crucial for the success of the study. Subsequently, the researcher contacted two assistants for collecting data and gave them a short orientation on how to do the task. Thereafter, the researcher explained the purpose of the study to the study participants and asked their consent. They were ensured that participation was voluntary.

Then, participants were kindly requested to seat in a “standard” examination seating arrangement. Following that, instruction was given both orally during administration of the questionnaire and in written form on the questionnaire. Respondents were encouraged for their honest responses and informed to feel free to express any doubt on the items. Then, the questionnaires were distributed. Finally, when they finished responding to the items, the questionnaires were collected and respondents were thanked for their cooperation.

### **3.8 Method of data analysis**

To analyze the data descriptive and inferential statistics were employed. Descriptive method consists of description and narration of the knowledge and information about disability and challenging experience and opportunities of students with disability which was collected by open and close ended questionnaire, focus group discussion, and case study.

Inferential statistics was employed to investigate the attitude of students towards students with disability which is collected by attitude scale of disability. More specifically, standard deviation, mean, and analysis of ANOVA were employed. These inferential statistics was used to investigate significance difference in attitude across sex, and year level.

## CHAPTER FOUR

### 4. ANALYSES OF THE FINDINGS

The results of the study were presented in two sections. Section one was findings of quantitative study and section two was findings of qualitative study.

#### 4.1 Findings of Quantitative Study

The results of quantitative survey have been mostly presented by using tables, percentages, and means scores that refer to all variables collected in the questionnaire. An attempt was made in this study to know the level of information, knowledge and awareness of the students towards disability and persons with disability. And an attempt had also been made to examine the attitudes of students towards disability and students with disabilities in Hossana College of Teacher Education.

##### 4.1.1 Demographic Characteristics of the Respondents

Table 2: background and characteristics of the respondents

<b>Variable</b>	<b>Sub-variable</b>	<b>Number</b>	<b>Percentage %</b>
Sex	Male	133	66.5
	Female	67	33.5
	Total	200	100.0
Year level	First year	68	34
	Second year	66	33
	Third year	66	33
	Total	200	100.0

As can be observed from the table 2 above, 200 college students participated in the study. Among these, 66.5% of the participants were males; and the remaining 33.5% were females. As table 2 also shows also, of the total 200 respondents' 34% of them were 1<sup>st</sup> year, 33% were 2<sup>nd</sup> year and 33% were 3<sup>rd</sup> year students. The age range of the participants was between 17-24, with the mean age of 19.2.

#### 4.1.2 Information, Knowledge and Awareness towards Disability

In this study it was intended to know the information, knowledge and level of awareness towards disability and students with disability among students in Hossana College of Teacher Education. Thus the student's level of information, knowledge and awareness was tested by providing some questions about types of disabilities. From the total subjects used in this study, 192 (96%) of the respondents pointed out that they know some students who has disability within the college. As tested in this study out of 200 subjects for each item the respondents reported the following types of disabilities.

*Table 3: Types of Disabilities reported by Respondents*

<b>N0.</b>	<b>Do you know students with the following disabilities?</b>	<b>Yes</b>	<b>Percentage</b>
1	Visual impairment	192	96
2	Hearing impairment	191	95.5
3	Leprosy	158	79
4	Motor disorder	194	97
5	Intellectual disability	175	87.5
6	Language disorder	178	89
7	Behavioral problem	189	94.5

As indicated on table 3, the respondents specifically reported that they know students with different type's disabilities in the Hossana College of Teachers Education. 192 (96%) reported that they know students who has visual impairment; 191 (95.5%) pointed out that they knew students with hearing impairment; 194 (97%) mentioned that they knew students with motor disorders; 175(87.5%) reported that they knew students with intellectual disability; 158 (79%) reported that they knew students who have leprosy; 178(89%) who have language or communication disorders; and 189 (94.5%) mentioned that they knew students who have behavioral problems. The conclusion shows students in Hossana College of Teacher Education had information, knowledge and awareness towards types of disabilities.

Even though there is no statistical data that gives the number of students with disabilities in Hossana College of Teacher Education, in this study it was intended to estimate the number of students with disabilities in Hossana College of Teacher Education. Considering the information given by the respondents the researcher had tried to estimate the number of students with disabilities in Hossana College of Teacher Education. The estimation was based on the majority of the respondents 132 (66%) were reported that the number of students with disabilities in the college would be about 50 and above but the students estimation were focused on visible disabilities like visual impairment, hearing impairment motor disorder and etc.

Still in measuring the level of information, knowledge, and awareness towards students with disabilities in Hossana College of Teacher Education an item that says “How do you understand students with disability compared with students without disability in educational performance”The conclusion shows that 124 (62%) of the respondents mentioned students with disability are worst in educational performance compared to students without disability.

Regarding to the transmission of disability, 178 (89%) of the respondents reported that any disability could not be transmitted by physical contact and 22 (11%) of the respondents reported that disability could be transmitted by heredity. The conclusion shows that there is adequate information towards information and knowledge about the transmission of disability in Hossana College of Teacher Education.

***Table 4: Responses to disabilities can be communicable /transmitted by heredity &Physical contact***

Types of disability that can be communicable and transmitted by heredity	Number	Percentage
Leprosy	169	84.5
Visual impairment	9	4.5
Hearing impairment	7	3.5
Mental retardation	21	10.5

Language disorder	4	2
Other of disabilities	5	2.5

Regarding types of disability that can be communicable or transmitted: 169 (84.5%) of the respondents reported leprosy; 9 (4.5%) respondents reported visual impairment; 7 (3.5%) reported hearing impairment; 21 (10.5%) reported mental retardation; 4 (2%) reported language disorder; and 5 (2.5%) reported all kinds of disabilities can be communicable and transmitted by heredity and physical contact.

169 (84.5%) of the respondents reported that leprosy in large is a communicable disability from person to person.. Here the conclusion implies that the students in Hosanna College of Teacher Education have adequate information, knowledge and awareness in identifying types of disabilities that can be communicable and transmitted. So it needs to spread this information, knowledge and awareness to the community they live in to make the community aware towards disability.

In relation to the level of awareness and knowledge towards students with disabilities, an attempt was made that subjects indicate some factors that contribute to disability in general. In this study an attempt was made to measure the students' knowledge in relation to the causes of disabilities. For an item that says, "Do you know the possible causes of disability?" The following table shows the number and percentage of respondents towards causes of disability.

**Table 5: Causes of Disabilityas mentioned by Respondents**

Causes of Disability as Reported by Respondents	Yes (in number)	Percentage	No	percentage
Mother and father make sin or disobeying the will of God	13	6.5 %	187	93.5%
Inherited from Parents	78	39 %	122	61%
Accident	193	96.5 %	7	3.5%

By joking on and ignoring other person with disabilities	9	4.5 %	191	95.5%
Evil eyes/possessed by demons	7	3.5 %	193	94.5%
Carelessness to prevention of disabilities	159	79.5 %	41	20.5%
Drug and alcohol abuse and smoking	167	83.5 %	33	16.5%
Small pox and Polio	186	93 %	14	7%
By nature for unknown reasons	97	56 %	103	54%

As it is indicated on the table above; 13 (6.5%) of the respondents reported that disability can happen due to the sin of mother and father or displeasing the wills of God; 78 (39%) of the respondents reported that disability can be inherited from Parents; 193 (96.5%) of the respondents reported that disability can be happen by accident; 11 (5.5%) reported it can happen because of wage of curse and calamity from supernatural; 9 (4.5%) mentioned that it can happen by joking on and ignoring other persons with disabilities; 7 (3.5%) reported it can happen due evil eyes or possessed by demons; 159 (79.5%) mentioned that it can happen due to persons' carelessness towards preventing disabilities; 167 (83.5%) reported it can happen due to drug and alcohol abuse and smoking ; 186 (93%) reported disability can happens because of smallpox and polio; 97 (56%); reported that disability can happen because of nature for unknown reasons.

The finding indicates that students have mentioned different reasons that how disability can happen to somebody. Therefore, the conclusion is that students in Hossana College of Teachers Education have information, knowledge and awareness towards the possible causes of disability. Still to know the level of information, knowledge and awareness towards students with disabilities' in Hossana College of Teachers Education, the statements were presented about possibilities of preventing the occurrences of disabilities and willingness to take care of students with disabilities. The items were: *“Is it possible to prevent disability; are you willing to take care of students with disability who is your friend, relative or family member?”* The obtained results indicate that: 175 (87.5%) of the respondents mentioned that it is possible to prevent the occurrences of disabilities and 191 (95.5%) reported that they are willing to take care of a students with disability if he/she is a friend, relative ora family member. So the result shows that

students in Hossana college of Teacher Education are aware of preventing disability and they are willing to take responsibilities of students with disabilities.

#### 4.1.3 Attitudes of students without disability towards students with Disability

Students with different level of education perceive students with disabilities in different ways. In this study an attempt was made to measure the attitude of students towards students with disabilities in Hossana College of Teacher Education. From 200 subjects used in this study the following results were found as indicated to each item by the respondents.

Table 6: How students with disability perceived by students without disability

No.	How students with Disability are perceived	Number	Percentage	Number	Percentage
1	Seen as sick person	87	43.5%	113	56.5%
2	Dependent and burden to parents and community	94	47%	106	53%
3	Perceived as unproductive and useless persons	63	31.5%	137	68.5%
4	Seen equally like other human beings those who are trainable, educable and productive	106	53%	94	47%
5	They are seen as sympathy	92	46%	108	54%

As the respondents mentioned, in Hossana College of Teacher Education 87 (43.5%) of the respondents seen students with disability as sick persons, 94 (47%) of the respondents perceived students with disability as dependents on other and burden to the community and as well as to the parents, 63 (31.5%) of the respondents perceived students with disability as useless and unproductive persons, and 106 (53%) of the respondents reported that students with disability are equal with other human beings and perceive them as those who can work and produce, and who can be trainable and educable.

On the other hand to measure the attitude of students toward students with disability in Hossana College of Teacher Education, subjects were asked to express their feeling regarding taking responsibilities of students with disability. The obtained result shows that: 187 (93.5%) of respondents reported that parents and relatives are more responsible for students with disability; 182 (91%) reported that government should be responsible for students with disabilities; 121 (60.5%) of respondents reported that Non-Governmental Organizations, Civic Organizations and Humanitarian Organizations should be responsible to take care of students with disabilities; 189(94.5%) of respondents reported that community as a whole should be responsible to take care of students with disability; 129 (64.5%) reported that; student with disability themselves should be responsible.

The result indicates that students in Hossana College of Teacher Education is aware in taking responsibilities of students with disability, therefor the students responsibilities to take care of students with disabilities indicates that their positive attitude towards students with disability.

To measure the attitude of students toward students with disabilities in Hossana College of Teacher Education the statements were presented about the relationship of students with students with disability. The items were:”Is that possible a student with-out disability makes friendship with a student with disability in your college?” The obtained results indicate that, 185 (92.5%) of the respondents mentioned that it is possible students without disability make friendship with a student with disability.

In this study an attempt was also made to know the educational situation of students’ with disability in relation to the instructional materials, resource room, educational achievements, evaluation system, classroom arrangement, physical environment and special support like tutorial. For an item that says “Is there enough instructional materials for students with disability?” The obtained result shows that: 174 (87%) of respondents reported that there are not enough instructional materials that help students with disability in teaching learning process, 179(89.5%) of the respondents reported that students with disability are low achiever than students without disability because of lack instructional materials, 176(88%) of the respondents reported that there no evaluation system that is suitable for students with disability, 181(90.5%)

of the respondents reported that there is no resource room for students with disability, 189 (94.5%) of the respondents believed that the classroom arrangement in the college is not suitable for students with disability, 122(61%) of the respondents reported that the college physical environment is not accommodating the need of students with disability, and 136(68%) of the respondents reported that the college did not have special support like tutorial class for students with disability.

So the result shows that there is not enough and accessible instructional materials that contribute to the good academic achievements of students with disability and the evaluation system is not suitable and that contribute to low achievements of students with disability. As well as Hosanna college of Teacher Education haven't resource room for students with disability that help them to know more and they can compete with the other students, the college classroom arrangement and physical environment is not also accommodating the need of students with disability and finally the college haven't special support like tutorial class to help students with disability. So the factors explained above contribute highly for the low academic achievement of students with disability, therefore the college administration, teachers and other communities of the college should work together to change these situations.

#### **4.1.4 Responses of the Respondents on Attitude Scale Items.**

##### **4.1.4.1 Univariate Analysis of Attitude by sex**

The second purpose of this study was to investigate the difference in attitude between males and females students towards students with disability in Hosanna College of teacher education. Accordingly, univariate analysis of ANOVA of attitude towards students with disability by sex was employed to investigate the difference in attitude across males and females student's towards students with disability. To do this one way ANOVA was conducted and the results presented in table 7 and 8 below.

Table 7: Number of observation, mean, and standard deviation of attitude of students towards students with disability score by sex

<b>Sex</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>
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Male	73.93	138	13.45
Female	76.84	57	12.30
Total	74.78	195	13.16

\*\*\*Note that the highest mean score of attitude indicate that students have negative attitude toward students with disability and the lowest mean score of attitude towards students with disability indicated that students have positive attitude towards students with disability.”

As indicated in Table 7, females (76.84) scored higher mean score of attitude towards students with disability than males (73.93). This indicated that females have more negative attitude towards students with disability than males in Hosanna College of teacher education. Table 8 presents summary table of ANOVA of attitude towards students with disability by sex.

**Table 8: summary of ANOVA of attitude towards disability by sex**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	340.96	1	340.96	1.978	.161
Within Groups	33271.99	193	172.39		
Total	33612.95	194			

\*p<0.05

As indicated in table 8 above, there was no significant mean score difference of students attitude towards students with disability between male and female respondents. This means that there was no significant difference in attitude towards students with disability between male and female students in Hosanna College of Teachers Education.

#### **4.1.4.2 Univariate Analysis of Attitude by year level**

The other purpose of this study was to investigate the difference in attitude among 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students towards students with disability in Hosanna College of teacher education

.Accordingly, univariate analysis of ANOVA of attitude towards students with disability by year level was employed to investigate the difference in attitude across 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students towards disability.

**Table 9:** Number of observation, mean, and standard deviation of attitude towards students with disability score by year level.

Year	Mean	N	Std. Deviation
first year	87.01	65	8.06
second year	59.44	65	5.26
third year	77.89	65	5.63
Total	74.78	195	13.16

Minimum - 59.44

Maximum -87.01

\*\*;;Note that the highest mean score of attitude indicated that students have negative attitude toward students with disability and the lowest mean score of attitude towards students with disability indicated that students have positive attitude towards students with disability.

As shown in Table 9, the results of descriptive statistics indicated that highest mean score of attitude towards students with disability was obtained by respondents of first year students (87.01). The next higher mean score of attitude towards students with disability was observed on participants coming from third followed by second year students. So first year students have most negative attitude towards students with disability since first year students have the highest mean score of attitude towards students with disability. On the other hand second year students have positive attitude towards students with disability than first and third year students .this was because first year students have the least mean score of attitude towards students with disability. As far as the researcher was concerned, the reason for more positive attitude of students towards students with disability was observed in second year than first or third year it was that second year students were taking special need course as common course. This may contribute to have more positive attitude in second year than first or third year students.

Analysis of the variance of attitude towards students with disability by year level is presented in Table 8.

**Table 10: Summary of ANOVA of attitude towards disability by year level**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>
Between Groups	25643.66	2	12821.83	308.91*
Within Groups	7969.29	192	41.50	
Total	33612.95	194		

\* $p < 0.05$

the result of the one - way ANOVA indicated (table 8) that there was significant difference in mean score of attitude towards students with disability among first, second and third year students in hosanna college of teacher education.  $(2,192)=308.910, p < 0.05$ ).this means that there was significant difference in attitude towards students with disability between first, second and third year students in this particular sample (study).

#### **4.2 Findings of Qualitative Studies**

In this section the qualitative findings of the study that is results obtained from open - ended questionnaires, focus group discussion case studies were employed. These instruments were designed to investigate the difficulties that students with disability face and possible intervention that should be done in Hosanna College of Teacher Education and to identify some of the possible intervention strategies to be recommended to address attitudinal problems of students towards disability.

##### **4.2.1. Results of open ended questionnaire**

In this section the findings obtained from open ended questionnaire were analyzed and discussed to investigate the common type of disability observed in Hosanna College of teacher education and to identify weather instructors ever have students with disability in the class they thought. In addition open ended questioner was designed to identify the perception of students without

disability towards students with disability and to identify the difficulties that students with disability faced in Hosanna College of Teacher Education. Finally open ended questioner was employed to identify possible intervention strategies to address altitudinal problems and to minimize students with disability difficulties in Hosanna College of teacher education.

The instructors mentioned that they had students with disability in the class they taught. The instructors also pointed out the types of disabilities that are commonly observed in student of Hosanna College of teacher education. These disabilities are visual, hearing and physical.

In this study the instructors also pointed out those students without disability have the following perception towards students with disability. These perceptions included those students with disability as useless, potentially weak, and dependent and burden to parents. For this reason students with disability were isolated, segregated and dissocialized and not permitted to participate in assignments, group work and social activities (eat, play, walk & study together). However one of the instructors pointed out those students without disability did not isolate and segregate students with disability. As a result, students without disability perceived students with disability as useful, potentially strong and independent.

Research participant instructors were asked to list down the problems encountered by students with disability in Hosanna College of teacher education. Accordingly the problems were related to materials (resources), college physical environment (class room setting, buildings etc.) and instructors.

The problems related to material included slate, stylus hearing aid wheelchair. Instructors pointed out that there was no access to students with disability for these materials (equipment's). To this point instructor indicated that there was no even resource person who could facilitate the accessibility of equipment related to disability and to facilitate seminars or trainings for instructors and students in Hosanna College of teacher education.

The problems related environment or setting refers to the suitability and accessibility of classrooms, buildings, roads to different classrooms of Hosanna College of Teacher Education. This was hugely affecting students with physical and visual impairment.

Last but not least research participants' instructors explained that most instructors did not have the skill to help students with disability such as sign language and skill for using Braille. According to respondents instructors did not have those skills, it is not because lack of skilled person in Hosanna College of Teacher Education to give training to instructors. Rather instructors did not have the interest to attained training or seminar on Braille and sign language skill.

Research respondent instructors were also asked about what should be done by students without disability, instructors, special needs department and college management in order to alleviate the problems of students with disability in Hosanna College of Teacher Education.

Instructors recommended that students without disability have to help and facilitate class room environment so that students with disability could benefit in teaching learning process. In addition students without disability have to cooperatively work and study with students with disability this could be facilitated by arranging some sort of awareness raising seminars for students without disability.

Instructors also recommended about what should be done by instructors in Hosanna College of teacher education to alleviate problems encountered by student with disability to this point instructors have to change the way of teaching in order to address problems of understanding the course speed and coverage of course materials of disable students. This can be best possible by getting different skills (sign language, braille) to help students with disability specially hearing and visual impairment. In addition respondents explained that instructors have to arrange special tutorial for students with disability.

Furthermore, respondents pointed out the activities that department of special needs education has to do in order to alleviate the problems of students with disability. Accordingly special need department have to do the following. First and for most the department has to take the initiative to arrange short term training on sign language and brail skills. In addition the department also has to also take initiatives to make the materials that are essential to students with disability accessible. Finally special need department has to advocate strongly that the suitability of

classroom, buildings, and roads to different classrooms to students with disability is human right that the nation signed and did practical action in every corner of the country.

Last but not least, research respondent instructors also identified the activities that the college management has to do. Understanding that Hosanna College of Teacher Education is the only college that has been allowed to teach diploma students in special needs education in SNNP region, the management has to take this opportunity to make the college center of excellence at least for special needs education. This was possible if the management was able to take the following measures. Firstly, the college management has to facilitate suitability of classrooms, buildings, and roads to different classrooms when the initiative came from different stake holders (e.g., special need department).secondly, the college management has to facilitate ways to access different resources such as hearing aid, slate, stylus etc.)

#### **4.2.2 Results of Focus Group Discussion**

Focus Group Discussion was conducted in this study with Special Needs Education Department, student union and classroom monitors to collect data about the challenging experiences of students with disability in Hossana College of Teachers Education. Eight (8) discussants participated in the focus group discussion.

A group discussion conducted in Hossana College of Teachers Education with Special Needs Education Department, student union and classroom monitors who have eight (8) members. Among those three were special needs education teachers, one was from student union, three were from classroom monitors of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students of special needs education department and one was from the college management staff.

With regard to information and knowledge about students with disability in Hossana College of Teachers Education, all discussants reported that they know students with different types of disabilities such as those who have visual impairment (blindness), motor disorders, communication disorders, leprosy, hearing impairment (deafness), language disorders and behavioral disorders.

Concerning the perception of the college community towards students with disability the discussants mentioned that mostly students with disability are isolated and neglected socially by their classmate, teachers' management of the college and other members of the college. Students

with disability are not permitted to participate in the activities of the college with other students. They do not confidentially work class work, home work group work, assignment and other project works together with students without disability given by teachers because of negative attitude of other students towards students with disability.

Concerning the resource room and educational materials and equipment in the college for students with disabilities the discussants mentioned that there were no enough resource room and educational materials (resources) and there was no access to students with disability for these materials (equipment's). To this point the discussants mentioned that there was no even resource person who could facilitate the accessibility of equipment related to disability and to facilitate seminars or trainings for students with disability.

For the questions "Do you think that the college physical environment is comfortable for students with disabilities?" the discussants mentioned that the classrooms, buildings, roads to different classrooms, libraries and offices were not suitable and students with disability specially motor disorder and visually impaired students are suffering because of the inappropriate roads, ups and downs of the land. This was hugely affecting student's with physical and visual impairment in their educational performance.

For the questions "Do you think that community of the college has positive attitude towards students with disability?" the discussants mentioned that the community of the college have not positive attitude rather most of the college community perceived students with disability as sick persons, as useless persons, as unproductive persons, uneducated and burden to the society, dependents on students without disability. They also reported that some of the college community perceives students with disability are also perceived as cannot be educable, trainable and cannot participate actively with other students. Also the discussants expressed their idea about the interaction of students with disability with students without disability even if students with disability wants to make friendship and positive interaction with other students but students without disability does not want interact and make friendship with students with disability because of their thought that students with disability are dependent on other students because of this most of the time students with disability interact and make friendship with other students with disability.

For the questions “Do you believe that students with disabilities need additional support? The discussants mentioned that students with disability need additional support among those teachers should arrange special tutorial class for students with disability, arrange students to work assignments and different projects with other students, facilitate class room environment, seating arrangement and provide suitable evaluation system for students with disability so that students with disability could be benefited in teaching learning process and effective in education.

Regarding to the difficulties of the students with disabilities in the college, as the discussants mentioned that the main difficulties of students with disability were absence materials (resources like hearing aid, slate, stylus etc.), college physical environment (class room setting, buildings etc.) and instructors (method of teaching, teaching materials teachers used in the classroom) were the main difficulties.

For the questions “Do you believe that it would be best for students with disability to learn in special class or school?” six discussants from eight discussants believed that students with disability should not learn in special class or school but there should be resource room, trained teachers and suitable teaching learning environment and should have accommodating environment, if all these preconditions are fulfilled it is best to teach students with disability with their peers. But two of the discussants mentioned that they do not believe students with disability learn together with their peers without disability their reason was the practical problems existed in the college. They also mentioned that they believed about principles of inclusive education if all the college alleviates the difficulties (resources room, physical environment, and teaching method) that exist in the college.

The discussants asked “Do you believe that students with disability should not have to compete for good result with students without disability?” and all the discussants mentioned that students with disability can compete for good result with students without disability if the teaching learning process fully accommodated them and if there is appropriate strategies and way to help students with disability in the college. The discussants also mentioned that all stakeholders should have responsible to take care of students with disability specially persons live around students with disability those are parents, students, teachers, management staff and all other members of Hosanna College of Education.

#### **4.2.2. Results of Case Study**

In this section the results obtained from two cases were presented. Case one was the result of a semi-structured interview conducted with a male students who has visual disability. Case two is the result of a semi-structured interview conducted with female students who has motor disorder.

##### **4.2.2. 1Case-One: A Male student with visual Disability**

###### **A. Demographic Characteristics of the Case**

The name of the case is TH who is 29 years old who is attending his education in civics departmentas a third year student. His birthplace and current address are in the Southern Nation, Nationalities and People's Region in hadya zone, Bonesha woreda. Both of his parents are uneducated and alive and engage in farming and economically they are from a middle class in their environment.

###### **B. Psychosocial Situations of the Case**

The client was disabled in which the disability happened to him when he was child he cannot remember when and at which age just his parents told him it happen around six month years old. As he mentioned he failed to join higher institution in the last batch of the old policy. However after staying in home for six years, he joined grade 9 in the new policy and he managed to join Hosanna College of Teacher Education before three years .from his speech it can be said that TH has well established sense of self confidence, ambition to achieve more, and good feeling about him. He also expressed the perception of his parents, siblings, relatives, friends and most of college community members were before understand that he simply comes only to get diploma, they never believe on his performances because their mind is injected negatively that students with disabilities never perform something he said. He is capable to learn his education in the college effectively, but due to students, teachers and the community attitude as he cannot learn because of his disability make him always angry as he mentioned. He also mentioned that this perception is now changing and students without disability, teachers, and the other member of college community began to cooperate with students with disabilities even if there is still attitudinal problem, Because his academic achievement is much better than other students and even he helps the other students and not dependent on them. For this purpose they have positive attitude towards him and they are co-operative with him and he is very happy. He also mentioned

that he had good interaction with all communities of the college and participated in any activities of the college.

TH mentioned that there are problems related to students with disability. The problems are related to instructors, resources and setting (geographical location of buildings, roads, and offices). As he mentioned, most instructors did not speak what they wrote on the black board as the result he couldn't get clear understanding about the concept to be taught in the class room. In line with this he mentioned that there was no single handout, module or books that were prepared with in braille. He added that he studied by seeking help from students to read the module which was prepared for the so called normal students. In this aspect he boldly explained that he suffered a lot to get students to read all modules for all subject matters. Finally TH explained that he was within a problem to go into the class rooms, libraries and offices because of the inappropriate roads, ups and downs of the land for students with visual disability.

Regarding to disability can be communicable/transmit from one person to person, the client mentioned that disability is not communicable or not transmitted, but it happens to somebody for many different reasons. Besides this the client mentioned that students with disability are not aggressive and harsh when compare to other students without disability. It is the idea originated from the negative attitude of community.

#### **4.2.2. 1 Case-Two: A Female Student with Motor Disorder**

##### **A. Demographic Characteristics of the Case**

Name of the client is TD. She is 23 years old individual who has motor disorder. Her birthplace and current address are in the Southern Nation, Nationalities and People's Region in Gurage zone, in Esheai woreda. She is Second year students in Special Needs Education department in Hossana College of Teachers Education. Both of her parents are illiterate and alive and engage in farming and trading economically they are from a middle class in their environment.

##### **B. Psychosocial Situations of the Client**

According to the client's report the disability of motor disorder happened in her postnatal period as a result of injury occurred when she was three months after her birth. Because of her

disability, she has very great feeling of sorrows; she spent her childhood period just at home without playing with her peers and she was joined school late at the age of 12 until this age she stayed doing nothing. So the client feels that she is ignored, neglected, and isolated by others and by her siblings. Because of these perceptions of others she is very angry, aggressive, and emotional and develops harsh behavior. So she is mostly dissatisfied psychologically, and she has negative feelings towards her siblings including her parents and the community as a whole in the social environment.

She was asked to give some information about some of psychological problems that she faced. According to the report she seriously felt when her peers went to school but she stayed at home with her mother and her siblings ignored and isolated her, they did not work according to her needs or requests. She becomes very angry, she expresses her feelings by crying (tear dropping). She cries because she feels that they know that she is unable to stand up, to walk or to do something as she like and cannot go school. So she always develops inferiority complex and negative attitude towards her siblings and relatives because nobody worries and thinks about her psychosocial problems. The clients remembered the date that her uncle came to visit to her family for holiday and he talked with her parents to find wheelchair and send her to school but it was impossible because she was lived in the village and the road was inconvenient to use wheelchair finally her uncle decided to take her to wolkite town and she got the opportunity to go school.

The client has well established sense of self confidence, ambition to achieve more and good feeling about her this time. She also expressed the perception of her parents, siblings, relatives, friends and most of college community members were before negative that she cannot learn and cannot finish her college education, they never believe on her performances because their mind is injected negatively that students with disabilities never perform college education and they are dependent, but through time by the clients strength and work hard plus the colleges provide some seminars and awareness raising programs the perception and negative attitude are changed more or less, and non-disable students, teachers, and the other member of college community have positive attitude towards students with disability and voluntary to work cooperatively and help students with disability she also mentioned that she had good interaction with all communities of the college and participated in any activities of the college.

The client mentioned that there are problems related to students with disability. The problems are related to teachers, resources and setting (geographical location of buildings, roads, and offices). As she indicated that she has motor disorder and difficulty to move without wheelchair, she was within a problem to go into the class rooms, libraries and offices because of the inappropriate roads, ups and downs of the land.

Finally Regarding to disability can be communicable/transmit from one person to person, the client mentioned that disability is not communicable or not transmitted, but it happens to somebody for many different causes. Besides this the client mentioned that students with disability are not aggressive and harsh as far as they are not ignored, discriminate and negatively perceived. Aggressiveness and anger may originate from the negative perception and attitude of community.

## CHAPTER FIVE

### DISCUSSION

Chapter Five will discuss the findings related to the study of students' attitudes towards students with disability. The chapter will present (a) review of the study, (b) discussion of the research questions that guided the study, (c) limitations of the study, and (d) recommendations for future research.

Negative attitudes have long been identified as societal barriers for people with disabilities (Burge et al., 2007; Hunt & Hunt, 2004; Mullins et al., 1997). The attitudes formed are without knowledge of the disability or the individual with the disability (Harper, 1995; Wright, 1984). These assumptions often lead to negative stereotypes and stigmatization of those individuals. The impact of negative attitudes in Ethiopia can be seen in the lack of participation of people with disabilities in society (Mulatu, 1999, cited in Almaz.T). In short, society negatively labels those with people with disabilities. Many studies of general attitudes toward disabilities have identified specific variables that affect that process.

Past studies have demonstrated that certain variables such as gender, educational level, and academic major, level of contact, and cultural orientation are factors that affect attitudes toward disabilities (Antonak & Liveh, 1988; Hunt & Hunt, 2004; Rao, 2004; Yaker, 1994). The current study examined the attitudes of students towards students with disability and sought to identify variables that may have affected those attitudes in Hossana College of Teachers Education.

According to the MCSDS, Ethiopian college students demonstrated that because the rejection of people with disabilities is culturally acceptable in Ethiopia, if students' attitudes coincided with the general beliefs, they had little reason to want to change their answers to seem more socially desirable; apparently they already are acceptable in their culture. Their attitudes were already largely expressed by the population. Unlike in the United States where it is considered undesirable to have negative attitudes, it is more likely that in the U.S., people are more likely to want to seem more socially desirable in their outlook.

Because studies indicate that people with disabilities are not socially accepted in Ethiopian culture, the participants are likely to adhere to cultural norms at the time and not display attitudes that may go against the group's cultural norms and beliefs, which indicate that disabilities are caused by supernatural events (Alem et al., 1995; Mulatu, 1999, cited in Almaz.T) and disabilities are contagious (Tekle-Haimnot et al., 1992 cited in Almaz.T)). The practices of these beliefs have led people with disabilities in Ethiopia to experience stigma and social isolation (Tirussew, 2005).

As mentioned in the earlier sections of this study, there were misconceptions or lack of information about disability, which widely prevail in all levels of society in most parts of the world. In this study it was intended to know the information, knowledge and level of awareness towards students with disabilities in Hossana College of Teachers Education

Thus the level of information, knowledge and awareness was tested by providing some questions about types, cause and transmission of disabilities. The result reported that they know students with different type's disabilities in the Hossana College of Teachers Education. The conclusion shows students in Hossana College of Teacher Education had information, knowledge and awareness towards types of disabilities.

Regarding traditional beliefs towards disability, Savolainen (1997b) pointed out that, people consider disability is a result of divine punishment and can be transmitted to the next generation of a family. Because of these people fear, shame and avoid persons with disabilities and left alone or hide them away from the eyes of able-bodied persons. In this study it was tested the students attitude towards disability that it can be communicable or transmitted by heredity and physical contact and in identifying which type (s) of disability(ies) can be communicable /transmitted by heredity and physical contact. The conclusion shows that there is adequate information towards information and knowledge about the transmission of disability in Hossana College of Teacher Education.

In the previous studies it was reported by (Crochrane, 1964) that Leprosy is a communicable disease that could be transmitted from and infectious person to healthy one. Here the conclusion implies that the students in Hosanna College of Teacher Education have adequate information, knowledge and awareness in identifying types of disabilities that can be communicable and transmitted. So it needs to spread this information, knowledge and awareness to the community they live in to make the community aware towards disability. In previous studies it was mentioned that disability could happen as result of biological factors, economical factors, developmental factors, environmental factors, infections, and other different factors (WHO, 1980; Werner, 1987; Thorburn, 1990; Heward and Orlansky, 1988). The finding indicates that students have mentioned different reasons that how disability can happen to somebody. Therefore, the conclusion is that students in Hossana College of Teachers Education have information, knowledge and awareness towards the possible causes of disability.

Yuker (1994) stated that although past studies have reported positive attitudes for females, the differences between the genders are diminishing. Consequently, some current researchers are still finding no differences in attitudes between genders whereas other studies are consistently reporting differences between genders mainly with females expressing more favorable attitudes compared to males in the United States.

It is the assumption of the researcher had females had more negative attitudes toward disabilities on the attitude scale because females are held responsible when they have children who have disabilities; therefore, their thoughts are more negative because their experiences with disabilities are negative. Women are blamed for having children with disabilities, and this train of thought translates to when they encounter individuals with disabilities. Therefore, the females who participated in the study may be relating their thoughts to how women are the ones blamed for disabilities. Research found that fathers blamed the mothers for having children with disabilities (Rhamet et al., 2000cited in Almaz.T 2011). Therefore, it is logical to assume that the females' thoughts about disabilities may be more negative because they are held accountable for causing them. Males are not as responsible for creating the disability; therefore, the thoughts and beliefs may not be as relevant to them and their direct contribution to the individual with the disability. Therefore the findings of this study said that there was no significant mean score difference of students attitude towards students with disability between male and female respondents. This means that there was no significant difference in attitude towards students with disability between male and female students in Hosanna College of Teachers Education.

Pitman and Slate (1994) cited in Almaz.T 2011, concluded that students with more years of education displayed more positive attitudes toward students with disabilities. These findings indicated that attitudes may vary between first, second and third year students because the years in college seem to influence attitudes. Yaker (1994) concluded that among demographic variables, the amount of education might indicate the most variability in attitudes. He also found that more education was correlated with positive attitudes in the United States. Au and Man (2006) found that a student's year in school was a significant factor, but also the academic major may be an important factor that predicts attitudes. In general, research has indicated that students in the help-oriented fields (rehabilitation counseling, occupational therapy, education, counseling, and health) tend to display more favorable attitudes compared to students with majors such as business. As far as the researcher was concerned, the reason for more positive attitude of students towards students with disability was observed in second year than first or third year it was that second year students were taking special need course as common course. This may contribute to have more positive attitude in second year than first or third year students

To this point scholars found that education has positive contribution for positive attitude towards disability. For example, Luke Staniland (2009) indicated that in most scenarios, a positive relationship between educational level and attitude towards students with disability. A study conducted in 2004 by Hunt and Hunt measured whether an educational intervention would increase knowledge and positive attitudes of students. The results of that study indicated that there was a significant increase in knowledge and positive attitudes after the educational intervention occurred (Hunt & Hunt, 2004). The finding of present study indicated some sort of inconsistencies about the effect of grade level on attitude towards disability.

So the findings of this study conclude that first year students have most negative attitude towards students with disability since first year students have the highest mean score of attitude towards students with disability. On the other hand second year students have positive attitude towards students with disability than first and third year students .this was because first year students have the least mean score of attitude towards students with disability.

## CHAPTER -SIX

### SUMMARY CONCLUSIONS AND RECOMMENDATIONS

#### 6.1. Summary

The objective of the study was to examine and see the attitude of students' towards students with disability and experience of students with disability in Hosanna College of teacher education. Accordingly, the following basic research questions were proposed in the present study.

- Is there significant difference in attitude between males and females students towards students with disability in Hosanna College of teacher education?
- Is there significant difference in attitude among 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students towards students with disability in Hosanna College of teacher education?
- What are the practical challenges of students with disability in Hosanna College of teacher education?
- What are some of the possible intervention strategies to be recommended to address attitudinal problems of students towards students with disability in Hosanna College of teacher education?

In order to find out answers for the above research questions 200 college students (133 males and 67 females) were selected from Hosanna College of Teacher Education by using stratified random sampling technique. A 5-point likert scale questionnaire was adopted from available scales. The questionnaire consisted of demographic, close ended questionnaire; open-ended questionnaire and attitude scales. The demographic characteristics consisted of 4 items indicate their sex, age, year level, and identification number. The instrument was tried out for the sake of ensuring the reliability of items on pilot samples. Based on the reliability coefficient and feedback gained; some items were rephrased and modified to bring better understanding on the part of the respondents. 10 instructors were also selected purposely to reflect about the common type of disability, challenges of students with disability, and interventions that could be done by students without disability, instructors, special need department, and college management of Hosanna College of teacher education. The collected data were analyzed using quantitative

(mean, number of observation, standard deviation, and analysis of ANOVA) and qualitative method (narration of open ended questionnaire, focus group discussion and case study).

From the inspection of the data analysis, the following findings were obtained.

1. The finding of the present study revealed that there was no significant mean score difference between male and female students on attitude towards students with disability  $F(1,193) = 1.978, P > 0.05$ .
2. The finding of the present study revealed that there was statistically significant difference in the mean score of attitude towards students with disability across the three year level (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year level). First year students have most negative attitude towards students with disability since first year students have the highest mean score of attitude towards students with disability. On the other hand second year students have positive attitude towards students with disability than first and third year students. This was because first year students have the least mean score of attitude towards students with disability.
3. The qualitative data indicated that the most common type of disability among students in Hosanna College of Teacher Education were visual, hearing and physical disability.
4. The qualitative data obtained from open ended questionnaire and focus group discussion also indicated that the perceptions of students without disability towards students with disability were still negative. These perceptions included those students with disability as useless, potentially weak, and dependent and burden to other students. For this reason students with disability were isolated, segregated and dissocialized and not permitted to participate in assignments, group work and social activities (eat, play, walk & study together).
5. The qualitative data obtained from instructors also indicated that the problems encountered by students with disability were related to materials (resources), college physical environment (class room setting, buildings etc.) and instructors.
6. The qualitative data obtained from instructors also indicated that students with disability have to help and facilitate class room environment so that students with disability could be benefited in teaching learning process. In addition students with disability have cooperatively work and study with students with disability this could be facilitated by arranging some sort of awareness raising seminars to students without disability. This could possibly minimize the problems encountered by students with disability.

7. Respondents also indicated that instructors have to change the way of teaching in order to address problems of understanding the course speed and coverage of course materials of students with disability. This can be best possible by getting different skills (sign language, braille) to help students with disability specially hearing and visual impairment; in addition respondents explained that instructors have to arrange special tutorial for students with disability.
8. Respondents also explained that special need department have to do the following in order to alleviate the problems encountered by students with disability in Hosanna College of Teacher Education. First and for most the department have to take the initiative to arrange short term training on sign language and brail skills and awareness raising about disability. In addition the department also has to take initiatives make accessible for materials that are essential to students with disability. Finally special need department has to advocate strongly that the suitability of classroom, buildings, and roads to different classrooms to students with disability is human right that the nation signed and did practical action in every corner of the country.
9. Last but not least, research respondent instructors were identified the activities that the college management has to do. Understanding that Hosanna College of Teacher Education is the only college that has been allowed to teach diploma students in special needs education in SNNP region, the management has to take this opportunity to make the college center of excellence at least for special needs education. This was possible if the management was able to take the following measures. Firstly, the college management has to facilitate suitability of classrooms, buildings, and roads to different classrooms when the initiative came from different stake holders (e.g., special need department).secondly, the college management has to facilitate ways to access different resources such as hearing aid, slate, stylus etc.)

## 6.2. Conclusions

The finding of the present study also revealed that there was statistically significant difference in the mean score of attitude towards students with disability across the three year level (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year level). This implied that first year students have significantly negative attitude towards students with disability than second and third year students in Hosanna College of Teacher Education and third year students have positive attitude even if they have lower mean score than second year students . This could be because of that first year students did not take some special needs education course or training or seminar.

On the other hand, the qualitative data indicated that the most common type of disability among students in Hosanna College of Teacher Education were visual, hearing and physical disability. The qualitative data obtained from instructors also indicated that the perceptions of students without disability towards students with disability included those students with disability as useless, potentially weak, and dependent and burden to parents. For this reason students with disability were isolated, segregated and dissocialized and not permitted to participate in assignments, group work and social activities (eat, play, walk & study together). It implied that students without disability considered students with disability as useless, potentially weak and dependent and burden to families. The qualitative data obtained from instructors also indicated that the problems encountered by students with disability were related to materials (resources), college physical environment (class room setting, buildings etc.) and instructors. The qualitative data obtained from instructors also indicated that students without disability have to help and facilitate class room environment so that students with disability could be benefited in teaching learning process. In addition students without disability have cooperatively work and study with students with disability this could be facilitated by arranging some sort of awareness raising seminars to students without disability. This could possibly minimize the problems encountered by students with disability. Respondents also indicated that instructors have to change the way of teaching in order to address problems of understanding the course speed and coverage of course materials of students with disability. This can be best possible by getting different skills (sign language, braille) to help students who are disable specially hearing and visual impaired. In addition respondents explained that instructors have to arrange special tutorial for students with disability. Respondents also explained that special need department have to do the following in

order to alleviate the problems encountered by students with disability in hosanna college of teacher education. First and for most the department have to take the initiative to arrange short term training on sign language and brail skills. In addition the department also has to take initiatives make accessible for materials that are essential to students with disability. Finally special need department has to advocate strongly that the suitability of classroom, buildings, and roads to different classrooms to students with disability is human right that the nation signed and did practical action in every corner of the country. Last but not least, research respondent instructors were identified the activities that the college management has to do. Understanding that Hosanna College of Teacher Education is the only college that has been allowed to teach diploma students in special needs education in SNNP region, the management has to take this opportunity to make the college center of excellence at least for special needs education. This was possible if the management was able to take the following measures. Firstly, the college management has to facilitate suitability of classrooms, buildings, and roads to different classrooms when the initiative came from different stake holders (e.g., special need department).secondly, the college management has to facilitate ways to access different resources such as hearing aid, slate, stylus etc.)

### **6.3. Recommendations**

Keeping in mind that the findings of the study are worth having to give rise to suggestions, it is recommended that;

1. Make Advocacy to the students and college community and public at large that all persons with disabilities are productive, valuable and they can be trained, educated like other persons. Teach,train,giving seminar to the college community for the human rights that students with disabilities could be productive if they are provided with different opportunities, promote their wellbeing, assist them to develop high self-esteem and struggle for the attainment of equal opportunities and full participation in any social, economic, political, etc. activities. These can be achievable through cooperatively working with instructors, students and college management. To this point special needs department has to come to front line (has much to take leading role).

2. Provide awareness education on the causes and challenges of disabilities and increase the participation of students with disability, parents, government bodies and the community at large through information, education and counseling on prevention of the problem and assistance that could be provided to students with disabilities. Create awareness to the society and keep up the psychosocial make up of students with disabilities by building abilities, rights, skills and moral security. These could be implemented through information. Therefore, produce and distribute flip-charts, leaflets, brochures etc. to the community, Show videos, and films to the community that can perform and produce.
3. Maintain the research studies, working co-operation with those engaged in advocacy and prevention of disability and make implementation about alleviating the issue of disability through the country in general and in SNNP in particular in cooperation with concerned bodies.
4. Provide additional support for students with disability like tutorial program, counseling, prepare educational materials like handout, module based on the needs of students with disability, prepare and use teaching aid that help students with disability to make students with disability effective in their education.

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**APPENDICES**

**APPENDIX-A QUESTIONNAIRE**

**ADDIS ABABA UNIVERSITY**

**POST GRADUATE STUDIES**

**DEPARTEMENTS OF SPECIAL NEEDS EDUCATION**

The aim of this questionnaire is to collect information on the level of information and knowledge about disability, attitude of students without disability towards students with disability as well as challenging experiences and opportunities of students with disabilities in Hossana College of teachers Education. Therefore, I kindly request to read carefully and respond genuinely to the items provided below. You are only expected to share your view since correct and incorrect responses do not exist.

Thank you in advance

**SECTION ONE: - Demographic Characteristics of the Respondent**

Here are some items about your background information and you are required to write the necessary information on the blank space provided.

1. Sex\_\_\_\_\_
2. Age\_\_\_\_\_
3. Year level\_\_\_\_\_
4. Identification Number \_\_\_\_\_
5. Department -----

**TYPE OF INSTRUMENT: QUESTIONNAIRE**

**FOR STUDENTS WITHOUT DISABILITY**

**SECTION TWO: - Knowledge and about Disability.**

**INSTRUCTION: Please give your responses for the following statements by circling the numbers in front of each statement/option.**

1. Do you know students who are with disability? 1. Yes 2. No

2. If yes, what is the type of disability that whom you know has?

(If any other)

A. Visual Impairment 1. Yes 2. No

B. Hearing Impairment 1. Yes 2. No

C. Motor Disorder 1. Yes 2. No

D. Leprosy 1. Yes 2. No

E. Mentally Retarded 1. Yes 2. No

F. Language Disorder 1. Yes 2. No

G. Behavioral Problems 1. Yes 2. No

H. Hearing Impairment 1. Yes 2. No

I. Other (specify) \_\_\_\_\_ 1. Yes 2. No

3. How do you assume the number of persons with disabilities in this college?

A. Up to 25-50    B. 50-75    C. 75-100    D. More than 100

4. How do you see a person with disability?

A. A sick person 1. Yes    2. No

B. Useless 1. Yes    2. No

C. Dependent 1. Yes    2. No

D. Burden to the family 1. Yes 2. No

E. Unproductive 1. Yes 2. No

F. Equally like other human being 1. Yes 2. No

G. Who can produce according to their ability? 1. Yes 2. No

H. Who can be trained and work? 1. Yes 2. No

I. With Sympathy 1. Yes 2. No

J. Other (specify) \_\_\_\_\_ 1. Yes 2. No

5. How do you see students with disability compared to students without disability?

A. Students with disability are worst 1. Yes 2. No

B. Students with disability are the same as/equally students without disabilities 1. Yes 2. No

C. Depends on the level of disability 1. Yes 2. No

6. Can disability transmit by hereditarily from one person to another?

1. Yes 2. No

7. Which kind of disability can transmit from one person to another by hereditarily?

A. Leprosy 1. Yes 2. No

B. Blindness 1. Yes 2. No

C. Deafness 1. Yes 2. No

D. Mental retardation 1. Yes 2. No

E. Language disorder 1. Yes 2. No

F. All kinds 1. Yes 2. No

8. In your opinion how disability can happen to somebody? Because

A. Parents did something bad to others 1. Yes 2. No

B. Inherited from parents 1. Yes 2. No

C. Evil eyes/possessed by demons 1. Yes 2. No

D. Accident 1. Yes 2. No

E. Curse of others 1. Yes 2. No

F. Bad did by others 1. Yes 2. No

G. A wage of curse and a calamity from godly or supernatural power 1. Yes 2. No

H. By joking other disabled Persons 1. Yes 2. No

I. Carelessness 1. Yes 2. No

J. Drug addiction 1. Yes 2. No

K. Smoking 1. Yes 2. No

L. Small Pox/Polio 1. Yes 2. No

M. For Unknown reasons 1. Yes 2. No

N. Nature 1. Yes 2. No

O. Others (Specify) \_\_\_\_\_ 1. Yes 2. No

9. Is it possible to prevent disability? 1. Yes 2. No 3. DK

10. Are you willing to take care of students with disability who is your friend, relative or family?

1. Yes 2. No 3. DK (I do not know)

11. Children with disabilities are hidden at home in the culture of your community?

1. Yes 2. No 3. DK

12. In previous times in some cultures people kill children, who born with disability.

Because they assume that children with disabilities are useless. This is/was true in the culture of your community.

1. Yes, in previous 2. Yes still present

3. It was in previous time, but not nowadays 4. DK

13. Who should be responsible to take care of persons with disabilities?

A. Parents/Family members 1. Yes 2. No

B. Government Organization 1. Yes 2. No

C. NGOs 1. Yes 2. No

D. Civic Organizations 1. Yes 2. No

E. Humanitarian Organization 1. Yes 2. No

F. Community as a Whole 1. Yes 2. No

G. They are useless; therefore they should be avoided 1. Yes 2. No

H. Relatives 1. Yes 2. No

I. Some individuals 1. Yes 2. No

J. The disabled persons themselves 1. Yes 2. No

K. Other (specify) \_\_\_\_\_ 1. Yes 2. No

14. Is that possible a student with-out disability makes friendship with a student with disability in your college?

1. Yes 2. No 3. DK

**TYPE OF INSTRUMENT: LIKERT SCALE**

**FOR STUDENTS WITHOUT DISABILITY**

**SECTION THREE: ATTITUDE TOWARDS DISABILITY**

**Instruction; for each of the following statement, put “X” on the five point scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree) that best describes how much you agrees on the statement.**

No	Statement	1	2	3	4	5
1.	Most students with disability feel sorry for themselves.					
2.	Persons with disabilities cannot be trainable, and cannot perform what able bodied persons do.					
3.	Persons with disability are useless and unproductive					
4.	Persons with disabilities are dependent on others; they are burden to the community and beggars when compared to others					
5.	Persons with disability gives a birth to a child with disability					
6.	students with disabilities are highly discriminated and segregated socially					
7.	Persons with disabilities cannot be educated because disabled persons education is useless					
8.	Persons with disabilities should not be employed in any organization because they cannot perform what able-bodied persons can do.					
9.	Persons with disabilities marry mostly with persons disabilities					
10.	Students with disabilities can perform all activities what non-disabled students can do and they can carry all their college responsibilities					
11.	Students with disability are the same as anyone else					
12.	It would be best for students with disability to learn in special class or school					
13.	It is up to the government to take care of students with disability					
14.	students with disability should not be expected to meet the same standards as none disabled students					
15.	students with disability are as happy as non-disabled one					
16.	students with disability are easily upset than none disabled students					
17.	Most students with disability feel that they are not as good as other students					
18.	We have to be careful of what we say when we are with students with disability					
19.	students with disability are often un friendly					
20.	students with disability should not have to compete for good result with non-disabled students					

21.	Most students with disability are more self-conscious than other students					
22.	Most students without disability would not want to make friendship with students with disability					
23.	Most students with disability feel that they are as good as other students					
24.	Most students with disability are not satisfied with them selves					
25.	Most students with disability do not get discouraged easily					
26.	Most students with disability can take care of them selves					
27.	It will be best if students with disability learn and work with non-disabled students					
28.	students with disability are just as self-confident as other students					
29.	students with disability are often less intelligent than non-disabled one					
30.	students with disability are more emotional than other students					

**TYPE OF INSTRUMENT: OPEN ENDED QUESTIONNAIRE**

**FOR INSTRUCTORS**

**SECTION FOUR: CHALLENGES OF STUDENTS WITH DISABILITY**

**The following questions are aimed at assessing the challenges of students with disability in Hossana College of Teachers Education. Therefore you are kindly requested to write your response for the following questions.**

1. Do you ever have students with disability in your class as teacher? 1. Yes      2. No

2. What do you think are the common types of disability found among students in Hossana College of teachers training?

A. Hearing impairment      C. Physical impairment

B. Visual impairment      D. Mental retardation

E. Language disorder      F. Behavioral disorder

G. Other (specify)\_\_\_\_\_

3. How do students see/perceive students with disability? Do they isolate/go, study, and do assignment together with non-disabled students. Please describe the situation briefly

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4. Please list down the problems encountered by students with disability in Hossana College of teachers training?

**Physical environment problems**

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**Instructional environment problems**

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**Social environment problem**

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**Administration problem**

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5. What should be done to help students with disability in Hossana College of teachers training?

To be done by non-disabled students

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To be done by students with disability

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To be done by instructors

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To be done by special needs department

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To be done by college management

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## Appendix B- CASE STUDY

### SECTION FOUR

#### TYPE OF INSTRUMENT: CASE STUDY

#### FOR STUDENTS WITH DISABILITY

**Objective:** - This is a case study guide to maintain an interview to collect information about challenging experiences and opportunities students with disability. The interviewee should allow a student who has any kind of Disability and we prepare the interview only for volunteer respondent ants. The findings of the research will be kept secretly and will use only for the research purpose.

#### Part One. Personal Particulars

1. Sex\_\_\_\_\_
2. Age\_\_\_\_\_
3. Department\_\_\_\_\_
4. year level
5. Type/Kind of Impairment/Disability\_\_\_\_\_
6. Family Background:
  - 6.1 Family's education: Educated\_\_\_\_\_ uneducated\_\_\_\_\_
  - 6.2 Family's Occupation: Mother's\_\_\_\_\_ Father's\_\_\_\_\_
  - 6.3 Economic Situation: Poor\_\_\_\_\_ Middle \_\_\_\_\_ Rich\_\_\_\_\_

#### Part Two: Psychosocial Situation

1. When and how did this problem of disability happened to you?
2. What do you feel for that you are being a person with disability?
3. What are the psychosocial major difficulties you face for being a person/a student with Disability?
4. How do your parents, siblings, relatives, friends and community in general perceive You for that you are a person/a student with disability?

5. Can you tell me the problems you faced because of your disability towards education, friendship, economy, work situation, social situation, social ceremonies & Interaction, in community affairs and others?
6. Does the community of the college treat you equally in any social occasion?
7. What is yours livelihood income?
8. Some people say that persons with disabilities are useless and unproductive, are not trainable and educable. How do you see this saying?
9. People say that a person who has leprosy can transmit to his/her seventh generation. Do Believe in this saying? Why?
10. Community members say that persons with disabilities are aggressive and harsh Because of their disabilities. Do you agree with this saying? How?

***THANK YOU IN ADVANCE FOR YOUR COOPERATION!***



2. How does the community of the college see/perceive them? Are they segregated/ isolated or learn, work, and live together with students without disability? Are they participating in any college activities/meetings equally with others? Please explain?
3. Is there resource room and educational materials and equipment in the college for students with disabilities? If your answer is “No”, why?
4. What kinds of teaching methods you implement when you teach in the class there are students with disabilities? Please explain?
5. Do you believe that the class room arrangement is suitable for students with disability? Please explain?
6. Do you think that the college physical environment is comfortable for students with disabilities? Please explain?
7. Do you think that community of the college has positive attitude towards students with disability? If your answer is “No” please explain your reason?
8. What is the interaction of students without disability with students with disability? Please explain?
9. Do you believe that students with disabilities need additional support? If your answer is “yes” what kind of support you provide for students with disability? Please list?
10. What are the difficulties of the students with disabilities in the college? Please explain?
11. Do students with disabilities make friendship with students without disability? If your answer is “No”, why?
12. Do you believe that it would be best for students with disability to learn in special class or school? Why?
13. Do you believe that students with disability should not have to compete for good result with non-disabled students? Why?
14. In your opinion, who should be responsible to take care of students with disabilities?
15. In general, what is the attitude of your college towards students with disabilities? What should be done to help them? Please explain?

**APPENDIX D: Reliability of items for pilot study**

**Reliability Statistics for attitude scale items**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>No of Items</b>
<b>.848</b>	<b>.842</b>	<b>30</b>

**Item-Total Statistics**

	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
<b>attitude1</b>	<b>72.6256</b>	<b>161.823</b>	<b>.500</b>	<b>.840</b>
<b>attitude2</b>	<b>72.3179</b>	<b>152.568</b>	<b>.694</b>	<b>.832</b>
<b>attitude3</b>	<b>72.3077</b>	<b>153.204</b>	<b>.664</b>	<b>.833</b>
<b>attitude4</b>	<b>73.1692</b>	<b>168.822</b>	<b>.193</b>	<b>.847</b>
<b>attitude5</b>	<b>72.3026</b>	<b>151.666</b>	<b>.719</b>	<b>.831</b>
<b>attitude6</b>	<b>72.3077</b>	<b>152.915</b>	<b>.717</b>	<b>.832</b>
<b>attitude7</b>	<b>70.8769</b>	<b>171.036</b>	<b>.131</b>	<b>.848</b>
<b>attitude8</b>	<b>72.3487</b>	<b>153.311</b>	<b>.686</b>	<b>.833</b>
<b>attitude9</b>	<b>72.0513</b>	<b>151.657</b>	<b>.711</b>	<b>.831</b>
<b>attitude10</b>	<b>72.2564</b>	<b>168.532</b>	<b>.135</b>	<b>.850</b>
<b>attitude11</b>	<b>72.2359</b>	<b>170.202</b>	<b>.059</b>	<b>.853</b>
<b>attitude12</b>	<b>72.2462</b>	<b>153.238</b>	<b>.666</b>	<b>.833</b>
<b>attitude13</b>	<b>72.2513</b>	<b>154.065</b>	<b>.675</b>	<b>.833</b>
<b>attitude14</b>	<b>72.2410</b>	<b>152.473</b>	<b>.718</b>	<b>.832</b>
<b>attitude15</b>	<b>71.7538</b>	<b>191.723</b>	<b>-.642</b>	<b>.873</b>

<b>attitude16</b>	<b>72.1744</b>	<b>152.279</b>	<b>.715</b>	<b>.832</b>
<b>attitude17</b>	<b>72.2205</b>	<b>151.657</b>	<b>.758</b>	<b>.830</b>
<b>attitude18</b>	<b>72.4051</b>	<b>167.046</b>	<b>.202</b>	<b>.848</b>
<b>attitude19</b>	<b>72.8615</b>	<b>166.996</b>	<b>.326</b>	<b>.845</b>
<b>attitude20</b>	<b>72.7897</b>	<b>166.157</b>	<b>.371</b>	<b>.844</b>
<b>attitude21</b>	<b>72.2615</b>	<b>165.802</b>	<b>.229</b>	<b>.848</b>
<b>attitude22</b>	<b>72.3077</b>	<b>153.410</b>	<b>.668</b>	<b>.833</b>
<b>attitude23</b>	<b>72.4821</b>	<b>168.261</b>	<b>.155</b>	<b>.849</b>
<b>attitude24</b>	<b>72.2000</b>	<b>153.089</b>	<b>.667</b>	<b>.833</b>
<b>attitude25</b>	<b>72.4000</b>	<b>168.406</b>	<b>.156</b>	<b>.849</b>
<b>attitude26</b>	<b>72.0462</b>	<b>174.756</b>	<b>-.093</b>	<b>.857</b>
<b>attitude27</b>	<b>71.5026</b>	<b>187.829</b>	<b>-.549</b>	<b>.869</b>
<b>attitude28</b>	<b>72.2513</b>	<b>169.385</b>	<b>.096</b>	<b>.852</b>
<b>attitude29</b>	<b>72.7795</b>	<b>163.606</b>	<b>.409</b>	<b>.842</b>
<b>attitude30</b>	<b>72.7795</b>	<b>166.709</b>	<b>.310</b>	<b>.845</b>

## **Declaration**

I, the undersigned declare that the thesis comprised my work .incompliance with the internationally accepted practices, I have duly acknowledged and referenced all materials used in this work understand that non-adherence to principles of academic honesty and integrity, misrepresentation/fabrication of any idea/ideas/facts/source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action form the sources which have not been properly cited or acknowledged.