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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

College of Education and Behavioral Studies

Department of Special Needs Education

**ATTITUDES OF TEACHERS AND STUDENTS TOWARDS INCLUSIVE EDUCATION IN TWO
SELECTED PRIMARY SCHOOLS IN SEBETA TOWN, OROMIA REGION**

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By: Kefale Bedasa Gosa

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ACRONYMS

IE	Inclusive Education
ATIE	Attitude Towards Inclusive Education
IDEA	Individual With Disabilities Education Act
CPD	Continuous professional Development
MOE	Ministry Of Education
PNG	Papua New Guinea
EFA	Education for All
UNESCO	United Nations Educational, Scientific and cultural Organization

ABSTRACT

Inclusion involves the process of changing attitudes, policies, values and practices within the school setting and beyond. Inclusive schools need to recognize and respond to the diverse needs of their students. The positive attitude towards inclusive education is vital for the proper implementation and realization of inclusive education. This study therefore intended at investigating teachers' and students' attitudes towards inclusive education, the factors that influenced such attitudes, school facilities and significant changes to be made to enhance positive attitudes towards inclusive education at Mulugeta Gedle and Alemgena primary schools in Sebeta town, Oromia. The study considered teachers, students, school principals and itinerant teacher with the total sample size of 176 (101 students, 70 regular teachers, 1 itinerant teacher, 4 principals). The design for the study was a survey type and the data collected through questionnaire and interview were analyzed using frequency, percentages, mean scores, t-tests and ANOVA tests. The results of this study showed that some of the sample students and most of the teacher respondents have negative attitudes towards IE. While only some of the teachers appeared to have positive towards IE, most of them experienced it as an additional burden. This finding did not significantly differ with their sex category, teaching experiences and qualifications. The study also indicated that lack of awareness about IE, lack of trainings related to IE, shortage of special needs education teachers, absence of clear job descriptions for special needs education teachers, teachers' lack of educational background in IE, teachers' way of teaching in inclusive classrooms, lack of teaching aids for inclusive classrooms, students' lack of social interaction in inclusive classrooms, cultural factors, parents' low participation in schools, insufficient school resources and poor leadership practices in inclusive education schools seem the major factors that negatively affected teachers' and students' ATIE. On top of this, the efforts made by the sample schools in capacitating teachers and allocating facilities to enhance attitudes of teachers and students towards IE seem unsatisfactory. It can also be concluded that welcoming all students, adequate training for all teachers, raising awareness for the family of children with disability, allocating adequate budget for IE, encouraging interaction and cooperation in classrooms, creating awareness about IE, clear job description for IE teachers and providing teaching aids to students with disability were found to be the significant changes to be made to create positive ATIE.

CHAPTER 1

1. INTRODUCTION

1.1. Background of the Study

The philosophy of inclusion involves the movement of people with disabilities from institutions to community living, from special schools and from resource rooms or special classes to ordinary classes (Hallahan and Kauffman, 1994). The concept of inclusion is far from new and has its origins in the field of special education and disability. During the 19th century, pioneers of special education argued for and helped develop provision for children and young people who were excluded from education (Renolds and Aniscow, 1994).

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (Salamanca Framework for Action, 1994)

Children with or without disabilities have the same rights to educational opportunities under the United Nation Convention on the rights of the child (United Nation, 1989). Inclusive practice requires significant changes to be made to the content, delivery and organization of mainstream programmes and is a whole school endeavor which aims to accommodate the learning needs of all students. The discourse on inclusion has moved beyond simply focusing on the response to individuals to explore how settings, policies, cultures and structures can recognize and value diversity (Ainscow,*et al*, 2006)

Generally, without positive attitudes of teachers and students towards inclusive education, it is difficult to implement / practices the philosophy of inclusive education to build well coming reactions towards regular classroom. Only having positive attitudes is not enough for the successful of inclusion. The teachers also needs to have necessary training or awareness creation on how to include the children with disability into regular classroom

Policies of inclusive education

The development of inclusive education policies and practices is a step towards advocating for the education of children with disabilities in an inclusive education system (Mentis, Quinn & Ryba, 2005). In some parts of the western world, education for children with disabilities was underpinned by legislation. According to UNESCO's Salamanca Statement (1994), some of the important legislation and policies that are considered to promote the approaches of inclusive education include:

The United Nations Convention on the Rights of the Child (1989) which sets out children's rights in respect of freedom from discrimination and in respect of their representation of their wishes and views.

- The United Nations Education Scientific and Cultural Organization, Salamanca Statement (1994) which calls on all governments to give the highest priority to inclusive education.
- The United Nations Convention on the Rights of Person with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels of education.
- World Declaration on Education for All (1990) which calls on equal access to education for every category of disabled person as an integral part of the educational system.

The Salamanca Statement proclaims that:

The fundamental principle of the inclusive school is that all children should learn together, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricular, organizational arrangements, teaching strategies, resources use and partnerships with communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school. (UNESCO, 1994, p. 19)

This framework strongly emphasized that the establishment of inclusive schools actually helps to fight against discrimination and negative attitudes, develops children's social confidence and builds an inclusive society for them to live in. It gives them the right to be recognized as a person who can contribute meaningfully to their country along with the rest

of the population. Therefore, every country should take into consideration the importance of this policy so that they can implement it effectively for the benefit of all its citizens (Ainscow, 1999)

These international policies are being adopted and reflected in the legislation and policy of many countries in the world. Each country has developed its own policy in order to suit the needs of all citizens (Mitchell, 1999). For instance, in the United States, the Public Law 94/142 (the Education for All Handicapped Children Act of 1975), later renamed the Individuals with Disabilities Education Act of 1990 (IDEA), was seen as the basis of inclusive education. It called for free and appropriate education to be provided to all students at public schools regardless of disabilities (Stainback&Stainback, 1996).

In the United Kingdom, the Warnock Report of 1978 and the Education Act of 1981 had recommended replacing the categories of disabilities then used with an umbrella term „special educational needs“. This was to assist in moving away from an individualized medical model of need to a more responsive or social model (Florian, 2007). In New Zealand, the amendment to the Education Act 1989 was seen as the basis for inclusive education. It authorized all children with special needs to be entitled to free enrolment and free education at a state school (O’Brien&Ryba, 2005).

Attitudes are defined as the basic aspects of human life, helping human beings to be able to analyse and react to events, make decision, and make sense of their relationships with other people (Vaughan & hogg,2002). Simi (2008) also pointed out that attitudes are thoughts, feelings and action that human beings have about other people and things they encounter in their daily lives, and can guide them deciding whether or not they like someone or something .it can be a positive or negative evaluation of something that can influence us to act in a certain way towards that particular thing. With regard to inclusive education, teachers attitudes play a significant role on whether inclusive education policies can be fully implemented in regular schools or not (Frost, 2002)

According to the Educational and Training Policy of Ethiopia, (1994), the expansion of quality primary education to all citizens both the right and a guarantee for development. A new educational policy was drafted and put in to practice in 1994, which aimed at realistically tackle educational problems, and provide education for all children. Based on these major guidelines considered in the general Education and Training Policy, the Ministry of Education (MOE,2006),includes the implication of new thinking in inclusive education by

articulating in the school objective and strategy for children with special Needs. According to the Educational and Training Policy, the implementation of the Policy has produced significant and rapid changes in practice. In general, the real challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers”. (Disability in Ethiopia, 2005)

This study focuses on the attitudes of teachers and students towards inclusive education according to the concept of inclusive education out lined above. The main purpose of the study is to investigate the attitudes of teachers and students towards inclusive education in two selected primary schools in Sebeta town, Oromia region.

1.2. Statement of the Problem

The attitudes of persons without disabilities towards persons with disabilities helps us to understand nature of interaction between the two groups (Antonak,*et al.*, 2000). In education, for inclusion to be effective, it is generally agreed that the school personnel who will be most responsible for its success that is, regular teachers should be receptive to the principles and demands of inclusion. Professional attitudes may well act to facilitate or constrain the implementation of IE (UNESCO, 1994, WHO, 2002). The major initial step towards an inclusive school is to assess attitudes of stakeholders of which attitudes of teachers and administrators is the first characteristic largely evident to a high likelihood of becoming a truly inclusive learning environment (Avramidis*et al.*, 2000, Smith, 1998).

I am working as itinerant teacher at Sebeta town. This experience helped me to observe and understand the problem with the attitudes of teachers and students to inclusive education. Through my experience, I observed that there are no clear evidence about attitudes of teachers and students towards inclusive education in Sebeta town primary schools. So, starting from this point, I want to assess the attitudes of teachers and students towards inclusive education in Sebeta town.

1.3. Objectives of the Study

1.3.1. General objective

The main objective of this study was to investigate the attitudes of teachers and students towards inclusive education in two selected primary schools in Sebeta town, Oromia region.

1.3.2. Specific objectives

1. To assess the current attitudes of teachers and students towards IE
2. To identify the factors affection attitudes of teachers and students towards IE
3. To distinguish facilities that schools are allocating to enhance attitudes of teachers and students towards IE
4. To explore the significant changes to be made to create positive attitudes of teachers and students towards IE.

1.4. Research Questions

In order to achieve the aforementioned objectives of the study, the research was intended to seek answers to the following questions.

1. What the attitudes of teachers and students towards inclusive education looks like?
2. What are the factors to attitudes of teachers and students towards inclusive education?
3. Are schools allocating facilities to the attitudes of teachers and students towards inclusive education?
4. What are the significant changes to be made to create positive attitudes of teachers and students towards inclusive education?

1.5. Significance of the Study

Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a nation (World Bank, 1993). This is because education positively affects socio-economic behavior such as productivity, living standards, health and demographic characteristics of any population.

The importance of this study is to stem from the fact that it tried to identify the attitudes of teachers and students towards inclusive education in two selected primary schools in Sebeta town, Oromia region. It might also contribute in to improving the attitudes of teachers and students towards inclusive education. The study supported the principle that every child has a fundamental right to education and might help to seek ways of developing teacher's and students' positive attitudes towards inclusive education. Further, the findings might help all teachers, students, heads of schools, educational planners, policy makers and educational administrators to change attitudes of teachers and students towards inclusive education.

1.6. Delimitation of the study

This study was delimited in assessing attitudes of teachers and students towards inclusive education in two selected second cycle primary schools in Oromia region as it is difficult to include all teachers and students due to the constraint of time and finance. The current attitude, affecting factors and school facilities were given special attentions.

1.7. Operational Definition of Terms

Attitude: refers to the teachers and students feeling and opinions about inclusive education as measured by an attitude scale

Inclusion: refers to students with disabilities becoming part of the general education classroom, receiving a meaningful curriculum with necessary support, and being taught with effective strategies

Inclusive education: refers to an education system that is open to all learners. Regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments.

Teachers: refers regular class teachers assigned two selected government primary schools

Students: refers to grades 5- 8 regular class students enrolled in 2009 E.C in two selected governmental primary schools

1.8. Organization of the Study

The study was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objectives and significance of the study, and delimitation of the study, and organization of the study. Chapter two explains the review of related literature, in the third chapter the research methodology was discussed. In the fourth chapter the analysis of data and interpretation was presented. In the last chapter, summary, conclusions and recommendations of the study were presented.

CHAPTER 2

2. REVIEW RELATE LITERATURE

2.1. Concept of Attitudes

The world research on special needs education shared the assumptions that teachers' attitudes may act to facilitate or constrain the implementation of inclusion. Investigation of attitudes towards people with disabilities has concerned researchers since early 1930 (Antonak 1988). It is not easy for scholars to have consensus on a definition of attitudes (Krosnick et al, 2005) or when defined, it has come in myriad ways (Fabrigar et al, 2005). Concerning the aim of the current study, a kind of positive- or -negative - evaluation based definition seemed applicable. One of those was the definition constructed by Eagly and Chaiken going:

“Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (1993, p1). V According to Eagly et al. (1993), this psychological tendency can be regarded as a type of bias that predisposes an individual towards evaluative responses that are positive and negative and these evaluative responses are developed on the basis of cognition, affect, and (overt) behaviors. As they defined, cognitive category contains thoughts or ideas that people have about the attitude object. These thoughts are often conceptualized as beliefs. Affective category consists of feelings, emotions, moods and sympathetic nervous system activity that people experience in relation to the attitude object. And behavioral category encompasses people's overt actions with respect to the attitude object. It also can be regarded as intentions to act that are not necessarily expressed in overt behavior (Eagly et al. 1993).

However, there are other scholars not in agreement with such classifications of attitudes. They argue that affects, cognitions, and behaviors are seen as interacting with attitude rather than being its parts (Albarracin et al., 2005). They see attitudes and those three construct in a mutual relation in the way that attitudes can both be inferred from and have an influence on beliefs, affect and overt behavior (Albarracin et al., 2005). For the current study, looking at attitude in its reciprocity would be justifiable due to the following reasons.

Three attitude variables: affect, cognition, and behavior constructed by Eagly et al. (1993) were seen to provide in-depth patterns of an attitude, because each of these individual constructs are central to the dynamic forces that form and transform existing attitudes (Albarracin et al.2005). Specifically, in the current study, they helped to reveal whether there would be any difference in the influence created by one of these dimensions to teachers' positive or negative attitudes towards inclusion of students with disabilities in their classrooms. Also, which factors were more crucial than the others? These evaluations should be useful in predicting the teachers' total attitudes as Fabrigar et al. (2005) implied, an overall attitude towards an attitudinal object might be influenced by evaluations of many specific attributes of the object or emotions associated with the object and vice versa, in predicting affects, beliefs, and behaviors from the total attitude (Albarracin et al, 2005). Education students are the attitudes or attitudes of the general education teacher regarding the inclusion of special education students into their classroom. Classrooms are now becoming more diverse with respect to students abilities, therefore sensitivity and awareness on the part of general education teacher is essential to promote successful inclusion. Many factors influence the general education teachers' attitude towards inclusion. When general education teachers are provided proper training and supportive services through a collaborative consultant and designated time to meet willingness to participate in collaborative interactions, they can come at par with special teachers.

In attempting to fulfill the vision of inclusion, school personnel must realize that “regular and special educator will need to share responsibility of educating all of their students”. The first step in implementing this type of program involves assessing the needs of the school and those involved, mainly the teachers. Once the specific needs are determined, the next step is to make the needs a reality. Both the general and special education teachers must function as a team. The team or partnership should be such that“...Special education and general education cooperatively assess the educational needs of the students with learning problems and cooperatively develop educational strategies for meeting the needs” (Mayhew, 1994.) One way to achieve the cohesive joining of the two disciplines is through training. This “Training must be systematic, promoting collegial interaction and fostering teacher support system” (Bernal & Torres; 1990).

One of the main barriers in the practice of inclusive education is represented by the teachers' attitudes towards inclusion and its principles. These attitudes are influenced by several factors such as: the degree of children' difficulties, the nature of children' disabilities, the teachers' experience with children with special educational needs, the trust in their own capabilities to

implement inclusive activities (the teachers' preparedness for integrated classrooms) or the expectations towards the children no matter what are the differences between them, the curricula and so on. Previous studies support the idea that teachers perceive students with behavioral or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities (Chhabra, Srivastava and Srivastava, 2010). Teachers do not feel that they are prepared or competent to teach both regular learners and learners with special educational needs. The main reason is that they did not have sufficient training to deal with these inclusive educational activities (Hay, Smit, Paulsen, 2001).

These findings are consistent with those which underline the fact that teachers who have an opened perception over the inclusion are more confident in their own abilities to implement the inclusive education. There are many mainstream teachers who believe that children considered „different” are not their responsibility, idea which revealed the fact that there are many schools where the medical pathological model still dominates the educational activity. Another factor which has a great influence on teachers' attitudes is the previous experience with children with special educational needs. Those who had a more frequent contact with people with disabilities have a more positive attitude towards inclusion than those who experienced little contact (Forlin, Tait, Carroll, Jobling, 1999). A large number of teachers believe that the successful implementation of inclusive practices should be based on a review of the curriculum and of the teaching strategies used in classes with children with special educational needs.

2.2. Definition

Literature (Gormly, 1992, p. 456; HOITocks, 1964, p. 678; Magn'e, 1985, p. 63; Ragland&Saxon, 1985, p. 420 & Sears, Freedman &Peplau, 1985, p. 135) defines attitude as an internal state that moderates the choices of personal action made by an individual and as such it is an expression of a person's feelings about a thing or situation. This includes a total subjective sum of a person's fears, inclinations, wishes, prejudices, preconceived notions, ideas and convictions. This is said to be a result from the impact of the environment, past and present, acting upon the personality of a person. Literature further differentiates attitude from an opinion, a belief or a point of view on the bases that attitude has an evaluative or emotional component that a belief in facts does not have. Unlike attitudes, beliefs, opinions or point of view do not have a dynamic motivational impact. Beliefs and opinions become attitudes when they are emotionally triggered; they involve the existing situation and make people to respond in a certain way towards particular thing or situation.

Oppenheim (1966, pp. 105-106) defines attitude as a state of readiness to react in a certain manner when confronted with certain stimuli and it is present but dormant most of the time and they become expressed in speech or other behavior only when the object of attitude is perceived. He further maintains that attitudes are reinforced by beliefs which form part of cognitive component and often attract strong feelings which is an emotional component and that leads to a particular form of action which is a behavior or action tendency component. Thurstone (Sommer & Sommer, 1986, p. 131) also sees people's attitudes on a topic as representing the sum total of their beliefs, feelings, knowledge and opinions. Baron and Byrne (2004, p. 126) maintain that attitudes are a mental framework that helps to interpret and process information. They further contend that attitudes permit the self-expression, serve a self-esteem function that helps to enhance feeling of self-worth and serve an impression motivation function.

2.3. Theoretical framework on attitude conation

Attitude formation has been a challenging subject in social psychology mainly because it is not a concrete dimension and so much so that it is related to a person's personality. Hence it is a complex variable to explain and predict. This has led to different approaches being applied so as to provide some theoretical framework on the explanation of their formation.

2.3.1. Learning approach

Literature (Baron & Byrne, 2004, pp. 121-124; Davidoff: 1987, pp. 570-571; Dworetzky, 1988, pp. 581-582; Magn'e, 1985, pp. 219-220 & Sears *et al.*, 1985, pp. 135-136) reveals that people are not born with attitudes, but they learn them. Some attitudes are picked up through behavioral learning principles without a person being aware of learning anything. The assumption is that people acquire feelings and filets and learn feelings associated with those facts and the main mechanisms that seem to be fundamental in the process of learning attitudes are association; reinforcement and imitation.

2.3.2 Incentive approach

Incentive approach, according to Sears *et al.* (1985, p. 139), views attitude formation as a process of weighing the pros and cons of various possible positions and adopting the best alternative. For them the cognitive response theory or approach, which is one popular version of the incentive theory, assumes that people will respond to communication with positive or negative thoughts and such thoughts will determine whether or not people change their attitudes as a result of the communication. They further postulate that the basic assumption in this approach is that people are active processors of information who generate cognitive response to messages rather than being passive recipients of whatever message they happen to be exposed to. Sears *et al.* also highlight that expectancy value approach which is also another version of incentive approach assumes that people tend to adopt positions that are more likely to result in good effects and reject positions that are likely to lead to bad effects.

2.3.3. Cognitive consistency approach

Feldman (1985, p. 128) describes cognitive consistency approach as an approach that is not concerned with the way attitudes are acquired, but it starts with the existing attitudes and tries to explain how the components fit together with one another and with attitudes. He also maintains that cognitive consistency theories view human beings as active in information processing trying to make sense out of what they think, feel and do, and actively constructing and interpreting the world to bring congruence to inconsistencies that may occur between and within attitudes. In line with this idea Sears *et al.* (1985, p. 140) contend that cognitive consistency approach grows out of the cognitive tradition and it portrays people as striving for coherence and meaning in their cognitive structure. Both Feldman (1985, p. 128) and Sears *et al.* (1985, p. 140) share the same view that as much as this approach includes a number of related theories they all share one fundamental principle, that is, inconsistency is a psychologically unpleasant state and it makes the person to seek consistency by decreasing inconsistency. Himmelfarb and Eagly (Feldman, 1985, p. 128) are of the opinion that inconsistency may occur between cognition about and affect towards an attitudinal object, between affect towards a person and his position on an issue, or between a person's cognitions; affect and behavior towards an attitudinal object. There are three main theories that fall under the cognitive consistency approach. These theories are balance theory; cognitive-affective consistency and dissonance theory.

2.3.3.1. Balance theory

In balance theory, Heider (Feldman, 1985, p, 129) defines balance as a stable cognitive state which is comfortable to the perceiver. Sears *et al.* (1985, pp. 140-141) maintain that the motive that pushes people towards balance is trying to achieve harmonious, simple, coherent, and meaningful view of social relationships. They also argue that imbalance systems give a pressure towards attitude change. According to this theory therefore ,people experience discomfort and pressure if there is an imbalance in their attitudinal systems and that will lead them to try to change their attitudinal systems in order to achieve a balance.

2.3.3.2. Cognitive-affective consistency

Cognitive-affective consistency, according to Sears *et al.* (1985, p. 142), views people a string to make their cognition consistent with their affects; In this view beliefs about the facts of the object are to a certain extent determined by affective preferences and other way round. It is also argued that the evaluations that people make influence their belief, that is, people acquire cognitions necessary to support their evaluation.

2.3.3.3. Cognitive dissonance theory

In cognitive dissonance theory, cognitive dissonance is defined as the uncomfortable feeling that arises when a person experiences conflicting thoughts, belief or feelings(Feldman, 1985, p. 130; Gornly, 1992, p. 466; Santrock, 1994, p. 557 & Sears *et al.*,1985, p. 143). It is maintained that it provides a state of psychological tension which motivates a person to reduce the dissonance. Consequently attitude changes in order to maintain in consistency with overt behavior. Feldman (1985, p. 130) postulates that the main idea is that when a person holds two cognitions simultaneously that contradict one another, that person will experience dissonance. In order to reduce dissonance therefore, it becomes necessary to change one or both of the conflicting attitudes. Gornly (1992, p.466) contends that the process of dissonance reduction does not always take place consciously.

2.4. Genetic Approach

The role played by the genes with regard to personality which influences the way people perceive the situation around them brings a different dimension to attitudes. Although genetic factors are not directly linked to attitude formation, Tesser (Baron & Byrne, 2004, p. 125) has deduced that attitudes that involve gut-level preferences may be more strongly influenced by genetic factors than attitudes that are cognitive in nature. George (Baron & Byrne, 2004, p. 125) asserts that genetic factors influence general disposition, such as the tendency to experience positive or negative affects most of the time and these tendencies in turn may influence evaluations of many aspects of the social world.

2.5. Levels of Attitude Formation

The formation of attitudes is a complex process which involves the way people perceive things, their interests and dislikes which form the type of a person one is. Literature (Kelman in Gormly, 1992, pp. 459-460 & Ragland & Saxon, 1985, pp. 421-422) shows that there are three processes or levels at which attitudes are formed. These levels are compliance, identification and internalization.

2.5.1. Compliance

Compliance is the weakest level of attitudes and at this level of attitude formation people comply with the wishes of others in order to avoid discomfort or being rejected. At this level attitudes are formed for the acceptance reasons. Since at compliance level attitudes formed are not very strong they can be easily abandoned or changed when acceptance or support by others or group is no longer important (Gormly, 1992, p. 460 & Ragland & Saxon, 1985, p. 421).

2.5.2. Identification

Identification occurs when a person wants to define himself in terms of another person or a group and adopts attitudes of the person or group concerned. At this level there is an emotional attachment that leads to the adoption of the attitudes of another person or a group. The person just believes the newly adopted views without questioning them and should the attachment of the person to the group or another person fade attitudes are also likely to fade.

Attitudes formed through identification process therefore are not based on factual measurement and as such they are not strong enough. As a result of the lack of assessment or evaluation, attitudes formed through identification are fragile and may easily change (Gormly, 1992, p. 460 & Ragland & Saxon, 1985, p. 421).

2.5.3. Internalization

Internalization is the whole hearted acceptance of attitude. This is the strongest level of attitude formation. On this level the person takes the new attitude into his own belief system and this is based on one's own reasons and it does not rely on other people. Internalization makes attitude integral part of a person. There is a great likelihood of internalization to occur when attitude is consistent with a person's beliefs; values and when it supports ones self-image. Attitude gets accepted because at internalization level it is evaluated and believed to be right. At this level attitudes are hard to change (Gormly, 1992, p. 461 & Ragland & Saxon, 1985, p. 422).

2.6. Components of Attitudes

There are three components of attitudes that have been identified (Gormly, 1992, p. 456; Magn'e, 1985, pp. 221-222; Oppenheim, 1996, pp. 105-106; Ragland & Saxon, 1985, p.420 & Sears *et al.*, 1985, p. 133). These components are: Cognitive; Affective and Behavioral.

2.6.1. Cognitive Component

Cognitive component is information based. It is a combination of all the cognitions which are facts; knowledge and beliefs that a person has about an attitude object. Cognitive component pertains to the ideas that express the relation between situation and attitudinal object. It is therefore knowledge regarding the way things are, or ought to be (Magn'e, 1985, pp. 221-222; Ragland & Saxon, 1985, p. 420 & Sears *et al.*, 1985, p.133).

2.6.2. Affective Component

Affective component of attitudes is consisting of all affects or emotions associated with the belief on something. This component pertains to the emotions or feelings that accompany the idea it is about how a person feels about an attitude object and as such it is evaluative in nature and is more durable than the cognitive component. Affective component makes attitudes much more resistant to change than beliefs in facts (Magn'e, 1985, pp. 221-222; Ragland & Saxon, 1985, p. 420 & Sears *et al.*, 1985, p. 133).

2.6.3. Behavioral component

Behavioral component of attitudes refers to the person's readiness to respond or a tendency to act regarding the object or situation. It is an action resulting from facts that have evoked certain feeling. It is therefore pertaining to the predisposition for action (Magn'e, 1985, pp. 221-222; Ragland & Saxon, 1985, p. 420 & Sears *et al.*, 1985, p.133). Besides the fact that attitude has three components Millar and Tesser (petty, 1995, p. 198) maintain that research has emphasized the notion that attitude does not necessarily have to be based on all the three components but only one or two components may be enough. To illustrate this, Petty gives the following illustration: on other case attitude may be based on how the subject makes a person feel, which an affective component is or on how the object makes a person think, which a cognitive component is.

2.7. Attitude Measurement.

Oppenheim (1966, p. 107) asserts that perceiving attitudes as straight lines, running from positive through neutral to negative feelings about the object in question has led to the attempts of measuring concentrating on trying to place a person's attitudes on the straight linear continuum which describes that person as mildly positive; mildly negative and soon. He also maintains that there is no proof that the linear continuum approach is actually correct, though it makes things easier for measurement purposes. According to Horrocks (1964, p. 678), since attitudes become the representative of person's personality and are learned not inherited their measures may be assumed to be in part measures of certain behavior component of personality as well as measures of achievement or learning. For him attitudes are measured by having an examinee express or react to opinion; choose between contrasting statements or react overtly when presented with various standard test situations. He also maintains that attitude is assumed to lie along an abstract continuum and the test is composed

of one or more variables which must display consistency. On the other hand Thurstone, Likert and Guttman (Shaw & Wright, 1967, p. 13) believe that the most frequently used methods of measuring attitudes require subjects to indicate their agreement or disagreement with a set of statements about the attitude object. In the same breath Shaw and Wright (1967, pp. 13-14) maintain that the statements attenuate to the object characteristics that are positive or negative and are rarely neutral Hayes (2000, pp. 91-93) maintains that questionnaire is a very general method of obtaining information from people and it can provide with largely factual information about people's behavior or habits but when it comes to subtle information questionnaire are vulnerable to bias response. For that reason, Hayes believes that a simple questionnaire would be an inadequate method of measuring attitudes and he maintains that attitude scales on the other hand which are designed to evaluate attitudes, the process of their construction is more specified and much more vigorous. He also points out that some attitude measures are straight forward, others indirect in their design and researchers tend to favor direct over indirect attitude measures. Hayes (200, p. 96) further postulates that there are three basic assumptions of attitude scales:

- It is possible to express attitudes using verbal statements, that is, there is a way of putting attitudes into words.
- The same statement has the same meaning for all participants.
- When expressed in the verbal statements attitudes can be measured and quantified.

Sommer and Sommer (1986, p. 131) on the other hand argue that attitude scale indicates the overall degree of favorability of a person's attitude on a topic. They maintain that all questions in the attitude scale questionnaire concern a single issue regardless of how they are phrased. Along the same account Hayes (2000, pp. 96-97) regards attitude scale as the measurement that is able to provide much more subtle information than can be obtained from conventional questionnaire as long as it has been constructed with intention to detail and following appropriate procedures. Hayes sees attitude scales as a half-way house between the ordinary questionnaire and more vigorous and specialized kind of research tool, psychometric test.

2.8. Concept of Inclusive Education

The concept of inclusive education is originated with the grassroots disability movement, campaigning for an end to discrimination and exclusion. The principle of inclusive education was adopted at the Salamanca World Conference on special needs education (UNESCO, 1994) and the Dakar World Education Forum (2000) re-stated it.

Different individuals think that inclusive education is a practice in education that is focused on children with disabilities and in some settings; the term 'inclusive education' has been seen as 'education only for children with disabilities'. For instance, Mastropieri and Scruggs (2000) states about the term inclusion as a term that has been used to describe the education of students with disabilities in general education settings.

However, according to McLeskey and Waldron (2000), inclusive education is not limited to children with disabilities. They noted that inclusion cannot and should not be limited to children with disabilities. The main concept of inclusion is about improving the education of all students. A general definition of inclusive education is that "it is an approach to education designed to assure every child's human right to an individually appropriate education" (Kugelmass, 2003). Based up on the United Nations requirement of 'Education for All,' an inclusive education is to increase participation and learning of children who are disadvantaged within existing educational arrangements (World Education Forum, 2000).

Tirussew (1999) argues that inclusion is a move towards schools that are structured around pupil's diversity and can accommodate many different ways of organizing pupils for learning to attain excellence in diversity. This is in line with the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994, cited in Tirussew, 1999).

The constitution of the Federal Democratic Republic of Ethiopia (FDRE) under article 90 declared that "to the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education" (FDRE,1995,p.13).In addition to what has been stated in the constitution ,the Education and Training Policy (1994) too favors special education. In this policy, emphasis is given to the provision of education both to the handicapped and to the gifted "in accordance with their potential and needs".

Studies suggest that among the various models of educational deliveries for persons with disability, inclusive education is found to be ethically acceptable, pedagogically sound, psychologically commendable and cost effective in contrast with special school provisions (UNESCO, 1994) cited in Tirussew (1999). Further UNESCO (1994) cited in Tirussew (1999) considers inclusion to be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Today efforts have been made in various countries to practice it. However,

it is not fully achieved for diversity of reasons, among which some of them are the reaction of regular classroom teachers toward inclusion and lack of sufficient knowledge of these individuals on how to manage the inclusion of children with disability in regular classrooms.

Studying attitude of regular classroom teachers towards inclusion of children with disability into the regular classroom, knowledge they have on inclusion of the children, and their current classroom practices associated with the inclusion can play an important role in the process of designing and implementing intervention of educational programs. Researches in developing and developed countries show that success in implementing effective inclusive practices in schools is contingent on several key factors such as positive teacher attitudes towards and their knowledge of inclusion (Avramidis, Bayliss, & Burden, 2000; Beh-Pajoo, 1992; Cornoldi, Terreni, Scruggs & Mastropieri, 1998; Kuyini & Desai, 2006 cited in Kuyini & Desai, 2007). So, attitudes of teachers and students have the potentials to impact significantly on the implementation of inclusive education programs in Ethiopia.

The goal of inclusive education is to break down the barriers that separate general and special education and make the included students feel like, and actually become an active member of general education classroom.

According to Neary & Halvorsen (1995), “the best environment for learning is those in which students are motivated, learning is active and information is presented in a manner that recognizes the diversity of each student”. General education teacher need to recognize, identify and understand that each student (special education or general education) attaches to the learning process at different levels and rates. Special education students bring with them into the classroom a sort of “instructional manual” on how to create an environment fitted to meet their individual needs. It is widely held that the meaning of inclusion is contended (Ainscow et al. 2003). Ainscow (1996) argued that any definition of inclusion needs to make a clear distinction between inclusion and integration (Vislie 2003). The earlier distinction than those included mainstreaming. All three are descriptions of placement where children with disabilities learn together with their peers without disabilities. But the difference among them is seen in the way that a child with disability has to adjust to the mainstreaming/integration system and requirements. This is opposite to inclusive education where the school and the classroom settings have to be adjusted so that the children with disabilities can engage actively in the school and class activities (Collective resources).

The major impetus for the IE approach was given by the World Conference on Special Needs Education in 1994 in Salamanca Spain with the view to further the objective of EFA when it

was seen far from a reality. Thus, solution as confirmed at this Conference was developing a very different approach which saw learner's difference as normal and which tried to develop education systems which could respond effectively to learner's diversity (UNESCO, 2001). Referring back to the contentiousness of inclusion, it might result from whether one sees inclusion in society and happening in society at large or in the unit of the society. Much of the attention in the development of inclusion to date has been focused on the school and, particularly, the classroom with the features of school and school practice (Ainscow et al. 2003).

The fundamental principle is that inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (UNESCO 1994). The main practice of inclusion is a child-centered pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities.

2.9. Considering Change towards Inclusive Education

UNESCO (2004) affirmed that inclusion is really about practical change. To describe the features of educational change, Dalin (1976), provided the term "multi-dimensionality" concerning ways to understand change. According to Dalin (1976), a number of theories and hypotheses from disciplines such as economics, anthropology, sociology, psychology, administrative and organizational science and pedagogic are important in understanding many dimensions of process of change.

Inclusive Education is multi-dimensional and a process per se. As discussed earlier, Inclusive Education approach is justified by a wider change in the way of understanding disability, i.e., a shift from medical model to social model of learning difficulties. UNESCO (2002) stated that in practical terms, IE is another way of thinking about special needs education. According to Flem (2005), it is important to look at special needs education as a social and cultural phenomenon. Cultural factors are the knowledge traditions, values and attitudes in society. In case there are difficulties experienced by children with disabilities, the causes might be the cultural expectations (Flem 2005).

The Education and Training Policy (1994) In line with the constitution directs implementation and development towards inclusive education, education for all States that “expansion of quality primary education to all citizens. Education is not only a right but also a guarantee for development requires universalizing primary education and expansion of secondary and higher education; to assures that disadvantaged groups will receive special support in education.

The Ministry of Education is committed to: provide universal primary education by 2015, assure access to quality education, and expand vocational training, secondary and higher education. The overall goal is to facilitate active participation of all citizens, including those with special needs, in the community and society. With this commitment Ethiopia has come a long way in the Education for all process. However, there is still a gap in providing access to all children and actualizing inclusive education. The main barriers here are: lack of knowledge about diversity, inflexibility of the curriculum, insufficient preparation of teachers and education leaders, rigid and poor teaching methods, inconvenient learning environment, lack of need identification processes, and inadequate assessment procedures as a result, schools and teachers find it difficult to accommodate students with special needs, and compel them to adapt to the school, instead of adapting schools to the needs of the students. To reduce these gaps, promote inclusive education and actualize Education for all, the Ministry of Education has recently developed a strategy for special needs education with the final goal to ensure access and quality education for all and EFA Goals The strategy is drawn on the principles directed by the Education and Training Policy (1994), and the current situation of special needs education in the country .Based on the view that all children and students can learn and many of them need some form of support in learning and active participation has been prepared in cooperation with key stakeholders and partners, directs the Ministry to continue working in cooperation with all in implementing the strategy and EFA goals, EFA Goals require systematically integrated inclusive education initiatives in the overall education sector development including curriculum reform. Is incorporated in the ongoing education sector development program (ESDP 3) as one of the sector main activities, and is extended to regional and local action plans to minimize the budget barriers in the implementation of the strategy, processes towards inclusive education.

Towards this end, the strategy is directed to organize schools and prepare teachers along inclusive lines. That means; the strategy is directed to create awareness among school managers and teachers about the need to provide supports to all groups of learners create identification procedures, develop support systems, avail appropriate materials and

equipment's, including Braille and related instruments for children with visual impairments, in schools and in the community; Develop basic skills prior to primary education, specially for children with visual and hearing impairments ;For successful inclusion of all citizens in schools and society. In general; the main activities of the strategy promoting inclusion are considered in the recently developing main components of quality education package, Curriculum Framework, Teacher Development, and School Improvement programs for effective implementation of the strategy and promotion of inclusive education. Consequently The new ongoing curriculum framework development is considering learners diversity, Text books are transcribed to Braille to ensure access to learning for blind children signed language is taken as medium of instruction to ensure access to learning for deaf children all issues of inclusive education is included in both pre-service and in-service teachers and educational leader straining and education programs at all levels; undergraduate, graduate and post graduate levels. Nowadays, Inclusion is one of the serving teacher's big issues of discussion in their continuous professional development program at cluster centers. Issues of inclusion are becoming one of the main factors in teacher's professional competencies

2.10. Factors that Affects Attitudes of Teachers and Students towards IE

Research has suggested that teachers' attitudes might be influenced by a number of factors, which are in many ways, interrelated. For example, attitude studies reviewed earlier, appeared to vary according to disabling conditions. In other words, the natures of the disabilities and educational problems presented have been noted to influence teachers' attitudes. Forlin (1995) as cited in Eavramidis and Brahmnor wich, (2002) found that educators were cautiously accepting of including a child with cognitive disability and were more accepting of children with physical disabilities. The degree of acceptance for inclusion was high for children considered to have mild or moderate disabilities. A great deal of research regarding teacher characteristics has sought to determine relationship between those characteristics and attitudes towards children with special needs. Researchers have explored a number of specific teacher variables, such as gender, age, years of teaching experience, grade level, and contact with disabled persons and personality factors, which might influence teachers' acceptance of the inclusion principle. With regard to gender, studies conducted appears inconsistent; some researchers noted that female teachers had a greater tolerance level for integration and for special needs persons than did male teachers (Aksamit, Morris &Leunberger, 1987; Eichinger, Rizzo &Sirotnik, 1991; Thomas, 1985) as cited by Eavramidis and Brahmnorwich, (2002). On the other hand, research conducted by Abate

(2001) confirmed that there is no statistical significant difference in attitudes between male and female regular teachers.

Teaching experience is another factor mentioned in several studies as having an influence on teachers' attitudes. In this case, much of the research conducted seems consistent. For example, as mentioned by Eavramidis and Brahmnorwich(2002) , younger teachers and those with fewer years of experience\ have been found to be supportive to integration/inclusion than with those more experience.

Another factor that has attracted considerable attention is the knowledge about children with disabilities gained through pre- and in-service training. This was considered as an important factor in improving teachers' attitudes towards the implementation of an inclusive policy.

Without a coherent plan for teacher training in the educational needs of children with special needs, attempts to include these children in the mainstream would be difficult (Eavramidis&Brahmnorwich. 2002). In support of the above, a research conducted by Abate (2001) in some schools of Addis Ababa reveals a significant statically difference between regular teacher who had training in inclusive education and who did not. Generally, research conducted in some schools of Addis Ababa show a high correlation of teachers' attitudes with factors like availability of support, adapted curriculum, training, materials, and classroom size. In support of the above, Etenesh (2000), experienced 100 students in one class, which makes the teaching learning process more difficult even for the non-disabled children. As a result, she concluded that teachers will not be in a position to attend the individual problem and interested in them. Further, she explained that lack of accessible and flexible curriculum and lack of training as the ultimate challenge in affecting teachers' attitude negatively.

2.11.Challenges in Inclusive Education

The challenge of inclusive education is to meet the special needs of all children with and without disabilities (Kajubi, 1999; as cited in Tirrussew, 1999). Inclusive education is not a soft process, it requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social (Tirrussew, 1999). It has been argued that for inclusive education to be meaningful, schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities (UNESCO, 1994).

Evaluation of studies indicates that teachers do not always have the support they need to make inclusive education successful. For example, evidence suggests that several institutions

of higher education in many places do not have training programs for regular teachers of students with disability and adapted curriculum. Etenesh (2000), specifically suggests that the lack of relevant facilities and materials is a major challenge to the implementation of effective inclusive education in many places. It seems to be the case that the simplest teaching materials that could even be produced locally such as maps, charts and other illustrative devices are not available in educational institutions in many school environments. As in the Salamanca Statement and Framework for Action on Special Needs Education indicated, a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for students with disabilities in inclusive schools. However, inadequate financial provision remains one to the major obstacle to the implementation of meaningful programs such as inclusive education in many countries. This idea also reflected by Tirussew (1999) as money is a constraint to run inclusive education programs.

Generally, teachers training programs, adapted curriculum, teachers' attitudes, materials and equipment's provision and financial sources are among the frontiers of challenge in the implementation of inclusive education. Particularly attitudes of teachers' remains the ultimate challenge since it is influenced by the presence of all other factor mentioned above. For example, when resources and proper training are not available negative results concerning attitudes toward inclusive education are likely to happen. Therefore, for the successful implementation of inclusive education major challenges (like teachers attitude) have to be overcome beforehand.

Class size, which are found consistently influencing attitudes of teachers in implementation of inclusive education negatively; it seems reasonable to conclude here that with the provision of more resources and support, flexible and accessible curriculum, pre-service and in-service training; teachers' attitudes could become more positive.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1. Introduction

In this section the research method, sources of data, sample of population, sampling techniques, instruments of data collection, procedures of data collection and method of data analysis were included.

3.2. Research Design

In this study a descriptive survey method was used. This method was selected to study the problem because it can provide clear information about the attitudes of teachers and students towards inclusive education in two selected primary schools from grade five up to eight in Sebeta town, Oromia region. The major purpose of the survey research design is a description of the state of affairs as it exist at present (Best and Khan, 2002:30); Kothari, 2003:89).Both qualitative and quantitative research design were applied to analyze data gathered through interview and questionnaire.

3.3. Sources of Data

The data sources of this study were primary school principals, itinerant teacher, regular teachers and students in Mulugeta Gedle and Alemgena primary schools in Sebeta town.

3.4. Sample and Sampling Techniques

The study was conducted in Sebeta town, Oromia region. For the study, two primary schools ways to move inclusive in the town namely, Mulugeta Gedle and Alemgena were purposively selected. After the samples of the schools were decided, the samples of the population were selected by using the systematic simple random sampling techniques for the teachers and students and purposive sampling techniques for itinerant teachers and principals. Using these techniques (systematic simple random sampling and purposive sampling techniques), 101 students, 70 teachers, 1 itinerant teacher and 4 principals were selected. Totally, 176 populations of different groups were involved in the study as summarized in Table 1 below.

Table 1: Sample sizes of the study populations

Groups of population	Mulugeta Gedle Primary School			Alemgena Primary School			Total
	Males	Females	Total	Males	Females	total	
Students	22	38	60	17	24	41	101
Teachers	22	17	40	18	13	30	70
Itinerant teacher							1
Principals	1	1	2	1	1	2	4
Total sample size =176							

3.5. Instruments and Procedures of Data Collection

In the present study, questionnaire and interview were used as instruments of data collection. The purpose was that different views enabled to find out more clear attitudes of teachers and students towards inclusive education. Thus, responses obtained from interview and self-reported questionnaire were edited, coded, tabulated and processed in a way appropriate to answer the research questions. The quantitative data were fed in to the computer and analyzed using SPSS version 20.0 software.

3.5.1. Questionnaire

Questionnaire is used commonly to gather data for descriptive survey (James *et al.*, 1997). In this study, questionnaire close ended items were used to collect data from teachers and students. The questionnaire had five parts. The first part of the questionnaire was intended to gather background information of the respondents. The second part of the questionnaire consisted of items that were intended to assess the current attitudes of respondents towards inclusive education.

The third part was about the major factors affecting attitudes of teachers and students towards inclusive education. In the fourth part of the questionnaire, the respondents were asked about school facility allocations to enhance attitudes towards IE. The 5th part of the questionnaire was designed to gather data regarding the changes to be made to create positive attitudes towards IE in the study area. Most parts of the questionnaire contain a Likert type on a four -point rating scale ranging from 1 to 4

(1 = strongly agree, 2 = Agree, 3 = Disagree, 4 = strongly disagree) regarding the attitudes of teachers and students towards inclusive education in two selected primary schools.

The reliability of the questionnaires was tested using 20 teachers from the two schools in the study area and analyzed by Cronbach alpha ($\alpha = 0.82$) method at 95 level of confidence. Finally, the questionnaire was administered to respondents.

3.5.2. Interview

The interview permits greater depth of responses which is not possible through any other means (James *et al.*, 1997). Hence, semi-structured interview questions were employed in this study to collect more supplementary opinions from principals and itinerant teacher to stabilize the responses obtained from the questionnaire. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions can be forwarded during the interview based on the response of the interviewee (James *et al.*, 1997). The interview items were validated by teachers from Special Needs Education department instructors and two other pedagogical curriculum instructors from Sebeta Special Needs Education College Teachers Education who have long years of teaching experience.

3.6. Data Collection Procedures

After the questionnaire was developed and ready, letters of cooperation from the Addis Ababa University Department of Special Needs Education was presented to concerned bodies of the study site (Mulugeta Gadle and Alemgena primary school), following that, the researcher explained the objectives of the research to the school principals, the questionnaires and interview guide were translated to Afan Oromo. Then after, the researcher selected four assistants for collecting data and gave them a short orientation on how to do the task. Therefore, the researcher explained the purpose of the study to the study participants and asked their consent. They were ensured that participation was voluntary. Then, students were kindly requested to seat in their respective classrooms for students. For teacher participants the researcher distributed and collected after three days, the instruction was given orally during administration of 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.

3.7. Method of Data Analysis

The main purpose of this study was to investigate the attitudes of teachers and students towards inclusive education. To examine this, both quantitative and qualitative data were collected from sample respondents. The data collected through close - ended questionnaire were tallied, tabulated and interpreted using frequency and percentages.

Besides, t-test was applied twice to test any significant difference in teachers' attitudes with respect to their sex and then qualifications (College Diploma and Degree). Finally, one way ANOVA was used to test whether their attitudes differ significantly with their teaching experiences. In addition, the data collected through interview were presented and analyzed qualitatively to supplement the data gathered through closed ended questionnaire. Based on the analysis of data, the results were discussed and summarized to give conclusion and recommendation.

CHAPTER 4

4. RESULTS AND DISCUSSION

In this section, the data collected through questionnaire and interview were analyzed part by part using the tools mentioned in methodology section. After each analysis, discussions and interpretations were made. Finally, from the results, conclusions were made for each of the research questions and recommendations were forwarded.

4.1. Demographic Characteristics of Respondents

This section of the study dealt with the characteristics of the respondents in terms of sex, educational background and work experience.

Table 2: Characteristics of the respondents

Characteristics	Teachers		School principals		Students		
	N	%	N	%	N	%	
Sex	M	40	57.1	2	50	M = 39	38.6
	F	30	42.9	2	50	F = 62	61.4
Qualification	Degree	28	40	4	100	Total=101	100
	Diploma	42	60				
Years of services	<5	1	1.4				
	5-10	14	20.0				
	11-15	17	24.3				
	16-20	28	40.0				
	>20	10	14.3	4	100		

This table (Table 2) indicates that teachers and school principals participated in this study are college diploma (60%) and first degree (40%) holders and a great majority of them have work experiences of 5 years and above. Hence, it could be said that all the teachers and school principals participated in the study seem to be familiar with the practices and perceptions in their respective schools.

4.2. Attitudes towards Inclusive Education

4.2.1. Teachers' attitudes towards inclusive education

One of the most significant requirements that allow successful inclusion of special education is the attitudes of teachers regarding the inclusion of students with special educational needs into their classrooms. To identify this in the study area, teachers were asked to reflect their attitudes towards IE. Their responses to the self-reported questionnaire were as in the following table (Table 3).

Table 3: Frequency and %age Distribution of Teachers' Attitude towards IE

No	Items	Teachers' responses(N=70)			
		SA/A		SD/D	
		N	%	N	%
1	I'm considering the needs of students in inclusive class room.	46	65.7	24	34.3
2	I meet students with special needs in inclusive class room and support them	42	60	28	40
3	The inclusive education will increase a work load on teacher	42	60	28	40

Note: SA/A- strongly agree/agree; SD/D- Strongly disagree/disagree

The formation of attitudes is a complex process which involves the way people perceive things, their interests and dislikes which form the type of a person one is. Literature (Kelman in Gormly, 1992, pp. 459-460 & Ragland & Saxon, 1985, pp. 421-422) shows that there are three processes or levels at which attitudes are formed. These levels are compliance, identification and internalization. But, from the above table (Table 3), 34.3% of the teachers participated in the study were found that they are not considering needs of students in inclusive classroom. Besides, 40% of them do not meet and support students with special need in inclusive classrooms and perceive that inclusive education increases work load on teachers.

In their interview responses, school principals replied that although it is theoretical, some teachers reflect as if they have positive attitudes towards IE. Besides, from what they have faced practically, school principals indicated that even some teachers did not want to enter the classes where students with disability are present.

This implies that only some of the teachers seem have positive attitude towards IE while the others are not. Whether this result varies with male and female teachers or not, their mean

scores towards IE were tested for any significant difference and presented in the following table (Table 4).

Table 4: The t-test results of teachers' ATIE by their Sex

Group	N	Mean	St. D	t-value	df	Sig. (2-tailed)
Male	40	24.87	4.37	-0.981	68	.330
Female	30	25.88	4.17			

The mean scores of male and female teachers on their attitudes towards IE were 24.87 and 25.88 respectively. The t-test results of their mean scores on their attitudes towards IE between males and females detected statistically no significant difference (p-value = 0.330). Hence, teachers' attitudes towards IE did not significantly differ with their sex. This can also be seen from figure 1 below.

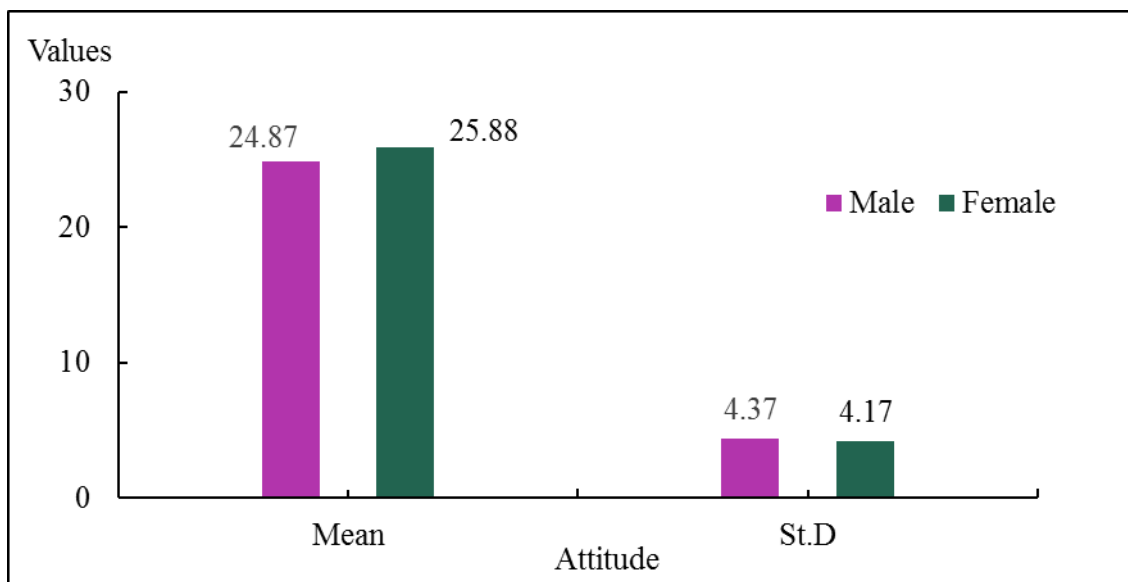


Figure 1: Teachers' mean ATIE by their sex category

Although teacher respondents' mean scores on their attitudes towards IE seem better, only about 60% of them (Table 3) appear to have a positive attitude towards IE. This implies that about 40% of the teachers do not seem to have a positive attitude towards IE.

Whether their responses vary significantly with qualification or not, t-test was applied to it and the result was given in table 5 below.

Table 5: The t-test results of teachers' ATIE by their qualifications

Group	N	Mean	St. D	t-value	df	Sig. (2-tailed)
Diploma	42	24.69	4.97	-1.843	68	.070
Degree	28	26.57	2.59			

From table 5 above, the mean scores of college diploma and degree holder teachers on their attitudes towards IE were 24.69 and 26.57 respectively. The t-test results of their mean scores on their attitudes towards IE between college diploma and degree holders showed no significant difference (p- value = 0.070). This implies that the teachers' positive attitude towards IE that seem unsatisfactory did not vary with their qualifications. The figure below (figure 2) also implies the same result graphically.

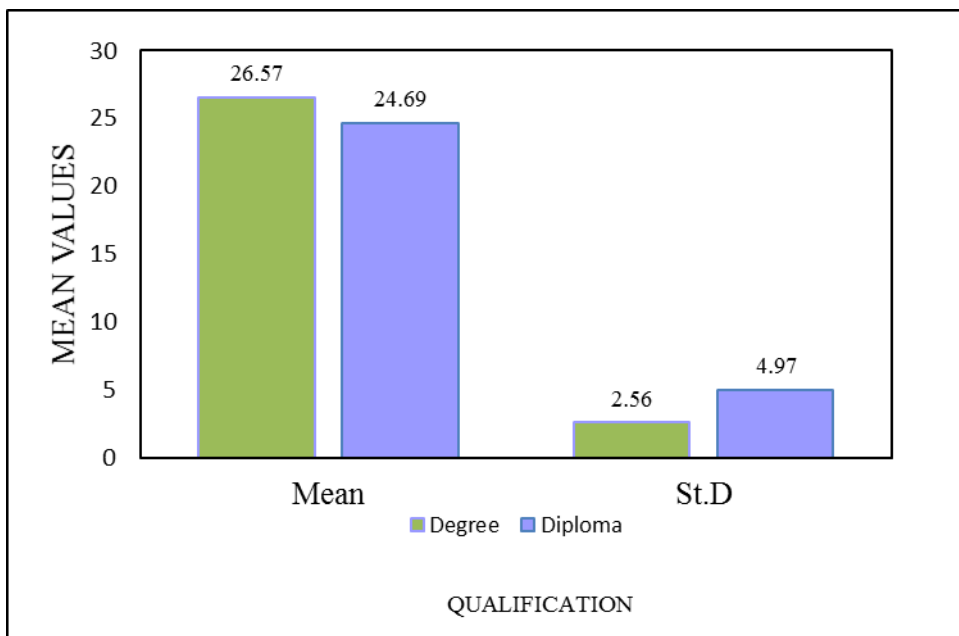


Figure 2: Teachers' mean score values regarding their ATIE by their qualification

Whether teachers' ATIE statistically varies with their teaching experiences or not, ANOVA test was applied and the result was given in the table below (Table 6).

Table 6: Results of ANOVA test on teachers' attitudes towards IE with their experiences

Descriptive				ANOVA			
Experience	N	Mean	SD		df	F	Sig.
<5 years	1	31.00	-	Between Groups	4	.798	.531
5-10 years	14	24.57	4.799	Within Groups	65		
11-15 years	17	25.00	4.677	Total	69		
16-20 years	28	25.54	4.325				
>20 years	10	26.60	2.011				
Total	70	25.44	4.255				

As shown in the table above (Table 6), the mean scores on teachers' attitudes towards IE whose teaching experiences are below 5 years, 5-10 years, 11-15 years 16-20 years and 20 or above years are 31.00, 24.57, 25.00, 25.54 and 26.60, respectively. The observed F-value (0.798) is less than the critical value or the p-value (0.531) is greater than α -value. Therefore, there is no a statistically significant difference in teachers' attitudes towards IE with their various teaching experiences. It seems that the number of years of teachers' teaching experiences in the sample have no effect on their attitudes towards IE. The following pie chart (figure 3) also indicates that teachers' ATIE are close to each other when compared based on the mean percentages of their teaching experiences.

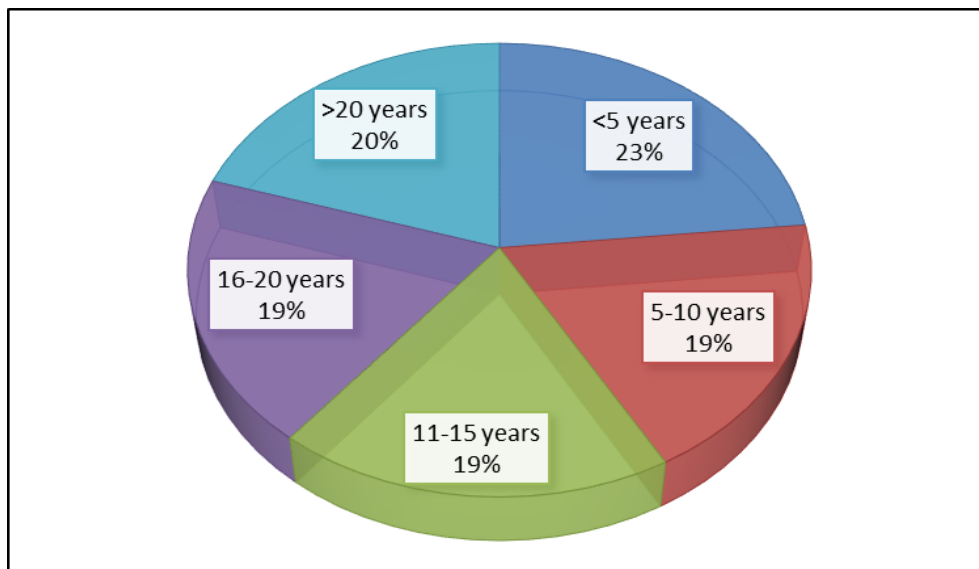


Figure 3: Teachers' mean percentage ATIE on the base of their teaching experiences

4.2.2. Students' attitudes towards inclusive education

Children with special educational needs should get education with the majority of normal children and are no longer separated from their peers. On this regard, students' attitude towards IE was examined.

Table 7: Frequency and % age Distribution of Students' Attitude towards IE

No.	Items	Students' responses (N=101)			
		SA/A		SD/D	
		N	%	N	%
1	Learning in the inclusive class room is good	61	60.4	40	39.6
2	I believe all students playing with learners with diversity in school	80	79.2	21	20.8
3	I believe that students with special needs can learn in inclusive class room	41	40.6	60	59.4

From this table (Table 7), about 39.6% of students disagree that learning in inclusive classroom is good. From the same table, about 79% of students believe all students playing with learners with diversity in school. It seems that this response of students might have aroused from the interest that the children have in playing with each other. Again, from the same table (Table 7), 59.4% of students did not believe that students with special needs can learn in inclusive class room. This might reveal that some of students' attitudes towards IE seem negative.

Generally, the interview and questionnaire responses of the respondents indicate that only some of the teachers and most of students have positive attitudes towards IE while others have negative attitudes because they did not get trainings and awareness related to IE. Thus, it could be said that the attitudes of the some of the students and most of the teacher respondents towards IE seem negative.

4.3. Factors Affecting Teachers' Attitude towards Inclusive Education

One of the purposes of this study was to investigate factors that may influence the attitudes of regular elementary education teachers towards IE. To this end, teachers' responses were examined and presented as in the following table (Table 8).

From the table (Table 8), 70% of teacher respondents reported that cultural factors in which they are living affected the inclusive teaching. The great majority of teachers(80%) rated lack of awareness as a factor that caused the negative attitude towards IE.

Table 8: Teachers' degree of agreement to factors affecting their ATIE

No.	Items	Teachers' responses(N=70)			
		SA/A		SD/D	
		N	%	N	%
1	The cultural factors I'm living in affect the inclusive teaching	49	70	21	30
2	The negative attitude towards inclusive education is due to the lack of awareness	56	80	14	20
3	Students' lack of social interaction in inclusive class room can be a factor for attitudes of teachers and students	48	66.6	22	31.4
4	The method of teaching that teachers are using in classrooms can be the factor to attitudes of teachers and students towards IE	45	64.3	25	35.7
5	Parents' low participation in schools can be factors to the attitudes of teachers and students towards IE	53	75.7	17	24.3
6	Poor leadership in inclusive education schools can be a factor to the attitudes of teachers and students towards IE	45	64.29	25	35.71

Again from the same table (Table 8), 75.7% of teacher respondents agreed that parents' low participation in schools can also be a factor to the attitudes of teachers and students towards inclusive education. Most teacher respondents (66.6%) also agreed that students' lack of social interaction in inclusive classroom can be a factor to attitudes of teachers and students towards IE (Table 8). According to 64.29% of teacher respondents, poor leadership in inclusive education schools can also be a factor to the attitudes of teachers and students towards IE. In the informal communication with those teachers, they indicated that it is a challenge to us to implement inclusive education in the absence of teaching aids for inclusive classes. Thus, lack of teaching aids for inclusive classroom might also be an affecting factor of teachers' and students' attitudes towards IE.

From all these, it could be said that cultural factors, lack of awareness about IE, students' lack of social interaction in inclusive classrooms, teachers' way of teaching in inclusive classrooms, lack of teaching aids for inclusive classrooms, parents' low participation in schools and poor leadership practices in inclusive education schools seem the major factors that affect teachers' and students' attitude towards IE. The interview responses of the itinerant teacher also supplemented this idea.

The itinerant further explained lack of instructional materials for students with special educational needs such as abacas, Perkins, audiometers, well chairs, sign language dictionaries and etc. Besides, absence of educational psychologist, sign language interpreter, mobility and orientation trainer, nurse, modified accessible toilets and ramps are among the challenges that negatively affected teachers' and students' ATIE.

Similarly, in their interview responses, school principals enumerated shortage of special educational needs teachers, absence of clear job descriptions for special needs education teachers, lack of awareness about inclusive education, lack of adequate materials for children with special educational needs, lack of awareness for the family of such children, teachers' lack of educational background in IE, lack of trainings related to IE and poor school facility for IE were the factors that affect teachers' and students' ATIE. Also ,Etenesh (2000), specifically suggests that the lack of relevant facilities and materials is a major challenge to the implementation of effective inclusive education in many places. It seems to be the case that the simplest teaching materials that could even be produced locally such as maps, charts and other illustrative devices are not available in educational institutions in many school environments

4.4. School Facilities to Enhance Attitudes towards IE

It is clear that caring for IE is not only a question of the necessary resources at classroom level. It should be recognized that the organizational structure at a school level and other inclusive services also a determining factor. The best environment for learning are those in which students are motivated and information is presented in a manner that recognizes the diversity of each student. To check the current status of facilities at the sample schools, teacher respondents were made to complete a questionnaire. The frequency and percentage distribution of their responses were given in the following table (Table 9).

Table 9: Teachers' responses regarding schools' facility allocation to promote ATIE

No	Items	Teachers' responses (N=70)			
		SA/A		SD/D	
		N	%	N	%
1	The school has the resource room to support/ provide services for IE	24	34.3	46	65.7
2	Teachers are providing services to encourage IE	32	45.7	38	54.3
3	The school is allocating resources for services of IE	28	40	42	60
4	All teachers are trained IE	19	27.1	51	72.9
5	The school identifies and assesses about attitudes of teachers and students towards IE	22	31.4	48	68.6
6	There are professionals of special needs in schools who may help students with special needs	20	28.6	50	71.4
7	School facilitates social interaction and cooperative learning of all students with and without disabilities	20	40	42	60
8	I believe teachers are accommodating all students equally in inclusive classroom	11	15.7	59	84.3

The majority of teacher respondents (65.7%) disagreed that the school has the resource room to support or provide services on IE (Table 9). The table also reveals that more than half of teacher respondents are not providing services to encourage IE. Again from the same table (Table 9), 60% of the respondents disagreed that the school is allocating resources for services on IE and facilitates social interaction and cooperative learning of all students with and without disabilities. The majority of teachers (72.9%) reflected that they did not get training in IE. According to 68.6 % of the respondents, the schools did not assess and identify attitudes of teachers and students towards IE (Table 9). Besides, 71.4% of the respondents agreed that there are no professionals of special needs in schools who may help students with special needs. The great majority of teacher respondents (84.3%) did not believe that teachers are accommodating all students equally in inclusive classroom (Table 9). Although the school principals in their interview responses reflected that there are resource room, ramps and special classes for IE, the majority of the school teachers disagreed.

According to all these responses, the efforts made by the sample schools in capacitating teachers and allocating facilities to enhance attitudes of teachers and students towards IE seem unsatisfactory. Also, according to, Tirussew (1999) argues that inclusion is a move

towards schools that are structured around pupil’s diversity and can accommodate many different ways of organizing pupils for learning to attain excellence in diversity

4.5. Significant Changes to be made to Create Positive Attitudes towards IE

Inclusion is really about practical change to improve the educational system for all students .It means changes in how teachers teach, how students learn, how students with and without special needs interact with and relate to one another. Schools, centers of learning and educational systems must change so that they become caring, nurturing and supportive educational communities where the needs of all students and teachers are truly met. In this study, teachers, students and school principals were asked to reflect their opinions on what significant changes to be made to change the negative attitudes of teachers and students towards inclusive education and their responses were presented below.

Table 10: Teachers’ responses regarding changes needed to create positive ATIE

No	Items	Teachers' responses(N=70)			
		SA/A		SD/D	
		N	%	N	%
1	The school welcomes all students with disability and non-disability.	63	90	7	10
2	The school has its strategies to change the negative attitudes of teachers and students	43	61.4	27	36.8
3	The school encourages the interaction and cooperative learning in class room.	51	72.9	19	27.1
4	The curriculum is flexible to answer the needs of all students.	43	61.4	27	38.6
5	All students get the awareness about the students with disability.	35	50	35	50
6	The teaching aids will be provided to students with disability	61	87.1	9	12.9

UNESCO (2004) affirmed that inclusion is really about practical change. To describe the features of educational change, Dalin (1976) provided the term “multi-dimensionality” concerning ways to understand change. According to Dalin (1976), a number of theories and hypotheses from disciplines such as economics, anthropology, sociology, psychology, administrative and organizational science and pedagogic are important in understanding many dimensions of process of change. In line with this idea, (Table 10), 90% of teacher respondents agree that the school welcomes all students with disability and non-disability. Similarly, 61.4% of them replied that the sample schools have their own strategies to change

the negative attitudes of teachers and students. Again from the same table (Table 10), the majority of them (72.9%) reflected that the school encourages the interaction and cooperative learning in class room. Half of the teacher respondents also agree that all students get the awareness about the students with disability while the great majority (87.1%) of them replied that teaching aids will be provided to students with disability. Similarly, students' responses to the same question supplements the same response with that of the teachers (Appendix Table 1).

Furthermore, school principals also indicated that adequate training for all teachers on IE, creating conducive school environment, employing adequate trained man power on IE, raising awareness for the family of children with disability and allocating adequate budget for IE, clear job description for IE teachers are the changes to be made to change the negative attitudes of teachers and students towards inclusive education.

The itinerant teacher replied that preparing toolkit for IE, instructing students as per to their needs, favorable classroom sitting arrangement and paying special to students with disability during exam cause positive influence on students' ATIE.

These imply that welcoming all students, adequate training for all teachers, raising awareness for the family of children with disability, allocating adequate budget for IE, encouraging interaction and cooperation in classrooms, the flexibility nature of the curriculum, creating awareness about IE, clear job description for IE teachers and providing teaching aids to students with disability seem the significant changes to be made to create positive ATIE.

CHAPTER 5

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with summary, conclusions and recommendations. It has three sections. In the summary section, the major findings of the study were presented while the second section dealt with the conclusions drawn from the findings of the study. The final section provided some suggestions based on the major findings and conclusion drawn from the study.

5.1. Summary of Major Findings

The main objective of this study was to investigate the attitudes of teachers and students towards inclusive education in two selected primary schools in Sebeta town, Oromia region. Specifically, the objectives were to:

1. To assess the current attitudes of teachers and students towards IE
2. To identify the factors affecting attitudes of teachers and students towards IE.
3. Distinguish facilities that schools are allocating to enhance attitudes of teachers and students towards IE.
4. To explore the significant changes to be made to create positive attitudes of teachers and students towards IE.

To achieve these objectives, a descriptive survey design was applied. The data were collected through questionnaire and interview from primary school principals, itinerant teacher, regular teachers and students from two purposively selected the way to move inclusive schools in Sebeta town, namely Mulugeta Gedle and Alemgena primary schools. Teachers and students were selected from those schools using simple random sampling technique while itinerant teacher and school principals were selected purposively giving the total sample size of 176 (101 students, 70 regular teachers, 1 itinerant teacher ,4 principals). Teachers and students were made to complete their respective questionnaire while itinerant teacher and school principals were interviewed separately. The data obtained were analyzed using frequency, percentages, mean scores, t-tests and ANOVA, tests. Based on the analysis of the data, the major findings of the study were summarized as follow.

The responses obtained from teachers' questionnaire imply that only some of the teachers have positive attitude towards IE while the others are not. The interview responses of school principals also indicated that although it is theoretical, some teachers reflect as if they have

positive attitudes towards IE and even some of them did not want to inter the class where students with disability are there. The study also revealed that this finding did not significantly differ with teachers' sex category, qualifications and various teaching experiences. The study also indicated that some students have negative attitudes towards IE while most of them are not.

According to the responses obtained from teachers, students and principals, cultural factors, lack of awareness about IE, students' lack of social interaction in inclusive classrooms, ways of instructional methodology in inclusive classrooms, lack of teaching aids for inclusive classrooms, parents' low participation in schools, shortage of special needs education teachers, teachers' lack of educational background in IE, lack of trainings related to IE, absence of clear job descriptions for special needs education teachers, lack of awareness for the family of children with disability, poor school facilities and leadership practices in inclusive education schools seem the major factors that affect teachers' and students' ATIE. The itinerant teacher also supplemented that absence of educational psychologist, sign language interpreter, mobility and orientation trainer, nurse, modified accessible toilets and ramps are among the challenges that negatively affected teachers' and students' ATIE.

The majority of teacher respondents (65.7%) disagreed that the school has the resource room to support or provide services on IE. Besides, 60% of the respondents disagreed that the school is allocating resources for services on IE and facilitates social interaction and cooperative learning of all students with and without disabilities. The majority of teachers (72.9%) did not get training in IE. Furthermore, the schools did not assess and identify attitudes of teachers and students towards IE. Besides, 71.4% of the respondents agreed that there are no professionals of special needs education in schools who may help students with special needs. The great majority of teacher respondents (84.3%) did not believe that teachers are accommodating all students equally in inclusive classroom.

Regarding the significant changes to be made to improve teachers' and students' ATIE, 90% of teacher respondents agree that the school should welcomes all students with disability and non-disability and 72.9% of them reflected that the school encourages the interaction and cooperative learning in class room while the great majority (87.1%) of them replied that teaching aids will be provided to students with disability. Similarly, students' responses to the same question supplements the same response with that of the teachers. School principals also indicated that adequate training for all teachers on IE, creating conducive school

environment, employing adequate trained man power on IE, raising awareness for the family of children with disability and allocating adequate budget for IE, clear job description for IE teachers are the changes to be made to change the negative attitudes of teachers and students towards inclusive education. Finally, the itinerant teacher replied that preparing toolkit for IE, instructing students as per to their needs, favorable classroom sitting arrangement and paying special to students with disability during exam cause positive influence on students' ATIE.

5.2. Conclusions

This study was designed to answer four specific questions. Based on the findings discussed so far, the following answers were found.

Positive attitude towards inclusive education is vital for the proper implementation and realization of inclusive education. However, the present study revealed that some of the sample students and most of the teacher respondents have negative attitudes towards IE. While only some the teachers appeared to have positive towards IE, most of them experienced it as an additional burden. Further, it is safe to conclude that sexual category is not important in determining the attitudes of teachers towards inclusive education as there is no significant difference between male and female teachers' attitude towards IE. Hence, being male or female does not matter as far as attitudes towards inclusive education are concerned for the sample teachers. Similarly, teachers' attitudes towards IE did not significantly differ with their teaching experiences and their qualifications.

The analysis also indicated that lack of awareness about IE, lack of trainings related to IE, shortage of special needs education teachers, absence of clear job descriptions for special needs education teachers, teachers' lack of educational background in IE, teachers' way of teaching in inclusive classrooms, lack of teaching aids for inclusive classrooms (such as abacas, Perkins, audiometers, wheelchairs, sign language dictionaries, and other materials),students' lack of social interaction in inclusive classrooms, cultural factors, parents' low participation in schools, insufficient school resources and facilities (such as absence of educational psychologist, sign language interpreter, mobility and orientation trainer, nurse, modified accessible toilets and ramps),poor leadership practices in inclusive education schools seem the major factors that negatively affected teachers' and students' ATIE.

On top of this, the efforts made by the sample schools in capacitating teachers and allocating facilities to enhance attitudes of teachers and students towards IE seem unsatisfactory.

For the future, welcoming all students, adequate training for all teachers, raising awareness for the family of children with disability, allocating adequate budget for IE, encouraging interaction and cooperation in classrooms, creating awareness about IE, clear job description for IE teachers and providing teaching aids to students with disability were found to be the significant changes to be made to create positive ATIE.

Sometimes, some respondents carelessly respond to the Likert rating items and simply mark their responses for the purpose of completing the questionnaire. This might have affected the findings of this study. Another limitation might be the case that, as attitude is the individuals' internal issue, it might be difficult to exactly measure the teachers' and students' attitudes using questionnaire.

5.3. Recommendations

Based the findings of the study, the following recommendations were forwarded to improve teachers' and students' ATIE at elementary schools.

1. There was no significant change without changes in attitudes. Thus, in order to enhance teachers' positive attitudes towards IE, schools need to provide CPD and other related mechanisms with inclusion setting so that teachers participate in an ongoing professional development that focuses on IE and get support and experiences from it.
2. Primary schools should assess and identify the factors that affect teachers' ATIE negatively and work to quit them and support teachers in their attempts to include students with disabilities.
3. To enhance attitudes of teachers towards inclusive education, schools need to provide more special educational needs training, sufficient learning support, educational resources, teaching aids for inclusive classrooms and other required physical facilities.
4. Teachers' training in special education required professional skills in teaching children in inclusive classrooms and their willingness to work with students of special educational needs in regular classes should be considered as requirement for employing teachers to work in an inclusive school.
5. Due to lack of awareness and professional skills in special education trainings, most of the teachers are not fully equipped and qualified to teach special needs students in an

inclusive classroom. Thus, the teacher training colleges need to give a great emphasis on IE when training primary school teachers. Teachers also need to master new teaching techniques and connect with other professionals who specialized in working with children with special needs.

6. Parents and other members of the society should be provided with awareness on inclusive education in order to assist the schools effectively

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7. APPENDICES

Appendix-A: Teachers' Questionnaire

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Questionnaires to be filled by sample Teachers

Dear respondents;

You have been chosen as part of my study from the sample schools of Sebata Special Zone in Oromia regional state as one of the respondent.

The questionnaire is designed by a post graduate student from Addis Ababa University to conduct a thesis research in partial fulfillment of masters Degree (MA) in Special Needs Education. Its main objective is to collect factual information to assess the attitudes of teachers and students towards inclusive education in sebata Special Zone, Oromia region. The questionnaires are fully for academic research purpose and any information that you provide will be kept confidential and valid .The results of this study that depends on your data is expected to help different stakeholders including you, policy and decision makers to take appropriate measures to further improve attitudes of teachers and students towards inclusive education. Thus, your cooperation is very necessary to achieve the desired goal of the study.

Thank you in advance for your cooperation

General direction to respondents

- ❖ Please tick or write your answer on the appropriate space provided
- ❖ No need to write your name
- ❖ For questions that demands for your opinion, please try to describe honestly.
- ❖ You can give your opinion in Afaan Oromo language

Name of school _____

Name of data collector _____ Date _____

Section -I- Socio-Demographic Information of Respondents. Personal back ground

1. Sex: Male Female
2. Age: 19-30 31-45 46-60 above 60
3. Marital status: Single Married Divorced Widowed
4. Educational status:
- Diploma
 - degree
 - Masters
 - Experience

Section-II-Questions related to the attitudes of teachers towards inclusive education.

Please tick (✓), or write appropriate response.

. Please read each of the following questions for what the attitudes of teachers towards inclusive education looks like, and decide whether you strongly agree, agree, disagree or strongly disagree.

(For teachers)

No	Items	1	2	3	4
1	I'm teaching students with diversity in inclusive class room				
2	I'm interested to teach the inclusive class room with diversity				

3	I'm considering the needs of students in inclusive class room.				
4	I meet students with special needs in inclusive class room and I support them				
5	I'm communicating about the students with special needs with my friends				
6	I'm using the strategies of teaching inclusive class room				
7	I'm raising awareness about inclusive education in the school to my friends and school societies.				
8	The inclusive education will increase a work load on teacher				
9	The teachers professional skill is limited to teach student with special needs education				

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

Section-III- Questions related to factors to attitudes of teachers towards inclusive education please tick (√), or write appropriate response

1. The cultural factors I'm living in affect the inclusive teaching

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

2. The negative attitude towards inclusive education is due to the lack of awareness

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

3. The lack of social interaction of students in inclusive class room can be a factor for attitudes of teachers and students

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

4. The inclusive education can create undesirable factors for the inclusive learning

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

5. The method of teaching the teachers using in the class can be the factors to attitudes of teachers and students towards inclusive education

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

6. The low participation of parents in school can be the factors to the attitudes of teachers and students towards inclusive education

A. Strongly agree B. Agree C. Disagree D. Strongly disagree

7. The lacks of good leadership in inclusive education school can be the factor to the attitudes of teachers and students towards inclusive educations

A. yes B. No

Section-IV - Questions related to school's allocation facilities to reduce the negative attitudes of teachers and students towards inclusive education. Please tick, or write appropriate response.

Please read each of the following to what the school's allocation facilities to reduce the negative attitudes of teachers and students towards inclusive education and decide whether you: strongly agree, agree, disagree or strongly disagree.

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

No	Items	1	2	3	4
1	The school has the resource room to support/ provide services for inclusive education				
2	The teachers are providing services to encourage inclusive education				
3	School is allocating for service of inclusive education				
4	Things done to implement inclusive education				
5	All Teachers trained inclusive education				
6	There are any identification and assessment done by your school about attitudes of teachers and students towards inclusive education				
7	There are the professional of special needs in your school who may help the students with special needs				
8	The school facilitates the social interaction and cooperative learning of all students with and without disabilities				
9	I believe the teachers are accommodating all students' equally in inclusive class room				

Section-V- Questions related to the significant changes to be made to create positive attitudes of teachers and students towards inclusive education? Please tick),(or write appropriate response

.Please read each of the following significant changes to be made to create positive attitudes of teachers and students towards inclusive education and decide whether you: strongly agree, agree, disagree or strongly disagree.

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

No	Items	1	2	3	4
1	The school welcomes all students with disability and non-disability.				
2	The school has it is strategies to change the negative attitudes of teachers and students.				
3	The school encourages the interaction and cooperative learning in class room.				
4	The curriculum is flexible to answer the needs of all students.				
5	The placement of all students gets the focus (attention) of teachers.				
6	All teachers get the awareness and training about the students with disability.				
7	The teaching aids are providing to students with disability.				
8	The way of communication depending on students understanding.				

Appendix- B: Principals' Interview

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**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

Interview questions for principals of schools

1. How do you see the attitudes of teachers and students towards inclusive education?
2. What do you think the major causes of attitudes of teachers and students towards inclusive education?
3. How do you supporting teachers and students as they have positive attitudes towards inclusive education?
4. What are the adequate facilities the school is allocating to enhance positive attitudes towards inclusive education?
5. To the future what are the significant changes to be made to change the negative attitudes of teachers and students towards inclusive education?

Appendix- C: Students' Questionnaire

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**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

Questionnaires to be filled by sample Students from grade 5-8

Dear respondents;

You have been chosen as part of my study from the sample schools of Sebata Special Zone in Oromia regional state as one of the respondent.

The questionnaire is designed by a post graduate student from Addis Ababa University to conduct a thesis research in partial fulfillment of masters Degree (MA) in Special Needs Education. Its main objective is to collect factual information to assess the attitudes of teachers and students towards inclusive education in Sebata Special Zone, Oromia region. The questionnaires are fully for academic research purpose and any information that you provide will be kept confidential and valid .The results of this study that depends on your data is expected to help different stakeholders including you, policy and decision makers to take appropriate measures to further improve attitudes of teachers and students towards inclusive education. Thus, your cooperation is very necessary to achieve the desired goal of the study.

Thank you in advance for your cooperation

General direction to respondents

- ❖ Please tick or write your answer on the appropriate space provided
- ❖ No need to write your name
- ❖ For questions that demands for your opinion, please try to describe honestly.
- ❖ You can give your opinion in Afan Oromo language

Name of school _____

Name of data collector _____ Date _____

Section -I- Socio-Demographic Information of Respondents. Personal back ground

1. Sex: Male Female
2. Age: 10-13 14-17 18-21 above 22
3. Marital status: Single Married Divorced Widowed
4. Educational status:
 - primary education(5-8)
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8

Section-II-Questions related to the attitudes of students towards inclusive education please tick (√), or write appropriate response.

Please read each of the following questions for what the attitudes of students towards inclusive education looks like and decide whether you strongly agree, agree, disagree or strongly disagree.

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

No Items		1	2	3	4
1	Learning in the inclusive class room is good				
2	I believe that students with special needs can learn in inclusive class room				
3	The teacher's professional skill is limited to teach students with difference needs in inclusive classroom.				
4	The attitudes of all learners to inclusive education is good				
5	All teachers are considering the needs of all learners in the inclusive class room				
6	I believe all students playing with learners with diversity in school				
7	Using Strategies help students with diversity in School				

Section-III - Questions related to school's allocation facilities to reduce the negative attitudes of students towards inclusive education. Please tick (√).

Please read each of the following to what the schools allocation facilities to reduce the negative attitudes of students towards inclusive education and decide whether you: strongly agree, agree, disagree or strongly disagree.

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

No	Items	1	2	3	4
1	The school has the resource room to support/ provide services for inclusive education				
2	The teachers are providing services to encourage inclusive education				
3	School is allocating for service of inclusive education				
4	Things done to implement inclusive education				
5	All Teachers trained inclusive education				
6	There are any identification and assessment done by your school about attitudes of teachers and students towards inclusive education				
7	There are the professional of special needs in your school who may help the students with special needs				
8	The school facilitates the social interaction and cooperative learning of all students with and without disabilities				
9	I believe the teachers are accommodating all students' equally in inclusive class room				

Section-IV- Questions related to the significant changes to be made to create positive attitudes of students towards inclusive education? Please tick✓, or write appropriate response

Please read each of the following significant changes to be made to create positive attitudes of teachers and students towards inclusive education and decide whether you: strongly agree, agree, disagree or strongly disagree.

Key: strongly agree (1), Agree (2), Disagree (3), and 4 strongly disagree

No	Items	1	2	3	4
1	The school welcomes all students with disability and non-disability.				
2	The school has it is strategies to change the negative attitudes of teachers and students.				
3	The school encourages the interaction and cooperative learning in class room.				
4	The curriculum is flexible to answer the needs of all students.				
5	The placement of all students gets the focus (attention) of teachers.				
6	All students get the awareness about the students with disability.				
7	The teaching aids are providing to students with disability.				
8	The way of communication depending on students understanding.				

Appendix- D: Itinerant teacher interview

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DEPARTMENT OF SPECIAL NEEDS EDUCATION**

Interview Questions for Itinerants teacher

1. Please indicate your positive and/or negative experiences of inclusive education in:
 - Classroom instruction (teaching and learning)
2. Please explain how positively and/or negatively accessibility of facilities towards inclusive education?
3. Would you share your experience on how the inclusive education is essential for every child and as the attitudes of teachers and students can be influence the implementation of inclusive education positively and/or negatively?
4. Is there a disability resource center/office in your school?
5. List of the available support services and their adequacy to change the attitudes of teachers and students towards inclusive education?

APPENDIX TABLES

1: Students' responses regarding changes needed to create positive ATIE

No	Items	<i>students' responses</i> (N=101)			
		SA/A		SD/D	
		N	%	N	%
1	The school welcomes all students with disability and non-disability.	94	93.1	7	6.9
2	The school has it is strategies to change the negative attitudes of teachers and students.	75	74.3	26	25.7
3	The school encourages the interaction and cooperative learning in class room.	74	73.3	27	26.7
4	The curriculum is flexible to answer the needs of all students.	70	69.3	31	30.7
5	The placement of all students gets the focus (attention) of teachers.	59	58.4	42	41.6
6	All students get the awareness about the students with disability.	44	43.6	57	56.4
7	The teaching aids are providing to students with disability.	43	42.6	58	57.4
8	The way of communication depending on students understanding.	78	77.2	23	22.8

Note: SA/A- strongly agree/agree; SD/D- Strongly disagree/disagree

2: Students' responses regarding school facility allocation for IE

No.	Items	<i>students' responses</i> (N=101)			
		SA/A		SD/D	
		N	%	N	%
1	The school has the resource room to support/ provide services for inclusive education	67	63.6	34	33.7
2	The teachers are providing services to encourage inclusive education	77	76.2	24	23.8
3	School is allocating for service of inclusive education	50	49.5	51	50.5
4	Things done to implement inclusive education	62	61.4	39	38.6
5	All Teachers trained inclusive education	48	47.5	53	52.5
6	There are any identification and assessment done by your school about attitudes of teachers and students towards inclusive education	53	52.5	48	47.5

7	There are the professional of special needs in your school who may help the students with special needs	69	68.3	32	31.7
8	The school facilitates the social interaction and cooperative learning of all students with and without disabilities	74	73.3	27	26.7
9	I believe the teachers are accommodating all students' equally in inclusive class room	73	72.3	28	27.7

3: Frequency and %age Distribution of students' Attitude towards IE

No	Items	<i>students responses</i> (N=101)			
		SA/A		SD/D	
		N	%	N	%
1	Learning in the inclusive class room is good	85	84.2	16	15.8
2	I believe that students with special needs can learn in inclusive class room	80	79.2	21	20.8
3	The teacher's professional skill is limited to teach students with difference needs in inclusive classroom.	84	83.2	17	16.8
4	The attitudes of all learners to inclusive education is good	61	60.4	40	39.6
5	All teachers are considering the needs of all learners in the inclusive class room	41	40.6	60	59.4
6	I believe all students playing with learners with diversity in school	75	74.3	26	25.7
7	Using strategies help students with diversity in school	74	73.3	27	26.7