



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

**Pedagogical Practices in Selected Inclusive Governmental Preschools in
Finote-Selam Town**

By:
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October 2021 G.C
Addis Ababa, Ethiopia

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Finote-Selam Town

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Masters of Arts in Early Childhood Care and Education.

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LIST OF ACRONYMS

ECE	Early Childhood Education
ECCE	Early Childhood Car and Education
EFA	Education for All
EASNE	European Agency for Special Needs and Inclusive Education
DEC	Division for Early Childhood
FGD	Focus Group Discussion
IEP	Individuals Education plan
IQ	Intellectual quotient
LSEN	Learners with Special Education Needs
MOE	Ministry of Education
NAEYC	National Association for the Education of Young Children
SEN	Special Education Needs
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Education Fund
TDP	Teacher Development Program
DEC	Division for Early Childhood

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Abstract

The major objectives of this study were to investigate the pedagogical practices used by teachers in selected governmental inclusive preschool classrooms in Finote-Selam town. The data were collected through a questionnaire; focus group discussions and observations. The concurrent mixed research design was employed for the research method. The study participants were twenty-one in number; eight upper preschool teachers, eleven school Principals and two wereda ECCE experts who have been selected using a comprehensive sampling method. The collected data was analyzed both quantitative and qualitative techniques. The findings of the study showed that in the selective inclusive preschool classroom; good interaction between teachers and children, the preschools enroll children with special needs in their preschool classrooms. However, the implementation of appropriate pedagogical practice has limitations. The teacher's pedagogical practices did not match with children's developmental needs. Teachers do not have the skills to support and teach children with disabilities, for example, they do not know how to support children who use Braille and sign language, learning materials and equipment are inadequate to meet children's special needs, school compound was not that much conducive. Finally to enhance the implementation of pedagogical practices; preschool teachers should be provided with continuous professional development training on the practice of inclusive education, simple curriculum adaptation, modifying the teaching and learning environment including physical accessibility are suggested.

Key words: pedagogical practice, Inclusive Education, preschool

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Early childhood inclusion education embodies the values, arrangements, and practices that the proper of every infant and young child and his or her family, regardless of capacity, to take part in a wide extend of exercises and settings as full individuals of families, communities, and society. The required comes about of inclusive education for children with and without disabilities and their families incorporates a sense of having a place and participation, positive social interactions and relationships, and improvement and learning to reach their full potential. The characterizing highlights of consideration that can be utilized to distinguish high-quality early childhood programs and administrations are getting to access, support, and participation (K. Eileen Allen, 2012,2009).

Inclusive instruction guarantees all children can live, learn, and play together. It gives all children with openings to memorize almost and acknowledge one another's capacities, gifts, identities, and needs. It also allows them to create significant connections and friendships that offer assistance them create social competence and certainty in their capacity to connect with one another and the world around them. They learn that all children are part of their community and together create a sense of having a place (Unicef, 2014). However, to be benefited from inclusive instruction children with and without special educational needs ought to get the administrations as early as possible. For this pre-school education is exceptionally significant, teaching children at their early age is more accommodating than educating them at their afterward age because it empowers children to induce the good thing about the chances of learning successfully within the instruction framework (Daniel Ndhlovu, 2016).

The main reason for teaching children at their early age is that it will assure the quality of childhood education to enable children to fulfill the various needs important at their early years of life. It also gives chance to make them ready for regular schooling, moreover, it

may result in having a positive and enduring effect on post-schooling success (Admassu, 2014). Early education program provides important bases for life-long learning and active participation. Therefore, preventing potential delays in early education programs has severe negative consequences on the children's future overall development.

As Daniel Ndhlovu (2016), pointed out children with disabilities should get intervention access to help them reach their full capacity and possess early experiences with the help of arranging early childhood education opportunities. Penn(2004) stressed the need that the whole members of the community should work hard to make the ECCE program more accessible and equitable. In addition, World Vision Armenia (2009) as cited in, Wubit, (2017), pointed out that early childhood programs should be inclusive to address the various needs of all children in an inclusive society.

Pedagogical practice is characterized as additional offer, assistance and attention, special needs support or as special support, planned to improve cooperation in educational activity and play, and to make strides and encourage learning (Swedish Education Act; 2010; Sandall et al., 2008; Sandberg, Lillvist, Eriksson, Björck-Åkesson & Granlund, 2010; Johanna Lundqvist, Allodi Westling Mara & Siljehag, Eva 2015& and Faraquhar,2003).

Quality instructing is characterized as pedagogical practices that encourage different children their get to information, exercises, and openings to progress their abilities in ways that construct on past learning help in learning how to memorize and give a solid establishment for advance learning in connection to the objectives of the early childhood educational programs, social, community and family values (Farquhar, 2003).

For effective early childhood inclusive education teachers are advised to implement different pedagogical practices that range from non-directive to directive as in teacher deducted, child-centered up to play-based instructional practice(Boat, Dinnebeil, &Bae,2010;Wolery, 2005; Wolery & Wilbers, 1994).In addition to this OCED (2019) stated that policy documents suggested that both teacher and child-centered approaches are believed to boost children's skills. Moreover, other studies implied that a focus on child-centered instruction, play-based, cooperative group learning, and individualized

instruction was considered the most appropriate pedagogical practice to promote children's overall development in early childhood inclusive education (Wolery, & Wilbers, 1994 and Labroador, 2016). (F. Bellour, 2017),

F. Bellour, (2017) also pointed out that Child-based teaching-learning activities like roll play with drama, storytelling, field trip, and others are likely to improve children's socio-emotional and soft skills, such as their motivation to learn, creativity, independence, self-confidence, general knowledge, and initiative. Moreover, Allen (2009 & 2012) described that teachable moments, Imitation, and Peer tutoring are well-documented benefits for early childhood inclusion education. When a teacher facilitates peer tutoring most of us have discovered that, given an unpressured opportunity to teach someone else something we know (or are learning), our skill and understanding are increased. The same is true of children. As pointed out by Spodek, Saracho, and Lee (1984), voluntary peer tutoring among young children of all developmental levels can promote social interactions among children who are disabled and non-disabled, acceptable play behaviors, appropriate and enhanced use of materials.

Imitating others could be a major road of learning for everybody, old and young alike. Young children learn by doing. If children with developmental problems are to memorize to play appropriately, they must have children to imitate and play with. If children with behavior problems are to memorize to share and take turns, they must have openings to imitate and connected with children who know how to share and take turns.

Teachable moments: In this approach child is profoundly persuaded and superior ability to obtain a specific aptitude such as walking, riding a tricycle, or learning to check. All children, providing those with different disabilities, have different teachable moments each day. They happen during everyday schedules and exercises. Instructors must recognize these openings and make beyond any doubt.

According to, Labordor (2016) Children are experiencing benefits in all developmental domains such as physical, social, emotional, and mental health when a teacher teaches using play-based pedagogical practice. Hennigar (2013) also adds specific benefits like builds on the development of cognitive outline, stimulates each child's creative talents, and allows them many outlets to bring their ideas to life. During children's play especially dramatic play, pretend play, and social play, children learn about social roles and the

social world around them, moreover, Play-based learning, specifically guided and free play within an inclusive and well-equipped classroom supports literacy development.

Guaranteeing child-center methodologies are remembered for early childhood teaching strategies can give children decisions and open doors for self-rule and may advance children's socio-emotional capacities, for example, self-guideline and self-control. These are accepted to be vital for advancement and accomplishment as children progress through training (OCED, 2019).

In an inclusive setting, all educators will meet children with various foundations, capacities, interests, and adapting needs. Educators in inclusive settings utilize child-centered teaching methods to address the issues of the considerable number of children. While actualizing a child-centered method the local conditions and culture ought to be regarded and considered. It is easy to execute components of a child-centered pedagogical approach in a more customary set-up. The key point we have to recollect is that for instructors to build up a more inclusive pedagogy, they frequently need to start to change their classroom conduct: where they stand, how they use assets, how they address and connect with the children, and how they evaluate the children learning (Gremes, 2014).

Researchers have recognized significant difficulties regarding the use of a child-centered approach in Ethiopian schools. In the first place, the educational plan was prepared from the top. It didn't consider the remarks from instructors, who are responsible for executing the educational plan (Amare, 2006). Also, the educational program was developed depending on western countries' research findings and they were donation-driven. It didn't also consider conventional Ethiopian Church and Koran training, network, and locally established casual instruction (counting local and farming aptitudes) and the estimations of the Ethiopian individuals (Zwiers, 2007). Third, the profound established Ethiopian convention of utilizing the talk strategy, just as an absence of educational support and an absence of substance information concerning numerous educators have compelled educators to apply this type of approach (Serbessa 2009; UNICEF 2010). So the reason for this exploration is to assess the pedagogical practice of early childhood

inclusive education in Finote-Selam governmental pre-school, west Gojjam zone finote-Selam town administration.

1.2. Statement of the Problem

Pedagogical practice in early childhood inclusive education is considered as educating in diversity which means adopting a model which facilitates the learning process of every child from different family, personal and social situations (F. Bellour, 2017). Through a range of approaches and techniques, the teacher can make the curriculum more attractive and meaningful for pupils so that they are active agents in their learning.

Faraqumar (2013), identify that Quality educating is characterized as pedagogical practices that encourage diverse children their get to information, exercises, and opening to advanced their abilities in ways that construct on past learning, help in learning how to memorize, and give a solid establishment for encouraging learning in connection to the objectives of the early childhood curriculum, social community, and family values.

Evelyn (2019) stated that quality educating strategy gives fundamental foundations to learning. It helps to facilitate children's creativity and capacities. The right pedagogical practice empowers teachers to observe the children's progression of their understudies.

As it is expressed in Yadav (2020)work, there are different benefits of utilizing the suitable pedagogical practice. For example, improves the replacement's degree of support in the educating learning process for various learning styles/capacities. Students will also build up a more profound comprehension of the topic. It will be useful for children with diverse needs, females or minorities. It urges them to be a part of other communities. As part of pedagogical practices, Children's academic outcomes, including IQ scores, literacy and numeracy skills, and specific subject knowledge can be improved by staff-initiated practices and approaches (Burts et al., 1992; Haskins, 1985; Stipek et al., 1995).

Raw(2010) also introduces direct instruction approach as a pedagogical practice in an early childhood education as follows: Most students with learning difficulties and developmental delays don't learn unexpectedly but require coordinated, definite, and

serious instruction. This approach clears out little to chance; the educational programs and the tasks to be learned are carefully analyzed and after that, each skill is instructed in a grouping. Instructors state and clarify clearly what is being instructed and how it is to be done. The trouble level of the message is carefully set to guarantee a few chances of a win and the educator gives quick input, adjustment, and support. Children with learning difficulties do best when more firmly organized as direct and explicit instruction increments consideration and educational engagement raises the achievements of all understudies and altogether decreases the predominance of learning disappointment.

In addition F. Bellour, (2017), proposed a child-centered approach and 'individualization of learning. They did this by balancing the standard curriculum's targets with meeting each child's strengths and needs. The descriptions of individualization are better represented by the concept of 'personalization 'This was mainly by focusing on each child's strengths and offering them opportunities to make choices.

In an inclusive setting to implement child-centered learning approach and to create learning opportunities for a diverse group of children teachers can use universal Design (Wolfe, Steinberg, & Hoffman, 2013).

To sum up, the above mentioned pedagogical practices are found to stimulate children's overall development and learning abilities, such as motivation to learn, language and literacy development, pre-reading and pre-mathematics abilities, socio-emotional skills,(independence, self-confidence, creativity), Physical development, and health(Stephanie Wall, 2015). While there are numerous results in children's holistic development from improper pedagogical practice use by educators, for example, less self-assurance, helpless social aptitudes, less language experience, confronting inappropriate conduct, and make wrong inferences dependent on their misconception of certain revelations, and helpless forecasts. (Fantahun, 2013),

According to Fantahun (2013) the framework of the governmental instructive plan/schedule includes a few factors. These obstacles incorporate accessibility of new instructive plans, educators' capability to form an interpretation of the prospectus into training, and parents' requirements. The most broadly recognized issue is that parents ask

ECE teachers and kindergarten owners appear their students to communicate within the English language. Ministry of education educational sector development plan (2015) as cited in (Zelalem, 2018).demonstrates that little pedagogical skill of instructors for special needs instruction is pointed out as the prominent variables that prevented the integration of children with disability class. In Ethiopia, from numerous other things, a few unmistakable components prevented school enrolment of children with disabilities lack of sign language skills among instructors, resource and infrastructure constraints and rigid curriculum, and teachers' lack of information and training on how to adapt teaching methods for children with special needs (Tirussew, 2006). Consequently, in Ethiopia, instructors discover it difficult to accommodate children with disabilities and compel them to adjust to the school environment rather than adapting the school to the requirements of the students (World Vision, 2007).

The above researchers conducted their research work corresponding to the significant challenges of early childhood education practices in Ethiopia pre-schools. So far we have already analyzed that they couldn't go over the pedagogical practice of early childhood inclusive education for children with and without disability in pre-school. In addition, the study which focuses on the pedagogical practice in early childhood inclusive education was not investigated in all pre-schools found in Finot-Selam town.

In this regard, this investigation might be exceptional; it might be the first of its kind in examining the pedagogical practice of early childhood inclusive education at Finot-Selam town in selected governmental pre-schools.

1.3. Research Questions

Considering the importance of pedagogical practices of early childhood inclusive education, this study has the following basic research question:

1. What pedagogical methods are used by preschool teachers in inclusive preschool classrooms?
2. Is teachers' teaching methods consider children's development needs?
3. Do teachers use culturally appropriate pedagogical methods in inclusive preschool classrooms?

1.4. Objective of the Study

The major objective of this study is to investigate the pedagogical practices used by teachers in inclusive preschool classrooms.

1.5. Significance of the study

Pedagogical practice in early childhood inclusive education settings is a base for quality education. So, well-conceived quality of early childhood inclusive education helps to meet the diverse needs of young children during the crucial early years of life. This enables children to enhance their readiness for schooling, and have a positive and permanent influence on later schooling achievements. Therefore, the study aimed at investigating the pedagogical practice of early childhood inclusive education in some selected preschools. The result of the study will have the following benefits:

- Help to create awareness among different levels of educational organizations (zone, woreda educational administrators, school principals, and teachers) about the pedagogical practice of early childhood inclusive education.
- Enable the concerned educational administrators and teachers to gain valuable information on the current pedagogical practice of early childhood inclusive education.
- Help teachers design future educational plans for all children.
- Be served as a stepping-stone for further studies by giving useful source of information in the pedagogical practice of early childhood inclusive education.

1.6. Delimitation of the study

Though it is important to conduct the study in wide areas, due to different reasons, it was delimited in area, participant, content, and time. The content focused on the pedagogical practice of early childhood inclusive education in government preschools. The geographical delimitation was Bakel, Finote, bata, Edgetber, Finote-selam 01, and Firen pre-school in 2021.

1.7. Operational definition of variables

Pedagogical practice: in this research pedagogical practice refers to teaching strategies used by preschools teachers in selected inclusive preschools classrooms.

Inclusive Education: an education system that is open to all children, regardless of poverty, gender, ethnic background, language, and disability in selected pre-schools, accepting diversity of all and helping each child with a facilitative educational setting. Specifically, Inclusive education in this research refers to the process of teaching children with disabilities together with children without disabilities in the same preschool classrooms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Meaning of Early Childhood Education

As National Research Council 2001.cited in (Admassu, 2014), early childhood education is a term that describes programs that focus on issues like academic skills, learning, and, more recently, school readiness. Adequate care focuses on providing quality cognitive inspiration, rich language environments, and the facilitation of social, emotional, and motor development. Similarly, adequate education for young children occurs only in the context of good physical care and warm affective relationships. OECD (2013) defines early childhood education (ECE) as all forms of organized and sustained center-based activities such as pre-schools, kindergartens, and day-care centers designed to foster learning and emotional and social development in children. In the Ethiopian context, early childhood care and Education (ECCE) refers to a holistic and comprehensive approach to policies and programs for children who are from pre-natal to seven years of age including their parents and caregivers. Through the program, it will ensure a considerable step forward in giving children a healthy start in life, and an enabling and stimulating environment for developing their talents, stimulating and helping them to become caring and productive citizens. (National Policy Framework for ECCE in Ethiopia, 2010, cited in (Wubit, 2017)).

In Woldehanna (2011), Pre-school education is valuable in that it introduces children to basic learning skills that are important for children in elementary schools to promote their chances of success in the education system. It has been showing that educating children at an early age is more critical than at a later age. The great reason is that a well-conceived quality of early childhood instruction makes a difference to meet the different needs of youthful children during the crucial early a long period of life, upgrade their availability for tutoring, and have a positive and lasting impact on afterward learning accomplishments (Carneiro, et al., 2006);(Admassu, 2014).

2.2. Meaning of Inclusive Education

Gremes(2014), under its mission explanation portrays inclusive instruction as: “a handle of addressing and reacting to the differences of needs of all learners through expanding cooperation in learning, societies, and communities, and lessening avoidance inside and from instruction. It includes changes and adjustments in substance, approaches, structures, and techniques, with a common vision which covers all children of the suitable age extend and a conviction that the state must teach all children."

“Inclusive education implies that all children go to and they are invited by their neighborhood school in age-appropriate, normal classes and are backed to memorize, contribute and take an interest in all angles of the life of the school"(Sawant N,2016).

Teketel (2018), Inclusive education as a handle of reinforcing the capacity of the instruction framework should reach out to all learners (Mkonongwa, 2014: European Organization for Improvement in Extraordinary Needs Instruction, 2011). It assists expressed that each child's learning a quality Inclusive instruction can be guaranteed by: making the instruction more child-centered, adaption and adjustment of educational modules and evaluation, arrangement of well trained and committed instructors, arrangement of assortments of administrations and asset allotment and systemic activity for all programs inside strong commitment of choice-making bodies (UNESCO, 2009; European Organization for Improvement in Uncommon Needs Instruction, 2013; Kearney, 2011; Richards & Arm- solid, 2010).

2.3. Definition of Early Childhood Inclusion

As cited K. Eileen Allen,(2012,&2009), explained that early childhood inclusion is an education system that includes the values, arrangements, and practices that support the proper of each and every young child and his or her family, in any case of capacity, to take an interest in a wide run of exercises and settings as full individuals of families, communities, and society.

2.4. Definition of pedagogy practice in early childhood inclusive education

According to F. Bellour (2017), pedagogical practices defined that encourage diverse children to get to information, exercises, and openings to develop their abilities in ways that construct on past learning, help in learning how to memorize, and give a solid establishment for encouraging learning in connection to the objectives of the early childhood education programs and social, community and family values (Johanna Lundqvist, 2015), described as 'additional offer assistance and attention, 'special needs support' or as 'special support' outlined to improve interest in exercises, schedule, and play, and to move forward and encourage learning (Swedish Instruction Act; 2010:800; Sandall et al., 2008; Sandberg, Lillvist, Eriksson, Björck-Åkesson & Granlund, 2010).

The instructional method is about learning, instructing and advancement impacted by the cultural social and political values (Farquhar, 2003).

2.5. Importance of Early Childhood Inclusion Education

Pre-school inclusive education helps for children with disabilities and without disability to share with their peers who are 'different in one way or another and to learn, to accept and respect these differences. Students with disabilities, have an opportunity to become part of the school community and get a realistic idea of what a multi form. This indicates that the preschool should be socially or physically appropriate to welcome all children, approve equality. This might be assured by changing the school environment through making minor or major modifications (Ayalew, 2011).

Kathryn Underwood A. V., (2012), stated that the required comes about of inclusive education for children with and without incapacities and their families incorporate a sense of belongingness and enrollment, positive social connections and friendships, and improvement and learning to reach their full potential. (DEC/NAEYC, 2009) (Sandquist, 2016), Odom et al. (2011) contended in a investigate review article that quality inclusion was found to have a positive impact on children's cognitive, communication, and motor skill development.

2.6. Benefit of Early Childhood Inclusion Education for Children

K. Eileen Allen, (2012&2009) clarified that the benefits of teaching young children with special needs in inclusive programs. In a review of the research in an inclusive setting in developmental results; Lamorey and Bricker (1992) noted that generally, children are in essentially way better picks up within the zones of social competence and social play and similar gains in the other developmental domains. The progressed benefits within the social space may be due to an emphasis on social advancement in programs that have executed inclusive instructive programming. There is also some evidence that the academic achievement of students with disabilities in inclusive settings is higher than that of students in segregated settings (Peters, 2004).

2.7. Importance of Pedagogy in Teaching

Yadav(2020),expressed that utilizing effective pedagogical approaches makes a difference students learning results and realize their full instructive potential. The quality pedagogical method gives strong foundations for learning. It helps students in creating progressed concepts and capacities. The proper instructional method empowers teaches to observe the scholastic advance of their students. The focuses enlisted below highlight the significance of pedagogy:

This very improves children's level of interest within the teaching-learning process; children create a more profound understanding of the subject matter. This, in turn, guarantees the accomplishment of the learning results of a program and specially children with disabilities it empowers them to be a portion of the mainstream community.

Appropriate pedagogical practices are found to stimulate children's holistic development and learning abilities, such as pre-reading and pre-mathematics abilities and socio-emotional skills (Stephanie Wall, 2015).

2.8. Challenges of implementing pedagogical approaches

A. Inappropriate curriculum

To address children's diversity needs of children, the curriculum should be flexible. It is necessary to integrate it with the culture of the community and the environmental real

surrounding world. But when we see the exiting pre-school curriculum, it does not relate itself to the culture of the society and lacks consistency as cited in (Ayalew, 2011).

Tirussew et al (2009), although developmentally appropriate, curriculum and teaching strategy are determinant factors for the quality pre-school program. The curriculum that is being implemented and the teaching strategy practiced in Ethiopia do not fit the developmental status of children. Both the curriculum and the method could be considered developmentally inappropriate. For example, it is an inappropriate practice to expect all children to perform the same tasks and achieve the same narrowly defined, easily measured skills through highly structured and teacher-directed lessons (Bredekamp, 1996). There are challenges to the implementation of a student-centered pedagogical approach in Ethiopian schools. Firstly, the curriculum was imposed from the top down. It did not consider comments from teachers, who are responsible for implementing the curriculum (Amare 2006). Secondly, the curriculum was developed based on western cultures and research and was donor-driven. It did not consider traditional Ethiopian Church and Koran education, community and home-based informal education (including domestic and agricultural skills), and the values of the Ethiopian people (Zwiers 2007). Thirdly, the deep-rooted Ethiopian tradition of using the lecture method as well as lack of institutional support and lack of content knowledge on the part of many teachers have constrained teachers from applying this type of teaching approach (Serbessa 2009; UNICEF 2010); cited in (Fantahun, 2016).

B. Teachers

educators may have small comprehension of educational standards comparable to instructing exceptionally little youngsters and just a few preschools arranged neighborhood materials as assets for instructing and learning (Tirussew et al.2009), as cited (Fantahun, 2016).

According to MOE (2012), the Special needs education program strategy explains that all teachers, including Early Child Care and Education (ECCE) teachers, should be equipped with appropriate attitudes, values, and skills to teach diverse populations, including LSEN. The preparation will take place in initial (pre-service) teacher education and in-service training by the Teachers Development Program (TDP). But most teachers are not qualified to handle students with physical impairment. Preparation is the underlying key

factor to teachers' success. Learning in the classroom with the least disruptions possible is essential. Wagner, et al. (2006) reported that general educators have a belief that they are not trained to effectively manage the challenging behaviors of emotional and behavioral disordered students. Besides these, access to itinerate services such as speech and language services, occupational therapy, and physical therapy, was identified as a concern (Barton & Smith, 2015) as cited in (Sandquist, 2016).

C. The inaccessible and unsafe physical environment

Learners have no physical access to the vast majority of learning institutions. This is especially true for those who have physical disabilities. In poorer, rural areas, most schools are often inaccessible largely because buildings are run down or poorly maintained. The schools are unhealthy and unsafe for all learners (Ahuja, 2007). Many of the school environments are unsuitable for education and are not adapted to the needs of learners with physical and/or sensory disabilities. (Mokgadi, 2011).

D. Parent needs

As cited Fantahun (2016), it is widely recognized that parents request ECE educators and kindergarten proprietors to show their young children to write and communicate in the English language (Fantahun, 2013). Therefore, tending to the formative needs of preschool youngsters and the transmission of the country's way of life, qualities, and standards through the educational plan is sketchy (Kassahun, 2013).

2.9. Responsibility of inclusive preschool teachers

K. Eileen Allen, (2012&2009), stated that the simple act of putting children with and without disabilities together in a lesson- room does not guarantee effective inclusion. "Inclusion depends on teachers' demeanors towards students with special needs, on their capacity to upgrade social relations, on their see on contrasts in classrooms and their eagerness to bargain with those differences effectively" (Captain, 2006).

So, effective inclusion requires particular arranging and execution by instructors, whose obligations include: Individualizing programs and exercises to meet each child's particular needs and abilities, arranging a profoundly engaging learning environment that energizes suitable behavior, recognizing that all children have a place which even though

a particular behavior may be improper in a specific setting, the objective is to bolster the child in learning a more fitting elective for that behavior, Recognizing the esteem of play as a major road of learning for all children; at the same time, recognizing that play skills regularly need to be instructed to children with disabilities, numerous of whom not one or the other know how to play nor play suddenly, arranging a balance of large- and small-group experiences, both energetic and calm, so that all children, at their claim levels, can be dynamic and intuitively members, structuring a learning environment in which children with and without disabilities are made a difference to take part together in numerous exercises that are related to all zones of development, creating a sustainable environment by giving educational modules that emphasize fellowship, caring, and regard for differences, assessing children's advances intermittently and utilizing this data to alter educational modules and instruction, Providing an adaptable educational module by making alterations to the instruction and environment to address children's needs, Supporting the advancement of all children by making a learning and playing environment that incorporates a extend of materials and exercises such that the lowest-functioning children can be autonomous and the most elevated- working children are challenged and collaborating with another group part (i.e., discourse advisors, parents, word related specialists, paraprofessionals) concerning advance and intervention.

2.10. Pedagogical Theory and Approaches.

As cited (Department of Education, 2010), the different pedagogical approaches could be broken down into four categories: behaviorism, constructivism, social constructivism, and liberationist.

2.10.1. Behaviorism

The theory of behaviorism is the essence of behaviorist pedagogy. According to the behaviorist pedagogical approach learning is teacher-centered. It advocates the use of direct instruction and lecture-based lessons.

The theory of Behaviorism in a classroom setting came from pedagogical research by Thorndike (1911), Pavlov (1927), and Skinner (1957). Behaviorist pedagogy believes that teachers are the sole authority figure, and lead the lesson. It further states that

knowledge should be delivered in a curriculum where each subject is taught discretely. Behaviorism is also sometimes described as a traditional teaching style'.

2.10.2. Constructivism

According to Constructivism Theory, learning is achieved through experiences and reflection. Constructivist pedagogy puts the child at the center of learning, and is sometimes called 'invisible pedagogy'. A constructivist approach suggests techniques like project work; inquiry-based learning and it adopts a Montessori or Steiner method.

Constructivism is based on the pedagogical research of Piaget (1890-1896). Piaget wrote extensively about 'schemas', an idea that learners come ready to learn, and the teacher must build activities to facilitate their learning. Younger children do things physically whereas older children tackle symbolic and abstract ideas.

A lesson might include individualization, a slower pace, hidden outcomes, the mantle of the expert, and less teacher talk. Some adopters of this pedagogy also emphasize being outdoors and engaging with nature. Constructivism is also sometimes described as 'a progressive teaching style'.

2.10.3. Social constructivism

The social constructivism instructional method may well be considered to be a combination of two needs: instructor-guided, and student-centered. Cognitive analyst, Lev Vygotsky created social constructivism, building on the work of Piaget, but contended against the thoughts of Piaget that learning seems as it happened in its social setting, and accepted that learning is accomplished through between students and educator collaboration.

The educator employs group work components, but would utilize smaller group sizes, and constrain the choice in subjects. The educator might moreover utilize instructor modeling, addressing, and a mixture of individual, pair, and entirety lesson instruction.

2.10.4. Liberationism

A liberationist approach puts the voice of learners at the center, and a majority rule government is put into the classroom. Esteem is put on having the educator as a learner, and the lesson finding subjects together.

The instructor might utilize illustrations of writing that contain non-standard developments, such as hip-hop, or spray painting. Students may take on the part of the instructor, and choose the subject of the lesson. The instructor gives space and opportunity for the students to showcase their learning, and this could take the frame of execution, discourse, or dance.

2.11. Approaches to Pedagogical Practice in Early Childhood Inclusive Education

As cited Mary B. Boat, (2010), in early childhood, inclusive instruction instructors utilize different types of pedagogical practice from non-directive to directive (Wolery, 2005; Wolery & Wilbers, 1994). Some of them are: (staff)-directed, child-centered, play- based, individualizes scaffolding, and cooperative learning.

A. Teacher (staff)-directed

According to this practice, an instructor may be a classic strategy of learning with exercises started by the instructor, which incorporates visit redundancy, instructor (staff)-directed; Classic strategy of learning with exercises primarily started by the instructor, which incorporate visit repetition.

Staff-initiated practice and approaches are more likely to move forward children's scholarly results, counting IQ scores, education and numeracy abilities, and particular subject information, and are most likely to have short-term results. (Burts et al., 1992; Haskins, 1985; Stipek et al., 1995)(OCED, 2019).

Most students with learning difficulties and developmental delays don't learn by chance but require coordinated, expressive, and serious instruction. This approach clears out small to chance; the educational programs and the tasks to be learned are carefully analyzed and after that, each expertise is instructed in the arrangement. Instructors state and clarify clearly what is being instructed and how it is to be done. The difficulty level of tasks is carefully set to guarantee a few chances of success and the instructor gives prompt criticism, rectification, and support. Learners with learning difficulties do best when in more firmly organized software engineers, as coordinate and express instruction increments consideration and scholarly engagement, raise the fulfillments of all learners and altogether decrease the predominance of learning disappointment (Westwood, 2007). This efficient coordinate approach moreover gives openings to record victory, which in turn propels understudies and makes a difference to keep them on task (O'Raw, 2010).

B. Child-centered

The child-centered instructional method gives primarily to children's encounters, their voices, and their dynamic interests. This kind of instructional method enquires instructors to arrange learning by keeping children's mental improvement, interest additionally sociological foundation. NCF considers learning as dynamic and social. As cited (IgnasiaMligo, 2016), child-centered pedagogy, which is additionally known as child-centered learning could be learning that primarily centers on wants and interface of the learners instead of those of other included parties such as chairmen and instructors within the instruction framework (Al-Zu'be, 2013, Herbert, 2004, O'Sullivan, 2004);(Ruma, 2011).

Child-directed practice is likely to progress children's socio-emotional and delicate aptitudes, such as their inspiration to memorize, imagination, freedom, self-confidence, common information, and initiative (Stephanie Wall, 2015).

C. Play-based pedagogy

Play-based pedagogy describes an approach where the teacher recognizes that children learn through an active, hands-on, playful environment. A play-based pedagogy in a classroom, the teacher is the sole decision-maker on adjusting the daily schedule, the

environment, the materials, interactions, and activities based upon the strengths, needs, interests, and input of the students in the classroom, as required, to enhance learning opportunities (Labrador, 2016).

Kindergarten classrooms encompass children with various needs, backgrounds, abilities, gender, cultures, languages, and interests. Play-based pedagogy is well suitable to support diverse needs of children and inclusive education, as it incorporates the interests, insights, and backgrounds of all the children. Classroom environments that embrace a play-based pedagogy are responsive to the individual strengths and needs of children which lead to a naturally inclusive environment (Labrador, 2016).

Teachers who promote inclusive education keep the balance between direct instruction and child centered activities by recognizing that play is at the core of their pedagogical approach. "Play offers multiple opportunities for children to come together as learners, in a stimulating and inclusive setting. In their play and interactions, children learn about and practice their roles and responsibilities as members of a learning community. When educators offer appropriate support to children's play, they establish an environment that nurtures holistic learning" (Ministry of Saskatchewan, 2010) as cited in (Labrador, 2016). When a teacher teaches by using play-based pedagogical practice, children are experiencing benefits in all developmental domains such as physical, social, emotional, and mental health. According to (Hennigar, 2013), the specific benefits include: building the development of cognitive schema, helping to stimulate each children's creative talents, allowing them to bring their ideas to life during children's play, especially dramatic play. Pretend play and social play help children understand social roles and the social world around them. Play-based learning, specifically guided and free play within an inclusive and well-equipped classroom supports literacy development.

As Irvin, (2017), when child-centered instruction is occurring, in classroom students become involved in the investigation and discovery of their knowledge and learning (Iowa Core, 2010). Students in child centered classrooms participate actively in cooperative learning. childcenter learning is similar to play-based pedagogy and they overlap in a variety of ways. Many pre-school programs implement play-based learning because the primary focus is on the individual child's play and learning. This type of

learning allows the children to build and extend their prior knowledge and experiences, as they can interact with their environment. Play-based learning allows students to create, adapt, explore, experiment, learn, communicate, socialize and problem solve in a familiar environment with peers and individually (Vygotsky, 1978).

D. Cooperative group learning

As cited O'Raw, (2010), cooperative learning techniques are among the best-documented approaches for promoting successful inclusion in classrooms with a diverse group of learners (Frederickson and Cline, 2002). Cooperative learning involves students working together in small-group learning activities to maximize their own and each other's learning (Johnson and Johnson, 1991). This approach can take various forms; students may join together in informal, temporary cooperative learning groups for part of a class period, or they may be involved in more formal cooperative learning groups working on a specific project over an extended number of sessions. A third possibility is that of cooperative base groups, where students work in long-term groups for a term or longer, to support, encourage, and assisting each member of the group to make progress (DES, 2007).

The benefits of cooperative learning include the promotion of academic achievement, improved behavior and school attendance, and increased engagement with school and learning (DES, 2007). Several studies have also shown that using cooperative learning with students who have learning difficulties or disabilities increases their academic achievement and social acceptability (McMaster and Fuchs, 2002; Slavin, 1995). The general findings of research on students with moderate and severe disabilities in cooperative learning groups have been overwhelmingly positive (Putnam, 1998). Additionally, cooperative learning techniques can foster a climate of friendship, caring, and equality in the classroom setting (DES, 2007). While cooperative learning increases interaction, it is important to note that merely placing students with disabilities into groups with their peers does not guarantee that they will interact in socially appropriate and instructional beneficial ways (McMaster and Fuchs, 2002).

2.12. Principles of Inclusive Early Childhood Education

Cited in Kathryn Underwood, (2012), three common principles of inclusive practice are identified in the early childhood literature: instruction must be individualized for each child in all settings; services must be delivered in inclusive settings, including at home; and there must be systemic support for inclusive practice through policy, and professional relationships (Booth, Ainscow, & Kingston, 2006; Frankel & Underwood, in press; Guralnick, 2008; Lero, 2010).

A. Individualized instruction

Guralnick (2008), identifies several principles that can be described as instructional practices specifically carried out by regular teacher developmentally appropriate individualized programming, partnering with families, and using evidence-based practice.

Individualized or differentiated instruction is described as best practice within inclusive early childhood education. This approach is consistent with a capability approach, which indicates that each individual has a unique set of capabilities and that relational interactions and structural interactions in the social environment affect the achievement of these capabilities.

Mary B. Boat, (2010), the process of individualizing instruction consists of four primary steps (Pretti-Frontczak & Bricker, 2004): Get to know each child's interests, needs, and abilities, Create opportunities for learning that build on children's interests, Scaffold children's learning through supportive interactions, Monitor children's progress toward achieving important goals These components are interrelated and form the framework for decision making around individualization. To successfully create engaging learning opportunities for children, teachers must know, what children enjoy and value, what children are capable of doing, and what adults can and should expect from each child (skills as well as appropriate content standards). Individualizing instruction enables skilled teachers to provide meaningful learning experiences to all young children, including those with special needs (McWilliam, Wolery, & Odom, 2001).

To provide effective instruction, teachers must be knowledgeable about the learners, including their abilities, interests, and needs, create learning opportunities that are embedded in daily routines, activities, or experiences that capture children's interest and draw them into an instructional interaction implement a planned and structured approach for curriculum content, make thoughtful decisions about the right kind and amount of support for children to be successful, monitor the success of instruction to make sound decisions to support children's learning and development Teaching is a reflective and intentional process. When scaffolding children's learning, teachers can choose from a variety of tools in their instructional toolbox.

B. Setting

As cited Mary B. Boat (2010), the National Early Childhood Technical Assistance Center,(2010) stated that a quality early childhood inclusive classroom environment for children with disabilities should comprise the following elements:

Furniture arrangement allows; Toys and materials displayed should on low shelves and arrangement of furniture does not block the adult view of children, child-sized and there should an adequate number of chairs/tables to allow all children to participate, and it should be good condition.

In a class child-sized sinks (or stepstools) and washing material should available and hand washing is promoted before meals and snacks and after toileting. A designated changing area with changing procedures is posted; daily classroom attendance list should available to account for all children in case of an emergency evacuation.

Classroom displays examples of children's work should displayed at their eye level throughout the room with their names displayed and culturally appropriate for instance (books, blocks, toys, and supplies are neatly stored and displayed)

The classroom spaces should organized, and learning materials are accessible to all children so Materials should labeled and on open shelves within children's reach to encourage them to select and use materials independently.

teacher interactions with children should positive and promote the development of critical thinking skill; so teacher should have smiling, touching, holding, and speaking to

children at their eye level many times throughout the day and she or he uses visual supports to assist in communicating with less verbal children.

Class room environment and materials should reflect people of different professions, cultures, ages, genders, and abilities additionally on the outdoor space Size and level of play equipment are appropriate for the ages of children. Equipment is well maintained and anchored and does not pose the danger of entrapment or injury from pinch points or projections. There is sufficient cushioning under climbing equipment and other fall zones.

C. Systemic Support through Policy and Professional Relationships

Kathryn Underwood (2012),state quality inclusive early childhood settings require steady administration from inside the program settings, as well as at the systemic level (Frankel & Underwood, in press; Guralnick, 2008). This understanding of consideration is steady with Sen's (1999) description of contrast, which provides get to support systems depending on where somebody lives. This implies that obligation for inclusion lies not as it were with bosses in early childhood programs, but also with policymakers. Frankel and Underwood (in press) describe several policies that advance inclusive practices.

These incorporate a commitment to enrolment that will incorporate an extent of children with special needs that's intelligent of prevalence rates within the people; the creation of purposefulness connections that are planned to development inclusion, counting inter-agency collaboration and communication; and devotion to trans-disciplinary group approaches. Leaders within the organization and system must support staff improvement that centers on individualized program arranging, program adjustments, and assessment. These systemic donors to inclusive programs are key to inclusive practice (Frankel & Underwood, in press; Guralnick, 2008). For case, Guralnick (2008) describes the significance of coordinates benefit frameworks over wellbeing, instruction, child care, and social administrations, and integration of the components for early identification and delivery of the early intervention.

2.13. Theoretical Framework.

“A theoretical framework facilitates the dialogue between the literature and research study.” A theoretical framework leads to a specific conceptual framework, which can also be described as “an alignment of the key concepts of the study” (Henning, Van Rensburg & Smit, 2009) as cited (Pitamber, 2016).

An inclusive classroom involves all types of learners such as slow learners, learning disability, gifted and talented, physical impairment, intellectual disability, and autistic, etc. There is a disparity between the entire child's learning capacities and intellectual power. In this study, I attempted to explore the pedagogical practice, the teacher, and curriculum in line with the following theoretical framework:

Constructivists believe that the learners' social context and the mediation they experience shape the form and effectiveness of their cognitive strategies (Bruner, 1998:67). Constructivists also believe that knowledge is not passively received by human beings, but is actively constructed and developed at higher levels in each learner. This is achieved through engagement in experiences, activities, and discussions which challenge learners to make meaning of their social and physical environments. Moreover, knowledge is created and re-created between people as they bring to bear their personal experiences and information, which is derived from other sources, on solving a particular problem (Wells, 2000:53).

Constructivism is essentially a hypothesis based on perception and logically consider around how individuals learn. It says that individuals develop their understanding and information of the world, through experiencing things and reflecting on those experiences. It assists states that when we experience something modern, we need to accommodate it with our past thoughts and experience, perhaps changing what we accept, or perhaps disposing of the modern data as unessential. In any case, we are dynamic makers of our knowledge.

Within the inclusive classroom, the constructivist view of learning can point towards several different educating practices. Within the most common sense, it, as a rule, implies

empowering students to use dynamic procedures (experiments, real-world problem understanding) to form more information and after that to reflect on and conversation around what they are doing and how their understanding is changing. The teacher makes sure she/he gets the students' pre-existing conceptions and guides the action to address them and after that construct on them.

Constructivist pedagogy focuses on how students learn in inclusive class. In the Constructivist pedagogy, the teacher encourages the student to constantly assess how the activity is helping them gain understanding. An inclusive class, the teacher uses constructivist pedagogy like:

- Promoting interaction through role-play, questioning, quizzes, games, group discussion, problem-solving.
- Providing scope for self-expression and thinking through explanation, higher-order thinking, inductive thinking model, inquiry training model, the activity of categorizing, problem-solving, Brainstorming, and or providing an opportunity for preparing slogans, poems/posters/writing stories or narrations.

According to the Vygotskian perspective Vygotsky, (1986), dialogue is central to the process of knowledge construction. Language plays a key role to bring meaningful interactions within an activity and it produces a deeper understanding of the phenomenon with which the learner is engaged. Vygotsky (1986: 125) saw language as a primary mediator of knowledge for humans, I use constructive model as a framework to explore the pedagogical practice in governmental inclusive pre-schools.

CHAPTER THREE

RESEARCH METHODS

This chapter deal with research methods, which include study design, research site, the population of the study, sample and sampling of the study, data collection instrument data collection procedure, data analysis techniques, and ethical consideration.

3.1. Study Design

The purpose of this study was to assess the pedagogical practice of early childhood inclusive education in Finote-Selam town preschools. Therefore, based on the nature of study conducted, the researcher has decided to use a concurrent mixed research design. This is because this method allows collecting data through both qualitative and quantitative techniques at the same time. To strengthen this, on wuegbuzie & Teddlie (2003) stated that this research design is a procedure that quantitative and qualitative data integrated into a coherent whole to bring an inclusive analysis of the research.

3.2. Research Site

The study was conducted in all governmental pre-schools, which are located in Finote-Selam town administration west Gojjam zone, Amhara region in the direction of North West of Addis Abeba at 365Km. The reason that the researcher selected this area is the researcher is living a long period in this town and easily access the needed information.

3.3. Population of the study

Finote- Selam town administration has 16 pre-schools, 6 governmental and 10 private pre-schools. In these pre-schools total populations of 1946 students of those 979 were males and 967 were females. From this population 72 were teachers from these 3 were males and 69 were females, 1861 were students out of these students 965 were males and 896 were females and 20 were principals of the pre-schools from these 17 were males and 3 were females. From these pre-schools, 49 preschool classrooms are found from these 21 classrooms were in government and 28 classrooms were in private pre-

schools. From the above preschools, all governmental preschools were implementing inclusive education. The total number of inclusive preschool teachers and students were 8 & 344 respectively within these the numbers of children with special needs in the selected governmental preschools were 13. Those are 3 hearing impairments in Firen, Bakel, and Finote-Selam. 4, intellectual disabilities in Edgetber, Bata01, and Bakel. 3, physical impairment in Finote, Bakel, and finote-Selam01 and also 3 HIV infected in Edgetber.

Table 1: summary of the Population

Participants	Population		
	M	F	T
KG school principals	6	-	6
KG school vice principals	4	1	5
KG school teachers	2	25	27
Woreda ECCE experts	2	-	2
Total	14	26	40

3.4. Sample and Sampling of the study

The researcher uses comprehensive sampling technique in selecting all upper government pre-school teachers, principals, and woreda ECCE experts. The target population of the study were 21 in number those are (8 upper pre-school teachers, (11) pre-school principals and vice-principals, and (2) woreda ECCE experts with 8 upper pre-school classrooms.

Table 2: summary of the sample composition

Participants	Sample			Sample size in %
	M	F	T	
school principals	6	-	6	100%
school vice principals	4	1	5	100%
school teachers	-	8	8	29.6%
Woreda ECCE experts	2	-	2	100%
Total	12	9	21	

3.5. Data Collection Instruments

To conduct this study, various data collection instruments were used to collect primary and secondary data. The instruments were questionnaires, observation, and focus group discussion. The following is the description of the methods and rationale behind their use.

3.5.1. Questionnaire

Three types of questionnaires were prepared by the researcher. These questionnaires were designed to collect data from selected pre-school teachers, school principals, and ECCE woreda experts in Finote-Selam town. This data collection instrument was used to assess the participant's viewpoint on the existing pedagogical practice on early childhood inclusive education.

The questionnaire has both open-ended and close-ended items (28 close-ended items and 6 open-ended items). The questionnaires were prepared by the researcher from the review literature and the researcher's experiences in the area as input. The first two items (closed and open-ended) questions were prepared for school principals and woreda ECCE experts and another closed-ended question was prepared for preschool

teachers, the questionnaires containing issues about the educational inputs, pedagogical practices, and participants' perceptions of the importance of early childhood inclusive education.

For closed-ended questions, the researcher used the rating scale format type. Before administering the questionnaire every questionnaire was evaluated and reviewed with the advisor than to ensure the reliability of the questionnaire the researcher conducted a pilot test. Depend on the pilot test result; Cronbach's Alpha coefficient for these items found to be between 0.71 – 0.83

3.5.2. Observation

The Researcher developed; direct observation format that was chosen to assemble the important information about the pedagogical practice of early childhood inclusive education in the classroom and out of the class. Data collectors watch both human exercises and the physical settings in which they happen (Denzin& Lincoln, 2000:133). The observation guides have set up by the researcher from the review literature.

To build the reliability and validity of the information and to reduce the effect of outer variables, the researcher was continuously observed during each observation session. The research employed an observation checklist to collect the necessary information. In each selected early childhood inclusive education school. It conducts from an upper kindergarten class in 8 sections inside two observation format items.

3.5.3. Focus group discussion

The focus group discussion was set up for preschool teachers inside one group and comprise of 8 individuals. This discussion was created to accumulate data in regards to their encouraging technique rehearses and to realize how to support students with diverse needs in early childhood inclusive class. The discussion was lead to Amharic language rules for greater clearness and dynamic association among all members. Every member talks about uninhibitedly and the researcher was recorded in Audiotape. Furthermore, a record was done after the discussion.

3.6. Data Collection Procedure

First, the instruments have been checked by the advisor. Furthermore, the researcher rectified the instrument depends on the adviser's input. Thirdly, instruments were interpreted into the Amharic language since this language expected as mother tang language to all members, and to ensure the reliability of the questionnaire the researcher prepared a pilot test and led out of the investigation members.

The pilot testing involved pre-testing of the data collection instruments which determined their reliability. The pilot testing was involved in two pre-schools that had not been sampled for the study based on the rural area of Finot-Selam town. The schools were chosen through simple random sampling. The results of the pilot testing showed that some of the questions had been repeated while some were too long hence increasing the time taken by the respondents to answer the questions. This helped in the restructuring of questions to suit the objectives of the investigation and to minimize the language problem from the questionnaire. The reliability coefficient (Cranbach's Alpha) item of preschool teachers 0.83, school principals 0.76, and wereda ECCE experts 0.71 were ensured.

After that to gather the information, the researcher reached the woreda education office organization, preschool teachers, school principals, vice-principals just as ECCE specialists were given direction about the motivation behind the examination. Furthermore, the researcher got consent from all members as well. After these questionnaires' distributed to preschool teachers, school principals, vice-principals, and ECCE experts from the selected preschool educators, the researcher chose school-related settings, and focus group discussion will hold utilizing FGD plan. Finally, the researcher gathered data about the preschool's learning condition, training techniques practice, playgrounds, and classroom activities utilizing an observation checklist.

3.7. Data Analysis Techniques

The data were analyzed and interpreted in line with the target of the research. In this process, quantitative and qualitative analytic procedures were employed. This procedure is QUNAT + qual data analysis procedure which is data integrated into a

coherent whole. Each data is organized and processed in the same manner, such a way that would be appropriate for analysis. Data were gathered from upper preschool teachers, school principal, vice-principal, and woreda ECCE experts from close ended questionnaire the researcher were analyzed quantitatively. In this time, the data were tabulated, analyzed, and discussed by applying descriptive statistics that is percentage to analyze response for each item.in other way data were obtained from open ended questionnaire, observation and focus group desiccation instruments were analyzed qualitatively.

3.8. Ethical consideration

Before conducting participants in the study, I introduce myself and described the purpose of the study for all selective school principals, teachers, and woreda ECCE experts. Then, to get their willingness and interest in providing information about the purpose of the study I arranged a convenient time for collecting different data through questionnaire, focus group discussion, and classroom observation. Therefore, each of the participants involved was completely well informed on the purpose and the results of the study. At the last, I informed the respondents about the information that all the data obtained was only for the research purpose.

CHAPTER FOUR

RESULTS

4.1. Introduction

This chapter deals with the presentation, analysis of results on the collected data regarding the pedagogical practice in early childhood inclusive education in selected governmental pre-schools in Finot-Selam town administration through questionnaire, focus group discussions, and observation was arranged into meaningful figures and analyzed as follows.

4.2. Demographic Information of participants

This study surveyed respondents by sex, qualification, and age of respondents which is presented below:

Table 3: Demographic Characteristics of Respondent

No	Characteristics	Preschool teachers		School principals		Vice principals		Woreda ECCE experts		Total		
		N	%	N	%	N	%	N	%	N	%	
1	Sex											
		Male	–	–	5	83.3	4	80	2	100	11	52.38
		Female	8	100	1	16.6	1	20	–	–	10	47.61
		Total	8	100	6	100	5	100	2	100	21	100
2	Age	20-24	5	62.5	–	–	–	–	–	–	5	23.81
		25-29	1	12.5	–	–	–	–	–	–	1	4.76
		30-34	1	12.5	–	–	–	–	2	100	3	14.29
		35-39	1	12.5	4	66.67	3	60	–	–	8	38.1
		40-44			1	16.67	2	40	–	–	3	14.29
		≥ 45			1	16.67	–	–	–	–	1	4.76
		Total	5	62.5	–	–	–	–	–	–	5	23.81
3	Qualification	Diploma	2	25	1	16.6	–	–	–	–	3	14.29
		1 st degree	1	12.5	5	83.3	5	100	2	100	13	61.9
		Total	8	100	6	100	5	100	–	–	21	100

Table 3. This shows that out of the total sample of 8 teachers in preschools, 100% of them were female.

Regarding education background out of the total sample of 8 teachers in preschools, 12.5% of them were first degree holders, 25% had diplomas and the rest 62.5% were certificate holders.

In respect of the age of the respondents out of the total sample of 8 teachers, 50 % of them were in the age category between 25-30 years old. 25% of them were in the age category of 31-35, and 12.5% of them were in the age category of 35-40. In addition out of the total sample of 8 teachers, 12.5% of them were in the age category of 40-45. Most of the teachers were female and more than half of them were in the age category of 25-30.

On the other hand, 11 of the respondents were principals and vice-principals and from these 81.82% of them were male while the rest 18.18% was female. Regarding educational background from 11 school principals 9.09% hold diplomas and the rest, 90.9% were first degree holders. And also regarding the age of the respondents, 11 in preschools principals 36.36% of them was in the age category of 45 and above. 27.27% of them were in the age category of 40-45, the rest 36.36% in preschools principals were in the age category of 35-40.

Two Woreda ECCE experts were males; their ages ranged from 30 to 35 years old. Both of them were first-degree holders.

4.3. Data obtained through questionnaires' from preschool teachers

4.3.1. Training on inclusive education

This study provides on the pedagogical practice of early childhood inclusive education in respect of issues related to any training inclusive education of teachers had and it is presented below.

Table 4: Training on inclusive education

Items	Respondents	
Training on inclusive education with (course or short training)	Frequency	%
Yes	4	50
No	4	50

In the table.4, the above presentation out of the total sample 8 teachers in preschools on training in inclusive education 50% responded yes and 50% of the respondent say there were not trained.

The finding shows that half of the preschool teachers had some form of training related to inclusive education.

4.3.2. Lesson plan

Table 5: Lesson plan preparation

Item	Respondents	
	Frequen cy	%
Lesson plan preparation		
Yes	8	100
No	—	—
In lesson Plan preparation do you include all children?		
Yes	3	37.5
No	5	62.5
Your Daily lesson plan preparation considering children’s learning styles, learning needs, learning ability		
Yes	2	25
No	6	75
Your daily lesson plan preparation based on individual education program (IEP)?		
Yes	2	25
No	6	75

From table5, when asked about the preparation of the lesson plan by the preschool teachers, 100% of respondents indicated that they prepare the lesson plan. When asked about the inclusion of all children in the lesson plan preparation, 37.5% of the teachers responded that they include the needs of children with special needs in their lesson plan preparation and 62.5% of the respondents indicated that they do not include children with special needs in their lesson plan.25% of the respondents said that the preparation of the lesson plan was related to the learning style and ability of the children, while the remaining 75% of the respondents stated that it is not related to the abilities and learning style of children. In using lesson plan preparation focus on individual education program,

25% of the participants responded yes while the remaining 75% indicated that the lesson planning does not focus on the individual education program.

Result of the study all respondents were prepared lesson plans but the lesson plan preparations did not consider children's diverse needs, individual ability, and learning style.

4.3.3. Pedagogical practice

Table 6: Pedagogical practice

Item	Respondents	
	Frequency	%
Is your Pedagogical practice focus on the teacher center approach?		
Yes	6	75
NO	2	25
Do you use the child center approach in your class?		
Yes	4	50
No	4	50
Do you use different pedagogical practices in the context of the daily content?		
Yes	3	37.5
No	5	62.5
Do you think appropriate pedagogical practice applies in your class?		
Yes	5	62.5
No	3	37.5
Are your Pedagogical practice provided for children meets diversity needs?		
Yes	3	37.5
No	5	62.5

As observed from table 6, the majority of preschool teacher participants responded concerning on the practice of a teacher-centered approach 75% of the respondents said

that yes and 25% of respondents say no. On the other hand, 50% of the respondents use child-centered approaches, while the remaining 50% said that they were not using child-centered approaches. In teachers' implementation of different pedagogical practices in the context of the daily contents 37.5% of the respondents said yes and the remaining 62.5% said no. 62.5% of the respondents use appropriate pedagogical practices in the classrooms and the remaining 37.5% of the respondents were not using appropriate pedagogical practices in their classrooms. 37.5% of the respondents saying that pedagogical practice is in line with children's abilities and needs and 62.5% said no.

From the questionnaire results, the majority of selected inclusive preschool teachers apply a teacher-centered pedagogical approach without considering children's abilities and needs.

4.3.4. Supportive activity

Table 7: Supportive activity

Item	Respondents	
	Frequency	%
Do you use instructional media properly in your class?		
Yes	3	37.5
No	5	62.5
The teacher gives special support for students with special needs		
Yes	4	50
No	4	50
Do you have additional time for Children with special needs to complete activates?		
Yes	1	12.5
No	7	87.5
The level of a class size appropriate to administrate child center approach		
Yes	4	50
No	4	50

From table 7 presented results on instructional media properly uses in class 37.5% of the preschool teachers responded that there were appropriate instructional media in their classrooms, while the remaining 62.5% respondent said that there were not using appropriate instructional media.

Preschool teacher participants responded concerning on provide special support for children with special needs 50% of the participants say yes and 50% were not provided special support.

The majority of preschool teacher participants responded concerning on give additional time for Children with special needs to complete activates 12.5% of the respondents give additional time, on the other hand 87.5% of participants were not provide additional time.

From the total sample preschools teachers' participants on class size of pre-schools appropriate to administrate a child-centered approach 50% of the respondents say yes while the remaining 50% said that the class size of pre-school is not appropriate to administrate a child-centered approach.

Therefore, from supporting activities the pre-school teacher's response result shows that inadequate supporting activities in inclusive preschool settings.

4.3.5. Professional support by Woreda ECCE expert

Table 8: Professional support by Woreda ECCE expert

Item	Respondents	
	Frequency	%
Do ECCE experts taken any support to improve your teaching-learning process?		
Yes	—	—
No	8	100

In the table 8, above, the majority of preschool teacher participants responded concerning on ECCE experts taken any support for preschool teachers 100% of respondent said that there were no any supports to improve the teaching-learning process.

This result indicates that all ECCE experts do not take any support for all preschool teachers.

4.3.6. Challenge to implement inclusive pedagogy

Table 9: Challenge to implement inclusive pedagogy

Item	Respondents	
	Frequency	%
Do you have any challenges to implement inclusive pedagogy?		
Yes	8	100
No	—	—

As observed from Table 9, the majority of inclusive preschool teacher responded that concerning on any challenge to implement inclusive pedagogical practice 100% of the respondents say yes.

The result of the questionnaire implies that there is a challenge to implement the inclusive pedagogical practice.

4.4. Data obtained through questionnaire for school principals

Table 10: Data obtained through questionnaire for school principals

Item	Frequency	%
Preschool Teachers understand the contents of the children with Special needs		
Yes	7	63.63
No	4	36.36
Properly implementing inclusive education in the school compound		
Yes	4	36.36
No	7	63.63
Teachers give special support to students with special needs		
Yes	8	72.72
NO	3	27.27
Preschool teachers practice appropriate teaching methodology		
Yes	6	54.54
No	5	45.45

From table 10, observed that responses to the questions asked by the principals and vice-principals of all the six governmental schools are as follows:

From a total number of 11 participants, the majority of school principals and vice-principals participants responded concerning preschool teacher's understanding of the

contents of the children with Special needs 63.63% say yes, and 36.36% of the respondents say no.

Among the principals and vice-principals who were asked preschool teachers properly implementing inclusive education in the school compound 36.36% of respondents say yes and the remaining 63.63% respondents say no. When asked concerning teachers provide special support for children with special needs, 72.72% say yes and 27.27% of the respondents were not given special support.

On the other hand principals and vice-principals who were asked about the implementation of appropriate teaching method in preschool teachers 54.54% of respondents answered yes and the remaining 45.45% of the respondents say no.

When we came to open-ended questions responses; school principals responded that in the question of the school plans to promote the inclusive pedagogical practice of preschool, it is important to note that” we plan to implement appropriate teaching strategies at our schools”.

Most of the principals describe that they were plan in the school's annual plan to provide a variety of training on the nature and implementation of inclusive education; about

- Teachers often find it difficult to teach these children, but advise them to plan and teach these children.
- Find stakeholders to fulfill the teaching materials
- Budget for a comfortable environment and classroom for inclusive preschool education, For example, one school principal describe that every year, the principal of a school allocates Birr 3,500.00 to the preschool students and buys toys for special needs students and other healthy children, He has painted the classroom to make it fun and attractive for children to come to school and he plans to provide awareness education to pre-school teachers. In another way, two school principals have no plans other than to enroll and teach children with special needs.

To what extent support they are making to implement inclusive education at their school, they responded that to implement inclusive education in our school we support

- Classroom seating is just as convenient for students

- Provide awareness training to pre-school teachers on inclusive education
- Encouragement of all children to be educated without any discrimination
- Purchase and supply a variety of toys for children with special needs

One principal describes that our preschool class has physical impairment children and they are laying out a mattress and having them write there because there are children in the chair who are having difficulty learning.

Finally, the questions asked to describe the successes and challenges of inclusive preschools and the respondents described the success of their preschools as follows:

- Most of the principals and vice-principals responded that they have received special needs children in a classroom with children without special needs.
- Purchasing and using learning materials for all children
For example, into two schools principals respond that they are successful to Purchasing and using flashcards that are textured and can be identified by exploring different shapes.
- It is a great opportunity and success for children to attend school by educating parents that children with special needs can learn.

The majority of school principals described the challenges they face in including children with special needs in the pre-school classroom:

- Lack of commitment, for example, woreda education sector
- Lack of appropriate materials due to budget constraints
- lack of toilets for children with disabilities
- Existence of water supply problems
- Lack of textbook access.
- Problems of classrooms built for children with physical impairment
- Lack of communication skills sign language

4.5. Result of data obtained through questionnaires' for ECCE experts.

Table 11: Result of data obtained through questionnaires' from ECCE experts

Item	Frequency	%
Do you think a teacher who teaches at the preschool level have adequate experience?		
Yes	1	50
No	1	50
Do you encourage the enrollment of all children in the school?		
Yes	2	100
No		
Are the physical environment is suitable for children with physical impairment in the centers?		
Yes		
No	2	100
Do you think preschool teachers have got any challenge to implement the pedagogical practice in inclusive education?		
Yes	2	100
No		

As observed from Table 11, the majority of woreda ECCE experts participants responded concerning a teacher who teaches at the preschool level has adequate experience 50% say yes and the rest 50%of the respondent say no. In response, 100% of woreda ECCE experts stated that encourage the enrollment of all children in the school, responded yes. In another way in the pre-school physical environment suitability, 100% of the respondent stated that there was not a suitable physical environment.

When asked the preschool teachers have got any challenges to implement the pedagogical practice in inclusive education 100% of the respondent responded says yes.

When it comes to open-ended questions, one of the respondents, who were asked what action should be taken to improve the inclusive education system, gave special attention to teachers and teachers at various meetings, depending on the environment and the school. He also describes that the construction of buildings should focus on people with disabilities. Another ECCE expert stated that he had met with principals several times and had repeatedly told them that the school should be able to purchase a variety of aids on a budget.

Responding to questions about your closeness and cooperation with preschool teachers, one expert said, "We have a good relationship and agreement with pre-school teachers, but we are not doing much to help." We plan around help, but it was not possible to say that our support is good because there are situations in which many preschool teachers are unwilling to train without allowance.

Asked about the benefits of proper pedagogical practice in inclusive preschool, both experts said that if implemented the system, children's relationships would strengthen, improve social relationships, increase children's learning needs, and develop better skills for future life.

4.6. Data obtained through focus group discussion with inclusive pre-school teachers

Participants of FGD were 8 inclusive pre-school teachers in one group

Pedagogical practice for inclusive pre-school teachers in terms of:

Child-centered Pedagogical practices: pre-school teachers said that this type of pedagogical practice was used in different way; they teach children by sing a song ,ask puzzles, play different games, spell out the letters, and name the numbers, one participant said that when I use child centered approach first I introduce the media related to daily content then the content of the cores were identify the shape of letters ,numbers and simulating shape of letters using different materials(gravel, stopper, and other objects)

Lesson plan preparation: in the consideration of diverse children in the planning of the teaching and learning process, most preschool teachers described that ‘we do not consider and include children’s diversity needs and we don’t ask each child for what best way but we plan considering on classroom activity and teaching materials’

Special support for children with special needs: in this area most participants suggested that ‘we gave different supports for children with disability ;for instance we encourage them by facilitating different games to play with their classmates, by giving moral support (clumping),by repeating meaningful contents(alphabet, number shape)especially for children with intellectual disability, by giving extra time for different puzzles activity and also one participant said that I try to teach children with hearing impairments on reading and speaking paired using loudly. but majority of participants have positive attitude.

Supportive system: when asked participant what kind of supporting strategies design and support during classroom and extracurricular activities, most participants designed that for teaching any subject (math, language or art) they support using material introduction, showing pictures, moral support, by giving different playing materials, using repetition, preparing same questions and asking question without any discrimination lastly they support by check playing material avoid different injuries in playing activity .

Advantage of appropriate pedagogical practice

In the focus group, discussion period of teachers respond about appropriate pedagogical practice with children’s development if we teach appropriately; children have many benefits for instance: when they play together, they develop competence, understanding, and happiness, and they develop life skills for the rest of their lives. When we ask children questions, they developed learning practices. When they sing songs, they can easily understand the message, they develop their language skills, especially children with disabilities, they develop self-confidence, social skill. When we teach children to play a role-playing game, they develop a sense of responsibility, for example, to be a mother in the game; we believe in fatherhood, and so on.

Challenges: Most Participants described that there are different challenges to implement the pedagogical practice in an inclusive preschool setting:

- Absence of some supportive teaching materials and resource room
- Insufficient availability of materials age appropriates
- Lack of textbooks
- some children segregated in different activities from children without disability
- Lack of supplies for the inclusive classroom
- All children do not complete the assigned task at the same time
- Absence of knowledge about materials related to children with special needs,
- Another teacher said that the presence of HIV-infected children in the classroom and I teach them but there is a lot of problem in these children's rooms when children teach in or outdoor lesson children are defecated. At that moment, I stopped teaching and wash them when I wash them lack of gloves and water by these case I always tell the school principal' but there is no access to gloves and water.

Measures for improvement: Discuss what steps should be taken to improve the educational process in the first group inclusive:

- supportive materials should purchase on an annual budget
- Assigned a special needs teacher at all pre-school and they will assists in the use of special needs materials and support because we do not know how to use materials.
- Provide a variety of training to implement inclusive teaching strategies for both the woreda educational office and the school
- The classroom and play areas should have independency fence
- Classrooms should interesting and attractive
- class size should be adjusted appropriate
- Provide awareness-raising training on inclusive education to students and parents by stakeholders
- The curriculum should be flexible

4.7. Data obtained through observation from selected inclusive preschools.

4.7.1. Reports obtained from observation (external observation)

1. Toilet accessibility: of the six government preschools observation most preschools had toilets, and the toilets: unsuitable for children, far away from the classroom, unhygienic, difficult getting in and standard to use, especially for children with disabilities. The researcher observed that the remaining schools did not have toilets.

2. Classroom building: The researcher observed that most selected preschools classrooms building were not purpose-built for children with physical impairment and age-appropriately because classroom getting is difficulty in and out. on the other hand one pre-school is a well-established entrance and the researcher were able to see a school that had comfortable classrooms and was suitable for wheelchair users.

3. Playing ground: In selected schools, there was not a conducive playing ground for children in the school compound. It was not convenient for children to run around and play with their friends because playing ground was up and down features of the school environment and non-hazardous playgrounds, there were no additional playing materials convenient for children with disabilities. Children were forced to play only football or handball on the field. Their physical activities were restricted on the field due to a lack of sports materials in the school.

4. Accessibility of water: from the researcher observation session in selected pre-schools three of six inclusive pre-schools have water Access located in the school compound. But, their sitting arrangements were difficult for all children to use and to drink water because the water outlets were long in height. Water supplies were working only at rest time.

5. Environmental accessibility: The observer said that the selected preschools were was not accessible for children with disabilities. Because and school the compound was up and down by this case we can't move easily in the compound so that we need the support to move in the school compound like to the classroom and playing field etc.; these selected preschools are under the auspices of elementary schools, and these schools all

have fences. When the observer looked at the preschool, the observer noticed that the classrooms and the playing ground had not well sanitary.

6. Playing lesson: In the observation of a play lesson except one school teacher most preschools were not modify daylily playing activity considering the needs of children's interest, in this time children with disabilities did not have similar opportunities to play without disability because of insufficient learning materials and lack of resources for students with special needs and Incompatibility of playgrounds

7.Supporting: As the observer described the teacher's support during the game, the observer saw two school teachers support by walking around the playground, providing an introduction and giving moral support, and teachers at other schools not only letting children play on the field but also throwing children on the field. The observer has not seen any other help in children's play and other activities outside the class.

8. Cooperative Learning: some pre-school teachers were working with children to provide playing materials for them but most preschools did not facilitating children's play.

9. Interactions: The researcher was able to observe that the situation in which most selected inclusive preschool teachers have good maternal behavior, both in and out of the classroom, and that the children were able to approach their teachers without fear.

4.7.2. Reports obtained from observation (internal observation)

The researcher observes the implementation of the teaching methods in the classroom and provides support for the following:

- 1. Lesson plan preparation:** All-inclusive pre-school teachers have prepared daily or annual plans, but the plan is not intended to include children's learning styles, the diverse needs of the children, and the activities that are supposed to contribute to the holistic development of the children.
- 2. The practice of child-centered pedagogical practice:** During this time, the observer visited inclusive pre-school teachers engage children in and out of the classroom: some of the teachers use to sing together, that they may inquire of him

the root of the puzzle, to learn from story tales, in another way the rest of the teachers having them take out a notebook and write it down on a blackboard, and then count them one by one.

- 3. Classroom organization and management:** Studying the classroom organization and management at these selected inclusive preschools: all selected inclusive pre-school classroom floor was made of concrete, the two inclusive preschools have complete seats and chairs arranged in the shape of "u" and arrange to make a mattress for the children who cannot learn by sitting in chairs. But the remaining four schools have not enough seats, lack adequate learning and support materials in the classroom, another way other two schools, the window was too long and inaccessible, so the room does not get enough light
- 4. Encourage children:** Most of these selected inclusive pre-school teachers in the classroom teachers directly gave recommend children to speak, write, to read, and then encourage children to take part in extracurricular activities.
- 5. Supporting:** During the student's observation of selected preschool, some teachers teach children to learn or play together in a variety of learning materials; but Most teachers, however, do not seem to be able to work together and play with existing learning materials for less or less well-known reasons.
- 6. Play-based pedagogy:** As the researcher looks at selected inclusive preschools, the teacher offers a variety of classroom instruction: language, math, science, and others instead of playing games with children playfully, sing these lessons in most of the classroom, for children to read by writing numbers, s/he was seen writing on the blackboard and teaching her/his friends to write letters.
- 7. Additional time:** During the observation period, the teacher does not appear to be supporting extracurricular activities by giving extra time to children with special needs or healthy children.
- 8. Individual activity:** The researcher observed in selected preschools pedagogical practice in and out of class most teachers' do not give individual need activates but teachers gave them tasks that allow children in the classroom to write on their own and count letters, they did not teach or support children to develop creativity

that takes into account children's needs, abilities, skills, Self-confidence, other life skills, and holistic development.

- 9. Media** As the researcher observes the existence and use of inclusive preschool materials, both in and out of the classroom, teachers in the classroom are often represented by graphic letters, numbers, and flashcards and graphic texts that they consider to be learning materials and the variety of materials stored on the shelf often does not allow children to use it. A few teachers have a variety of learning materials: Touchable, Real-world models, Wallpapers showing local realities, Pictures and models of classified clothing, eating culture, and work culture are shown in the classroom.

CHAPTER FIVE

DISCUSSION

The purpose of this study was to assess the pedagogical practices in selected inclusive governmental preschools in Finote-Selam town. Moreover, it was guided by the research questions of the study listed in the first chapter. In this section, results of the study and literature review were discussed as follows;

1. The practices of pedagogical methods in selected inclusive preschool teachers

Results imply that half of the selected inclusive preschool teachers implement child-centered pedagogical practices without considering of children's diversity needs. In selected preschool teachers' focus group discussion of teachers use to engage children in child center approach discussion that; group member participants to child-centered pedagogical approach apply: by saying, "We teach children to by sing song, ask puzzles, and play different games using a child-centered pedagogical approach." Since pre-school children do not know other places, we teach them to spell out the letters, to name the numbers, and to know their surroundings. For example, we teach the alphabet by counting and counting the letters.

But during the observation period, the researcher observes that inclusive pre-school teachers engage children in and out of the classroom activity: some of the teachers use to sing together, that they may inquire of him the root of the puzzle, to learn from story tales, and roll play with coffee pot, cups, etc in another way most of the teachers having them take out a notebook and write it down on a blackboard and then count them one by one either number or alphabets.

The finding indicates that some inclusive preschool teachers used different pedagogical practices but there was a limitation in implementing appropriate pedagogical practices. The majority of them were using more teacher centered approaches. This indicates that the level of in-service training, short-term training on inclusive education, insufficient knowledge of pedagogical practices, and insufficient teaching aids.

The finding of research Miller & McDowelle (1993), state that instructors ought to have fundamental information in regions related to health and nutrition, instructional method, educational programs advancement, taking care of interpersonal and intergroup relations with children, parents, specialists, and colleagues.

Similarity (MOE, 2012), the Special needs instruction program technique clarifies that all instructors, counting Early Child Care and Education (ECCE) instructors, ought to be prepared with fitting states of mind, values, and aptitudes to teach diverse populations, counting LSEN. The planning will take put in beginning (pre-service) educator instruction and in-service preparing by the Instructors teachers developmental Program (TDP).

Quality inclusive education practice requires teachers' knowledge, skills, instructional materials, and effective classroom management skills (Lewis & Bagree, 2013).

2. Teachers teaching method considering children development needs

The result also implies that the majority of the selected inclusive preschool teachers were implementing appropriate pedagogical practices in their classes. The finding obtained from the school principal's response indicated that most preschool teachers do not implement appropriate pedagogical practices in a class. But the researcher observes in the practical implementation of teachers' pedagogical practices match developmentally appropriate needs there is a wide gap from the result obtained from the questionnaire. Teacher's pedagogical practices could be considered developmentally inappropriate. For example, in playing lessons most selected inclusive preschool teachers simply offered outdoor play without any rule and children play, in-classroom lesson teachers write a number or any alphabet on the blackboard and count repeatedly, they gave similar tasks for children with diverse needs.

In line with this Tirussew T. , (2009) ,teachers might possess little understanding of pedagogical principles about teaching very young children and only some preschools prepared local materials as resources for teaching and learning cited in (Fantahun, 2016).

According to teachers focus group discussion result and ECCE expert responds that appropriate pedagogical practices apply in a class has divers benefits; children's

relationship would strengthen, improve social relationships, increase children's learning needs, have good communication skills and develop better skills for future life.

Research by Fantahun, (2016), has shown that a quality preschool instruction program actualizes a curriculum that's reliable with its objectives for children and advances learning and developmentally appropriate on social, emotional, physical, language, and cognitive. A well-planned composed educational program gives a direct for instructors and chairmen. It makes a difference for them to work together and adjust distinctive exercises and approaches to maximize children's learning and improvement. The curriculum incorporates objectives for the contents that children are learning, arranged exercises connected to these objectives, daily schedules, and materials to be utilized (NAEYC, 2009).

The finding implies that most inclusive preschool teachers indicated that they have different challenges to implement appropriate pedagogical practices, for example, in FGD result absence of some supportive teaching materials, lack of sign language interpreters, and the problem of using supportive materials. Two participant teachers said that 'some teaching materials have for children with special needs, but we are unable to use it and are sitting on a shelf, some children do not integrate with other healthy children in playing activity. The classroom and playground were not safe. All children do not complete the assigned task at the same time.

Mather & Rekkas explained that: Inclusive education demands that the teachers are innovative flexible, creative, ready to learn from the learners, and capable of initiating active learning. These are some of the pedagogical challenges facing ordinary class teachers teaching students with diverse educational needs. But in Ethiopia as "the situational analysis of 2007 ECE indicates lack of proper training of ECE practitioners, lack of culturally relevant and appropriate teaching and learning materials, as well as limited infrastructure, affects ECE quality MOE(2009)." (as cited in (Ayalew, 2011)).

3. Culturally appropriate pedagogical method in inclusive preschool classrooms

For successive teaching and learning, prose lesson plan preparation is a key activity in all grade levels however the result of the study indicates all respondents were prepared for

lesson plan but the lesson plan preparations were not considering children's diverse needs, individual ability, and learning style. Finding obtained from focus group discussion indicated that teacher's lesson planning considered children's age and the classroom activities of the children.

Clement (2010) reported that the need for a quality lesson to reduce the incidence of problems and behaviors. This supports saying that lesson planning is very important for teaching. However, participants reflected a level of ignorance in preparing a lesson plan. To build inclusive schools, issues of inclusion should be reflected at the base level of lesson plans (Anteneh, 2014).

The finding implies that lesson plan preparation was not appropriate.

The policy of ECCE MOE (2009), stated there are no well-trained teachers in SNE, without understanding students with disabilities there are several students in a pre-school classroom. So there is no IEP that addresses the needs of each learner and children are not getting the necessary education.

The finding implies there were no sufficient instructional media in the classrooms and out of the classrooms. In addition, the researcher observed some selected inclusive preschool classrooms have instructional media with real material, pictures and teachers identify their name on the other hand majority of the preschool classroom have no enough media and supportive materials teachers also teach without media. So finding implies that there is a limitation on teaching using instructional media and learning materials to identify children's backgrounds, interests, and abilities.

An inclusive preschool classroom environment (displays and books) ought to reflect individuals of diverse experiences, cultures, ages, genders, and capacities in addition music, decorations, and exercises within the classroom ought to reflect the variety of languages and societies of the families within the program. Pictures, puzzles, and dress-up clothing reflect individuals of distinctive races, societies, and ethnicities (Mary B. Boat, 2010).

CHAPTER SIX

SUMMARY CONCLUSION AND RECOMMENDATIONS

6.1. Summary

The purpose of this study was to assess the pedagogical practice in selected inclusive governmental preschools in Finot-Selam town. To achieve the purpose of the study, the researcher collected data using questionnaires, focus group discussions and observations which helped to answer the research questions. Participants of the study were inclusive preschool teachers, school principals and vice-principals and also woreda ECCE experts. The participants of the study were eight preschool teachers', eleven school Principal, and two woreda ECCE experts. The researcher uses comprehensive sampling technique in selecting all upper government pre-school teachers, principals, and woreda ECCE experts. Data were analyzed both qualitatively and quantitatively. Specifically, the data were analyzed through percentage and narrative data analysis methods. Based on the analysis of the data the following findings were obtained from the study.

Demographic characteristics of Respondents

Regarding sample participants of this study demographic profile indicated that male participates was large in number. Regarding age groups around 35– 39 years old was a large number, when we see the participant's educational background majority was first-degree holders and the rest are diploma and certificate holders.

Pedagogical practice of selective inclusive preschools

The finding implies that the majority of inclusive preschool teachers have a limitation on pedagogical methods implementation. Shortage of training in inclusive education and related pedagogical practical knowledge half of inclusive preschool teachers were not trained in inclusive education. This is, Due to lack of awareness about inclusive pedagogical practices, lack of appropriate pedagogical approach implementation, lack of communication skills in terms of sign language for hearing impairment, lack of physical accommodation for children with physical impairment. This shows that majority of the

selective inclusive preschool's teachers were developmentally inappropriate pedagogical practice implementation.

Supportive activity

From the Supportive system of selected inclusive preschools education, different data presented as following. All teachers were volunteers to support all children using moral support additional time, different media but there is a wide gap in practices. The collected data from observation, in lesson plan preparations, they were not considered children's diversity needs, individual ability and learning style. In addition to this, available materials were not properly used and accessible. On the other hand, ECCE experts did not support preschool teachers. It shows that inadequate supporting activity in selected inclusive preschool settings.

Accessibility of Physical environment

Un Suitable and comfortable physical environment is a major factor for preschool inclusive pedagogical practice implementation. From selected inclusive Preschools School compound and playing ground except two preschools compound is not conducive for all children. Such as playing ground have not sufficient outdoor materials, classroom building is not purposed build, and insufficient toilet and other important preschool infrastructure are not accessible for the children with disabilities.

Success and challenges in selective inclusive preschools

In the beginning, the successes of inclusive preschools from principals' response results indicate that; they received children with and without special needs children in a classroom, preschool teachers have a positive attitude towards children with disability and good interaction. another way in selective inclusive preschools have the following challenges: This is lack of commitment on the part of all stakeholders, for example, woreda education sector, lack of appropriate materials due to budget constraints, lack of infrastructure (lack of toilets for children with physical and visual impairment), Problems of classrooms built for children with physical impairment classroom the gates of class, the existence of water supply problems.

6.2. Conclusion

The conclusions were put as follows:

- Preschool teachers have a positive attitude towards children with disability.
- Most preschool teachers in lesson plan preparation did not consider diversity needs of all children. So the lesson plan preparation was inappropriate.
- Same Inclusive preschool teachers use different pedagogical practice but it does not meet children's diversity need this shows that teacher's pedagogical practice was inappropriate.
- The majority of inclusive preschool teachers usually came and a sing-song with children then writes and count letters repeatedly. It shows that teachers use a teacher-centered approach.
- Most selected inclusive preschools physical environment was not conducive to implement the appropriate pedagogical practice. It has many physical barriers, for instance, the playground is up and down and with inadequate outdoor materials, the classroom building is not purpose built. Therefore, the playing ground and classroom were under the standard.
- The majority of inclusive preschool compounds have inadequate infrastructure (water supply, access of toilet, playing ground)
- Except for two inclusive preschools, there is a lack of educational materials (book, real materials, and supportive materials (hearing aid, wheelchair and different game puzzles and others), and Materials and equipment are not sufficient quantity to occupy all child involved in activities
- The majority of the inclusive preschool teacher has a shortage of training in the area of inclusive education especially lack communication skills (sign language).
- Woreda ECCE experts were not provides sufficient supportive activity for inclusive preschools.

6.3. Recommendations

The following recommendations are drawn from the study findings of pedagogical practices in selective inclusive preschools,

- ✓ Lesson planning is very important for teaching and learning presses therefore, inclusive preschool teachers could prepare individual education plan
- ✓ In inclusive preschools classroom children have diverse learning needs different culture, special support needs therefore Preschool teachers should use an appropriate pedagogical approach.
- ✓ Inclusive preschool teacher and school principals should modify the teaching and learning physical environments including playing ground, classroom building, toilet building, the water supply of selective inclusive preschools because inclusive preschool children need a conducive environment.
- ✓ Teachers should give appropriate support strategies in and out of class (feedback, encouragement and modeling finger spelling, visual aids braille, and sing language).
- ✓ Teacher's instructional materials and equipment should be consistent with the developmental needs of children in attendance.
- ✓ The majority of inclusive preschool teachers did not get training on inclusive education. This hinders the implementation of appropriate pedagogical practice. Therefore, the Education bureau should give Short term and in service training for preschool teachers on special need children and inclusive education implementation.
- ✓ Woreda ECCE experts should support all-inclusive pre-school and work with them.
- ✓ Education bureau should employed itinerant teacher of special need in each preschool.

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Appendix A
Addis Ababa University

College of Education and Behavioral Studies
Department of Early Childhood Care and Education

Questionnaire for preschool teachers

Dear participants the objective of this questionnaire is to assess the pedagogical practices of early childhood inclusive education in selected government preschools. The research aims to provide information about the pedagogical practices of early childhood inclusive education for the preschool teachers in finote-selam city administration.

Most of the items in the questionnaires have two chooses, you can select one and circle the letter of your choice.

Thank you for your voluntary participation!!

Background of teacher

1. What is your sex?

A .Male B. Female

2. Age A. 20-24 B. 25-29 C. 30-34 D. 35 -39 E. 40-44 F. 45 or above

3. What is your professional level?

A. Non trained in pre-school B. Certificate in pre-school
C. Diploma in pre-school D. Bachelor degree in pre-school

4. Have you received any training on inclusive education?

A. Yes B. No

Methods of Teaching

5. Do you preparing daily lesson plan?

A. Yes B. No

6. In lesson plan preparation do you include all children?

A. Yes B. No

7. Your Daily lesson plan preparation considering children's learning styles, learning needs,

learning ability

A. Yes B. No

8. Do your pedagogical practice provided for children meet to the abilities of them?

A. Yes B. No

9. Your daily lesson plan preparation based on individual education program (IEP)?

A. Yes B. No

10. Does instructional media proper in your class?

A. Yes B. No

11. Do you give special support for students with special needs?

A) Yes B. No

12. Do you have additional time for Children with special needs to complete activities?

A. Yes B. No

13. Is your pedagogical practice focus on teacher center approach?

A. Yes B. No

14. Do you use child center approach in your class?

A. Yes B. No

15. Do you use different pedagogical practice in the context of the daily content?

A. Yes B. No

16. Do you think appropriate pedagogical practice apply in your class

A. Yes B. No

17. Is your class size appropriate to administrate child center approach?

A. Yes B. No

18. Do you have any challenge to implement inclusive pedagogy?

A. Yes B. No

19. Do ECCE experts taken any support to improve your teaching learning process?

A. Yes B. No

20. is the playground safe and have facility for physical activity for children with disability?

A. Yes B. No

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Early Childhood Care and Education

Questionnaire for school principals

The aim of this questionnaire is to ask your personal view on various items about the implementation of inclusive education in preschools at Finoteselam city administration. This data gathering is for the purpose of research full filament. Please do not write your name. You can select one and circle the letter of your choice and identify your view.

Thanks for your time used to fill the questionnaire.

1. Do you think teachers fully understand the contents of the children with Special needs?

A. Yes

B. No

2. Do you think that the school compound safe to practice an inclusive education?

A. Yes

B. No

3. Do teachers give special support for students with special needs?

A. Yes

B. No

4. Do you think that preschool teachers practice appropriate pedagogical practice?

A. Yes

B. No

5. What does the school plans to promote pedagogical practice of inclusive preschool?

6. In What extent support for your school in implementation of inclusive education?

7. Please mention the early childhood inclusive education program success and challenges in your school.

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Early Childhood Care and Education

Questionnaire for ECCE experts

Dear participant the aim of this questionnaire is to ask your personal view on various items about the implementation of inclusive education in preschools at Finote-selam city administration. This data gathering is for the purpose of research fulfillment. Please do not write your name. You can select one and circle the letter of your choice and identify your view.

1. Do you think preschool teacher who teach in preschool level?

A. Yes

B. No

2. Do you encourage the enrollment of all children in the school?

A. Yes

B. No

3. Do you think all preschool physical environments are comfortable for children with physical and visual impairment?

A. Yes

B. No

4. Do you think preschool teachers have got any challenge to implement inclusive pedagogical?

A. Yes

B. No

5. As an expert what measure do you apply to improve inclusive education?

6. How is your cooperation in teacher's activity?

7. What is your opinion about advantage of appropriate pedagogical practice implementation in

All Preschools?

Appendix D

Addis Ababa University

College of Education and Behavioral Studies

Department of Early Childhood Care and Education

Guiding questions for preschool teachers' focus group discussion

1. What method do you use to engage children in child center approach?
2. In lesson plan preparation in what area do you include children?
3. What kind of special support do you give for children with special needs in teaching activity?
4. What supporting strategy do you use in outdoor and indoor teaching activity?
5. What kind of challenge do you get to implement in an inclusive pedagogy?
6. What measures do you think should be taken to improve the pedagogical practice in an inclusive preschool?

Appendix E
Addis Ababa University

College of Education and Behavioral Studies
Department of Early Childhood Care and Education

Observation Checklist

Observation checklist prepared to identify points about pedagogical practice of early childhood inclusive education in selected preschools.

Date

Name of preschool.....

Key to Responses

Yes---Characteristic observed character

No----not observed

<u>NO</u>	Characteristics	Yes	No	Recommendation
External observation				
1	School facilities a. The access of toilet considering age properly, physical impairment... b. The Class room building is purpose fully c. Playground considering inclusively. d. Accessibility of clean water e. School compound Conducive environment for children with visual& physical impairment (free from stony...)			
2	The activity modified to meet a variety of children's needs			
3	In playground equal playing Access for all students			
4	Teacher support for all students in all playing activity			
5	Each playing activities prepare children's need			

6	Teacher use appropriate media			
7	Teacher has Positive interaction for her or his students.			
Internal observation				
1	Teachers lesson plan preparation considering children's diversity needs			
2	The practice of learner- cantered approach in the classroom			
3	The class room arrangement has inclusive condition (Setting arrangement; Availability of equipment: - wheelchairs, hearing aids, braille writer			
4	The teacher encourage students to express themselves to ask or answer questions			
5	Teacher gives an opportunity to play with their peers using different materials (puppet)			
6	A Teacher who teaches any content (Language, mathematics science and art) using play based pedagogy.			
7	Teacher gives additional time for children with special needs to do different activities			
8	A teacher gives individual activity in different lesson.			