

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

Attitude of Persons with Disabilities towards Inclusive Education in Dire Dawa Town

**Thesis Submitted to the Department of Special Needs Education in Partial Fulfillment of
The Requirements for the Degree of Master's of Arts in Special Needs Education**

By:

Yimegnushal Kebede

November, 2018

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EDUCATION IN DIRE DAWA TOWN**

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Abstract

This study is conducted to examine the attitudes of persons with disability toward inclusive education in Dire Dawa Town. To conduct the study, descriptive survey research design was used. Students with disabilities who were enrolled from grade 5 to 8, and members of disability organizations were the participants of the study. Participants were selected using systematic random sampling. Questionnaires were used to collect data from the participants. In order to analyze the data both descriptive and inferential statistics; t-test and one-way ANOVA were used. Regarding the attitudes of persons with disabilities towards inclusive education, the result showed that they do have positive attitude towards inclusive education. Moreover, there were significant differences in attitudes towards inclusive education among persons with different types of disability, and also there were significant statistical differences between males and females and in of the disability. However, there were no statistical significant difference observed in attitudes towards inclusive education as a function of age, educational status, modality of education, and religion. Hence the result implies that there is attitude difference towards inclusive education among persons with disability and it imply that inclusive education could work for students with disabilities, consequently based on the finding of the study recommendation were forwarded.

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List of Acronyms and Abbreviations

ANOVA	Analysis of Variance
DPOs	Disabled people organization
EFA	Education for All
ETP	Education and Training Policy
ENAD	Ethiopian National Association of the Deaf
FDRE	Federal Democratic Republic of Ethiopia
NDA	National Disability Authority
MAS	Multidimensional attitude scale
MOE	Ministry of Education
PWDs	Persons with Disabilities
PWODs	Persons without Disabilities
PWHI	Persons with Hearing Impairment
PWPI	Persons with Physical Impairment
PWVI	Persons with Visual Impairment
RSDA-	Rehabilitation Service for the Deaf Association
SPSS	Statistical Package for social science
SEND	Special educational needs and Disability
SWHI	Student with Hearing Impairment
SWPI	Student with Physical Impairment
SWVI	Students with Visual Impairment
UNESCO	United Nations Educational, Scientific, and Cultural Organization

Chapter One

Introduction

1.1. Background of the Study

It is difficult to have universally accepted and agreed definition of attitude. However, different scholars like Russell and Michael (2003) defined the term attitude as the ability to think in terms of good and bad, desirable and undesirable or approach and avoid. Attitude is a tendency to react favorably towards a designated class of stimuli (Aggarwal, 1995). According to Kundu, and Tutoo, attitude is “a mental set or readiness to respond” (as cited in Abeta, 2001, p. 9).

Similarly an attitude is defined as an idea (cognitive component) charged with emotion (affective component) which influences a class of actions (behavioral component) to a particular class of social situations (Triandis, 1984). This shows that attitudes are an essential component of our lives because it plays a vital role in helping us effectively interact with our environment.

Maio and Olson (2000) stated that human beings hold their own attitude. Our attitudes allow us to make judgments about events. Particularly, it enables us to determine, often very quickly and effortlessly, which behaviors to engage in, which people to approach or avoid, and even which products to buy, which idea to support or oppose. Furthermore, attitude may be positive or negative. It is a complex collection of beliefs, feelings, values and dispositions which characterize the way we think or feel about certain people or situations (Aiden & Andrea, 2014). Accordingly, the success of Inclusive Education for students with disability can be influenced by common attitudes which are showed by persons without disabilities in the schools. In the school context, school experiences of students with disabilities can be positively or negatively influenced by the attitude of students (Milson, 2002). The attitude of students with disabilities towards inclusive education is not the same. It is influenced by gender, age and other factors (Massie, 2006). Cutbirth and Benge (1997) reported that students with disabilities showed more negative attitude than positive view towards inclusion in the regular schools. In relation to this, Smart (2001) demonstrates how negative social attitudes block the integration of people with disabilities into society. Similarly, it was stated that the constrictive effects of negative societal attitudes prevent individuals with disabilities from mainstreaming into society (The National

Disability Authority, 2006). Negative public attitude can be a formidable barrier to the success of particular policies. People without disability think that by modifying societal beliefs about person with disability, as they can avoid stigma, labeling, prejudice, and discrimination. And they think that they help persons with disabilities by providing different rehabilitation services including educational services.

Currently there is a controversial issue regarding the education of children with special educational needs and disabilities (SEND). It is widely acknowledged that inclusive education is very important (Slee, 2011). Inclusion is a social and educational philosophy. Keeping in view of this issue, the role of parents and students with disabilities is very important in enhancing the implementation of inclusive Education. Ethiopia is among one of those countries that promised for provision of free and compulsory education to its community (EFA, 1990).

Recently in Ethiopia, the development of the provision of special needs education to children with special needs appears to be at a growing rate. As UNESCO (1995) reported, Ethiopia is included in the list of one of the countries with a policy that encourages integration and inclusive education. In Ethiopian context, the Education and Training Policy (1994) for special education appears to be favored. In this policy, emphasis is given to the provision of education for both children with disabilities and to the gifted "in accordance with their potential and needs" (ETP, 1994, p.9).

In addition to what has been stated in the education policy, the constitution of the Federal Democratic Republic of Ethiopia (FDRE, 1995, p. 34) under article 90, declared that "to the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education". Special Education has a very unique and important place within the education field. It is special from any other types of education because of the accommodation for student with a disability. It requires a different type of education with different techniques and practices according to the guideline of inclusive education strategy of ministry of education, "one way of educating one student may not work for another, even when they have similar disabilities and different severity level" (MOE, 2012, p33).

In Ethiopia, MOE (2012) drafted a strategic plan to facilitate the implementation of inclusive education and to increasing the participation of PWDs in regular school. It also organized

national council for inclusive education as the national council organized from DPOs. The role of the council includes commenting the national inclusive education strategy and strategic plans, participating in monitoring and evaluating activities that enhance the practices of inclusive education.

So far much research has been done on public schools and the inclusion modality, where special needs students are integrated into the same classroom and school as regular students (Carroll, 2003; Cook, 2000; Lombard, 1998; Trump & Hange 1996; Westwood & Graham 2003; Wishart & Manning 1996). The finding of these s researches indicate that the numerous benefits of inclusive education for both students with and without disabilities as well as for community including increased social initiations, relationships and networks, increased inclusion in future environments, increased school staff collaboration and parents as well as students feel more confident in the inclusion classroom as well as in the public eye.

Totally people without disabilities think that inclusive mode of education has social, economic, psychological and academics benefits. But there are controversial ideas about mode of education whether the inclusion mode is the most beneficial teaching strategies for students with special needs or not. Even though the inclusion model may be more beneficial for some students; it may not necessarily work for everyone. Some support special education and the others support inclusive education.

In Dire Dawa, some schools that are starting to implement inclusive education are facing challenges. The challenge may be caused by the controversy between person without disability and person with disabilities on inclusive education for students with disability. For instance currently, the move towards inclusive education started in some schools for children with hearing disabilities in Ethiopia. However, the attitude of the deaf association (ENAD and RSDA) toward the deaf inclusion is not well understood and also the inclusion of students with hearing impairment in general education classrooms with hearing peers continues to be controversial issues (Bonsa, 2011). In relation to this, there is one slogan which is spoken by person with disabilities “nothing about us without all of us” (Peter, 2000, p 2). In this saying PWDs emphasizes how peoples with disabilities must be valued as integral and essential contributors to every sectors, industry, and community including education, entertainment,

fashion, sports business and law while person with disabilities need to be leaders of disability issues. No policy should be decided by any representative without the full and direct involvement of members of the group affected by that policy. This study is concerned to investigate the attitude of persons with disabilities towards inclusive education.

1.2. Statement of the Problem

An attitude can be positive or negative depending on the view or belief of a person. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring it can also change (Cherry, 2017). Having positive or negative attitudes depending on the view or belief of a person influence success. Negative attitudes are associated with avoidance and rejection, while positive attitudes usually are associated with broader acceptance and comparatively more favorable reactions (Yuker, Block, & Young, 1970). Non-acceptance of PWDs by PWODs is globally consistent, and studies have indicated the importance of studying attitudes and their basis when trying to establish opportunities and inclusion for PWDs (Chan et al., 2002). The understanding and study of attitudes may be a benefit to PWDs by providing methods to develop procedures to address these attitudes as well as providing appropriate assessment to measure the effects of interventions (Antonak & Livneh, 2000). Antonak and Livneh (1995) argued that successful inclusion of PWDs in the community is determined, in part, by the attitudes of the public. Attitudes are an important part of each person's unique make up and an important force within each group and society.

The issues of inclusive education and its implication have been under scrutiny during the past thirty years. Today, societies have become concerned about ensuring the educational rights of all children regardless of the severity of disabilities. As a result, the inclusion of students with disabilities into regular educational setting has become the concern of educators, governments, and society at large (Tefs, 2005).

When considering inclusion, not only do we need to consider the teachers, peers, parent's attitudes, but we also need to look at the attitudes of students with disabilities towards inclusive education as a crucial issue. The attitude of different peoples towards inclusive education is different. According to Shiferew (2013) still in Ethiopia "there is no comprehensive study which indicates the exact placements or setting for children with SNE to address their needs of learning" (p.49). Inclusion of students with special needs in the regular education setting is a very complex and fascinating topic which is getting focus in the field of education. Often it is at the center of debate amongst administrators, teachers, and persons with disability. Each person has his own ideas about what is best for the learning of all children. As Amsale (2014), showed in her comparative study on academic achievement of students with hearing impairments in regular school and special needs schools, that the students who attend special school for the deaf score higher than the students with hearing impairment who attend regular school and there is statistical significant difference between regular and special school's facilities. Special school has favorable condition for pupils with hearing impairment than regular school. In addition to this, Abebe (2000) also supports special school as the better educational setting for students with special needs. "Perception of disability labels, expectation of people with disabilities and ascribe meaning of experience of disability are all shaped by the broader culture" (Albrecht as cited in Smart, 2001, p.71).

An attitude is a person's point of view about an idea or program in her/ his everyday life, having positive attitudes towards a given task in order to do it effectively. It is true that an individual will invest more effort in program that is perceived to be positive and functional. Several researches have been conducted in Ethiopia regarding attitude towards inclusive education. Among the various researches conducted by (Tesfaye, 2005; Almaz, 2011;Bonsa, 2011) their findings demonstrated that as teacher's attitudes, peer attitudes and parents attitudes have been regarded as one of the major factors guaranteeing the success of inclusive education for students with special needs. Although the attitude of persons with disability towards inclusion is a widely researchable topic in our country persons with disabilities as parts of the community and as owner of the issue, their attitudes towards inclusive education has a great place in the implementation of true and full inclusive education in Ethiopian schools. Based on this the researcher feels to examine the nature of attitude of persons with disabilities towards inclusive

education and what variables make attitudinal difference among persons with disabilities. This study more specifically will try to find answers to the following questions.

- 1) What is the attitude of persons with disability towards inclusive education?
- 2) Is there statistically significant difference in attitude towards inclusive education among person with different disabilities?
- 3) Is there statistically significant difference in attitude towards inclusive education between persons with Congenital and Acquired disability?
- 4) Is there any statistically significant difference in the attitude of persons with disabilities across their demographic variables including educational status, mode of education, age, religion, sex and severity of disability?

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this research is to study the nature of attitude of persons with disabilities towards inclusive education in Dire Dawa town.

1.3.2 Specific Objectives of the Study

The specific objectives of the study are as follows.

- To find out attitude difference towards inclusive education among person with different disabilities
- To assess the difference in attitude towards inclusive education between persons with congenital and acquired disability in Dire Dawa town.
- To assess the difference in attitude of persons with disabilities across their demographic variables such as educational status, modality of education, age, religion, sex and severity of disability.

1.4 Significance of the Study

This study provides clear understanding on the nature of attitude of person with disabilities towards inclusive education in Dire Dawa town. Therefore, it helps the teachers, students with disabilities, directors and Dire Dawa Town Education Office to know placement options of students with disabilities in the town. It also serves as an input for stakeholders in the town to

bring significant progress in providing evidence-based quality education. The study would serve as input for other researchers who want to conduct a research on this area.

1.5 Scope of the Study

Even though in Dire Dawa there are 71 schools, this study focused only to Sabian and Afatesa primary schools. This is based on availability of participants in these schools. In addition the study participants were only students from grade 5 up to grade 8. This is with the assumption that relatively the understanding level of the students is better in second cycle of primary school.

Moreover, from the five DPOs the study delimit on the three-disability organization (DPOs) which are found in Dire-Dawa town only. Regarding to disability types even if there are several types of disability, the researcher delimited the study to the people with physical impairment, hearing impairment and visual impairment due to the limitation of resource and time

1.6 Operational definitions of Variable

The following definitions of variables guided this study:

Attitude towards Inclusive Education: It is a complex organization of evaluative beliefs, feelings and tendencies towards inclusive education which is measured by Multidimensional Attitude towards Inclusive Education Scale which have 22 items that was developed by the researcher.

Chapter Two

Review of Related Literature

Attitudes are fundamental determinants of our perceptions and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings and tendencies toward certain actions. How much we like or dislike something determines our behavior towards that thing. We tend to approach, seek out or be associated with things we like; we avoid, shun or reject things we do not like.

An attitude is a person's point of view about an idea or object in his /her everyday life, and it can be either positive or negative. It is necessary to have a positive attitude towards a given task in order to do it effectively, and it is true that an individual will invest more effort in a program that is perceived to be positive and functional. Research shows that teacher attitudes peer's attitudes and parent attitudes have been regarded as one of the major factors guaranteeing the success of inclusive education for students with special needs. At juncture, keeping in view the context of Ethiopia, the attitudes of persons with disabilities towards inclusion is widely debatable and researchable topics because person with disabilities are board part of the society to contribute for the success of inclusive education in the country.

2.1 Meaning and Concept of Attitude

Attitudes can reflect evaluations of any aspect of the world. Attitudes help us to understand people's responses to new stimuli. Attitudes toward new topics can be shaped by long-term values (Baron & Branscombe, 2012). Attitudes are a complex collection of beliefs, feelings, values and dispositions which characterize the way we think or feel about certain people or situations. People's attitudes are a product of life experiences, including the relationships we build with the people around us.

Attitudes are simply expressions of how much we like or dislike various things. Attitudes represent our evaluations, preferences or rejections based on the information we receive. Attitude may be defined as 'an enduring predisposition or readiness to react or behave in a particular manner to a given object or situation, idea, material or person. It is a generalized tendency to think or act in a certain way in respect of some object or situation, often accompanied by feeling.

Other authors Thurston and Likert as cited in Lakew (2001), operationalized the term 'attitude' for research purposes, as attitudes are nothing more or nothing less than what the attitude scale measures. Operationally, attitudes were mainly defined as a matter of preference. Petty, Ostrom, and Brock (1981) as cited in Lakew (2001), defined attitudes as: “a learned predisposition to respond consistently in a positive or negative way to some person, object or situation”.

From the previous definitions, one can conclude that attitude is a point of view that someone holds towards an idea or object in his or her everyday life. Anyone can develop a positive or negative attitude toward the object or idea depending on the desirability of the object or idea for that particular individual. In any case, to do a given task effectively, there is a prerequisite to have a positive attitude toward it.

People with disabilities may develop either positive or negative attitudes toward inclusive education. Of course, developing either positive or negative attitudes may be depending up on several factors: their disability types, severity of disability, their age, their awareness about inclusive education, their awareness about their rights of inclusion, the way how inclusive education is implemented in their environment today, etc.

2.2.1 Formation of Attitude

According to learning theorists McGuire (1985) as cited in Lakew (2001), attitudes are acquired in the same manner as other types of behavior. From this perspective, we learn attitudes from being exposed to similar views on the part of others (social learning), from being rewarded for expressing these attitudes (operant conditioning), and from making associations between certain people or objects and positive or negative emotions (classical conditioning). Learning theorists emphasize external factors that act on the individual to help form personal attitudes, whereas cognitive theorists focus on the internal thoughts and reasoning of the individual. According to Dworetzky (1988), attitudes may be formed or reformed through the process of associative learning. The association may be related with agreeable or disagreeable words. This association changed people's attitudes toward the issue, Furthermore, Organ and Bateman (1991), indicated the sources of attitude as follows as cited in Lakew (2001).

Direct experience: Some attitudes are formed from our experience. Experience with an object or person provides the most straight forward cognitions we can acquire about the object or person, as well as the reinforcing or punishing consequences of behaviors with respect to that object or person.

Mere exposure: In general, people tend to be more favorably disposed toward those objects and persons which they are most familiar with. To have positive or negative attitude is having well organized understanding about the object, or the issues.

Socialization: Only a small portion of our attitudes are based on direct experience or exposure to the objects or ideas in question. Our beliefs, feelings, and general action tendencies grow in a more indirect, imitative fashion. First the family, then increasingly other agents of socialization such as the school, the church, and the peer group and other community services shape attitudes through a variety of methods. As indicated above, there are different reasons or sources for the formation of attitude. On the basis of the formation of attitude, one can develop either positive or negative views for a particular object or idea.

Learning: Attitudes can be learned in a variety of ways. People also learn attitudes by observing the people around them (Cherry, 2017). When someone you admire greatly espouses a particular attitude, you are more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks.

2.2.2 Component of Attitude

Attitude has three components: Cognitive, emotional and behavioral components, (Organ & Bateman, 1991).

Cognitive Component: Cognitive attitude is what we actually know about an object or event. Cognitions are beliefs about a particular person, idea, or situations. The cognitive component represents thoughts or belief. (Stroebe & Jonas (1988) as cited in Lakew, 2001).

In linking all of these definitions one can say that the cognitive component of an attitude refers to the understanding, perception or belief of a person on a given object, idea, situation,

institution or program. For instance, persons with disability and persons without disability understand about inclusion and their belief regarding the inclusion of PWDs with the different disability type, severity, age, experience of educational mode and educational level towards inclusive education.

Affective Component

Affective attitude is another component of attitude, which is what we feel about an object or event. The affective attitude reflects feelings or emotional reaction. Affective attitude is some emotional reactions toward the stimulus. From these definitions, we can understand that the emotions or feelings people will have on an attitude object are the affective component of attitude. People may evaluate an attitude object favorably or unfavorably. For example, PWDs may experience either negative affective reaction or positive affective reaction toward inclusion. If they develop a positive attitude, they will have a positive reaction towards inclusion.

Behavioral Component

The third component of attitude is the behavioral component. It describes tendencies or predispositions toward certain actions based on a particular attitude and a tendency to behave in a certain manner toward a particular person, ideal situation or thing. This defined behavioral attitude indicates how we behave towards an object or event. Furthermore, the behavioral component of attitude encompasses the overt actions that people exhibit in relation to the attitude object or one's predisposition to act in a particular manner. From the above definitions, one can conclude that the behavioral component of attitude shows the ways people behave toward an attitude object. They may behave either positively or negatively.

Most theorists agree that the three components of attitude are organized in a consistent ways (Tibebu, 1995). Positive feelings about the attitude object go together with assigning positively evaluated behaviors- positive action tendencies to that attitude object.

2.2.3 Types of Attitudes

Attitudes are three types based on their nature

Positive attitude: A favorable complex organization of evaluative belief, feeling displayed towards people, objects, situation, issue and idea

Negative: An unfavorable complex organization of evaluative belief, feeling displayed towards people, objects, issue and idea

Neutral: Neither favorable nor unfavorable feelings displayed towards some issues or ideas.

2.3 Influence of Attitude on Inclusive Education

An inclusive approach is understood as meaning that the education of all students covering the spectrum of diversity takes place in adequately supported regular classrooms in the educational context that would be attended at which the learning needs diversity were not recognized well, as they normally accepted in the accessible neighborhood school (Jordan, 2007). Previous research findings in the area of special needs education, particularly in inclusion of students with special needs suggested that attitudes play a key role in achieving successful educational modality with regard to the contribution of positive attitudes for well development. Research evidences have confirmed that “open and positive attitudes with perceptions that match with the reality result in greater interaction with enhanced social and emotional development” (Hegarty & Pocklington, 1988, p 455) “Similarly, while discussing about the role of social and cultural factors and the effect of attitudes in relation to the educational systems of a given country pointed out that each country's educational system is the reflection of the social and cultural identity” (Hegarty & Pocklington, 1988, p.455). This may be responsible for the existence of different practices of integration among countries, which may be directly related to differences in attitudes towards inclusive education. Looking back to the global trend of inclusive education, several countries seem to practice different forms of integration (physical integration and functional integration). Milward and Dyson as cited in Hornby (2014) as seen from the general trend learner's positive attitude towards educational mode is important in determining school attendance and academic achievement of the learner, by working out a policy that supports the realization of integration education in line with the capacity and interest of a given country. So, it is clear from the above that inclusive education aims to provide a very constructive focus for

improving the education of children with SEND. However, in stark contrast to the above views, some writers have argued that inclusive education results in the sacrifice of children for the sake of misplaced ideology (Kauffman & Hallahan 2005) and others that “Ironically, the promotion of the misunderstanding that being present in a school compares with being socially and educationally included, is one of the most dishonest and insidious forms of exclusion” (Cooper & Jacobs (2008) as cited in Abebe, 2000 p 9). Armstrong (2010) suggested that inclusion has become a fashionable term and that like high fashion, it is often considered impractical and unaffordable for most people in the world.

Despite these negative suggestions, the vision of inclusion still exerts a major influence on the education culture of many countries. Recently, Norwich (2013, p. 1) has stated that “Inclusion as a concept and value is now recognized as complex with multiple meanings.” Armstrong (2010) in agreement points out that the term inclusion is used in so many different ways that it can mean different things to different people, or all things to all people. So unless it is clearly defined it becomes meaningless. Therefore, it is important to clarify the meaning and implications of inclusion for the education of children with special educational needs.

Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities in the country. Inclusive education is nothing more than just good school management and good teaching. It is move towards schools that are structured around student’s diversity and can accommodate many different ways of organizing students for learning to attain excellence in diversity (Tirussew, 1999).

For the effective implementation of inclusive education program, teachers must have a positive attitude towards it. Studies indicate that maintaining positive teacher’s attitudes is crucial to the success of teaching all children lies with the class teacher (Moberg (1997) as cited in Tirussew ,1999) at the same time positive attitude of the learners towards inclusive education have a vital place.

2.4 Inclusive Special Education

According to Hornby (2014), inclusive special education is proposed that what is needed in all countries throughout the world, both developed and developing, is a policy of inclusive special

education which combines the philosophy and values of inclusive education with strategies and programs from special education in order to facilitate the inclusion of young people with SEND in their communities to the maximum extent possible after they leave school. Inclusive special education involves the recognition that all children with SEND will be provided for appropriately within each country's education system, with the majority of them in mainstream schools. Mainstream schools will be organized to provide effectively for a wide range of children with SEND by using programs and strategies that are evidence based and have been found to be the best practices for supporting the implementation of inclusive education.

Most children will be educated in mainstream classrooms, but a small number will be taught in resource rooms or special classes within mainstream schools or educated at special schools nearby. Mainstream schools will work closely with special schools that will also provide for children with the most severe levels of SEND. Wherever possible, special schools will be on the same campus as mainstream schools. Thus, inclusive special education requires a commitment to providing the best possible education for all children with SEND, in the most appropriate setting, throughout all stages of a child's education. Its focus is on effectively including as many children as possible in mainstream schools, along with the availability of a continuum of placement options from mainstream classes to special schools and involving close collaboration between mainstream and special schools and classes.

2.5 Attitude and Disabilities in Ethiopia

As stated in earlier attitude has been defined as being composed of three main components of affect, behavior, and cognition, known as the ABCs of attitudes (Antonak&Livneh, 1988; Erwin, 2001; Triandis, 1971). These components combined make up the disposition of attitudes. According to the International Labor Organization (ILO, 2003), people with disabilities are the largest invisible minority group in Ethiopia. According to Tirussew (2005), due to the high stigma associated with disabilities in the Ethiopian culture, most people either hide or never declare a disability. Therefore, the number of individuals with a variety of limitations is likely to increase in Ethiopia as well. The attitudes affecting this increasing population need to be addressed because studies indicate that negative attitudes are a barrier to a positive quality of life.

Attitudinal studies in Ethiopia have confirmed that individuals with disabilities continue to face negative attitudes, stigma, and discrimination (Mulatu, 1999 & Rhamet, 2000). However, the

attitudes of persons with disabilities have not been assessed and identifying variables that predict attitudes for person with disability is essential to developing interventions.

Studies on attitude indicate a strong correlation between negative attitudes and the impact on self-perception of PWDs. Studies have shown that experiencing negative attitudes in turn negatively affects the perception that PWDs have of themselves and their skills, which in turn may affect PWDs' use of rehabilitation services to optimize their skills (Beck, Carlton, & Bowman, 1987, Mullins, Roessler, Schriener, Brown, & Bellini, 1997). Antonak and Livneh (2000) stated that negative attitudes such as prejudice, misconceptions, and stereotyping "create real obstacles to fulfillment of their roles and fulfillment of their life goals. Furthermore, they asserted that knowledge about attitudes toward people with disabilities might be used to better inform assessments, design improved rehabilitation training and counseling programs, and inform and create public policy that would contribute positively to modification of attitudes toward this population. Antonak and Livneh (2000) also maintained that scholars and researchers must first critically assess the attitudes of professionals before attempting to modify the general population's perceptions of the disability community. Although general negative attitudes likely affect PWDs' access to various institutions, such as school, employment; and the larger community, social policy has the potential to change such outcomes (Gilmore, Campbell, & Cuskelly, 2003).

2.6 Disability and Inclusion

The Theory of Planned Behavior (TPB) is premised on the notion that personal attitudes inspire individuals' actions so that actions become our main focus. It is thought that these attitudes arise from three types of input: cognitive information (that which is related to an individual's knowledge and beliefs), affective (related to feelings themselves), and behavioral (a person's conduct determines his or her behavior). The most well-known models are the ones proposed by (Ajzen & Fishbein, 1980). Hence, the researcher has constructed a study on the concepts of inclusive education within the context of the Theory of Planned Behavior. Within this framework the researcher has explored various aspects of these attitudes of persons with different disabilities.

2.7 Gender and attitude

Studies comparing gender differences in attitudes toward disabilities have reported different results. Yuker (1994) stated that although past studies have reported as females have positive attitudes, the differences between the genders are diminishing. Consequently, some current researchers are still finding no differences in attitudes between genders whereas other studies are consistently reporting differences between genders mainly with females expressing more positive attitudes compared to males in the United States (Hunt & Hunt, 2000; Pitman & Slate, 1994; Upton & Harper, 2000). To the nearest day no study in the United States has found males expressing more positive attitudes compared to females. Studies conducted in France and Japan found no differences between males and females whereas in India, Denmark, and Israel, males displayed more favorable attitudes toward person with disabilities (Yuker& Block, 1986). A study in Australia by Gething (1991) also concluded that females had significantly more favorable attitudes toward disabilities compared to males. Even when various age groups' attitudes towards persons with disabilities were compared, female students displayed more favorable attitudes across age groups. In the same way the study which is done in Ethiopia shows females having positive attitudes towards disabilities (Almaz, 2011). The influence of age and gender towards inclusive education largely shows inconsistency. Some studies reported no significant difference and some reported age and gender have significant differences on attitude towards inclusion of persons with disabilities. Age and other factors can influence attitudes. Gender difference in attitude may be because of gender biased responses rather than because of disability biases.

2.8 Educational Level, Disability Types and Attitudes

It is critical to acknowledge the influence of education and the environment it provides as a category. It is only logical to address education and educational environment when assessing high level student's attitudes toward disabilities. Stovall and Sedlacek (1983) concluded that disability types influence attitudes. Their study found that individuals at higher educational level had more positive attitudes toward students who used wheelchairs than those who were visually impaired. A study by Rosenthal (2006) indicated that the two factors that made a difference in attitudes were disability type and age; however, in other studies age was as significant as disability type. Parashar (2008) concluded that the disability type of the individual contributed to their attitude toward disabilities. These findings suggest that education and disability type

influence attitudes toward disabilities. People at higher education have been found having a positive correlation with more positive attitudes (Yuker, 1994). Students with higher levels of college education expressed more positive attitudes when compared to lower level who displayed negative attitudes toward equality and inclusion

Royal and Roberts (1987) compared the attitudes of students in different educational level such as elementary school, middle school, high school, and college. They concluded that female had more positive attitudes across all age groups

2.9 Attitude and Age

Aiden and Andrea (2014) suggested on their study current attitudes towards persons with disability indicated that positive attitudes can be shaped from an early age. Positive attitudes could be shaped through more interaction between children with and without disability. In fact children with disabilities who are at early age who have more interaction in different life aspects have the chance to shape their attitudes. In addition this study shows that parents and teachers have a great role to changing the attitude of these children with disabilities.

2.10 Controversies on Inclusive Educations for the Deaf

Placements of children with disabilities in inclusive school has become an international phenomenon. Over time and throughout the research, not all scholars are in conforming on the various aspects of inclusion. Some parents, educators, and researchers support inclusive education for students with disabilities, whereas others are in favor of the traditional special education system. This section will present some of the current controversies on inclusive education for the deaf. Research findings are still somewhat controversial; one can find results for and against inclusive education.

Opponents of inclusive education have argued that general education cannot be the least restrictive environment for all students with disabilities. They provided numerous justifications for continuing to place students with disabilities into segregated special classes and schools. They have argued: regular education is not prepared; integration is a plan to reduce funds to students with disabilities; and they need to maintain a continuum of services; students with disabilities need special treatments and interventions; and educational achievement is more important than placement (Hung, 2005). According to Savolainen (2001) there are remarkable practical difficulties in trying to teach everybody together. One of the difficulties is that some

parents want their children with disability to learn in special classes. Another difficulty can be found in safety issues: socially and emotionally challenging pupils can be seen creating a physical threat for others. Yet another barrier is the wish of some children with disability to be able to study at least part of the time together with other children with a similar disability.

In similar way, Hung (2005) noted that the desire to preserve deaf culture in the residential schools is perhaps the reason behind the position of some educators against inclusion of students who are deaf. Many deaf adults in deaf communities across the world have campaigned for the rights of deaf children to be educated separately in special schools in which they can access information through their most natural first language, sign language, the language of the deaf community (Adoyo, 2007).

Furthermore, opponents feel inclusive education is unrealistic in present circumstances of Ethiopia. Because, of the lack of adequate support for teachers through quality pre-service and in-service education and training (ENAD, 2000).

Moreover, inclusion supporters contend that students with disabilities educated in separate special education classes did not produce desired student outcomes academically, behaviorally, and socially (Hung, 2005). Inclusive education is found to be ethically acceptable, psycho-socially sound, pedagogically commendable and cost effective compared to segregated education (MOE, 2006).

Chapter Three

Methods

In this chapter the methods and procedures of the study are described. A vital criterion for selecting an appropriate method is that it should enable the researcher to obtain reliable information, answer the research questions and accomplish the proposed goals.

3.1. Research Design

This study was aimed to examine the attitude of persons with disabilities towards inclusive education and to find answers whether there is statistically significant difference in attitude towards inclusive education among persons with different disabilities. To conduct this study quantitative research design specifically descriptive survey research design was used.

3.2. Study Area

The study was conducted in Dire Dawa town. Because the researcher has good experience in practicing inclusive education and working with DPOs members. Specifically, on two primary schools named Sabian and Afatesa primary school. For the reason that these two schools have good practice on inclusion and there are no secondary schools which have more experience in practicing inclusive education.

3.3. Participants of the Study

The participants of the study were students with physical impairments, hearing impairments and visual impairment from grade 5_ 8 who were enrolled in two schools in 2017/18 G.C Academic Year. Furthermore, disability organization member who was educated and have different educational setting experiences and who found in the town were also participants of the study. The researcher selected 144 sample among 413 total participants of which 227 were males and 186 of them were females.

3.4. Sampling Technique

To select the participants of the study the researcher used systematic random sampling to select students with disability and DPOs members since systematic random sampling is a technique or tool that produces essentially a mini- version of the initial population. Random sampling is

conducted in such a way that every person in the population has an equal and independent chance of being selected.

3.5. Sample

The researcher selected 105 participants (i.e., 47 females and 58 males) out of 302 DPOs member for this study. From the Association of Persons with Hearing Impairment 27 (16 females and 11 males) were selected. From Association of Persons with Visual Impairments 23 (11 females and 12 males) and from Association of Persons with Physical Impairments 55 (females 20, males 35) were selected. Regarding to students with disabilities from the total population of 111(56 females, 55 males) students with disabilities, 22 (10 females and 12 meals) were students with hearing impairment, 8 (3 female and 5 males) of them were students with visual impairments and 9 (5 females and 4 males) of them were students with physical impairments. Students were selected from Sabian and Afatesa primary schools those who were enrolled from grade 5 to 8 in the year of 2017/18 G.C Academic Year as taken from the school document enrolled. Totally the participants of this study were 144 (65 females, 79males)

Table 3.1: Total Population and Sample Size of the Study.

Disability type	Total population			Sample		
	M	F	Total	M	F	Total
SWHI of school 1	14	13	27	5	4	9
SWVI of school 1	5	6	11	2	2	4
SWPI of school 1	3	7	10	1	3	4
SWHI of school 2	20	18	38	7	6	13
SWVI of school 2	7	5	12	3	1	4
SWPI of school 2	7	6	13	3	2	5
PWHI	31	40	71	11	16	27
PWVI	35	31	66	12	11	23
PWPI	105	60	165	35	20	55
TOTAL	227	186	413	79	65	144

3.6. Methods of Data Collection

3.6.1. Instrument

The data were collected by questionnaire which was developed by researcher. It is multidimensional attitude likert scale types which have 22 items. The questionnaire was prepared in English and translated into Amharic by the help of language expert and the validity of the tool was tested by three professionals who have much knowledge on research methodology and the experts of measurements and evaluation. The questionnaire has two parts.

Part 1 The first parts contains items which helps in collecting demographic characters of the respondents such as name of school or name of association, age, sex, disability types, mode of education, educational level, time of onset of the disability and severity of disability and religion of the participants.

Part 2 The second part denotes the items which are developed by researcher which is based on the basic leading question and literature of the research. The developed tool is multidimensional attitude scale (Likert Scale) towards inclusive education with five points such as Strongly agree, Agree, Undecided, Disagree, Strongly Disagree which is represented by numbers 5,4,3,2.and1 respectively with 22 items.

3.6.2 Pilot Study

To receive constructive feedback and to enhance the reliability of the tool a pilot study was conducted in parallel disability organization and similar disability types. The participants are selected randomly from association PWHIs n=14 (8 females and 6 males) from association of PWVIs n=14 (7 females and 7 males) and from association of PWPIs n=9 (5 females and 4 males). Totally the pilot study was done on (n=37). Finally the reliability of the tools analyzed by, using SPSS version 23. The Cronbach's alpha value of the tool was 0.75.

3.6.3 Procedure of Data Collection

In order to collect the intended data, the following procedures were followed.

In order to get the willingness and cooperation of the school and heads of DPOs, the researcher took official letter from the Department of Special Needs Education and gave it to the schools and DPOs leaders to get the cooperation. Before starting data collection, the researcher gave some explanation what inclusive education is and what inclusive class means to make common

understanding between participants. The questionnaire was administered individually and for respondents with visual impairments reader was assigned and for those with physical impairment who have difficulty in writing writer was assigned at the same time in necessary situation sign language interpreter was assigned for respondents with hearing impairments. 144 questionnaires were distributed to respondents. From the distributed, questionnaires 140 were get responses. Out of 140 respondents the data from 8 respondents were extremely different (outlying) which was inclined the result in wrong conclusion. About the data collected from 132 respondents only used for data analysis.

3.7. Methods of Data Analysis

To examine the attitudes of the respondents towards inclusive education the quantitative data were analyzed by using both descriptive and inferential data analyzing techniques. Some demographic variables (age, sex, modality of education, educational level, types of disability, and severity of disability) and attitude of PWDs have been analyzed by using descriptive statistics (percentage, frequency, mean and standard deviation). In the study inferential statistics used to see the statistical significant difference of attitude of PWDs with different types of disability, age, gender, severity of disability, mode of education and educational level among persons with disability towards inclusive education are analyzed by using t-test and one way ANOVA.

3.8 Ethical Consideration

Prior to administration of the research instruments, the selected participants were briefed about the purpose of the study, about the anonymity of the instruments and about confidentiality of their opinions. Participants' consent was obtained and their voluntary participation in the study was also appreciated.

Chapter Four

Results

In this section, results of data analysis are presented as follows. The first part is presented by providing a description of demographic characteristics of the sample which is frequencies of age, sex, education level, mode of education, types of disabilities, and severity of disability and time of onset. The second part is presented on whether there is statistically significant difference among people with disabilities on attitude towards inclusive education by using t-tests and ANOVA. The statistical package SPSS was employed to analyze the data.

Table 4.1 *Demographic Characteristics of Respondents*

Variables	Frequency	Percentage
Association members (DPOs)	95	72%
Students	37	28%
Types of disability		
Hearing impairment	46	34.8%
Physical impairment	46	34.8%
Visual impairment	40	30.3%
Age		
age 13-20	25	18.9%
age 21-30	56	42.4%
Age 31-40	34	25.8%
Age 41-50	17	12.9%
Sex		
Female	65	49.2%
Male	67	50.8%
Educational status		
Grade 5-8	45	34.1%
Grade 9-10	24	18.25%
Certificate	16	12.1%
Diploma & Above	47	35.5%
Modality of Education		
Special needs school	19	14.4%
Residential school	33	25%
Inclusive school	45	34.1%
Regular school	35	26.5%
Nature of disability		
Hard of hearing	16	12.1%
Total deafness	30	22.1%
Partial sighted	15	11.4%
Total blindness	25	18.9%
Mild physical impairment	9	6.8%
Moderate physical impairment	19	14.4%
Sever physical impairment	18	13.6%
Onset of disability		
Congenital disability	62	47%
Acquired disability	70	53%
Religion		
Orthodox Christian	50	37.9%
Protestant Christian	30	22.7%
Muslim	33	25%
Others	19	14.4%
Total	132	100%

4.1. Demographic Characteristics

In this study, there were 132 respondents of which 37 (28%) were from Sabian and Afetesa primary schools and 95 (72%) were from DPOs members in Dire Dawa town. From total respondents 65 (49.2%) were females and 67 (50.8%) were males. There were 62 (47%) persons with congenital disability and 70 (53%) person were with acquired disability. From the total respondents, 46 (34.8 %) were person with hearing impairment while 46 (34.8%) were persons with physical impairment and 40 (30.3%) were persons with visual impairment. Regarding, the age of the respondents, 56 (42.4%) were found in between the age of 21 and 30 years. Concerning their educational status, majority of the respondents i.e., 45 (34.1%) were found in between grade 5 and 8. Of the study participants, 16 (12.1%) were certificate graduates while 47 (35.5%) of them were graduates of diploma and above.

Regarding the modality education of the respondents, 45 (34.1%) of them were learning in inclusive school whereas 19 (14.4%) of them were learning in special day school; 33 (25%) of the respondents were learning in residential school and 35 (26.5%) of them were learning in regular school.

Of the total 132 of respondents, 16 (12.1%) persons were with hard of hearing; 30 (22.1%) persons were with total deafness; 15 (11.4%) persons with partial sighted; 25 (18.9%) were persons with total blindness; 9 (6.8%) of them were with mild physical impairment; 19 (14.4%) of them were with moderate physical impairment and 18 (13.6%) were persons with severe physical impairment.

Regarding to the religion of the respondents, 50 (37.9%) were orthodox Christians; 33 (25%) were Muslims; 30 (22.7%) were protestants while 19 (14.4%) of them were followers of other religions.

4.2. The Attitude of Persons with Disability towards Inclusive Education

The first research question aimed to explore the nature of attitude of persons with disability towards inclusive education as measured by the Multidimensional likert scale which is developed by the researcher, the minimum possible score of this attitude scale=22 and the maximum possible score=110 whereas the mid value of the scale was =44.

Table 4.2: Descriptive statistics on the nature of attitude towards inclusive education (N=132)

Variable	M (SD)	> mean		< mean		Min	(Max)
		N	%	N	%		
Attitude	48.166 (13.57)	38	28.8	94	71.2	30	(83)

Mid value of the scale =44 which is determent between positive and negative attitude

As indicated in Table 4.2 presents the mean, standard deviation, minimum and maximum scores of the participants as well as scores below and above the mean on participant's nature of attitude measure by attitude scale. As shown in table 4. 2, the mean score of the respondents on nature of attitude was found to be 48.166 with the Standard deviation of 13.57. It also showed that the minimum and the maximum values were 30 and 83 respectively. This tells us the nature of attitude of persons with disability towards inclusive education is positive. Table 4.2 also shows us only 38 (28.8%) of the respondents score above the mean value whereas 94 (71.2%) of them score below the mean value..

4.3 Difference in Attitude towards Inclusive Education among Person with Different Disabilities

One of the objectives of this study was to determine if there are statistically significant differences in attitude towards inclusive education among persons with different disability types

Table 4.3: Descriptive Statistics for Types of Disability

Types of disability	N	Mean	SD
Hearing impairment	46	53.35	16.8
Physical impairment	46	45.31	10.30
Visual impairment	40	45.41	11.3

Table 4.3 shows the mean scores on the nature of attitude towards inclusive education across four types of disability. As shown in table 4.3, the mean score of attitude that respondents with hearing impairment had towards inclusive education was found to be 53.35 with the standard deviation of 16.8, which can be interpreted as a positive attitude. Respondents with physical impairment and visual impairment had a mean value of 45.31 (SD = 10.3) and 45.42 (SD = 11.3) respectively which can also be interpreted that respondent had a positive attitude towards inclusive education.

Table 4.4: A One-Way ANOVA for Types of Disabilities

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1895.877	2	947.938	5.499	.005
Within Groups	22238.456	129	172.392		
Total	24134.33	131			

A one-way between-groups analysis of variance was conducted to explore whether there is a statistically significant difference on attitude towards inclusive education across respondents with different types of disability (Hearing Impairment, Physical Impairment and Visual Impairment).

As a result, as shown in Table 4.4, ANOVA revealed a statistically significant difference on attitude towards inclusive education across respondents with different disability $F(2, 129) =$

5.499, $p = 0.005$ Which means there is statistically significant difference in attitude towards inclusive education among persons with different disabilities.

Table 4.5 Post Hoc Analysis for Types of Disabilities

Multiple Comparisons of Independent Variable

Types of disability	Types of disability	MD (I-J)	Std. Error	Sig
hearing impairment	Physical impairment	8.04	2.715155	.001**
	visual impairment	7.94	2.73197	.002**
Physical impairment	visual impairment	-0.1	2.79129	.961

** $P < 0.05$

As depicted in Table 4.5, clearly shows that, there is a significant difference between person with hearing impairment and physical impairment with significant level of p-value 0.001. There is also the same significant difference between persons with hearing impairment and persons with visual impairment with significance level of p-value .002.

Unlikely the collected data revealed that there is no significant difference between persons with physical impairment and persons with visual impairment with significant level of p-value 0.961. Again the result showed that statistically there is a significant value between people with visual impairment versus persons with hearing impairment where significant level of p-value is 0.000. This means there is different information regarding persons with disabilities and their attitude regarding inclusive education.

4.5. Difference in Attitude towards Inclusive Education among Person with Congenital and Acquired Disabilities

The third objective of this study was to determine if there is statistically significant difference in attitude towards inclusive education between persons with congenital and acquired disability as follows.

Table 4.6: Independent sample t-test Analysis for Time of Onset of Disabilities

Time of onset	N	Mean	SD	t	df	p
Congenital	62	51.34	14.50940	2.553	130	.002
Acquired	70	45.36	12.10825			

As shown on Table 4.6, an independent sample t- test was conducted to compare the mean difference between persons with congenital and acquired disability. There was statistically significant difference in scores for persons with congenital disability (M=51.34, SD=14.51) and person with acquired disability (M=45.36, SD=12.1), $t(132) = 2.55$, $p.002$. From this it is possible to conclude that persons with congenital disability have more positive attitude towards inclusive education to some extent than persons with acquired disability.

4.7. Difference in Attitude towards Inclusive Education among Person with Disabilities with Demographic Variables

The fourth question of this research was to assess whether there is statistically significant difference between the demographic variables (educational status, mode of education, age, religion and severity of disability) on the attitude of persons with disabilities towards inclusive education.

For the analysis of this question, descriptive statistics, t-test, a one-way ANOVA and post hoc analysis were conducted on the variables sex, modality of education, educational status, religion, age and severity of disability.

Table 4.7: Independent sample t-test Analysis for Sex

Sex	N	Mean	SD	t	df	p
Females	65	46.26	12.34	-1.60	130	.029
Males	67	50.014	14.54			

From Table 4.7, shows the significant statistical differences between males and females. There is difference between the mean scores of the two sexes with males (M=50.014, SD=14.54) and females (M=46.26, SD=12.34, $t(132) = 1.60$, $p = .029$). The variation of the mean implies that males have more positive attitude towards inclusion than females.

Table 4.8 Descriptive Statistics for Religion

Religion	N	Mean	SD
Orthodox	50	47.96	13.42
Protestants	30	50.2	14.5
Muslim	33	46.5	13.8

Table 4.8 shows the religion category of the respondents from this category two groups were excluded from analysis for the accuracy of data interpretation since the number of sample is few. When we contrast the mean of the remaining three groups based on their religion Orthodox religion (M=47.96, SD=13.42), Protestant religion (M=50.2, SD=14.5) and Muslim religion (M=46.5, SD=13.8). The result shows us there is no attitudinal difference among different religion followers.

Table 4.9 A one-Way ANOVA Analysis for Religion

Source of variance	Sum square	df	Mean square	F	Sig
Between groups	645.904	4	161.467	. 873	.482
Within groups	23488.43	127	184.918		
Total	2413.3	131			

As shown on table 4.9, a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within different religion. As shown on table 4.8 there is no significant statistically difference in the attitude of persons with disabilities with their religion difference ($F=873$, $df=4,127$, p value = .482 between persons with disabilities).

Table 4.10 Descriptive Statistics for Modality of Education

Mode education	N	Mean	S D
Special days school	18	49.5556	15.13944
Residential school	35	47.8571	13.37940
Inclusive school	45	47.4444	14.14464
Regular school	34	48.7059	12.64559

Table 4.10 shows if attitudinal difference exists between persons with disabilities based on their modes of education which they experienced when they were at school. The result revealed that four educational modes of schooling have no variation. This indicated almost all respondents, who have different modality of education or school experiences have almost all have similar attitude towards inclusive education.

Table 4.11: A one-Way ANOVA for Modes of Education

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	71.433	3	23.811	.127	.944
Within Groups	24662.900	128	181.99		
Total	24134.33	131			

As shown on Table 4.11 a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within different modality of educational experience. The respondents were divided into four groups the first group, persons with disabilities who enrolled in special day school and have its experience; the second group persons with disabilities who enrolled in residential school and experienced it, the third group persons with disabilities who enrolled in inclusive school and experienced it and the last group are person with disabilities who enrolled in regular school experience. There is no statistically significant difference which is ($F=.127$, $DF=3,128$, $p = .944$) between person with disabilities. The result shows that almost all the respondents with different educational experiences have similar attitude towards inclusive education.

Table 4.12 Descriptive Statistics of Educational Status of the Respondents

Educational status	N	Mean	SD
Grade 5-8	45	48.0222	14.87904
Grade 9-10	24	46.5833	8.93900
Certificate	16	46.6250	13.32104
Diploma and above	47	49.6383	14.51600

As shown on Table 4.12, it explains the educational status of the participants. As it is depicted in table 4.12 there is no difference among the respondents of different educational level the mean score for respondents from grade 5-8 ($M=48.02$, $SD=14.87$), from grade 9-10 ($M=46.58$, $SD= 8.93$), for certificate holders ($M=46.62$, $SD=13.32$) and lastly for diploma holders and above ($M=49.63$, $SD=14.51$).The mean score of all the respondents in different educational level is almost similar.

Table 4.13: A One-way ANOVA Analysis for Educational Status

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	200.921	3	66.974	.358	.783
Within Groups	23933.412	128	186.980		
Total	24134.333	131			

As shown in table 4.13 above, the ANOVA test result shows that statistically significant difference is not detected among persons with disabilities with their educational status. There is no statistical significant difference which is ($F=358$, $DF=3,128$, $p=.783$) between persons with disabilities. This result shows there is no attitudinal difference at all within educational level among persons with disability.

Table 4.14 Descriptive Statistics for Age

Age	N	Mean	SD
13-20 years	25	50.6000	16.41392
21-30 years	56	45.9821	12.75573
31-40 years	34	51.5000	14.60023
41-50 years	17	45.1176	6.77202

Tables 4.14 indicate that there is no attitude differences among persons with disabilities towards inclusive education based on their age. But here there is mean difference especially persons with disabilities found in between the age of 31-40 years ($M=51.5$, $SD=14.6$) have more positive attitude towards inclusive education.

Table 4.15 One-way ANOVA Analysis for Age of Respondents

Source of variances	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	951.086	3	317.029	1.750	.160
Within Groups	23183.27	128	181.119		
Total	24134.33	131			

As shown on table 4.15 a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within age difference of the respondents. There is no statistically significant difference with the age difference which is ($F= 1.750$, $DF=3,128$, $p =.160$) between person with disabilities. This result shows that there is no statistically significant difference within age difference on the attitude of persons with disability towards inclusive education

Table .16 Descriptive Statistics for Nature of Disability

Nature of disability	N	Mean	SD
Hard of hearing	16	59.6250	17.80215
Total deafness	30	49.7097	15.33883
Partially sighted	15	45.1333	11.41344
Totally blind	25	45.0769	10.55243
Mild physical impairment	10	45.5000	13.13664
Moderate physical impairment	18	46.8333	11.68836
Severe physical impairment	18	44.8333	8.86002

As indicated on table 4.16 there is a mean difference between people with disability based on their severity of disability. It clearly shows that persons with hard of hearing have positive attitude $M=59.62$ while persons with severe physical impairment have negative attitude towards inclusive education with ($M =44.84$).

Table 4.17: *One-Way ANOVA Analysis Nature of the Disabilities of Respondents*

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	289.617	6	474.936	2.789	.014
Within Groups	212847.17	125	170.278		
Total	2134.33	131			

As shown in Table 4.17 the significant level of p-value is 0.014 which means there is statistically significant difference in attitude of persons with disabilities versus the difference of severity of disability. As shown in table 4.16 a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within severity of the disabilities of the respondents were divided in to seven groups as to their Nature of disabilities (group 1: respondents with hard of hearing, group 2: respondents with total deafness group 3: respondents with partial sighted, group 4: respondents with total visual impairments, group5: respondents with mild physical impairment, group 6: respondents with moderate physical impairment and group 7: are respondents with severe physical impairment there is statistical significant difference which is ($F=2.789$, $DF=6,125$, $p = .014$) between persons with disabilities with the difference of severity of disability

Table 4.18: Post Hoc Analysis for Nature of Disabilities

(I) Nature of disability	(J) Nature of disability	M D (I-J)	Std. Error	Sig.
Hard of hearing	Total deafness	9.91532	4.01686	.015*
	Partially sighted	14.49167	4.68980	.002***
	Totally blind	14.54808*	4.14626	.001***
	Mild physical impairment	14.12500*	5.65040	.014**
	Moderate physical impairment	12.79167*	4.48355	.005**
	Severe physical impairment	14.79107	4.48355	.001***
Total deafness	Partially sighted	4.57634	4.10423	.267
	Totally blind	4.63275	3.47015	.184
	Mild physical impairment	4.20968	5.17470	.417
	Moderate physical impairment	2.87634	3.86687	.458
	Sever physical impairment	4.87634	3.86687	.210
Partially sighted	Totally blind	.05641	4.23096	.989
	Mild physical impairment	-.36667	5.71284	.949
Totally blind	Partially sighted	-.05641	4.23096	.989
	Mild physical impairment	-.42308	5.27578	.936
	Moderate physical impairment	-1.75641	4.00113	.661
	Sever physical impairment	.24359	4.00113	.952
Moderate physical impairment	Partially sighted	1.70000	4.56199	.710
	Totally blind	1.75641	4.00113	.661
	Mild physical impairment	1.33333	5.54478	.810
	Sever physical impairment	2.00000	4.34968	.646

* P < 0.05

As Table 4.18 shows the post hoc comparison there is statistically significant attitudinal difference among persons with disabilities within their nature of disability group of respondents of this study. The collected data on the Table 4.17 showed clearly that, there is a statistically significant difference between persons with hard of hearing and persons with total deafness $p=.015$, between hard of hearing and partially sighted, with the $P=.002$, between persons with hard of hearing and totally blind, with the $P=.001$, between persons with hard of hearing and

mild physical impairment, $P=0.014$, between person with hard of hearing and moderate physical impairment $p=0.005$, and between person with hard of hearing and severe physical impairment with the $P=0.001$. However, the collected data with the prepared set of questionnaires among person with disabilities with the difference of nature of disabilities their attitude regarding to inclusive education indicated that, statistically there is significant values between person with visual impairment versus persons with hearing impairment with P values of $.014$. This mean, there is different information regarding to, persons with disabilities and their attitude regarding to inclusive education. On otherhand, there is no significance difference between persons with total deafness and partial sighted, between persons with total deafness and totally blindness, between person with total deafness and mild physical impairment and person with moderate physical impairment and there is no significance difference between people with hard of hearing and total deafness and persons with mild physical disability with their severity disabilities.

Chapter Five

Discussions

The primary purpose of this study was to investigate the attitude of persons with disability towards inclusive education. To examine the attitude of person with disability variables like age, types of disability, sex, educational status, nature of disability, time of onset of the disability and religion were considered in this study. In this chapter the obtained results are discussed in light of previous findings related to the objectives of this study.

5.1. The Attitude of Person with Disabilities towards Inclusive Education

The emphasis here was to investigate the nature of attitude of persons with disability towards inclusive education based on the data collected from 132 persons with disabilities. The mean, standard deviation, minimum and maximum scores of participants on nature of attitude is presented as well as scores below and above the mean of participant's on nature of attitude measure by attitude scale were presented. As shown in table 4. 2, on page 26, the mean of the respondents on nature of attitude is 48.166 (SD=13.57) where the minimum and the maximum values are 30 and 83 respectively. This tells us the nature of attitude of persons with disability is positive. However, table 4.2 also shows us only 38 (28.8%) of the respondents score above the mean value whereas 94 (71.2%) of them score below the mean value. This informs us even the results as general concluded as persons with disability have positive attitudes towards inclusive education most of the score of respondents below the mean.

The individual's attitude is formed from their life experience. Students with disabilities who were the participants of this study have different school experiences. To have positive or negative attitude having well organized understanding about the object, or the issues is important. In this study the finding shows that as general the attitude of the participants was positive but as the mean score shows that there is extreme gap between the mean and maximum possible values. The mean was almost near to the midpoint determent between negative and positive attitude. Maio and Olson (2000) stated that human beings hold their own attitude towards issues or things. In Ethiopia most of the societal attitude towards the inclusion and participation of persons with disabilities is negative. Majority of them develop negative attitude towards inclusive education. Some literatures suggested that inclusion is very nice mode of education for all learners. On the other side there is controversial issue currently regarding the

education of children with special educational needs and disabilities (SEND) is widely acknowledged to be inclusive education (Slee, 2011).

Cutbirth and Benge (1997) stated that as students with disabilities showed more negative attitude than positive view towards inclusion in the regular schools. According to Massie (2006) having negative attitude towards issues or things hold people back to participate in that issues or events. So that considering the finding of this study and others working to change this negative attitude of persons with disabilities is crucial to apply quality inclusive education for all learners.

5.2. Difference in Attitude towards Inclusive Education among Person with Different Disabilities

One of the objectives of this study is to determine if there are statistically significant differences in attitude towards inclusive education among persons with different disability the researcher used descriptive statistics and one way ANOVA analysis.

As the descriptive statics figures in table 4.3 on page 26 reveal that there is mean difference between persons with different disability types. This shows that persons with hearing impairment have more positive attitude towards inclusive education. The mean scores of person with physical impairment and visual impairment was almost similar. This shows that variation does not exist with attitude between person with physical impairment and visual impairment towards inclusive education. This implies that person with physical impairments and person with hearing impairments have interest to learn in special school.

In addition to simple descriptive statistics ANOVA revealed a statistically significant difference on attitude towards inclusive education across respondents with different disability $F(2, 129) = 5.499, p = 0.005$. In order to explain what means were exactly significant, Bonferroni post-hoc test was computed. Bonferroni post-hoc test were chosen because it is most widely used resulted from unequal sample size among groups. Bonferroni post-hoc test ($p = .001$) showed significant difference in attitude towards inclusive education between respondents categorized under hearing impairment and physical impairment as shown in table 4.5 on page 27. Moreover, the result of multiple comparisons (table 4.5) shows that the mean scores of attitude towards inclusive education between respondent with hearing impairment and visual impairment is significant ($p = 0.002$).

Even we understand there is statistically significant difference between persons with different types of disabilities. To examine the degree of their difference multiple comparison of post hoc was used, The collected data on the table 4.4 showed clearly that, there is a significant difference between person with hearing impairment and persons with physical impairment ($p=.001$) and there is also the same significance difference between persons with hearing impairment and persons with visual impairment with significance value of $p=.000$, and there is no significance difference between persons with physical disabilities and persons with visual impairments($p=.281$). There is statistically significant difference between persons with hearing impairment and persons with physical impairment. As well as persons with hearing impairment and persons with visual impairment shows that, there is no similar interest about mode schooling between these three groups of persons with disability. Some of them have positive attitudes some of them have negative attitude about inclusive education.

Zimmerman and Zebehazy as cited in Hornby (2014) majority of children with visual impairment especially children with totally blindness are mostly educated in special schools, special classes, or resource rooms within ordinary schools, although some children with visual impairments are educated in mainstream classrooms with support. Stovall and Sedlacek (1983) on the other hand on the topic of the attitude of person with disabilities towards inclusive education, were one of the first researchers on the attitude of people with physical disabilities towards inclusion; they concluded that disability types influence attitudes which means in differences of disability there is attitudinal differences towards inclusive education. Especially people with visible disabilities are more discriminated in society due to the social discrimination they prefer to learn in special schools.

In this study persons with visual impairments and physical impairment have low mean score which is highly nearest to the cut points which shows negative attitude. The above literature also supported the finding of the research.

5.3. Attitude Difference between Person with Congenital and Acquired Disability

As the results indicated in chapter four the independent sample t-test analysis on the onset of disabilities shows that there is statistical significant difference in attitude between persons with congenital disability and persons with acquired disability persons with congenital disabilities have positive attitude than person with acquired disabilities. This indicated that persons who are

experienced disabilities after birth faced a lot of psychological problems to accept their disabilities and to participate in different life activities including their education (Smart, 2001). From the finding of this study and the above literature we conclude that as onset of disability have on attitude of persons with disabilities towards inclusion.

5.4. Demographic Variables, Makes Difference in Attitude of Persons with Disabilities towards Inclusive Education

The final basic question of this study was to evaluate whether there is statistical significant difference or not between persons with disabilities with difference of demographic variables (educational status, mode of education, age, religion and severity of disability) on the attitude of persons with disabilities towards inclusive education.

For the analysis of this question, simple descriptive statistics, t-test, a one-way ANOVA and post hoc analysis was conduct on the variables sex, mode of education, educational status, religion, age and severity of disability.

5.4.1 Gender and Attitude Difference towards Inclusive Education

Exploring whether there is statistical significant difference or not between females and males, to check the independent sample t-test analysis is done and the result presented in table 4.7 on page 29 indicates that there is statistical significant difference between males and females. The variation of the mean implies that males have more positive attitude than females. Studies comparing gender differences in attitudes toward inclusion education have reported different results. Consequently, some current researchers are still finding no differences in attitudes between genders whereas other studies are consistently reporting differences between genders. Studies conducted in France and Japan found no differences between males and females whereas in India, Denmark, and Israel, males displayed more positive attitudes toward disabilities and inclusion (Yuker& Block, 1986). Gender difference in attitude may be because of gender biased responses bases rather than because of disability biases. In Ethiopia there is no study on the attitude of persons with disabilities towards inclusive education. Due to this gap it is difficult to compare the new research finding with research finding in Ethiopia. However earlier studies agreed with the finding of this study as describes on table 4.7 on page 29. Males have more positive attitudes this is due to the socio - cultural challenges of the society towards females

particularly females with disabilities have double socio-cultural challenges which influenced the inclusion females with disabilities.

5.4.2 Educational Status and Attitudinal Difference towards Inclusive Education

As shown in chapter four a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within different educational status of the respondents was done. There is no statistically significant difference. This gives an idea that there is no difference at all within educational level. The research findings suggest an educational level influence attitude toward disabilities and inclusion. People at higher educational level have positive correlation with more positive attitudes (Yuker, 1994). Students with higher levels of college education expressed more positive attitudes when compared to lower grade level who displayed negative attitudes toward inclusive education.

Royal and Robert (1987) compared the attitudes of students with disabilities in different educational levels such as elementary school, junior schools, high school and college. They concluded that students with high educational level hold more positive attitude towards inclusion. But in this study, even if there is no significant difference with educational level of the respondents, it does not mean that totally there is no difference at all. Respondents who were holders of diploma and above have more positive attitudes towards inclusive education. This is due to students with higher educational level have the chance and potential to read, evaluating the ideas and generating their own logical thinking towards anything.

5.4.3 Modality of Education and Attitude Difference towards Inclusive Education

In order to discriminate whether attitudinal difference exists between persons with disabilities based on their mode of education which DPOs members experienced when they were at school and which students with disabilities experienced till now was computed and presented with descriptive statistics, a one-way ANOVA between groups analysis of variance was conducted to explore the attitudinal differences within different educational modality. Yet, the respondents were categorized into four groups based on their educational experience. The first groups are persons with disabilities who have special needs school experience, the second groups are persons with disabilities who have residential school experience, the third groups are persons with disabilities who have inclusive school experience and the last groups are persons with disabilities who have regular school experience. As observed on table 4.10 on page 30 there

mean is almost similar. This shows that persons with disabilities who have different school experiences have similar attitude which is positive.

5.4.4 Age and Attitudinal Difference towards Inclusive Education

The data analysis both with descriptive statistics and a one- way ANOVA was conducted. The results indicated that there is no attitudinal difference among persons with disabilities towards inclusive education based on their age. Here there are mean difference especially persons with disabilities who were between the age of 31-40 years and these the age of 13-20 have high mean score. From this evidently we understand that there is mean difference between the groups. But the variation of mean is not significant. Some researches and indicated that as persons with early age have more positive attitude towards an issue. Aiden and Andrea (2014) suggested in their study current attitudes towards persons with disability indicated that positive attitudes can be shaped from an early age. According to this study people with disability suggested that positive attitudes could be shaped through more interaction between children with and without disability. In fact children with disability who are at early age who have more interaction in different life aspects have the chance to shape their attitudes. In addition these studies show that parents and teachers have a great role to changing the attitude of these children with disability. In this study persons with disabilities in age of 13-20 have more positive attitude towards inclusive education. This is due to the respondents of age 13-20 are mostly the students who are on learning and these who have good awareness about inclusive education and understand the educational and social benefits of inclusion.

5.4.5. Religion and Attitudinal Difference towards Inclusive Education

Regarding to the religion and attitudinal difference in chapter four in table 4.9 on page 30 shows the religion category of the respondents from this category two groups are excluded from analysis for the accuracy of data interpretation since the number of sample is few when we contrast the mean of the rest three groups persons with disability who fellow Orthodox religion persons with disability who fellow Protestant religion and persons with disability who fellow Muslim religion. To check whether is there statistical significant difference in attitudes between persons with disability who fellow different religion or not. To examine this both descriptive statistics and a one way ANOVA analysis done both shows there is no statistically significant differences in attitude towards inclusive education between person with disability in the

differences of religion. This tells us there is a positive attitude between persons with disabilities who follow different religion towards inclusive education.

5.4.6. Severity of Disability and Attitudinal Difference towards Inclusive Education

Concerning to the severity level of disability and attitudes towards inclusive education, descriptive statistics data analysis done as indicated on table 4.16 on page 33 there is a mean difference between people with disability based on their severity of disability. It clearly shows that persons with hard of hearing have more positive attitude. While persons with severe physical impairment have negative attitude towards inclusive education. On the other hand shown in table 4.17 on page 33 a one-way ANOVA between groups analysis of variance was conducted to explore the difference in detail. Severity of the disabilities of the respondents were divided into seven groups as their nature of disabilities (group 1: respondents with hard of hearing, group 2: respondents with total deafness, group 3: respondents with partially sighted, group 4: respondents with total visual impairments, group 5: respondents with mild physical impairment, group 6: respondents with moderate physical impairment and group 7: are respondents with severe physical impairments) there is statistically significant difference between persons with disabilities within the difference of severity level. In addition to this post hoc analysis is done to see the difference within the groups and between groups. Table 4.18 on page 34 showed clearly that, there is statistical significant difference between persons with hard of hearing and person with total deafness.

In opposite side there is no significant difference between persons with total deafness and partially sighted, between persons with total deafness and totally blind, between persons with total deafness and mild physical impairment, between persons with severe physical impairment, between persons with partially sighted and hard of hearing, partially sighted and total deafness, severe physical impairment and moderate physical impairment. Generally as we observed from significant variation existed especially among persons with hard of hearing and persons with total deafness have high mean score which is greater than the total mean of this study which is person with severe physical disability score the smallest mean. This is the cut point where the study fell under negative attitude. Here two things are mainly observed. One, there was strong difference between different disability types with their attitude towards inclusive education. The other core point is even though there was similarity with disability types with the difference of severity

level there is attitudinal differences. Here we can understand that persons with visible disabilities have no interest to learn in inclusive school.

According to Tirusew (2005), the provision of public service and special programs for people with disabilities like health, education, transportation, recreational areas, legal protections are limited .He also stated that in Ethiopia, the degree of prejudice and discrimination towards people with different types of disability is not the same. People with severe cases like sever motor disorder and leprosy suffer more stigma and discrimination than others. Generally the finding of this study agreed with the above literatures due to the discrimination of person without disabilities and person with disabilities such as persons with visual impairments and person with physical impairments who dislike inclusive education

Chapter Six

Conclusions and Recommendation

6.1. Conclusion

Based on the findings and discussion above, the following conclusions are drawn. By looking on the mean score, as general the results show that persons with disabilities have positive attitude towards inclusive education. However, there is attitude difference among persons with different disability types. Especially persons with visible disabilities have negative attitude towards inclusive education. Moreover, there are significant differences in attitudes towards inclusive education between persons with congenital disability and persons with acquired disability. The study also revealed that males have positive attitude relatively than females, and in the nature of disability, Persons with severe physical disability have negative attitude. However, there is no statistically significant difference observed in attitudes towards inclusive education between persons with disability with age, educational status, with their mode of education, and religion. The finding of this research is to some extent different from the earlier one. The earlier studies showed that the attitude of person with disability towards inclusive education is negative. From this research finding we understand that due to some improvements on implementation of inclusive education person with disabilities show positive attitude towards inclusive education.

6.2 Recommendation

Based on the findings of the study, the researcher would like to recommended the following

- Persons with disabilities have positive attitude towards inclusive education so that working to increasing the implementation of quality inclusive education rather than special and residential school is important in the town.
- To change negative attitudes of females with disabilities, persons with total blindness, person with severe disability and attitudes of persons with acquired disability, activities should be carried out proceeding to implementation of inclusive education program. Serious discussions with regular teachers to built psychological and environmental accessibility for students with disabilities. Giving training to DPOs members, working for environmental adjustment of the school. Arranging appropriate class size, arrangement of necessary materials and equipment, fulfilling of skilled human power specially teachers who have braille reading and writing mobility and orientation skill and getting

experiences from other countries which are currently exercising nice inclusion programs for these groups is compulsory

- Working to developing positive attitude among persons with visible disabilities important. Using strategies like developing awareness through different associations of PWDs & school clubs to promote inclusion of PWDs.
- Future research is suggested with a large sample to investigate the attitude of person with disabilities towards inclusion of students with special needs over all the country with including all people with special needs (learning difficulty, intellectual disability, language and communication disorder, behavior and emotional disorder)..

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Appendixes

SN	Items	SA	A	UN	D	SD
1	Inclusive education helps PWDs to participate equally in the classroom activities	21	27	2	45	37
2	It is difficult for SWDs to learn in inclusive education	23	38	6	44	21
3	Students with hearing impairments cannot benefit academically from inclusive education.	16	53	3	45	16
4	Students with disabilities can benefit socially from inclusive school.	56	40	1	21	14
5	Students with disabilities should be segregated because it is too expensive to modify the physical environment of any school to make it inclusive.	31	67	2	25	7
6	Students with disabilities perform equally with other students in inclusive class room	61	35	2	17	17
7	Students with disabilities should learn separately in special school.	47	35	1	34	115
8	Inclusion of students with disability is beneficial for students without disabilities too.	58	43	3	14	14
9	Students with disabilities learn more skills such as sign language, Braille and mobility and orientation in special school than in inclusive school	35	37	2	27	31
10	Equality of provision of education is ensured when students with disabilities learn in regular school.	38	59	5	17	15
11	Inclusion mode of education is more cost-effective than special school.	29	46	14	28	15
12	SWDS Should be encouraged to attend their education in inclusive school	47	56	3	20	6
13	Students who need an individualized academic program should learn in special school.	25	39	7	26	35
14	Teaching students with similar disability alone in one school decreases discrimination.	36	42	2	29	23
15	Inclusive education causes more problems than it solves for students with disabilities.	12	48	5	36	31

16	Inclusive education is the best way to meet the needs of all students.	50	44	5	20	13
17	Acceptance by students without disability or students with disability increased when they learn together.	62	41	2	20	7
18	Important educational resources can be available for students with special needs only in special schools.	51	40	2	20	19
19	Inclusive education helps to meet the interest of people with different capacity	54	51	3	16	8
20	Including students with disability in regular school is one way of increasing disability awareness in society.	52	31	0	29	20
21	Assessment and evaluation tools are more adapt in special schools for students with disabilities rather than in inclusive school	46	41	2	25	18
22	Students with visual impairments can be benefited academically in inclusive education	47	32	2	21	30

Appendix B: Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Questionnaire for disabled people Organization (DPOs) members and students

Dear Respondent: this questionnaire is prepared to gather information on the research title: **Attitude of Person with Disabilities towards Inclusive education.** Specifically, it is intended to study the nature of attitude of person with disabilities towards inclusive education placement of person with disabilities which is the process of including children with special needs into general education environment and providing their educational related services within this environment. The information you provide will be used only for research purpose and will remain highly confidential. There is no need to write your name. Your genuine responses to all items of the questionnaire contribute a lot to the successful completion of this study. You are therefore kindly requested to provide genuine information. Please be informed that there is no right or wrong answers to any of the items in part two. Your honest responses are indeed the right answers.

Thank you very much for your cooperation.

Part one

Background Information

1. Name of the Association or school _____
2. Age_____ Sex_____
3. Your educational status _____
 - A) Grade 1-4
 - B) Grade 5-8
 - C) Grade 9-10
 - D) Grade 11-12
 - E) Certificate
 - F) Diploma
 - G) MA degree and above
4. Where did you attend your education?
 - A) Special day school
 - B) Residential school
 - C) Inclusive school
 - D) Regular school
5. Which types of disability do you have?
 - A) Hearing impairment
 - B) Visual impairment
 - C) Physical impairment
6. Time of onset of your disability
 - A) Congenital disability (before birth)
 - B) Acquired disability (after birth)
7. What is the nature of your disability?
 - A) Hard of hearing
 - B) Total deafness
 - C) Partial sighted
 - D) Total blindness

- E) Mild physical impairment
- F) Moderate physical impairment
- G) Sever physical impairment

8 What is your religion?

- A) Orthodox Christian
- B) Protestant Christian
- C) Muslim
- D) Wakefata
- E) Other _____

Part two multidimensional attitude scale items

Dear Respondent, the following are statements reflecting attitudes of peoples towards inclusive education of students with disabilities. You are requested to show the extent of your agreement or disagreement on each statement by marking one of the given options provided against each item. Put an "x" mark on the given space that corresponds to the response which best indicates your position / feeling on each statement.

SN	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Inclusive education helps Person with disabilities s to participate equally in the classroom activities					
2	It is difficult for students with disabilities to learn in inclusive education					
3	Students with hearing impairments cannot benefit academically from inclusive education.					
4	Students with disabilities can benefit socially from inclusive school.					
5	Students with disabilities should be segregated because it is too expensive to modify the physical environment of any school to make it inclusive.					
6	Students with disabilities perform equally with other students in inclusive class room					
7	Students with disabilities should learn separately in special school.					
8	Inclusion of students with disability is beneficial for students without disabilities too.					
9	Students with disabilities learn more skills such as sign language, Brailleand mobility and orientation in special school than in inclusive school					
10	Equality of provision of education is ensured when students with disabilities learn in regular school.					
11	Inclusion mode of education is more cost-effective than special school.					
12	Students with disabilities Should be encouraged toattend their education in inclusive school					

13	Students who need an individualized academic program should learn in special school.					
14	Teaching students with similar disability alone in one school decreases discrimination.					
15	Inclusive education causes more problems than it solves for students with disabilities.					
16	Inclusive education is the best way to meet the needs of all students.					
17	Acceptance by students without disability or students with disability increased when they learn together.					
18	Important educational resources can be available for students with special needs only in special schools.					
19	Inclusive education helps to meet the interest of people with different capacity					
20	Including students with disability in regular school is one way of increasing disability awareness.					
21	Assessment and evaluation tools are more adapt in special schools for students with disabilities rather than in inclusive school					
22	Students with visual impairments can be benefited academically in inclusive education					