

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**PROBLEMS ENCOUNTERED
BY SPECIAL EDUCATION TEACHERS TEACHING
IN SPECIAL SCHOOLS AND UNITS**

**BY
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BUNE**

JUNE 2000

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**A thesis submitted to the School of Graduate Studies
of Addis Ababa University in partial fulfillment of
the requirements for the Degree of Masters
of Arts in Special Needs Education
in Psychology Department**

June 2000

Addis Ababa

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Problem Encountered by
Special Education Teachers Teaching
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by

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ACKNOWLEDGEMENT

I am deeply indebted to my distinguished advisor Dr. Tirussew Teferra for his unfailing support. I would like to thank Ato Dessalegn Chalchissa who assisted me in analyzing the data using computer, and also Ato Girma Zewde who assisted me in allowing to use his computer with SPSS program to analyze the data. I am grateful to my friend Ato Alebachew Mekonnen who has always been a source of help guidance and inspiration to me in accomplishing this thesis. I wish to express my gratitude to Ms Hilary Plass who is a Volunteer worker in MOE with the British NGO known as VSO for going through my draft manuscript and giving me constructive comment, suggestions and corrections by editing the English grammar. I would like to thank my wife for her unreserved moral support. I also like to thank MOE head office Library workers for their unreserved cooperation in finding me the resource books any time I need. At the end I am grateful to my friends in the Ministry especially those who are working in the Department of Teaching and Educational Management Staff Development with me for their contribution to the successful completion of this paper and my Masters study.

LEMMA REGASSA

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Abbreviation

AAU	Addis Ababa University
BA	Bachelor of Arts
FNG	Federal Negarit Gazeta
ICDR	Institute for Curriculum Development and Research
IEOE	International Encyclopaedia of Education
IICBA	International Institute for Capacity Building in Africa
LEA	Local Educational Authority
MA	Master of Arts
MOE	Ministry Of Education
NTTI	Nazereth Teacher Training Institute
NGO's	Non Governmental Organization's
PMAC	Provisional Military Administration Council
SEN	Special Educational Needs
SET	Special Education Teachers
SNE	Special Needs Education
SPSS	Statistical Package for the Social Science Computer program
SSETTC	Sebeta Special Education Teacher Training Center
TTC	Teacher Training College
TTI	Teacher Training Institute
TTS	Teacher Training School
UNESCO	United Nation Education, Science and Culture Organization
VSO	Voluntary Service Overseas
WHO	World Health Organization

ABSTRACT

The purpose of this study was to investigate the crucial problems encountered by those special education teachers teaching in special schools and special units with and without having special education teachers' training or regular classroom teachers' training.

Due to this, out of 333 special education teachers teaching in special schools and units in the country the expected teachers as respondent for this study were around 71 in the six sample schools. But only 60 teachers were used as respondents for this study from the nearby regions and from Addis Ababa administrative government city. Out of these 60 respondent, it was however, 53 of them who gave back their responses accordingly on time.

Instruments used to conduct this study were closed and open ended questionnaires with 37 items, structured interview with 11 items and focus group discussion with five items which can generate more ideas from the respondent were prepared in Amharic.

Special education teachers have many problems. One of these problems was, that teachers were not getting updating and upgrading training in the field of special

education. The other problem was that they are alienated by the regular classroom teachers in the school campuses where the special units were opened.

These and related other problems seem to give rise to frustration in the job and lack of the necessary morale to teach those children with disabilities and special needs properly.

For special educators, special education is a process of helping students with special learning needs. To do this teachers must be trained and upgraded in education as well in status and salary.

For the effectiveness of teaching in special schools or units, teachers must be supported so that they may have higher morale and are, therefore, be willing to stay on their job.

CHAPTER ONE

1. Introduction

This chapter describes about the background information and the context of the study. Issues regarding the Educational Policy and the Educational System of Ethiopia, the Prevalence of Children with Disabilities, and some about Special Needs Education, as well about special schools and units with the number of registered children with disabilities were shown.

This study try to look into those problem statements listed down based on the objectives indicated in the study. The research questions to be answered by the research findings are also listed out sequentially in this chapter. Within this, the significance of the study intends to find out the problems encountered by special education teachers, and also some definition of terms are registered, and the delimitation of the study are lied down.

1.1 General Education

In Ethiopia, the idea for the school was certainly suggested by the mission schools that occasionally appeared after the middle of the nineteenth century. Due to this, Public education in Ethiopia is a twentieth-century development—the first public

school was opened in 1908. During this time, the Ethiopian Church, which up to that period had a virtual monopoly on education, strongly opposed the establishment of a secular school. This was in 1920's (Tekeste, 1990).

The idea of schooling and its curriculum as it operates in Ethiopia today came with Europeans. The Ethiopian educational system may be studied in terms of five distinct historical periods, each characterized by unique sets of goals, problems, challenges, and achievements.

These five periods can be described as in below:

- Period of religious education, which began soon after the introduction of Christianity in the fourth century.
- Second period began with the first decade of the twentieth century and introduced secular public education.
- The third period began in 1936 under the Italian occupation.
- The fourth period (1941-73) restoration system, which saw efforts to revive and develop the nation's educational system by the returned government.
- Given this situation, the fifth period covers the time from the revolution of 1974 till the Transitional Government which overcame the PMAC (IEOE, 1985).

Although the schools, originating along European lines, were functioning for nearly a century, the school system still retains its foreign origin and character. The great

shortcoming of the education system in Africa in general and in Ethiopia in particular is that it is poorly related to and inter-linked with the tradition of education which predates the arrival of the modern school (Tekeste, 1996).

The new educational administrative structure during the Federal Democratic of Ethiopia has five layers; i.e., School, Wereda, Zone, Region, and MOE (Tekeste, 1996).

The Education and Training Policy of the Transitional Government of Ethiopia (1994) has, in its introductory part to state “Education is a process by which people transmits their experiences, new findings, and values accumulated over the years, in their struggle for survival and development through generation”. It also stresses the goals of equity, access, quality and relevance in education. With regard to special education, it states as a specific objective, “enabling both the handicapped and the gifted learn in accordance with their potential and needs”. Concerning teachers, it says, “teacher training for special education will be provided in regular teacher training programmes”. Concerning educational support, it was mentioned as, “special attention will be given in the preparation and utilization of support input for special education”.

Special education provision should follow the experiences of other countries in teaching children with special needs and in training teachers for special education program expansion.

In the Constitution, Article 41, it is stated that, the State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, ...(FNG, 1995).

In addition to this, the Policy document prepared by the Ministry of Education also states: "one of the aims of education is to strengthen the individual's and society's problem-solving capacity, ability and culture education must start from basic education at all levels"(MOE,1994).

With this in mind, the educational structure of the country is divided as follows: kindergarten will focus on preparation for formal schooling. Primary education will be of eight years' duration, offering basic and general primary education. This is grade 1-4 lower primary (first cycle) and grade 5-8 upper primary (second cycle). Secondary education will be of four years' duration, consisting of two years of general secondary education at the first cycle, which is grade 9 & 10. The second cycle of secondary education is grade 11&12 and the training at this level will enable students to choose subjects or areas of learning which will prepare them adequately for higher education and for the world of work.

After this, higher education will continue at diploma, first degree and graduate levels. Non-formal education will be provided beginning and parallel to basic education at all levels of formal education. Within this policy, special education and training will be provided for people with special needs. To teach those people with special needs, teachers will be provided training in the regular teacher training programme in the near future. Till that time the programme which is in practice will continue.

1.2 History of Special Needs Education

History of special needs education provision in different continents and countries will be pointed out briefly. Also, the definitions given for the program by different writers have been quoted as required.

According to the history of special education, it grew from an initial awareness, and the program was started in Europe in the 1700s, particularly rooted in France. The innovator was Jean-Mare-Gaspard Itard a French physician who was considered to be the father of Special Education (Smith & Luckasson, 1995).

Another major early figure in the field of Special Education is Edward Segium, a student of Itared. By this, the education of the disabled people in France can be traced back to the end of the eighteenth century when 'l'abbe de l' Epee' and Valentin

Haüy, created special establishments to educate Deaf and Blind children who were usually considered at that time, to be both ineducable & untrainable, which is in French 'incapable'. After them, the first school for the deaf children was opened in 1775, in Paris by Michel l'Epee (Smith & Luckasson, 1995).

Provision of special education for children with special educational needs (SEN) can be traced back to education and vocational training for the 'deaf and dumb' and the blind in the eighteenth century in England, arising from charitable initiatives. Such provision was extended to the 'physically handicapped' and the 'mentally defective' in the nineteenth century and, by the end of that century, the first special education legislation was passed.

In 1817 Thomas Gallaudet started special education in America. At this time, he opened an American Asylum for the education of the Deaf and Dumb (now the American school for the Deaf). Next to him, Samuel Gridley Howe, the famous American reformer and abolitionist, founded the New England Asylum for the Blind (later the Perkin Institute) in 1832. He was the first to successfully teach a person with both blindness and deafness. Later, in 1848 Howe created the Massachusetts school for Idiotic and Feeble-minded children (Kauffman, 1989).

As Adugna (1991) quoted Kanner (1964), In America, the first training opportunity for teachers of special classes was offered in 1905 at the New Jersey Training School

for Feeble-minded Boys and Girls. In 1907, the tuition for a six-week summer course in special education was provided (Smith & Luckasson, 1995).

Step by step, Special education provision and acceptance of the disabled children has spread to all countries all over the world. This is because, Disability is not limited to one country. It appears in developed and developing countries as well (Lewis et al., 1997).

Ethiopia has a long history of traditional church and mosque education. These were the basis for modern education. In this traditional education system people with special needs or with disabilities like, for example, the blind people have been highly involved as learners and teachers.

During the earlier times when the lives and work of Ethiopian Society was dominated by the Christian faith, education of the visually impaired was the responsibility of the Ethiopia Orthodox Church. Like their fellow friends, the visually impaired were expected to pass through all levels of church education, which requires a long time, perhaps more than modern education requires today. Historically, those who succeeded in their education were able to get positions and power (Adane, 1991).

Special education program in its modern type was started in Ethiopia in 1917. Before 1917 as it is mentioned earlier, blind people were attending traditional church

education, and with that they had high achievement, especially in oral learning and teaching in the Orthodox church.

As Adane (1991), quoted from Mogessie (1990) report, “ The Ethiopian Orthodox Church has a long history of visually impaired adults in education who have advanced to positions of decision makers in various churches and monasteries. Others worked as respected teachers, legal advisers, legislators and judges.

The first special school was opened for the visually impaired children at western Ethiopia in the place called Dembi Dolo. This special school was opened by the American Menonite Missionaries. This school lasted up to the Italian invasion 1935. The second special school for the Blind children again was opened after the Italian defeat in 1942, in Addis Ababa (kazanchis) under the direction of the Emperor Haile-Selassie I Foundation (Adane, 1991).

According to the 1996/97 MOE Educational Statistics Annual Abstract in Ethiopia there are 9 boarding special schools for the Blind and Deaf children, 8 special schools for the Blind, Deaf and Mentally Retarded children, and 52 special units within regular schools for the three different types of children with special needs, especially for those with visual impairment, hearing impairment and mentally retarded. In those special schools and units currently, there are about 283 teachers teaching children with special needs.

In Ethiopia, as it was mentioned earlier, regular teacher training was started in 1944/45. But, the special education teacher training program was started late at the end of the twentieth century, in 1992/93. with summer course and in 1993/94. with six months training duration at the unit opened in Nazareth Teacher Training Institute.

Since 1991 special education teachers' training was started to train teachers for special education at Nazareth TTI unit and at Sebeta Special Education Teacher's Training Center about 261 teachers have got trained.

1.2.1 Special schools and units

To open special schools and units, first of all the needy children must be identified and registered. Due to the census done in Ethiopia at different times the figures show the following statistical results.

In the 1984 Population and Housing Census of Ethiopia, a disabled person was defined as "one who was physically and/or mentally handicapped." As can be seen in this census the total population was 34,500,972 within this there were 1,244,881 disabled persons in the country and this accounted for about 3.6 percent of the total population. Those children with disabilities who are under 15 years of age are about 384,332.

The census made in 1994 shows that the total population was 53,095,882; out of this, the disabled persons were 988,853 this is about 1.86% from the total population, and the disabled children who are below age 15 are 174,727. However, according to Tirussew et al., (1995), Base line survey study on Disabilities in Ethiopia the prevalence of disability amounts 2.95% which indeed is very low compared to the WHO estimation, of 10%.

In Ethiopia since the time special schools and units were opened, there have been different types of schools functioning to teach children with disabilities. Some of these school types are: Government, Non-Government, Mission and Church schools. These special schools and units were opened in some towns and cities. The numbers of students attending their education in these schools and units, are shown in appendix V according to their disability.

The existing special schools and units in the country for children with special needs according to their disability type and type of schools they are registered to attend are shown in table 1 as follows.

Table 1. Types and Number of Special schools and Units.

No	Types of Disability	Types of schools		
		Boarding	Special schools	units
1	Visually Impaired	6	1	15
2	Hearing Impaired	3	5	20
3	Mentally Retarded	--	2	17
	Total	9	8	52

Source: MOE Educational Statistics Annual Abstract 1996/97

According to the statistical information of 1991 E.C (1998/99) in the Education Statistics Annual Abstract of MOE, the total enrollment in primary (1-8) irrespective of age, and the corresponding school age population is 12,446,188, i.e., between the age of seven and fourteen, of which 5,702,233 (45.8%) were at school in 1991E.C.

According to the 1996/97 MOE Educational Statistics Annual Abstract, out of these children with disabilities those children who have got the access to special education were about 2,555 only.

These students with special needs or with disabilities, who are attending their special education program in those special schools, and units in the integrated programs, are shown in table 2 according to their disability area.

Table 2: Students with special needs in types of disability and sex

No	Types of Disability	Male	Female	Total
1	Visually Impaired	652	368	1020
2	Hearing Impaired	661	463	1124
3	Mentally Retarded	233	178	411
	Grand Total	1546	1009	2555

Source: MOE Educational Statistics Annual Abstract 1996/97

Teachers teaching in those existing special schools and units opened within regular school campuses in the country are also shown in table 3.

Table 3: Teachers teaching in Special schools & units.

No	Types of Schools	Teachers			Schools & Units
		Male	Female	Total	
1	Boarding Special Schools	60	30	90	9
2	Special day schools	32	45	77	8
3	Units in Regular schools	77	39	116	52
	Grand Total	169	114	283	69

Source: MOE Educational Statistics Annual Abstract 1996/97

1.2.2 Trained Special Education Teachers in Ethiopia

Special education teacher training, was started after a long time of teaching children with disabilities in different schools and programs. After this long time teaching an agreement was reached between the Government of Ethiopia and Finland in 1988/89 to train special education teacher trainers. According to the agreement signed some TTI instructors and experts from the MOE went to Finland to become trainers. These Special Education Teacher Trainers were trained in Finland at graduate level (MA in Special Education).

When these trainers returned to their country, training of Special Education teachers for primary level was started in summer with six-weeks program in 1991. This training was started by using the trial curriculum prepared by those trainers and experts assigned in the MOE.

The training was conducted in two different programs, which one is mentioned earlier in summer for six weeks and the other one is during the academic year for six-month duration at the unit opened in Nazareth TTI. After two rounds of training with this trial curriculum, another agreement was signed between the two countries.

According to this new agreement, another new special education teachers training curriculum was prepared in collaboration with the ICDR experts, special education

experts in MOE and those trainers trained in special education in Finland in 1995. There after, the training duration was extended to ten months training and the training place transferred to Sebeta Special School for the Blind Children where it is now. This center is known as “Sebeta Special Education Teacher’s Training Center”. The teachers who were trained as special educators since the beginning of the training, in both training places, are listed down in table 4.

Table 4: Special Education Teachers Trained since 1992

No	Year of Training	Time	Duration	Trainees			Training Place
				M	F	T	
1	1992-93	2 Summer	12weeks	19	17	36	NTTI
2	1993	Academic Y.	6 months	20	8	28	“
3	1994	“	“	17	11	28	“
4	1995-96	“	One Ac. Y	33	11	44	SSETTC
5	1996-97	“	“	20	15	35	“
6	1997-98	“	“	19	18	37	“
7	1998-99	“	“	25	20	45	“
			Total	153	100	253	

Source : Sebeta Special Education Training Center

1.3 Statement of the Problem

In order to promote effective education, there should be a conducive school environment for the learning and teaching process. Aside from this fact, there should be proper provision of training for teachers with due attention in fulfilling their needs related to teachers' status, payment, and transfer from place to place or from school to schools. Not considering such issues may lower teachers' effectiveness in carrying out their duties which will have a negative consequence on the teaching of children with disabilities.

As a matter of fact in Ethiopia context, previous study that treated problems encountered by the special education teachers appears to be very scarce. Therefore, it is highly pertinent to assess problems that special education teachers may encounter in order to come up with better information for taking effective measures.

Hence, the following research questions were formulated based on the objectives stated below, that the study should answer.

1.3.1 Objectives of the study

The aim of this study is to investigate the major problems encountered by special education teachers both trained and untrained in those special schools and units selected as a sample. Specifically the study intended to explore problems teachers having regarding:

- The location of the special schools and units opened.
- Administrative problem.
- Access to essential educational facilities needed to teach children with special needs.
- Communication problem with the regular classroom teachers and among themselves.
- Knowledge and skills required to teach children with disabilities.

Thus, in order to carry out these objectives, attempts were made to seek answers for the following basic questions.

1.3.2 Research Questions

1. What kinds of problems do teachers teaching in special schools and units encounter?

2. How much do those problems encountered by teachers affect the communication they have with the school community?
3. How much do those problems encountered affect their knowledge and skills in the areas they are working in?
4. What major problems do they face in teaching children with different specific disabilities?
5. What problems do they encounter due to the location of special schools and units, where they are assigned?
6. What administrative problems do they meet in their working places?
7. How much are they affected by the communication they have with the regular teachers around them?
8. How much are they affected in transferring the proper knowledge and skills they have to teach?

1.4 Significance of the study

This study intends to find out the core problems encountered by the special education teachers. Once these problems have been identified, the study makes some recommendations concerning the alleviation of the problems. If these recommendations are implemented, they may improve the following situation.

- If the problems encountered by those special education teachers are not remedied on time, then they may perceive threats, negative attitude, pressures and challenges,.
- It may trigger changes in the professional environment which would alleviate stress and improve morale.
- It may help teachers, for example through the activation of personal or professional coping mechanisms.
- It may have a positive impact on the implementation of the program as well on the proper handling of children with disabilities.
- It may lead to a decrease of the load of special education teaches, if teachers are assigned to a proper position, for which they have been trained.

Moreover, the study is expected to indicate some general problems and needs of special education teachers. These, thereby help the concerned bodies and individuals to be aware of the conditions and take necessary steps to improve the situation of special education and assignment. In addition, findings of the study and their implications are expected to provide some useful direction for conducting further research in the area.

1.5 Delimitation of the study

This study has its own delimitation's. Firstly, it does not cover all special schools and units in all regions or even in the selected three regions. For example, it only covers two special units in Oromia regions and one special unit from Amhara region because the schools were not nearby to each other and the travel costs are high. But from Addis Ababa region where there were no problems with cost or distance, one special school and two special units were covered.

Secondly, it does not include all the special education teachers who have been trained and assigned to teach in government special schools and units all over the country, as well as in the selected regions. This is because the time constraint and limitation of budget mean that it has not been possible for the research to visit all the special schools and units in the country, which are too widely dispersed to be included, and therefore beyond the scope of this study.

1.6 Definition of Terms

These definition of terms were given according to my own understanding.

Communication: is the relationship between special education teachers, regular teachers, children with special needs, and parents of those children as well.

Communication problem: it is a problem of understanding of each other during the teaching-learning process using different skills, such as sign language for children with hearing impairment.

Location: is the place given for the education of children with disabilities as a unit or classroom within the regular school campus.

Educational materials: materials that are needed to teach children with special needs, such as slate and styles for the visually impaired and hearing aids for hard of hearing children.

Knowledge: acquired ability through training or experiences, which can help to teach children with special needs.

Skills: ability teachers have to implement the knowledge they got through training or experience, to teach children with disabilities.

Administration: is giving guidance and providing the needed materials for the teaching-learning process in schools.

CHAPTER TWO

2. Theoretical Background (Literature Review)

The theoretical background of this paper starts in briefing what teaching is; by describing who the teacher is; and defining for what purpose teacher training is helpful, and will try to show the effect of teacher's training as well. In addition to these, it examines what motivation is, and how to motivate the teachers.

At the end, it explores the problems encountered by special education teachers, the possible causes for the problems encountered in different places and the causative effects for the problems which are listed sequentially.

2.1 Who is the Teacher?

The teacher who were selected for this study were those teachers who are teaching in special schools and units with and without special education teacher training. To identify the problems of these teachers encounter, first of all the teachers must be identified and what the literature review says about the teachers must be registered. Based on this the following points were sited accordingly from different writers.

To teach some one, the teacher must be present. With this in mind, Peterson & Walberg (1979), describe that, the teacher is the point of contact between the pupil and the entire educational enterprise.

The quality of education to a great extent depends on the quality of teachers. Teachers play many roles, some of which interlock and overlap. According to Moore (1992), most of teachers' teaching activities can be divided into three broad categories. The first and most notable role of a teacher is that of instructional expert: the person who plans, guides and evaluates learning. The second important role of teacher is to order and structure the learning environment. Although a teacher will not be a trained counselor or psychologist, s/he should be a sensitive observer of human behavior.

According to Peterson and Walberg (1979) the effective teacher has four characteristics. They are:

- “makes greater demands of students”,
- “has more teaching skill”,
- “has more knowledge of subject matter”, and
- “has better discipline”.

As it is extracted from Teacher Education Handbook of ICDR Document (1999), some have argued that an effective teacher is one who can establish rapport with students and create a nurturing, caring environment for personal development. Others

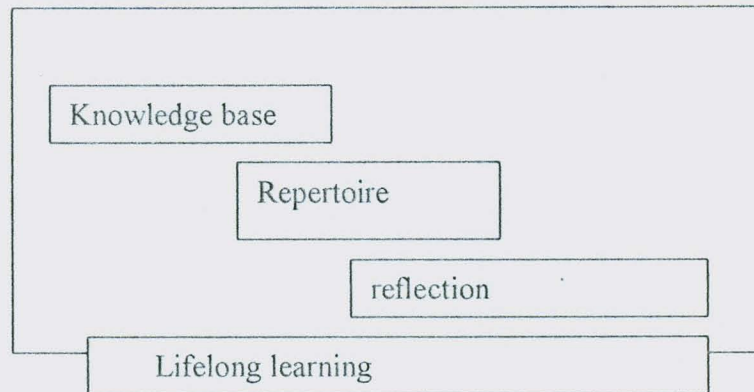
have defined an effective teacher as a person who has a love for learning and a superior command of a particular academic subject. Still others argue that an effective teacher is one who can activate student energy to work toward a more just and humane social order.

Effective teaching requires individuals who are academically able, have commands of the subjects they are required to teach, and care about the well-being of children and youth. It also requires individuals who can produce results, mainly those of students' academic achievement and social learning. These characteristics are pre-requisites for teaching, but they are insufficient without the following four higher-level sets of attributes (Arends, 1994):

- Effective teachers have control of the knowledge base for teaching and learning, and use their knowledge to guide the science and art of their teaching practice.
- Effective teachers command a repertoire of best teaching practices (models, strategies, procedures) and can use these to instruct children in classrooms and to work with adults in school setting.
- Effective teachers have the dispositions and skills to approach all aspects of their work in a reflective, collegial, and problem solving manner.
- Effective teachers view learning to teach as a lifelong process and have dispositions and skills for working toward improving their own teaching as well as improving schools.

The figure below illustrates the above stated attributes of effective teaching.

Figure 1: Attributes of Effective Teaching



Source : Arends (1994) ICDR Document 1999.

Arends (1994), stated that teachers, regardless of their grades levels, their subject areas, or the types of schools in which they teach, are asked to perform three important functions. According to him, they are asked to provide leadership to a group of students- the executive functions of teaching; they are asked to provide direct, face-to-face instruction to students-the interactive functions of teaching; and they are expected to work with colleagues, parents, and others to perform the organizational functions of teaching.

A good teacher was a good person — someone who met the community ideal for a good citizen, good parent, and good employee. Good teachers were expected to be

honest, hardworking, generous, friendly, and considerate and to reveal these qualities in their classroom by being authoritative, organized, disciplined, insightful, and dedicated (Borich, 1988).

Figure 2: Characteristics of Good Teaching

Characteristics of Good Teaching (Farrant, 1994)	
The teacher structures his/her teaching in relation to:	
1. His/her pupils	. by being sensitive to their abilities, interests and needs
2. The curriculum	. by being thoroughly familiar with what s/he is required to teach . by helping his/her pupils to make sense of their world . by encouraging the creative abilities of each pupil . by helping children to develop emotionally and socially through their feeling valued.
3. Resource	. that are readily available inside or outside the school . that can be handled conveniently
4. Teaching methods	. that encourage children to learn by doing . that ensure that learning grows out of useful experience and experimentation . that use teaching aids effectively . that create in the classroom a learning environment.

Source: ICDR Document 1999

In addition to this, Borich, (1988), has described that, psychological characteristics of a good teacher represented the level of personality, attitude, experience, achievement, and aptitude that were thought necessary. By this, he means :

- personality characteristics (such as achievement motivation, directness, and anxiety).

- Attitude characteristics (such as motivation to teach, attitude towards children, and attitude toward teaching).
- Experience characteristics (such as years of teaching experience, experience in subject taught, and experience in grade level taught).
- Aptitude and achievement characteristics (such as scores on ability test, college grade point average, and student teaching evaluations).

After all these, the teacher has been called a processor of clinical information, a decision maker, a planner, a diagnostician, and a problem solver (Peterson & Walberg, 1979). For this reason, teachers' knowledge must be deep, broad, and flexible. The job calls for nothing less (Joseph, 1994).

According to Feeney et al., (1987) description, most people agree that the job of the teacher of young children is to help them learn and grow. Some people believe that teachers should be teaching facts and skills, others that thinking and problem solving are more important.

On the other hand they said, the job of a teacher of young children is varying and challenging; it demands knowledge, skill, sensitivity, and creativity. Also they emphasized that, teachers' authority is reinforced by experience in teaching, by skill and knowledge, and by dedication and commitment. Due to these, the first responsibility as a teacher is to take care of the needs of children; but a teacher also

has responsibility to take care of his/her own needs. So according to them, "All you have to give is yourself – your caring, your energy, and your commitment. You cannot do this when you are not at your best".

Nevertheless, from the perspective of Vygotsky and many modern cognitive development theorists, teachers play a vitally important role in young children's learning and development, because they are actually helping them to construct meaning in their lives.

As cited by Alemayehu (1996), Bell & Gilber (1996), in their briefing said, " teachers want the best for their students. In particular, they want their students to have the best possible learning opportunities and outcomes. After completing the initial teacher education required in most societies, teachers continue to learn about teaching and learning throughout their professional lives. Learning is at the heart of teacher development." Teachers' efficiency and performance on the job largely depend upon their training and qualification. Teaching may be a more lonely and socially circumscribing vocation than we realize (Goodland, 1984).

Lipsky and Garten (1989) suggested that the teacher's primary role has been to introduce students to the intellectual domains that are valued by society: basic skills such as reading and writing in the elementary grades. To do this teachers need to get

morale in their work. Clark, Dyson & Millward (1995), define Morale by citing different writers :

“Morale is a forward looking and confident state of mind relevant to a shared and vital sense of purpose (Smith, 1987). Morale is synonymous with job satisfaction but is not the same construct. Job satisfaction relates more specifically to the characteristics of the role and to an employee’s values related to that job (Locke, 1970) and willingness to remain in that position (Benson, 1983), whereas morale is a measure of an employee’s evaluation of psychological characteristics of the work setting, and the impact of these characteristics on the individual.”

How successful teachers are able to be, and how happily and easily they manage to provide adequately for their pupils, will depend on three main factors or ‘teachers’ needs’. These teachers’ needs are; one, their own professional skills; two, the availability of suitable resources around, and third the support that exists within their own school organization (Leydon, 1990).

According to Lipsky & Gartner (1989), to meet diverse students needs in regular classes, teachers need assistance in ways of adapting instruction to individual needs. Also they pointed out that, teachers have the primary responsibility of disseminating knowledge and are judged by their effectiveness in this central task.

In short, teachers are hired to educate children, to produce important lasting changes in their behavior, not short-term changes in test scores. Teachers are supposed to teach children to read, to communicate, to reason, to become happy, productive, responsible members of society. The teaching of these facts, principles, and the like is, however, a means, not the end, of education (Peterson & Walberg, 1979).

As Goodland (1984) cited, teachers at best, contribute modestly to the intellectual motivation and academic attainment of their students.

Teachers are those who do the educating in the schools. Other institutions play co-ordinate roles: the family, the media, cultural institutions and others. Schools serve as the core in the efforts to provide the common basis of learning skills, knowledge, culture, respect for constructive achievement and adherence to common codes of behaviour which are essential to economic, social and cultural progress in society. It is, of course, teachers who occupy this position in the schools. "We believe it to be true that the status of teachers and the status of education are so intertwined that whatever produces changes in the one will normally produce changes in the same direction in the other" (IICBA Newsletter, 1999).

Teachers have crucial roles to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. The

importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today (Delors, et al. 1996).

As Coulibaly (1999), wrote on IICBA Newsletter, 'Yet, no educational system can develop without teachers. Teachers are the most important resources in education programs. They are the ones who implement most educational policies. They are the key elements to the success or failure of schools, and to a large extent, of the younger generations.

Teachers have a special responsibility to students who are exceptional. Their expectations shape their students' own expectations. When they base those expectations not on what a student can do, but on what a label implies that student can do, they do the student a grave injustice (Ysceldyke and Algozzine, 1995).

According to Beklen (1992), a special education teacher believes that student who is doing well in a special class could succeed in a typical class, perhaps with special support... The special educator promises to consult on how the curriculum might be adapted for the classified student.

A special educator might be a paraprofessional (teacher's aide), a resource teacher, a consultant, an itinerant teacher, a special education classroom teacher, a job coach, an assistive technology specialist, a diagnostician, or an administrator. In addition, a

special education professional might work in a related service as a school psychologist, a speech/ language pathologist, an audiologist, an occupational therapist, a physical therapist, a counselor, a nurse or physician, a transportation specialist, a recreational therapist, a supported living worker, a personal care attendant, a vocational rehabilitation worker, or a lawyer (Smith and Luckasson, 1995). Teachers to teach properly what ever the child's need was the teacher needs to have training.

2.2 For What Purpose Teachers' Training is Helpful?

According to this study different writers sited what teacher training is, and what the purpose of training are accordingly. Based on this, to be a teacher one has to have the interest; and also undergo training in the profession. For this, training is an excellent vehicle for inducting the next target group or newly hired personnel into their roles as collaborative team members (Stainback & Stainback, 1990).

Teacher training can be seen as a process of people changing their knowledge, skills and attitudes (Alemayehu, 1996).The regular teacher training system is concerned with the tasks of pre-service training and teacher upgrading (Adugna, 1991). So formal training is necessary to secure professional development in a systematic way. Such training must draw on a wide range of practice but must also set the lessons of experience into theoretical and other contexts (Hegarty, 1993).

As Mittler et al., (1993) pointed out , without adequate professional training and continuous updating of knowledge, we are in danger of binding tomorrow's children to yesterday's ideas and methods.

The purpose of training is, of course, to enhance the education that pupils receive, and the most significant developments are those that translate training inputs into classroom practice. To do this, teachers must recognize their responsibility for all children in their classes and school catchment area and be committed to meeting their needs themselves without undue recourse to external agencies.

In Ethiopia, according to the Ministry of Education and Fine Art the first teacher training college (TTC) was opened at Minilik II school in Addis Ababa in 1944/45. The training duration was two-years teacher training period. In 1949 the name of the TTC was changed to the Teacher Training School(TTS). In 1952 the school was transferred to Harar TTS, with students admitted from grade 8 for a four-year training. Later it admitted candidates from grade 9 for a three-year program.

In 1964 the MOE introduced a new teacher training policy in order to produce quality teachers with sufficient number. Among others, the policy included the phasing out of the three and four-year programs, changing the name "school" to institute(TTI) and standardizing the training duration to two years with students completing grade 10.

In 1979 the training was started by accepting students who completed grade 12 and providing a one-semester program. Later in 1980 the training duration was extended to one academic year till now.

In-service training of primary teachers in Ethiopia with systematic and structured form dates back to the 1957 with the objective of up-grading sub-standard teachers employed with different academic backgrounds. But, the special education teacher training program is started late at the end of the twentieth century, in 1992/93. with summer course and in 1993/94. with six month training duration at the unit opened in Nazareth Teacher Training Institute.

After training what is expected from teachers? What ever the child they meet proper teaching is the main thing expected from any one who would be a teacher, and who has got training in the profession.

2.3 What is Teaching?

Teaching can be given in regular or special classrooms, according to the needs of individual. To meet the individual needs in education teaching must be applied accordingly. To define what teaching is the following are sited.

Farrant (1994) defines profession as "... a body that provides a special service to the community based on accumulated knowledge, skill and wisdom. It also controls the entry qualifications and work standards of the members."

In other words, teaching is a profession, and it needs professional training. Developments in special educational provision are critically dependent upon the quality of teaching available. This in turn depends on the opportunities for training and professional development open to teachers (UNESCO).

Teaching can be defined as the action of a person importing knowledge, skill or giving instruction (Moore, 1992). As cited in ICDR (1999) document, Clark and Starr (1986) suggest that teaching is an attempt to assist students in acquiring or changing some skills, knowledge, ideas, attitude, or appreciation.

According to ICDR Document, **Teacher Education Handbook(1999)**, a broad definition of teaching might be the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. Teaching offers a bright and rewarding career for those who can meet the intellectual and social challenges of the job.

As Alemayehu (1996) cited from UNESCO, 1984 publication, teaching as a profession is an occupation which demands high professional competency and great devotion. With this, the existence of any profession without devoted and dedicated members is unthinkable. Willingness and readiness to devote oneself to one's profession is a true mark of professionalism. Concerning this point, UNESCO, pointed out that teaching should not be regarded solely as an occupation which merely requires the profession of skills.

According to Leyden(1990), teaching is a skilled activity, one that require an essential blend of training, ability and experience. Teaching is a dynamic activity; it is all about relationships. Experience is a prime factor, especially where attitudes are concerned (Hegarty, 1993).

For teachers to apply the skills they acquire through training and put it into practices especially for those children with special needs they must have to be motivated. Because, the job needs more physical energy than the other.

2.4 What is Motivation?

This is seemingly simple question which is actually quite complex. According to ICDR quotation from different writers, motivation is defined as follows:

1. "motivation is the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit"(Brown, 1994).
2. "motivation can be defined as forces or drives that energize the direct use to act as we do"(Moore, 1992).
3. "motivation is that which causes us to act. It may be external, as when we are forced by someone to act in a particular way. Or it may be internal, as when we want do something out of a sense of need or enjoyment"(Farrant, 1980).
4. "motivation is whatever it is that arouses people to do whatever it is they do"(Clark, 1986).

Motivation, according to cognitivists, can be explained in terms of a person's active search for meaning and satisfaction in life. Cognitivists believe that people respond to their internal perceptions of environmental events. "Many cognitivists would say that there is a biological basis to motivation. Thus, motivation is internal and the teacher's role is to diagnose and guide self-activated learners"(Moore, 1992).

"Behaviorists, on the other hand, explain motivation in terms of external stimuli and reinforcement"(ibid.). They would stress the role of rewards (and perhaps punishment) in motivating behavior. This rewards serves to reinforce behavior; it causes it to persists. Reinforcement in classroom is a powerful concept.(Brown, 1994).

“Humanists stress the need for personal growth, ... and they emphasize adding the development of intrinsic needs”(Moore, 1992).

As Markos (1997) quoted from Robbins (1989) about the definition of motivation, he defines motivation in terms of some outward behavior. People who are motivated exert greater effort in the willingness to do something, and are conditioned by this action's ability to satisfy some need for the individual. A need, here is some internal state that makes certain outcomes appear attractive.

According to Dean (1986), as cited in Markos (1997) thesis, teachers may be motivated by:

- pupils developing and learning,
- enthusiasm for subject matter,
- recognition, interest, praise, encouragement,
- a chance to contribute and to shine,
- a chance to take responsibility,
- a challenge to professional skill,
- the inspiration of others, and
- career prospects.

As quoted by Markos (1997), Sergiovanni and Starratt (1993) have noted that, if teachers are motivated, they find their work lives to be meaningful, purposeful, sensible, and significant; have reasonable influence over work and are personally

accountable for outcomes. To this end, motivation helps to maintain the morale of the staff.

After all these, the study proceed to define what Special Needs Education means.

2.5 Definitions of Special Needs Education

Before coming directly to the detail literatures definitions on Special Needs Education (SNE), what do we mean by Education itself?

Education is the process of learning and changing as a result of schooling and other experiences (Yesseldyke and Algozzine, 1995). It is the cornerstone of all development (Ratesahada Donne M. 1999). Moreover, it is a basic human right that shall be free, at least in the elementary and fundamental stages (Center for the study of Human Right, 1994). The aim of education is to produce mentally, physically and socially efficient individuals (Alemayehu, 1996).

Then after when we come to Special education, it is an instruction designed for students with disabilities or gifts and talents who also have special learning needs (Yesseldyke and Algozzine, 1995).

According to Smith & Luckasson (1995), definitions Special Education is, “specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institution conducted in other setting and instruction in physical education”.

McLaughlin & Wehman (1992), also define special education as, services generally have the set of activities used to deliver instruction to handicapped pupils.

As Adugna (1991) quoted from UNESCO 1988a, “Special education can be defined as an area within the framework of general education that provides appropriate facilities, specialized materials and teachers with relevant training for all children who have special needs, who cannot cope with the regular curricula, and who seem to deviate from the average child in mental, physical, sensory or social characteristics to such an extent that they require a modification of school practices in order to develop to their maximum capacity.”

Skrtic (1991) has argued that special education prevents education from confronting its failures, and thus ultimately precludes meaningful reform. However, he also argues that special education is a rationally conceived and coordinated system of services that benefits identified students.

Brennan (1985) defines special education as: the combination of curriculum, teaching, support and learning conditions necessary in order to meet the pupil's special educational in an appropriate and effective manner. The working definition he gave is, "a special education need exists when any disability (physical, sensory, intellectual, emotional, social, or any combination of these) affects learning to the extent that any or all of special access to curriculum, special or modified curriculum, or specially adapted conditions of learning, are necessary if the pupil is to be appropriately and effectively educated."

The Warnock Report (1987), defined special educational needs as it is:

- i) the provision of special means of access to the curriculum through special equipment, facilities or resources, modification of the physical environment or specialist teaching techniques;
- ii) the provision of special or modified curriculum;
- iii) particular attention to the social structure and emotional climate in which education takes place.

The British Educational Act 1981 confirms the definition of special educational provision as:

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision

made generally for children of the same age in schools maintained by the Local Education Authority (LEA) concerned.

How ever, comparing this definition with the following, from the Warnock Report, emphasizes the Act's loss of precision and scope:

Special education should therefore be understood in terms of one or more of three criteria:

- i) effective access on a full or part-time basis to teachers with appropriate qualifications or substantial experience on both;
- ii) effective access of a full or part-time basis to other professional with appropriate training; and
- iii) an educational and physical environment with the necessary aids, equipment and resources appropriate to child's special needs (Brennan,1985).

As Smith and Luckasson (1995), special education program is given for those children with mental retardation, speech or language impairments, learning disabilities, gifted and creative abilities, behavioral disorders, visual impairments, hearing impairments, physical disabilities, and health impairments; children who are multi-cultural and bilingual may also have special education needs. In other words, special education is individualized education for children with special needs.

According to the beliefs of Lipsky & Gartner (1989), the basic premise of special education is that students with deficits will benefit from a unique body of knowledge and from smaller classes staffed by specially trained teachers using special materials.

2.6 What is a Problem?

This study was intended to identify the problems encountered by special education teachers. To identify these problems first of all, what problem means has to be defined and what causes those problems must be differentiated. Due to this different literatures site the following definitions and clarifications.

As MacCrimmon, (1974) “A problem is a gap between a current state of affairs and a desired state of affairs”.

It is clear that when using a problem solving approach, the first important consideration is how to carefully state the problem (ICDR, 1999 Document). For this purpose, this section examines the findings of the Ethiopian Teachers Association, problems specific to Special Education teachers, and possible causes for these problems.

In common with teachers in other African countries (IICBA, Newsletter, 1999) Ethiopian teachers face a series of problems. Some of these as reports presented on

the 17th general meeting of Ethiopian Teachers Association, teachers in Ethiopia has many problems. These are:

- Experienced and qualified teachers at Diploma and Degree level are escaping (evacuating) from the profession. This is due to less salary payment.
- Dissatisfaction with their job, this is due to excess work load and the fact that they work longer hours than regular teachers.
- Administrative problems, that are coming outside the school, which are like going round the houses to increase the enrolment rate of students in rural schools.
- Less acceptance from the community, this is due to less salary payment than other sector office workers around the community.

2.7 Problems Encountered by Special Education Teachers

The problems encountered by those special education teachers who were trained in the field and are now teaching, are shown by the applications they made to the ministry at different times. Some of the requests they forwarded were:

- an incentive for the training they received;
- participation in the income generating activities for themselves within their school;
- an increment of special education allowance which is given to them monthly;

- the budget allocation should be equal for all schools, and for each disability group;
- to have their own administrative part for the special unit within the regular school;
- to get transfer from one school to the other when they need; and
- to get additional training in the field or in the other fields which is available for regular teachers of the same qualification and services.

2.8 Possible Causes for the problems encountered

According to Feeney et al., (1987), there are causative effects which could aggravate special education teachers so that they encounter problems which can form an obstacle for the effective execution of their work. They are:

- Low salaries are a reflection of the general lack of awareness of the importance of having well-trained and competent people working with young children.
- Low pay also results in high staff turnover, which is especially unfortunate because it undermines the stability of adult-child relationships.
- Without physical stamina, good health , and a good diet, a teacher is not adequately prepared to work with young children for long hours every day.
- Exhaustion, tension, and anxiety, cause teachers to withdraw from the intense interpersonal demands of their job. Eventually, this affects all of their activities and relationships, including their effectiveness in working with children.

- Teachers' burnout syndrome, cause stress on teachers' work. From Weiskopf (1980) definition, there are six categories of stress often found at the teaching work place. These include work overload, lack of perceived success, amount of direct contact with children, staff-child ratio, program structure, and responsibility for others. These can cause burnout.
- Teachers' needs must also be met within their working day if they are to accomplish their professional purposes, continue their own development, and avoid burn-out.
- Morale is important in preventing burnout; teachers work best when they know that they are valued and that their needs are being considered.
- The important and regular shifts in philosophy and practice in special education, shifts in placement criteria and measurement techniques for ascertainment, criticisms of traditional roles, e.g. pull-out programs and remedial approaches, changes in curricular and instructional emphasis.
- The nature of the special needs population and the educational challenges presented, e.g. in managing behaviors, dealing with emotionally changed children.
- The extra burden of ongoing involvement in Transdisciplinary teams and the contacts and case management involved, e.g. dealing with pediatricians in the case of special needs students on psycho-stimulant medication, interacting with allied health specialists.

- The lack of leadership training in special education which could have a negative impact on staff feelings of well-being.

CHAPTER THREE

3. Methodology

3.1 Research Design

Looking at my research question, it was important to choose a design that would enable me to get rich information regarding my defined problem. I used a Quantitative research design complemented by qualitative methods. The reason I chose a quantitative research approach for my study is because it could enable one to quantify the opinions of a larger number of people to a limited set of questions, thus facilitating statistical aggregation of data. The complementation of the qualitative design was chosen to strengthen the study.

3.2 Selection of Participants and Data Collection Procedure

To achieve the purpose of the study, a smooth relationship has been established with the school principals and other concerned figures. To carry out the study, 6 schools (5 schools with special units and one special school) were purposely selected for their

accessible to the study. Similarly, all special education teachers there (60 of whom m=34, and f=26) were included in the study.

To get necessary information a questionnaire was prepared in Amharic language consisting of 37 items. This could help to get sufficient information about the causes of the problems and possible solutions (as suggested by the participants) 5 open ended items were included in the instrument.

Before administering the questionnaire, the necessary information (including the objectives of the study) was explained to the participants. Then, the questionnaire was distributed to 60 special education teachers those were assigned in 6 Government primary schools as scheduled. Two days time was asked by the respondent teachers to give back their responses. The researcher accept their request and went back to collect. After two days, 53 (m = 30, f = 23) teachers returned the questionnaires on requested time, whereas 7 teachers did not return. Hence the number of participants was reduced from 60 to 53.

Furthe more, focus group discussion were conducted with 16 special education teachers and 6 regular classroom teachers in the purposely selected two primary schools(Minilik II in Addis Ababa and Aste Zera Yakob of Amhara region) on the basis of five items that were prepared as main points of discussion to generate more ideas. The process of the discussion was tape recorded for later use in writing the

paper. Additionally, structured interview (consisting of 11 items) was used to get additional information from the two school principals assigned in schools where the focus group discussion had been carried out. Eventually, all the data were organized for analysis.

3.2 Instruments

The three instruments that were employed in the study were the following once:

- **Questionnaire** – after getting ideas from the literature on related areas the questionnaire (with 37 items) were prepared in Amharic.
- **Structured interview** – also prepared (with 11 items) to get additional information.
- **Focus group discussion** – was conducted on the bases of five items which can generate more ideas which is not answered briefly by the participants.

3.4 Pilot study

The pilot study was done to evaluate the reliability and validity of the prepared instrument for this study. Based on this in the pilot study, I involved those teachers who are teaching in Yekatit 23 Primary school the special units here in Addis Ababa.

The participant special unit teachers were with and without training in special education.

In this school there were 10 ($m = 4$, $f = 6$) special class teachers who were teaching children with disabilities. The pilot study was done to measure the validity of the instrument. To get valuable result first of all smooth relationship has been established between the researcher and the special unit teachers. By this all the teachers were participated in receiving the questionnaire.

Then after, before distributing the questionnaires to them some briefing has been given on how to answer it. For their responses one day time was given to return back. In the next day except one teacher nine ($m = 3$, $f = 6$) of them returned back the questionnaire with fully and partially answered.

The researcher tried to talk to some of the teachers informally about the questions prepared whether they are readable or not, and could it be understandable, or if it is long or short sentences used. The teachers respond as they were not long or short, and as they are properly formulated.

These teachers were chosen as respondents with the following criteria in mind:

- at this time they are teaching children with disabilities.

- they have the experience in teaching children with disabilities.
- they have the experience in working in the regular classrooms before they become a special education teacher.

Therefore the pilot study sample included nine teachers who have different services and experiences in regular as well in special education settings. According to this, two teachers have a total service under 10 years; two teachers from 10-19 years, and five teachers from 20-29 years. Out of these service years two of them have under one year service in special education; six of them have from 2-6 years, and one of the teachers has passed all her life of teaching for 20 years in teaching children with hearing impairment.

The Instrument

The instrument used for collecting data for the pilot study, was questionnaire approach. It was divided in three parts. Part one was asking the demographic characteristics of the respondents, questions which can help in identifying their age, sex, educational level and services they have, etc.

Part two was close –ended questions which was divided into six categories which an help to site the magnitude of different problem areas in which each category has 4-7

questions, with 3 and 5 chose. Part three was open-ended questions where the respondents give their response in brief writing.

Having received back the questionnaires, I read through all responses, coded them, grouped into similar responses together and then interpreted them. By this the result shows its consistency as follows:

Table 5: The consistency result of the instrument

Category	Item	Internal consistency	Correlation
I	1-4	0.44	Moderately low correlation
II	1-7	0.70	Moderately high correlation
III	1-5	0.68	Moderately high correlation
IV	1-5	0.68	Moderately high correlation
V	1-5	0.88	Moderately high correlation
VI	1-5	0.63	Moderately high correlation

During the collection of the questionnaire from the respondents, I informally asked some of the teachers whether the questions were clear or not. They told me that, it is clear and understandable but in part two category one, the items cited and the choice given relatively less than the others in number. According to their suggestion I have

made an adjustment on the first category for the main study by adding one question and as well one response choice column, with the agreement of my advisor.

3.5 Sample size for the main study

The major data sources for the main research work were those teachers who are assigned in five selected special units and one special school from the three nearby regions. For additional information, on the focus group discussion some regular classroom teachers from the two schools, unit leaders of that shift were participated and the school principals of these two schools were often used as source of information through interview.

The sample size for the main study were selected by purposive sampling from those nearby special school and units. The total number of special education teachers expected was 71, of whom 60 ($m = 34$, $f = 26$) were available for the study. Out of these, 53 ($m=30$, $f = 23$) teachers returned the questionnaires either fully or partially completed. 8 ($m=6$, $f=2$) of the 53 questionnaires have been discounted because of their response were less than 40% of the items had been completed. From the eight questionnaires discounted 7 are from Alpha special school teachers and one is from Adama No 2 special unit.

The questionnaire prepared for the main study as mentioned earlier has 37 items. These were distributed to 60 teachers who are assigned in teaching children with disabilities in those sample units and special school. Out of these questionnaires the returned questionnaires from each special units and the special school were listed down in table 7.

3.6 Method of Data Analysis

After the information was gathered SPSS computer program was used for the analysis of data. Depending on the nature of the basic questions and data collected, the following statistical tools were employed in order to analyze the data gathered. These includes descriptive statistics values such as :

1. Percentage or frequency was employed to analyze various characteristics of the sample population. This statistical tools determine the relative standing characteristics such as age, sex, work experience, academic qualification and training duration, and other than this, other statistical procedures will be used as required.

Table 6: Sample schools and Participant teachers

Schools	Male	Female	Total
Menilik II Primary	5	6	11
Kokebe Tsibah Primary	1	3	4
Alpha Special school	10	9	19
Nazereth No 2 Primary	5	2	7
Asela Lemat Behbret	6	1	7
Atse Zera Yakob Primary	3	2	5
Total	30	23	53

As it was mentioned there, the expected teachers who would be in those sample special school and units were 71 in number. But only 60 were there during the distribution of the questionnaires. Out of these teachers 53 of them have returned the questionnaire, this means that about 88.3% of them have participated in answering or giving their responses as requested fully or partially.

For the focus group discussion and interview, from the two special units (Minilik II of Addis Ababa and Atse Zera Yakob of Amhara region) 6(m=4, f=2) regular classroom teachers and as interviewee 2 directors were participated, as informant about the special unit condition. After all these the researcher proceed to the findings and discussing the results found.

CHAPTER FOUR

4. Findings and Discussions

4.1 Findings

4.1.1 Demographic Characteristics of the Respondent

As the finding shows, the demographic characteristics of those teachers reached in those sample special units and special school have the following age range distribution, sex difference and teachers' educational background in number and percentage, as shown in table 7 below.

Table 7: Demographic Characteristics

I. Age range of the respondents			
No	Value	Frequency	Percent
1	20-29	12	26.7
2	30-39	22	48.9
3	40-49	8	17.8
4	above 50	3	6.6
	Total	45	100
II. Respondents sex differences			
No	Sex	Frequency	Percent
1	Male	24	53.3
2	Female	21	46.7
	Total	45	100

III. Teachers, Educational Background			
No	Educational level	Frequency	Percent
1	Grade 12 complete	7	15.5
2	12 + TTI	25	55.7
3	12 + 1	1	2.2
4	12 + 2(Diploma)	4	8.9
5	First Degree (BA)	1	2.2
6	No response	7	15.5
	Total	45	100

Those Teachers who were teaching in those sample special units and special school who gave back their responses have an age range from 20-52 years old. Among these the majority (48.9%) of the teachers are in between age 30-39 years old.

In terms of sex, the respondents male teachers were 28 which was 62.2%, and the female teachers were 17 in number which was 37.8%. The educational level of the respondent teachers varies from grade 12 complete without any training in special education or in regular teachers training up to first degree (BA) holder in special education were assigned in those sample special units and schools.

Concerning special education teachers' training, 41.5% have got their training in the Nazereth TTI training unit. They are teachers of one disability area. That means either they are teachers of children with visual impairment, or with hearing impairment or with mental retardation. This specialization training as the respondents indication it

has its own advantage and disadvantage. The advantage they have got was that, they can master one skill to teach according to the need of the child, but the disadvantage was if there is no child coming to the unit with that type of disability area in which the teacher was trained, he/she is incapable to teach the other disabled children.

Table 8: Teachers in training places

No	Training place	Frequency	Percent
1	Nazereth	22	41.5
2	Sebeta	6	11.3
3	Other places	4	7.5
4	An trained	21	39.7
	Total	53	100.0

Table 9 shows teachers from the sample special school and special units within regular schools according to the additional training they have had in special education, apart from regular teacher training, and those teachers who received training in other places or are untrained.

These teachers when listed according to the training duration they got in the training centers were shown next in table 9.

Table 9: Special education teachers in training duration

No	Training Duration	Teachers	Percent
1	Below six month	1	1.9
2	Six months	17	32.1
3	One year	8	15.1
4	Above one year	1	1.9
5	Two summer	4	7.5
6	An trained	22	41.5
	Total	53	100.0

Of the 26 teachers in the sample who are teachers of children with hearing impairment, 16 teachers have a training duration for six month and below. Due to this they have major problems in using sign language properly.

These teachers according to their training duration have the following frequency distribution. Out of the respondent teachers 50% of them have had the six month training in Nazereth, 23.5% have had one year training in Sebeta, 11.8% have had below six month training which is the summer training given at Nazereth or other training abroad or within the country, and the rest only 2.4% have had above one year training.

The special education teachers' training given at Nazareth was of two types, the first consisted of two summer training courses of six weeks' duration, each. The second one was a six month training course. Both the training courses provided specialization training in one disability area. This means, a teacher was trained to teach children either with visual impairment, or with hearing impairment, or with mental retardation.

These teachers who have had special education teachers' training in either training centers at Nazareth and Sebeta had communication problems with hearing impaired children. According to their response, the finding reached on communication is that the majority of teachers, 57.7% of the respondents, have mild problems, 19.2% have severe problems and 15.4% have moderate problems, of these teachers only 7.7% have no problems.

Teachers teaching in those sample special units and special school have the following career status in their job, which is according to their years of services and performance. Teachers in the teachers' career ladder are promoted from beginning teachers to senior teacher status. According to their responses 61.0% are senior teachers, 22.0% are full fledged (proper) teachers, 12.2% are beginning teachers and the rest 4.8% are junior teachers.

Among the teachers, some have served in the regular classroom as well as in special schools and/or in the special classroom (units). These teachers according to their services are indicated in table 10.

Table 10: Teachers years of Service

No	Year of Services	In special education.		Total	
		frequency	percent	frequency	Percent
1	Below one year	9	20.0	10	22.2
2	One – five years	8	17.8	--	--
3	Six – ten years	21	46.7	4	8.8
4	Eleven – fifteen years	3	6.7	8	17.8
5	Sixteen – twenty years	1	2.3	13	28.9
6	Above twenty years	--	--	9	20.0
7	No response	3	6.7	1	2.3
	Total	45	100	45	100

As the above table 10 shows, 46.7%, which is the highest percent of the respondent teachers, have served in special education program from 6 to 10 years in general. But when we look according to sex differences, the male teachers have range of services from first year up to 18 years of service in teaching children with disabilities. Out of these teachers the majority of male special educators have taught above 6 years. Out

of these teachers those who have got their training in the Nazeret TTI unit are 62.5% of the respondent are male teachers. The fact that they have experience in special units means that they face different problems in teaching children with disabilities.

The experience of female teachers ranges from one year up to 14 years of service. The majority of female teachers have a service of less than 6 years. Those female special educators who have got their special education teacher training are 33.3%.

With this, those teachers participated in giving their responses for this study are indicated in the table according to the years of service they have in teaching in special education and regular classroom as a whole, teaching those children with and without disabilities respectively.

Those teachers who have served below one year, with one exception, were assigned directly to special education and had no previous experience in teaching in regular classrooms. These teachers cited in their response that before coming to teach exceptional children it was better to have an experience of teaching in regular classroom, the so called 'normal' or students without any problem.

According to this response, the majority of teachers(48.9%) teaching in those sample special units and in the special school have an age range from 30-39 years old. The

majority of respondents who gave back the questionnaires were male teachers, 53.3% of the total.

When we look to their educational background the figure shows the majority of teachers, 55.7%, have a 12 + TTI educational level. This means, these teachers have followed a regular teachers' training course before coming to special education training and provision. With this in mind, the majority of these teachers have experience of teaching both in the special units and in regular classrooms.

When we examine the nine questionnaires (20%) with no responses to the open ended questions, eight of them were returned from the respondents who are in the first age range (20-29) and one was from a respondent in the third age range (40-49). This could be due to the fact that, 5 of the 8 younger teachers were new to the program and have no training in special education field rather than regular teachers' training.

When we examine the other eleven questionnaires with partial responses (24.4% of the total questionnaires) for correlation with age range to the open ended questions, there were three from the first age rang (20-29), six from the second (30-39), and two from the third (40-49), this could be due to dissatisfaction they have on their job.

When we examine the remaining 25 questionnaires with full responses the correlation they have with age range to the open ended questions shows that, there were four

teachers in the first range (20-29), 14 teachers in the second age range (30-39), four teachers in the third age range (40-49) and three those who were more older than the others who have had an age range 50 and above. This could be because, having an experience in any field gives responsibility and a sense of obligation which promoted them to complete the questionnaire.

4.1.2 Major Problems Encountered by Special Education Teachers

With regard to special units opened within the regular schools, and in the sample special school, teachers teaching in this program encountered the following problems as major ones in their jobs.

Across the various analyses the findings emerged according to the research questions or the problems encountered were listed down as follows:

1. As 44.4% of the respondent teachers stated, the school community where the special units are opened does not regard special education teachers in the same light as the other teachers. Due to this, their problems are perceived by the school administrators as insignificant. There is alienation between the regular classroom teachers and the special unit teachers.
2. As 17 teachers, 37.8% of the respondents, stated that, once they trained as special educators there is no upgrading or updating training given in different skills for specialization, nor are chances given to compete with other teachers for any other

type of training. There are no workshops prepared for them to update their knowledge and skills on special education. In-service courses are not prepared for them like the other regular teachers.

3. With regard the training they got in special education, about 41.5% gave their responses as not having training in the field, and about 41.5% had six months and below training. By this, these teachers have had problems in getting training opportunity.
4. As another 37.8% respondents indicated, the certificate special education teachers receive after training as special educators in the field, especially those who have got their training in Nazereth, TTI is not given a value. In addition, after the training they are not assigned based on their field of specialization. Further more these teachers have not got salary increment or upgrading status.
5. 35.6% of teachers have encountered a problem in getting transfer from place to place, or from school to school, or once becoming a special educator there is no chance to transfer to the regular classroom teaching-learning program.
6. As it was stated by one of the special unit teachers here in Addis Ababa, and supplemented by Adama No 2 unit teachers, they are paid an allowance (30 birr in a month) for the work load they are doing, but they are excluded from any other extra-time work, for example from teaching the evening and Saturday classes. According to their suggestions the allowance given them when compared with the work load they have was too small.

7. To teach properly special education teachers, need to have teaching materials which are up-to-date for teaching children with special needs. Teachers must have a teachers guide for the lesson they are teaching, showing what to follow or how to teach. But when we look at those units, they do not even have enough books and materials, especially in comparison to the regular schools around. Out of these respondent teachers 17.8% encountered the problem they have on teaching material provision.
8. After being assigned in special schools or units from the regular classroom setting, they are not given professional skill training on time. For example, how to sign words they are using to teach for hearing impaired children. 11.1% of teachers encountered this kind of problem. These teachers were fresh graduates from Kotebe Teachers College, who were assigned for the second cycle classroom teaching in Alpha special school for the Hearing Impaired children.
9. According to those findings, teachers teaching children with visual impairment in the special units are not equipped with enough and appropriate teaching aids to teach them properly according to the children's needs. Teachers teaching children with hearing impairment do not understand every sign their students can sign or use, so they cannot easily understand each other. The teachers who responded that they have communication problem with hearing impaired children are computed as follows: 11.1% of them have severe problems; 33.3% have mild problems; 8.9% have moderate problems; 4.4% have no problems, and the majority, 42.3%, have no response to this problem.

10. Among those respondent teachers 48.8% have pointed out as having severe problems in teaching children with disabilities due to various problems cited earlier in their responses. Out of the remaining teachers 46.5% mentioned that they have mild problems. The remaining 2.3% stated that they have moderate problems and the other 2.3% stated that they do not have any problem in teaching in special schools or units.

11. In another hand these teachers encountered the following problems relating to the classroom location:

- The special units and special schools were located very far from the residential places of most of the children with disabilities
- The classrooms opened for children with disabilities within regular schools were not conducive for proper teaching learning process for these children.
- Special classrooms were mostly located far behind other classrooms and were near toilet rooms.
- The assigned classrooms were not wide enough for easy mobility for children with disabilities to relax as they need.

12. Due to the problems they faced, special education teachers pointed out what they have lost. Those advantages they have lost by being a special educator are:

- teaching in the evening and Saturday classes;
- getting chance to upgrade in teachers' career structure;
- getting transfer from place to place;

- participating in different workshops to train themselves in school administration;
- participating in any educational course given for the regular classroom teachers;
- competing for any training with other teachers;
- transferring from special education to regular education program;
- mental satisfaction;
- participating in summer courses;
- having enough classrooms in the regular school campuses for teaching those children with special needs.

Responses on Different problem areas

In problems related to the location of special units, the result indicates that 37.8% of the participants declared that the given classroom for children with disabilities were not as wide enough to accommodate sufficient number of students as required.

Similarly 53.3% of the participants declared that the size of the classroom given for the special unit when compared to the regular classroom it was not as wide as that.

Concerning children with disabilities who are coming to school, 44.4% of the participants conformed that they are coming to school with enough number size to open a unit for them.

As the respondent 44.4% of the teachers sited that the special units opened within the regular schools have no budget allocated to run the program smoothly. Also in the case of educational materials provision, 51.1% of the participants declared as not provided.

Regarding problems related to administrative factors in the teaching learning process, teachers teaching children with hearing impairment have more sever problems than the other teachers teaching in the other disability areas.

In the other hand, as 51.1% of the teachers indicated, teachers face problems in preparing teaching aids materials for children with disabilities by them selves.

Concerning problems related to the application of skills teachers acquire through training 33.3% of the participants have problems in introducing activities of daily living to the Mentally Retarded children.

Regarding problems related to lack of awareness, 37.8% of the respondents showed that the regular classroom pupils have lower awareness about their disabled peers.

Similarly 35.6% of the participants declared the assumption the regular classroom teachers have on disabled children's education were having lower awareness.

Concerning the benefit special education teachers have got after training, 64.4% of the teachers declared that the salary increment they got were not useful. With this, it differs from the regular teachers by getting increment after additional training.

Similarly special education teachers in getting chance of transfer from place to place or from school to school, 60% of them declared as they have problems.

Also he respondents declared as they have problems in communication area with the children as well with the regular teachers, which is very useful for their relationship with the school community.

4.1.3 Findings from the interview

With regard to special units opened within the regular schools, for this study as a sample for the interview, three regular school principals with special units in their campus were selected. Out of these three schools, the Minilik II Primary school has a special unit for the hearing impaired children only, while the other two schools have a unit for visually impaired, for hearing impaired, and as well for the mentally retarded.

The findings collected from the principals indicate the following points:

- The two units in the regions were opened ten years after the one at Menilik II Primary school here in Addis Ababa.
- In the case of benefits for the school by opening the special unit the school principals say that, the fact that children with disabilities have got education within that regular school is also a benefit for the parents of those children with disabilities.
- With regard to the positive attitude changes within the school by opening the special unit, it gives understanding to the school community that children with disabilities can learn.
- Concerning the recurrent budget, one school has about ten thousand birr for this year, although in earlier years they had less. The second school has a budget but it is not constant every year. The third school has no specific budget allocation for the unit, except if the government gives some materials for the unit.
- For the question, regarding future action for the special unit or for the school where a unit, their responses are as follows:
 - a) special education is a program which must be run in a special way; so it is better if it had its own segregated school.
 - b) If it is opened within the regular school there must be a budget allocation and it must be constant and must be increased.
 - c) It is good to continue in the same way as now because, those children with disabilities don't feel loneliness, they don't feel undermined.

- For this program to run smoothly, MOE must take the upper hand and coordinate the other concerned parties.

4.1.4 Findings from the focus-group discussion

As for the interview, three schools were selected as a sample for the focus-group discussion. Unfortunately, out of the three school teachers, only two school teachers were available to discussion.

The participants from these two schools were as follows: participants from Minilik II primary school were, 4 male and 3 female special education teachers, and a male unit leader and 2 teachers, one male and one female from the regular classroom.

The other sample school, Atse Zera Yakob Primary school in Debre Brhan town, which was in Northern Shoa in Amhara region. The participants from this school were, 3 male and 2 female special unit teachers. As with Minilik II school, there were 2 male and one female participants from the regular classroom, with the same position.

Based on the questions raised by the researcher, the participants suggested the following points as problems and issues to be solved for the existence of special units within regular school. Those suggestions were:

1. The first initiative question was presented to the regular teachers, how well they know the unit. As to the answer, the majority of regular classroom teachers of each school were not really aware of what goes on in the special unit in their school;
2. The regular classroom teachers perceive the teaching learning process in the special unit as difficult to teach children with disabilities. This is due to not having an awareness about the special unit and about the children with special needs;
3. The regular teachers sometimes alienate the special unit teachers by treating / perceiving them as disabled too.
4. The problems special educators have with their own ability or skills are:
 - They lack ability of signing to communicate with hearing impaired children.
 - They have problems to explain all subjects properly to the children due to shortage of sign language.
 - They cannot get any additional training on special education.
 - Not all special unit teachers have equal training on how to use sign language.
 - The regular teachers do not have awareness about the special unit and about children with special needs.

4.1.5 The Causes for the problems sited

These respondent teachers suggest the following points as the causes for those problems they mentioned earlier.

- People in general lack awareness
- no budget allocation is made for the program, sometimes when budget was allocated for the special unit it was not possible to utilize it for anything needed, but it has to be used for the item allocated;
- teachers and parents of children with disabilities do not have the chance to meet each other to discuss the problems of their children or about the program provision
- no one takes the initiative to promote the development of sign language materials
- higher officials in the MOE or Education Bureaus do not give attention to the programs, and to special education teachers to solve their problems on-time, this means attention is not given to special education program, also the community and the government do not give attention to special education teachers' problems
- there are insufficient trained teachers in sign language as well as in other special education fields, even trained people are not assigned in the proper place where it will be appropriate to the field, for example, at Woreda educational offices, at Zonal educational department, and some times at Regional level specialists in special education are not assigned to work in the offices as experts at different levels.

- to run special education in the country uniformly there are no guidelines prepared, no strategy designed, no policy document decided and no proclamation issued up to now.

4.1.6 The Possible solutions given for the problems encountered

- teachers must be trained in special education in large numbers, to increase the number; summer courses must be prepared for them to upgrade themselves; to attract the attention of regular teachers to come to the field, special education allowances must be increased. Those teachers who are already teaching must get updated professional training all the time in order to keep them in the profession; also in-service training must be given to upgrade them in skills and salary wise;
- appropriate books and curriculum must be prepared for children with special needs, according to their needs and abilities.
- attention must be given by the government bodies, for the promotion of the program and for the solution of the problems encountered every time.
- professionals in the offices and teachers in the schools and units must come together to solve their problems; experience sharing programs must be prepared between the special education teachers.
- special education teachers in the field must get more incentive in their work than regular teachers because they are trying to change the attitude of every

body they meet, whether he/she is disabled or not. For this, equivalent payment must be paid according to their professional training;

- to give sustainable existence to the program, trained special education professionals must be assigned in educational offices at the necessary position;
- to run special education provision uniformly in the country, guide lines must be prepared and must be distributed throughout the country for implementation; to raise awareness in the community, strategies must be planned;

4.1.7 Advantages that Special Education Teachers gained

Even if they faced many problems, the respondent teachers indicates the following things as they have had gained after being trained as special education teacher:

- They have got the chance how easily to differentiate children with problems (disabilities).
- They have got the skills how to teach and help children with disabilities
- They can use special education language (sign language) to communicate with hearing impaired children
- They can understand some of the problems of children with hearing impairment
- They have got attitudinal change on children with disabilities

- They have got the skills how to read and write Braille
- They have got satisfaction by teaching with the help of sign language.
- They have got payment of special education allowance which is 30 birr

4.2 Discussion

The result of this study implies that teachers teaching in special schools and units have various problems. These problems are reflected in the job they are doing and in the children they are teaching

As it was cited in Eaton & Hansen (1978) and quoted by Mercer and Mercer (1989), "A teacher's moods and attitudes greatly affect classroom environment. When the teacher is cheerful, supportive, and enthusiastic, students tend to model his/her actions and attitudes".

According to Mercer and Mercer (1989), good teaching is a difficult job, requiring a lot of physical and mental energy. Especially special education for children with hearing impairment needs more physical and mental work.

Special education teachers are perceived as a minority group by their peer teachers in the regular schools. But as the research done by Ammer (1984) shows, regular

teachers reported that the lack of communication among teachers is a serious hindrance to successful mainstreaming (Mercer and Mercer, 1989).

In the study with learning disabled adolescents, Deshler, Ferrell, and Kass (1987) found that teachers should provide specific feed back on what is both correct and incorrect in order to improve performance (Mercer and Mercer 1989).

According to previous studies, as a teacher if you teach, whether in a regular classroom or special education, you will need skills to make sure that each student receives the best possible education (Ysseldyke and Algozzine, 1995).

This is true concerning the skills in teaching children with special needs. To acquire these skills continuous and sequential training is needed for the teachers to be equipped for the profession.

As stated in Ysseldyke and Algozzine (1995), special education for regular classroom teachers is a method for dealing with students whose learning needs are different in some way. But for special educators, special education is a process for helping students with special learning needs, and that process must be an integral part of the general education system.

From among the teachers of special schools and special units who were selected as sample respondents for this study, the majority (58.1%) have an educational level of grade twelve and a one year teacher training(12+TTI), and most of them were teachers of hearing impaired children. These teachers' teaching problem in teaching hearing impaired children was due to lack of communication ability they have.

This is perhaps due to the fact that they have had less training and because they do not have supplementary materials to up-date their own skills and knowledge which they have acquired as professionals.

As Moore (1992) indicated, one of the roles of a teacher is to order and structure the learning environment. So, the Special Needs Education teacher to order and structure the learning environment should be assigned in schools where it is conducive for the proper teaching learning processes, and they must have appropriate training in the field.

As it is cited in ICDR Document (1999), an effective teacher is one who can establish rapport with students and create a nurturing, caring environment for personal development. For Special Needs Education teachers to be effective teachers in teaching whatever disability a child has, they have to be trained, after training they have to be upgraded, and they must get incentives to run the program smoothly and effectively.

As Mittler et al., (1993) pointed out, without adequate professional training and continuous updating of knowledge, we are in danger of binding tomorrow's children to yesterday's ideas and methods. In relation to this, as special education is a new phenomenon the teachers must be continually updated in their profession according to the new discoveries in the field around the world.

Special needs education teachers sometimes are not accepted by the school community where the special units are opened. This is due to lack of awareness about the program they are running. So, to give them acceptance, awareness programs must be given to all people around the schools where the special schools or special units have been opened.

Unless special educators are enjoying positive, health-enhancing and productive emotional states and high motivation and commitment, and unless they have the skills and the drive to implement change programs, special education will not be implemented wholeheartedly or effectively (Clark et al., 1995).

Meeting special educational needs is therefore not only a matter of working with the child but may call for a reform of the curriculum and of the policy and organization of the whole school (Mittler et al., 1993). The notions of stress, morale, job satisfaction,

perceptions of organizational threat and support, and commitment are all important factors in predisposing a professional to change (Clark et al., 1995).

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

This section presents the conclusions drawn from the various findings of the study. It is organized around the main problems investigated in the light of the research questions, stated in the previous chapters.

- To practice this properly, special education educators must be trained in sufficient numbers and enabled to develop relevant qualities.
- To provide special education program widely, the government has to incorporate and coordinate the program within the regular teaching program.
- To meet the individual needs, appropriate special education provision must be applied by using different methods and approaches.
- To provide special education properly, teachers must be trained in the field thoroughly. Good teaching is a difficult job, and it requires a lot of physical and mental energy.
- Special education teachers, to be effective in teaching what ever disability or need the child has, they must be trained intensely, after training they must be upgraded

in salary and teachers status, and they must have access to continuous updating of knowledge whenever needed.

- Special Needs Education is a new field and new research results are coming out every time. To implement these training is needed.
- Special education provision in Ethiopia is not yet an extended program. It needs to be promoted so as to reach those children who can be identified easily and can be educated with simple teaching materials and methods. At present, the number of children who have access to education is less than one percent. to do this assessment tools and the center must be established.
- Special education content must be incorporated into the teachers' training program as a subject in every level of teachers' training.
- To change the attitude of the regular teachers and the community around the special units awareness raising programs must be arranged.
- To alleviate the problems encountered by special education teachers, awareness program must be given for regular teachers and for the community around the schools, about what Special Needs Education means, and for whom the provision must be given.
- For the proper provision of special needs education budget must be allocated from the Government side, as well voluntary organizations must be invited from countries those who are advanced in this field of education and practices.

Therefore, this paper draws on the experience and opinions of a cross section of teachers in special schools and special units. Their views should be taken into account in the proposed extension of special education. In this way, it will have more chance of fulfilling its objectives. It is to be hoped that this study will contribute something to the process.

5.2 Recommendations

Based on the findings and the conclusion drawn, the following measures are suggested as a means of solution for special education teachers' effective work. The following points recommended by the researcher for further improvement in the field of special education provision are:

- 1) Special Needs Education teachers must receive sufficient training in the field.
- 2) These teachers must receive salary increment after they have received training in the field to make them work to their full capacity
- 3) Teachers must get transfer from place to place, from school to school, or from special education provision to regular education provision.
- 4) The people around them must raise their awareness about the education of children with disabilities.
- 5) To run the program properly, budget must be allocated according to the needs of the program provision.

- 6) Special education personnel must be assigned in every level of education, from the federal government offices down to the Woreda educational offices to promote the program equally and to help the teachers in their problem areas.
- 7) Proper educational materials must be provided for children with special educational needs.
- 8) Special education teachers must receive incentives to prepare proper educational materials as needed by their students from local and cheap materials from the surrounding.
- 9) A Sign language dictionary must be prepared in collaboration with Ethiopian National Association for the Deaf, hearing impaired Students and special education teachers as well experts in the offices.
- 10) For these and others in the promotion of special education in the country, conditions must be suitable to do the proper work for every body interested in the field and for those with the problems.
- 11) Other than the MOE, all the concerned offices must work in collaboration with the concerned parties to promote the program to help the needy people with the proper program and resources.

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Appendices

Appendix I Questionnaire

AAU. Postgraduate School

Educational Psychology Department

Questionnaire for Research on

Problems Encountered by

Special Education Teachers.

Type I Instrument

This study aims to identify the problems encountered by Special Education Teachers teaching in special schools and units. The study tries to look into the problems which are encountered by special education teachers according to their types, their severity, and causes. With this, the study will try to get information from the special education teachers themselves and from literature, then it will suggest possible solution for those problems.

In order to find adequate solutions, the researcher strongly believes in your value as a source of information, since you are teachers working in the field. Please answer the questions honestly and concisely.

The answers you give are a vital contribution to this study. Please take your time, and answer the items according to the instructions. Before doing so, I would like to sincerely thank you for your cooperation.

NOTE: This questionnaire has three parts. Part 1 asks you a few questions about your life history. In part 2, I enumerate some possible problems with possible responses. Please choose the response which is most appropriate to you, and mark your answer with a



in the box provided.

Part 3 consists of open ended questions, where you are invited to write down the real problems which you encounter as a teacher, and to suggest possible solutions for each problem. Please write your answers briefly in the space provided next to each question.

Part one Questions for Demographic Characteristics

Give answers according to the questions asked, about your life history.

1. Age _____
2. Sex _____
3. Educational level _____
4. Levels of teacher's career _____

5. Training in special education,

5.1 Year _____

5.2 Place of training _____

5.3 Duration of training _____

6. What do you have before special education teacher training?

6.1. Educational level _____

6.2 Training type _____

6.3 Duration of training _____

6.4 Service year _____

7. For how many years have you served since getting special education teacher training?

_____.

8. In the field of specialization which type of children have you taught? For how long?

8.1 children with visual impairment for _____ years.

8.2 children with hearing impairment for _____ years.

8.3 children with mental retardation for _____ years.

9. Those children you are teaching, how many are they in number in a classroom?

9.1 In grades level: 1st grade _____ 2nd grade _____

3rd grade _____ 4th grade _____

9.2 In types of disability : visually impaired _____

hearing impaired _____

mentally retarded _____

10. Number of sections given for teaching children with disabilities _____

For what purpose are you using them?

10.1 for classroom _____

10.2 for vocational training _____

10.3 for recreation & dinning room _____

10.4 for office _____

10.5 others _____.

Part two Close ended questions

For each statement below, decide which of the following answers is best applicable to your problems. Put this mark $\sqrt{\quad}$ in the box at the left side of the statement.

Category I problems related to location and size of the unit

In the place you are assigned as special education teacher, how are the following? Are they :

1. Not at all 2. Not enough 3. Enough 4. More than enough

1. the classroom given for the special unit
2. The width of the classroom, when compared to the number of children
3. the budget allocated for the unit or school
4. provision of educational materials
5. number of children in the classroom

1	2	3	4

Category II problems related to teaching and administrative factors

Problems you face in the teaching learning process, are they :

1. No problem 2. Moderate 3. Mild 4. Severe

- 1 in teaching visually impaired children
- 2 in teaching hearing impaired children
- 3 in teaching mentally retarded children
- 4 in preparing teaching aids
- 5 in consulting parents
- 6 in making regular pupils aware
- 7 in helping regular teachers

1	2	3	4

Category III problems related to the application of skills

Problems you face in applying the skills you have trained in, are they :

1. No problem 2. Moderate 3. Mild 4. Severe

- 1 in reading and writing braille
- 2 in teaching mobility and orientation
- 3 in communication by sign language
- 4 in introducing activities of daily living
- 5 in using important teaching aids

1	2	3	4

Category IV problem related to awareness

Problems you face in the surrounding due to lack of awareness, is there

1. No awareness 2. Lower awareness 3. Little awareness 4. Enough awareness 5. High awareness

	1	2	3	4	5
1 Parents' knowledge of their disabled children's educational ability,					
2 knowledge of people around, about the education of the disabled children,					
3 the knowledge the regular class pupils have about their disabled peers,					
4 the assumption the regular teachers have on the disabled children's education,					
5 the awareness level the school administration has					

Category V problems related to communication

The problems you have in the case of communication with the school community, are they :

1. Not useful, 2. Less useful 3. Useful 4. Very useful 5. Highly useful.

1. the relation you have with regular classroom teachers

2. the relation you have with children with special needs

3. the relation you have with parents of the disabled children

4. the relation you have with the school administration

5. the relation you have with the school director in helping you with your work.

1	2	3	4	5

Category VI problems related to training

Regarding the training you get as special education teacher what you got is :

1. Not useful, 2. Less useful, 3. Useful 4. Very useful 5. Highly useful.

- 1.the salary increment you got
- 2.the benefit you got more than the regular teachers
3. the additional knowledge you got
4. the chance you have to participate in other
training areas
5. the chance you have in getting transferred from
place to place or from special class teacher to
regular class teacher

1	2	3	4	5

Part three Open Ended questions

In the following questions, I want to get from you the core problems according to their levels, and also I need you to suggest the possible solutions for each problem. Please put your remarks on the place provided below for each question. These remark will increase the effectiveness of this study. So, please write clearly and with neat handwriting.

1. list down the main problems encountered by special education teachers according to their level of severity.

1 _____

2 _____

3 _____

4 _____

5 _____

2. what are the causes for these problems?

3. What are the solutions for these problems?

4. What benefit have you got since being trained as special education teacher?

5. What have you lost by being trained as special education teacher?

Appendix II

Interview questions

Type II Instrument

This interview questionnaire will be answered by the school Directors where there are special units for children with disabilities.

1. When did this special unit open in this school?

2. What was the pre-condition prepared before opening the special unit?

3. For which type of disability area was this unit opened?

4. What kind of benefit has the school got, due to the opening of the special unit?

5. What kind of positive attitude changes have been noted in the teaching learning process, since the opening of the special unit in your school?

6. What kind of problems have you faced from those special education teachers assigned in your school?

7. What kind of problems have you faced, due to the opening of the special unit in your school?

8. Does the school have recurrent budget? If so, how much of it will be allocated for the special unit?

9. *Where is the source of the budget?*

10. What would you suggest for the future in the case of the special unit?

11. For the idea you have suggested, by whom should it be done?

Appendix III

Questions for Focus Group Discussion

Type III Instrument

Leading points to the discussion

During this focus group discussion time, the following base questions will be asked by the researcher to get important points from the participants.

1. After being a special education teacher, what kind of problems have you encountered?
What do you think is the cause for them?
2. In teaching whom, or with what type of disability have you faced more problems in teaching? Why is that?
3. Do you have problems in getting those children with disabilities to come to school?
What is the reason behind?
4. What kind of major problems did you face during your special education teacher's training? What do you think was the cause for them?
5. What do you think should be done in the field of special education?

At the end, the participants will be asked if they have any other problem which was not raised during the discussion. Also, the participants will be invited to raise what they feel in the teaching-learning process of children with disabilities.

After completing the discussion, the points mentioned by the teachers will be compiled by the researcher and the reporter, as soon as possible. It will then be presented for the group to agree whether it is registered properly or not.

Appendix IV

Results of each Category

Category I problems related to location and size of the unit

	1	2	3	4	No R.	%
1 the classroom given for the special unit	2	17	13	12	-	37.8
2 The width of the classroom, when compared to the number of children	-	24	16	3	2	53.3
3 the budget allocated for the unit or school	20	19	1	1	4	44.4
4 provision of educational materials	23	17	3	1	1	51.1
5 number of children in the classroom	1	5	20	15	4	44.4

1=Not at all, 2= Not enough, 3= Enough, 4= More than enough.

Category II problems related to teaching and administrative factors

	1	2	3	4	No R	%
1 in teaching visually impaired children	4	2	3	14	22	48.9
2 in teaching hearing impaired children	-	1	15	16	13	35.6
3 in teaching mentally retarded children	4	3	7	7	24	53.3
4 in preparing teaching aids	5	4	11	23	2	51.1
5 in consulting parents	18	6	12	7	2	40
6 in making regular pupils aware	17	7	10	4	7	37.8
7 in helping regular teachers	9	7	10	15	4	33.3

1= No problem, 2= Moderate, 3= Mild, 4= Severe

Category III problems related to the application of skills

	1	2	3	4	No R.	%
1 in reading and writing braille	5	1	5	7	27	60
2 in teaching mobility and orientation	5	1	7	7	25	55.6
3 in communication by sign language	2	4	15	5	19	42.2
4 in introducing activities of daily living	8	2	15	5	15	33.3
5 in using important teaching aids	5	6	9	13	12	28.9

1= No problem, 2= Moderate, 3= Mild, 4= Severe.

Category IV problem related to awareness

	1	2	3	4	5	No R.	%
1 Parents' knowledge of their disabled children's educational ability,	6	6	20	6	6	1	44.4
2 knowledge of people around, about the education of the disabled children,	13	10	14	5	2	1	28.9
3 the knowledge the regular class pupils have about their disabled peers,	5	17	9	8	2	4	37.8
4 the assumption the regular teachers have on the disabled children's education,	4	16	13	7	1	4	35.6
5 the awareness level the school administration has	2	9	8	9	13	4	28.9

1= No awareness, 2= Lower awareness, 3= Little awareness, 4= Enough awareness, 5= High awareness.

Category V problems related to communication

	1	2	3	4	5	No R	%
1. the relation you have with regular classroom teachers	2	6	7	11	16	3	35.6
2. the relation you have with children with special needs	3	3	7	10	16	6	35.6
3. the relation you have with parents of the disabled children	3	7	5	8	19	3	42.2
4. the relation you have with the school administration	1	9	7	9	14	5	31.1
5. the relation you have with the school director in helping you with your work.	8	11	5	4	14	3	31.1

1= Not useful, 2= Less useful, 3= Useful, 4= Very useful, 5= Highly useful.

Category VI problems related to training

	1	2	3	4	5	No R	%
1.the salary increment you got	29	3	3	-	-	10	64.4
2.the benefit you got more than the regular teachers	23	8	1	-	-	13	51.1
3. the additional knowledge you got	4	9	7	3	12	10	26.7
4. the chance you have to participate in other training areas	22	7	1	-	2	13	48.9
5. the chance you have in getting transferred from place to place or from special class teacher to regular class teacher	27	1	-	2	1	14	60

1= Not useful, 2= Less useful, 3= Useful, 4= Very useful, 5= Highly useful.

Appendix V

Students with Disabilities who are in Special schools & units.

Type of Program	Region	No.of Schools	Boarding School			No.of Schools	Day School			No.of Schools	Special Class					
			Grade 1-6				Grade 1-6				Grade 1-6			Grade 7-12		
			M	F	T		M	F	T		M	F	T	M	F	T
Education for the visually impaired	1	1	33	12	45	1	11	11	22	5	50	14	64	20	15	35
	3	1	4	4	8						20	15	35			
	4	3	208	124	332						166	92	258			
	S-Eth	1	57	39	96						9	5	14			
	14										2	15	8	23	43	20
Sub-Total	5	6	302	179	481	1	11	11	22	15	90	36	126	249	142	391
Education for the Hearing Impaired	1	1								1	13	16	29			
	3	1	25	15	40						84	74	158			
	4										63	57	120			
	S-Eth	1	103	40	143						15	11	26			
	13															
14					2	139	117	256	3	56	48	104	126	52	178	
Sub-Total	6	3	128	55	183	5	176	150	326	20	231	206	43	126	52	178
Education for the Mentally Retarded	3									5	55	42	97			
	4										39	28	67			
	S-Eth										27	22	49			
	14				2						85	62	147			
Sub-Total	4					2	85	62	147	17	148	116	264			
Grand Total		9	430	234	664	8	272	223	495	52	469	358	827	375	194	569

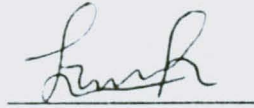
Source – MOE Educational Statistics Annual Abstract 1996/

Declaration

The thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been acknowledged.

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June 15, 2000