



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

CENTER FOR CHILDHOOD CARE AND EDUCATION

**THE PERCEPTION OF PARENTS AND TEACHERS TOWARDS THE
IMPLIMENTATION OF PRE-PRIMARY INCLUSIVE EDUCATION IN
SOUTHERN ZONE OF TIGRAY AT WOREDA RAYA ALAMATA
TIMUGA GOVERNMENTAL SCHOOL.**

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SEPTEMBER, 2023

ADDIS ABABA, ETHIOPIA

THE PERCEPTION OF PARENTS AND TEACHERS TOWARDS THE IMPLIMENTATION
OF PRE-PRIMARY INCLUSIVE EDUCATION IN SOUTHERN ZONE OF TIGRAY AT
WOREDA RAYA ALAMATA TIMUGA GOVERNMENTAL SCHOOL.

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A Thesis Submitted to the Department of Special Needs in Partial Fulfillment of the
Requirements for the Degree of Masters of Arts in Early Child Hood Care and Education

Addis Ababa, Ethiopia

September 2023

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

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DECLARATION

I, Adane Damte, declared that the study enabled “The Perception of Parents and Teachers in the implementation of pre-primary inclusive education in woreda Raya Alamata: is the result of my own effort in research undertaking with the guidance and support of the research advisors. It is submitted in partial fulfillment to the requirement for the award of Master of Arts degree in Early Childhood Care and Education, Addis Ababa university. The study has not submitted to any degree or diploma in any college or university.

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ACKNOWLEDGEMENTS

First and for most, I would like to admired the ALMIGHTY GOD who helped me with infinitude kindness in my life. I am deeply thankful to my advisor M/rs. Fisha Teklu for his continuous constructive and critical comments and genuine guidance throughout the progress of this paper. Without his support, the development and completion of my thesis would have been impossible.I would like to express my deepest appreciation to my wife Emebet Derso. Further I would like to express my appreciation to my friends Mequannt Tewedaj, Mola Hiluf, Mesfin Arage, Mengesha Nigus and Tibebu Asmare and who helped me both materially and morally during my field work. I also extend my thanks to all participants for their genuine cooperation and willingness to answer the questions forwarded by the researcher patiently and with due respect. I will not articulate all the names who support me starting from the proposal to the completion of the thesis. So, I want to say thank you to all who help me.

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ABSTRACT

The overall objective of this study was to examine the Perception of Parents and Teachers towards the Implementation of pre primary Inclusive Education at woreda Raya Alamata. In spite of the expected benefits of inclusion, studies were rarely conducted concerning the perception of PTA towards the implementation of pre primary inclusive education in the study area. This paper studied on the perception of PTA towards the implementation of pre primary inclusive education. It explored significance of perceptions, factors that might be affect teachers' experiences, teachers' role and training in an inclusive setting and challenges of inclusive education. Teachers' and parents' perceptions were found to be influenced by the nature and severity of the disabling condition, training of the teacher, experience, gender and availability of support. The study used qualitative research methodology. The target population of this study were parents and teachers who were working in the implementation of pre primary inclusive education program in the study area. The study sampled 20 respondents who were selected through purposive sampling technique such as parents, teachers special needs expert, woreda educational expert and principals of the sampled school. The researcher employed both primary and secondary sources of data and data was collected using Key informant Interview, FGD. The qualitative data was analyzed and interpreted through thematic analysis. The results of this study discovered that parents, educational professionals such as teachers, principals, special needs experts and woreda education office expert who had received some form of training in inclusive education had positive perception whereas the untrained teachers and parents had negative perception towards the implementation of pre primary inclusive education. The study concluded that the educational professionals and parents' who have positive perception towards children with special educational needs is essential to build an inclusive learning environment whereas who have negative attitude delays the implementation of pre primary inclusive education practices in the governmental school.

Key words: Perception, PTA, Implementation, Inclusive Education, Governmental school, Alamata

CHAPTER ONE

1. Introduction

1.1. Background of the study

Pre-primary inclusive education is important since it introduces children to basic learning skills that are needed in pre primary schools and enhance their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age. It is believed that the incidence of repetition and dropout in lower grades of pre primary school would decline if children are better prepared for school. In Taiwan, Article 10 of the Special Education Act implements special education in pre-school education stage including in hospitals, families, kindergartens, social welfare institutions, preschool in special education schools or other appropriate places (Ministry of Education, 2019a). In fact, students with special education needs in pre-school shall be enrolled in the neighborhood schools. Taiwan is required to provide zero-rejection special education services for two-year-old children with disabilities. The preschool education is required with the principles of appropriateness, individualization, community, accessibility, and inclusive education (Ministry of Education, 2019a). The above regulation and its impact are based on a long-term emphasis on the equal education philosophy and legislation effort in Taiwan. Currently, we are focused on the school-wide and instruction practice level, and it is the most challenging stage. It is about the third generation of inclusive education as described by Shogren and Wehmeyer (2014). The most comprehensive version of inclusive education relies on whole school practice. Taiwan's pre-school inclusive education has been developed since 1989. Professor Wu of Hsinchu Teacher College took on experimental class-wide research by mixing hearing-impaired children and non-disabled children in a kindergarten. In 1998, Taipei City took the lead in implementing the comprehensive implementation of inclusive education in many kindergartens. After that, counties and cities in Taiwan gradually promoted various forms of inclusive education. In addition to the Special Education Act, the implementation of pre-school special education is mainly regulated by Article 5 of the Enforcement Rules of the Special Education Act. The special education service includes self-contained special education classes, resource room programs, itinerant teaching programs and special education support in the class (Ministry of Education, 2020b). In 2017–2020 school years in Kaohsiung City, children with disabilities were placed in the kindergartens with three

placement patterns. The Bureau of Education could not ignore the reality that the largest number of children received itinerant teaching programs in the kindergartens.

The Ethiopian education and training policy define pre-primary education as it is a "pre-school preparatory education for children and can take up to three years .in this program children b/n the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers." MOE (2002 p: 76). The idea of pre-primary education is to provide the child with suitable learning environment where he can learn through play and get an opportunity for all round development b/n four years to six years old. B/n this age group, a child's cognitive, psychomotor and sensory controls are best developed through the medium of play and creative rather than teaching the subject formally. Piaget (1978) stressed the importance of play as an important avenue for learning. As children engage in symbolic play (making a cake out of sand, using a garden hose to be a fire fighter) they make sense of the objectives and activities that surround them. As they imitate what goes on around them, they begin to understand how things work and what things are for. Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them (Carol 2000:62-63).

The pre-primary schools are not given ample attention by government and this could explain the lack of quality learning and this leads low quality of education in the area. i.e., lack of budget, lack of curricula-based books, low interest of the community to pre-primary school education, lack of standardize class room space, absence of the trained pre-primary school teachers, and lack of access to pre-primary school education for most children with disabilities. The mentioned above problems can be the probable causes of having challenges in implementing of pre-primary schools of Timuga Woreda Raya Alamata. In order to establish the effects of the teachers' quality, the parental participation in pre-primary school, and enough and good learning school infrastructures in Woreda Raya Alamata the study is important. Ethiopia aims to bring all children to school by making the education system open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments (Ministry of Education of Ethiopia, 2017). Accordingly, Inclusive Education was introduced in the Ethiopian education system (UNESCO, 2020). The Ministry of Education of Ethiopia (2017), defined Inclusive Education as an education system that is open to all learners, regardless of poverty,

gender, ethnic backgrounds, language, learning difficulties, and impairments. Inclusion emphasizes that all children and students can learn. It is a means of welcoming and accommodating the needs of all learners without any form of discrimination in to regular or general education (Tefera, 2005). Considering the benefits of inclusion, the Government preferred inclusive education than segregated education for children with disability in Ethiopia (Tola, 2017). As a result, schools have started educational inclusion of children with disability and some successes were observed in some regular schools of Addis Ababa (Tefera, 1999). However, the philosophy of inclusive education as opposed to segregated education has stimulated public debate and discourse among the stakeholders, policy makers, professionals, CBR workers and NGOs (Tefera, 2006). On the other hand, the research on the inclusion of children with disability in Ethiopia has been limited (Tirussew, 2005). There is a lack of studies done on inclusive education in Ethiopia. An inclusive preschool is a place where children with and without disabilities learn and play together. Such a setting gives children with disabilities time to learn and practice their skills with naturally developing peers. Inclusive education is a system in which children with special needs can attend school with their naturally developing peers. An inclusive preschool system integrates special education and related services into all aspects of its program. This makes it possible to address the needs of both children with and without special educational needs (Bibi, 2012). Teaching staffs in inclusive preschool programs must have knowledge of different development and methods of instruction that reach all students. To both serve and advocate for children, they must also understand the importance of the relationships among children, family members, and staff. The vision for inclusive preschool is to have every child prepared to succeed in school as well as in life later on (Adentwi, 2002). Before Modern Education was started in Ethiopia, there were perceptions or attitudes, such as Elimination period; that was a time of excluding for peoples with disability or a time of throwing for peoples with disability. Hiding; that was a time of coverup only for peoples with disability. That coverup for peoples with disability was without any support. Segregation or Institutional care: It was starting giving care only for peoples with disabilities in isolated place. Mainstreaming or Integration period is the process of fitting in a community, starting the act of a process of making whole or total. It was a time of integration period with their family and with community. They were considered as human being. While reviewing previous researches done in parents' and teachers' perception towards the implementation of inclusive education in different

parts of Ethiopia, the current researcher tried to look for researches done in a similarly fashion in the place where the researcher is working but as to the perception of the researcher, there is limited study and that is why the researcher is tried to assesses parents' and teachers' perception towards the implementation of inclusive education in the study area. Therefore, the study aimed at assessing the parents' and teachers' perception towards the implementation of inclusive education in Woreda Raya Alamata Timuga pre-primary inclusive education.

1.2. Statement of the problem

Pre-primary school education is one such proper level of education to make the child active citizen. World data on education 2010/11 states the main purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performance and early drop out. More specifically, pre-primary school education helps children to be confident, eager and enthusiastic learners, who are looking forward to start school and success in life. (Fitzgerland, 2004). There are many children who are marginalized due to disability, emotional and behavioral problems, hearing or visual impairments, among others, Unsuitable school environment, lack of infrastructure, lack of appropriate educational materials, and perceptions of various stakeholders towards disability could be some of factors affected implementation of inclusive education in general schools. However, without inclusion it is impossible to achieve equity education for all. In order to fill this gap, it is very important to conduct a research on parents and teachers' perceptions of preprimary inclusive education in Woreda Raya Alamata Timuga preprimary school. MOE (2002) also states that pre-primary school education requires high investment and trained manpower teachers should have affection for children; educational and recreational materials have to be supplied; and there have to be facilities that allow children to rest when tired and to eat when hungry. In Ethiopia, the modern education for persons with disabilities was started by voluntary and religious missionary organizations in 1944, at the time the first school for the blind was established in western Ethiopia, Dambidolloo. These educational services offered to visually impaired, hearing-impaired, and children with intellectual disabilities of the country (Dagne 2001). In Ethiopia, there are millions of people with various kinds of disabilities (ibid). However, very few are beneficiaries of government and non-governmental services. Only less than a nine of the school age children with disabilities has access to education (Tirussew, 2005).

Ethiopia has an estimated population of more than 90 million with diverse ethnic, religious, culture and language living together. In Ethiopia, more than 97 percent of children with disabilities and disadvantages are ‘*excluded*’ from schools (Tefera, Admas, & Mulatie, 2016; Lewis & Bagree, 2013). According to the Ministry of Education, less than 3% of children with disabilities have access to primary education, and access to schooling decreases rapidly as children go to the next grade level (Temesgen, 2014). There is no certain statistical data about the enrollment rate of children with disabilities in Ethiopia as there is no common definition and people’s interpretations of disability differ (Lewis & Bagree, 2013). Data concerning the educational situation of children with disabilities is misleading (Tefera et al., 2016). The 2007 census estimated that the prevalence of disability in Ethiopia was slightly higher than 800,000 showing that the prevalence was 1.09% (CSA, 2008), which is much lesser than the 1994 census by about 100,000 in the thirteen-year interval. On the contrary, a more focused baseline survey of persons with disabilities, reveals that such individuals in Ethiopia constitute a prevalence rate of 2.95 % (Tirussew Teferra, 1995). Even if the country has sanctioned and signed all the international legislations, conventions and declarations and has a number of national policy, programs, strategies and actions, the degree of exclusion of children with disability is exacerbated due to poverty, low family educational background, socio-culture, lack of trained staff and limited resource (African Child Policy Forum (ACPF), 2012; Lewis & Bagree, 2013; Tefera et al., 2016). Likewise, (Tefera et al., 2016; Franck, 2015) ascertained that the practice of inclusive education has been influenced by the practitioners and the community conception about *disability* and *inclusive education*.

Due to the perception of parents and teachers implementing pre-primary education of Woreda Raya Alamata is determined by the stakeholders and infrastructures of the schools the researcher will concentrate on the role of parents, teachers, and school’s infrastructure related to the implementation of preprimary inclusive education in Timuga school. According to Trusew (2005), the challenge towards inclusive education could come from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget. For Tilahun (2007), lack of organization change has proved to be one of the major barriers for the implementation of inclusive policies. This is because, millions of children with disabilities

are still waiting for educational opportunities, of course, success or failure in accessing special education provision is determined by the action taken in implementing it in the country. However the above research had focused on the challenges and factors affecting the implementation of inclusive education in different school environments and also tried to come up with different conclusions still the researcher doesn't find a point which touches parents' and teachers' perception towards the implementation of inclusive education in their studies. Therefore, the issue of asseing inclusive pre-primary education is serious and this title is not yet research very well in the study area. So, the researcher wanted to study parents' and teachers perceptions towards the implementation of inclusive education in asseing inclusive pre-primary education at Woreda Raya Alamata.

1.3. Objectives of the study

1.3.1. General objective

The objective of the study was to examine the parents' and teachers' perception towards the implementation of pre-primary inclusive education at Woreda Raya Alamata Timuga school.

1.3.2. Specific Objectives

The specific objectives of the study attempted to

- ❖ Develop parent-teacher cooperation towards the implementation of pre-primary inclusive education.
- ❖ Investigate professionals perceptions about the implementation of pre-primary inclusive education.
- ❖ Find out the challenges of implementing pre-primary inclusive education.

1.4. Research Questions

- ❖ How does parent-teacher coperate for the implementation of pre-primary inclusive education?
- ❖ What are the professionals perception about the implementation of pre-primary inclusive education?

- ❖ What are the challenges of implementing pre-primary inclusive education?

1.5. Significance of the study

The purpose of this study was to examine the Perception of parent teacher association towards the implementation of Inclusive Education in assessing pre-primary education at woreda Raya Alamata. Later, the research has the following significances:

- It provided valuable information for the local governments and nongovernmental organizations about the perception of parent teacher association in the implementation of pre-primary inclusive education education programe.
- The research will help for policy makers, teachers, principals, parents, students, family members and the community to understand about the implementation of inclusive education in the pre-primary education.
- Additionally, the paper will serve a reference for researchers, academicians, policy makers sending communities and stakeholders who have an interest to undertake further research on related topics.

1.6. Scope/ Delimitation of the study

To make the study manageable and comprehensively address the issues on time, the research has delimited. Geographically, the study was delimited to Southern Tigray regional state of woreda Raya Alamata pre-primary inclusive education. In terms of objective, the study would be delimited to the perception of parents and teachers towards the implementation of pre primary inclusive education at woreda Raya Alamata.

1.7.Limitation of the study

The main focus of this study is to show how pre primary inclusive education enhances for the implementation of inclusive education children with disabilities. Therefore, the limitations of this study the research is carried in only one school which cannot be generalized and provoked with lack of internate access.

1.8. Operational definitions of variables

Inclusive Pre-Primary Program: an education system that is open to all learners those who with different impairments, disabilities and without disabilities in public pre primary school.

Raya Alamata; name of woreda

1.9. Organization of the study

The research study was organized in to five chapters. Chapter one is all about background of the study, statement of the problem, objective of the study, research questions, significant of the study, scope and limitation of the study. Chapter two will include review of related literatures and theoretical frameworks of the study. The third chapter will deal with the research methodology. The fourth chapter deals with the results and discussions part of the study and finally summary, conclusion and recommendation would be provided in chapter five.

CHAPTER TWO

2. Review of Related Literature

2.1. The Concept of Pre Primary Inclusive Education

Pre-primary education is very important for the development of young children before they enter formal school (Kaul, 2002). Learning during the early years is critical. The consensus seems to be that early exposure to learning expedencies in stimulating environment will lead children to perform better in primary schools. In the meantime, these individuals become more productive healthier citizens in democratic society. Barbara Biber (1903:5) also states that schooling must be as real, as vivid as life itself, must become a tool by which the child meets the real problems of life more efficiently, with a greater yield of happiness to himself and a greater promise of service to the community in which he will live as an adult. Many pre-primary education researchers proved that the pre-primary school years are crucial and characterized by rapid physical and mental growth. these will have lasting effects across the child's life course. So as of pre-primary years, foundation stage every child deserves the best possible start in life and support that enables them to fulfill their potential (Justice and Vulkelick, 2008).

The new Ethiopian education and training policy define pre-primary education as it is a "pre-school preparatory education for children and can take up to three years .in this program children b/n the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers." MOE (2002 p: 76) Choudhury and Choudhury (2002:157-158) states that the research evidences confirmed that those children who pursue pre-primary education are successful in socio emotional and cognitive variables. Their study also showed that a happy child wished to go to school than those who are under stress and pressure to learn too much and too fast. The idea of pre-primary education is to provide the child with suitable learning environment where he can learn through play and get an opportunity for all round development b/n four years to six years old. B/n this age group, a child's cognitive, psychomotor and sensory controls are best developed through the medium of play and creative rather than teaching the subject formally. Piaget (1978) stressed the importance of play as an important avenue for learning. As children engage in symbolic play (making a cake out of sand, using a garden hose to be a fire fighter) they make

sense of the objectives and activities that surround them. As they imitate what goes on around them, they begin to understand how things work and what things are for. Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them. (Carol 2000:62-63).

2.2. Special Education in Ethiopia

The modern education for disabled persons was started in Ethiopia by voluntary and religious missionary organizations in 1944 at the time the first school for the blind was established in western Ethiopia, Dambidolloo. These educational services offered to visually impaired, hearing-impaired, and mentally retarded children of the country. (Dagne, 2001). Other scholars added that the trend of development of education of the disabled in general and the hearing-impaired in particular is similar to that in other developing countries. Missionaries established almost all of the special schools for hearing-impaired children in Ethiopia (Ababa, 1996). Further with the introduction of Education and Training Policy of the country (MoE, 1994), recognition is given to children who deserves special attention to their education due to their various disability. It is clearly stated in the policy that special attention will be given in the preparation and utilization of support input for special education.

The educational program for the hearing-impaired children is not satisfactory. More than 95% of the hearing-impaired children do not get access for education. The accommodation for the teaching learning process, resource rooms, special classes, supportive materials, trained special teachers, are not sufficient to apply the education program (Tirussew, 2005). The Mekanissa special school for the deaf was established by American church of Christ missionaries in 1963. This school is still serving hearing impaired students. Besides, it also currently involves hearing students. Other schools were established, Like the Hosanna primary boarding special School for the deaf, that provides education for grades 1-8, the Ethiopian Evangelical Mekane Eyesus church which was established it in 1981. The Entoto technical and vocational secondary special school/class that is considered as the first and the only secondary school for the deaf in 1986 for students of grade nine. The school still offers only academic education for Hearing Impaired students in their respective special classes of grades 9 -12 (Dagne, 2001).According to the Ministry of Education previous policies, the development of special educational programs, have

shown favorable trends that can have affirmative impact on the future development of special need education in the country. As the government has shown concern for the education to children with disability after the down fall of the Monarchy in 1974, the special education within the Ministry of Education was established in 1976 to consider the responsibility of coordinating and promoting the education of the disabled. Furthermore, the special needs education has gained attention and recognition along with and as an integral part of the overall educational development programs of the country, in line with the objectives to provide education to all, gradually (MOE, 1987). The Educational and Training Policy of the country gives much attention to the provision of Special Needs Education in the country. This policy encourages the establishment of more schools and enrollment of disabled children particularly hearing-impaired ones. Currently there are many schools which are offering education for students that are entitled to get special need education comparing to the late governments with education policy that does not include disabled children at all (Kokkola, 1997).

2.3. Historical background of special education and the move towards pre primary inclusive education

There were many myths about children who were born deformed, handicapped or in some way abnormal. Some believed that they were non-humans who came from experts. (Sutherland, 1981) while others believed that they were cursed for breaking cultural beliefs and taboos (Frost, 2002). However, Neilson (2007) argues that people with disabilities have always existed, across all cultures and all ethnic groups. Later, the changes in thinking about disability has been sequential from a “sociological analysis of labeling and segregation; to physiological and medical child-deficit models of integration; and to the social model of disability which is inclusion; placing the responsibility on institutions to remove barriers which limits participation” (Corbett, 2001, p. 33).

According to Farrell (2008) special education is the education of children with special needs in a way that addresses their individual needs and involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and the community. Special education

was associated with the provision of education to children with special needs in special facilities. Children with special needs included learners with disabilities, learning difficulties, communication or behavior difficulties, and sensory or physical impairment (Mitchell, 2005). As early as the seventeenth century, institutions were established in some parts of the western world to cater for children with special needs (Center, 1989, Sutherland, 1981). For example, educational programs for individuals with special educational needs were developed as early as the 1700s in Europe. The New England Asylum for the Education of the Blind was established in 1784 and was followed by the experimental school for teaching and training of idiotic children in 1846 (Stainback, 1996). Several other schools were developed in the next 20 years (Bosi, 2004). In the USA, the American Asylum for the Education and Instruction of the Deaf and Dumb was established in 1817. Later the American Congress passed legislation that supported people with disabilities. In Australia, one of the first institutions to provide education for children with disabilities was the Royal Institute for Deaf and Blind Children. It was established in Sydney in 1860 as a school for children who were deaf; the institute welcomed its first blind pupils in 1869. Similar schools were established in Victoria (1860), Queensland (1883), South Australia (1874) and Western Australia (late 1890s). In New Zealand, students with special educational needs were educated by churches and voluntary organizations as early as 1877. By 1917, however, special classes were introduced for less successful learners as the same time children with sensory and physical disabilities were more likely to remain in separate establishments, often under the control of hospitals (Mitchell, 1989, Moore et al., 1999).

In Papua New Guinea children with special needs were rarely provided with formal education. Some were educated in NGO organized schools such as the Mt Sion center for the visually and hearing impaired (Government of PNG, 2002) while the majority were kept in villages under their parents' care (Rombo, 2007). Inclusive education could not create simply. It passes different obstacles. Thus, obstacles are from elimination period up to Inclusive education as follows; elimination period; that was a time of excluding for peoples with disability or a time of throwing for peoples with disability, hiding; that was a time of coverup only for peoples with disability without integrated with peoples without disability. That coverup for peoples with disability was without any support, Segregation or Institutional care It was starting giving care only for peoples with disabilities in isolated place. Segregated care or education was organized to

care for children with disabilities, for their protection, and also as a way of enforcing social control (Vlachou, 1997). Children were enrolled in a separate school or sometimes in self-contained room in a general school (Kauffman & Hallahan, 1995). A child with disabilities was categorized as someone who had a physical, mental or sensory impairment which had a substantial and long-term effect on their ability to carry out day-to-day activities (Farrell, 2005). This practice was closely associated with the “medical discourse and charity discourse where children with disabilities were seen as dependent, childlike, helpless, passive and needy and require some form of care and support from the society” (Neilson, 2007, p. 21). They were considered as fundamentally handicapped and unable to contribute fully to the well-being of society (Mapea, 2006).

On the basis of this view, people with disabilities were kept in one place so that care and medical attention could be provided for them. The type of education offered in the segregated schools was limited to an emphasis upon a special philosophy and practice. They were not introduced to the curriculum that the other students in non-segregated settings received (Hoskins, 1996). Therefore, it was later argued that this segregation was a violation of the basic human rights of disabled people (Vlachou, 1997). Criticism of these practices raised queries about the basis of the type of education offered to children with disabilities and its efficacy. For instance, Kauffman and Hallahan (1995) stated that children with disabilities were physically separated and labeled, stigmatized and discriminated against, and unequal educational opportunities were made available to them. Therefore, there was a gradual increase in the demand for the mainstreaming of people with disabilities into regular classrooms.

Mainstreaming or Integration period the process of fitting in a community, starting the act of a process of making whole or entire. It was a time of integration period with their family and with community. They were considered as human being. Mainstreaming or integration refers to the inclusion of children with disabilities into the regular school environment for a specific period of time based on their skills. In a mainstream school, children with disabilities attend a special class for most of the day and have little interaction with their non-disabled peers (Kauffman & Hallahan, 1995). One of the purposes of mainstreaming was to break the barrier of children with disabilities being segregated and gave them more freedom and equal opportunities to interact with their peers without disabilities (Smith et al., 2005). According to Vlachou (1997) integration

was perceived as a mechanism for promoting socialization between disabled and non-disabled children. Others like Corbett (2001) think that integration was all about children with disabilities having physical access to mainstream schools and specialist resources. However, advocates of children with disabilities argue that children with disabilities still receive an inferior education to everyone else. The problem was that the regular school system with its fixed curriculum was not sufficiently accommodating for students with disabilities. It was assumed that students were too fit straight into the regular classroom, which would proceed with its pre-set curriculum and fixed standard (Hoskins, 1996). It was also argued that mainstreaming had not realized its intention as students were placed in regular classrooms but were not included in the classroom program, and some classrooms had no special education program at all. Segregation and mainstreaming education were associated with the medical model of disability, in which an individual with a disability was seen as having needs that required fixing by therapy, medicine or special treatment (Peters, 2007). Criticism of this approach brought about another change, and this was the move towards a combined educational system.

2.3.1. Inclusive education

Inclusive education is considered to be a human right, where all learners are accepted and taught together in a regular classroom (Mitchell, 2005). The Salamanca Framework of 1994 emphasized the rights of people with disabilities. It has pointed out that the establishment of inclusive schools will help to struggle discrimination and negative attitudes, develop children's social confidence and help build an inclusive society for them to live in. The framework gives children with disabilities the right to be recognized as a person who can contribute meaningfully to the building of a nation along with the rest of the population (UNESCO, 1994). Inclusive education in Ethiopia aims "to build an inclusive education system which will provide quality, relevant and equitable education and training for all children, youth and adults with special needs and ultimately enable them to fully participate in the socio-economic development of the country" (MoE 2012: 12).

The Education and Training Policy (ETP) was formulated in 1994 as the first education policy under the current federal democratic rule. In ETP, special education is briefly mentioned (Federal Democratic Republic Government of Ethiopia 1994). Based on ETP, an Education

Sector Development Program (ESDP) has been developed for each subsequent year. While ESDP I (1997/98–2001/02) and ESDP II (2002/03–2004/05) did not mention special education at all, ESDP III (2005/06–2010/11) was the first to recognize the needs of special education and indicate the importance of inclusive education (MoE 2003; MoE 2005). ESDP IV (2010/11–2014/15) is the first to have a section on special needs education/inclusive education (MoE 2010). ESDP V (2015/16–2019/20) has “special needs education (SNE)/inclusive education” as one of its cross-cutting programs and shows the current situation and plan with respect to special needs education (MoE 2015a). These transitions indicate that the idea of inclusive education has gradually attracted attention in the education sector in Ethiopia. As mentioned above, the “Special Needs Education Program Strategy” was formulated in 2006. This strategy is subtitled “Emphasizing inclusive education to meet Universal Primary Education (UPE) and Education for All (EFA) goals.” This subtitle shows that the formulation of this strategy has been influenced by the international trend toward inclusive education by UPE and EFA. This strategy was modified as the “Special Needs/Inclusive Education Strategy” in 2012. This means that Ethiopia aims to create an inclusive society by implementing inclusive education. The Growth and Transformation Plan II (GTP II) (2015/16–2019/20), which is an overall development plan including different sectors in Ethiopia, decided to improve the gross enrollment ratio of primary education for children with special needs to 15%. In 2015, the gross enrollment ratio in primary education for children with special needs, including children with disabilities, was only 4.4% (NPC2016). The policy transition indicates that inclusive education has been promoted in Ethiopia overall.

Inclusive education is an educational process in which all students are educated together including students with disabilities. Mittler (2000) defined three core essentials related to inclusive education: (a) that all children attend their neighborhood school, (b) that all teachers accept responsibility for their students, and (c) that the school should provide differentiated instruction to meet the diverse needs of student groups. Artiles, Kozleski, Dorn, and Christensen (2006) have pointed out that inclusive education is focused on the transformation of school cultures to increase access, acceptance, maximize participation and achievement for all students, particularly for students with special education needs. Inclusive education is a wide range of

strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education [1]. It is a critical component in the development of the whole child. Inclusion promotes quality and equity education for all without any type of barrier or exclusion including those who may be potentially marginalized due to disability, gender, emotional or behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others. [2]. Inclusion in education is recognized as a basic human right and the foundation for a more just and equal society. [3]. Education for all identified inclusive education as one of the key strategies to address issues of marginalization and exclusion. [4]. However, various factors could hinder the implementation of inclusive education in general schools.[5] found that lack of appropriate infrastructure and nonexistence of adapted curriculum was factors affected the experiences of teachers and their attitudes towards inclusion. Kenyan study indicated that the degree of administrative support and vision is the most powerful predictor of the general teacher's attitude towards full inclusion [6]. For inclusive education to succeed, it is vitally important that teachers, school principals and other education stakeholders maintain a positive attitude towards inclusion. Collaboration between teachers of different educational background and teaching experience are very important to solve emerging problems in the school atmosphere. Literature has shown that the success of the inclusive education depends to a large extent on the willingness and the ability of teachers to make accommodations for individuals with special needs. [7]. Numerous studies found that teachers agree that the inclusive education is important, but many find it difficult to apply. The roles of teacher training colleges are very important in this aspect to build teachers confidence. Exposure to observing teaching children with special needs in inclusive setting is one of the essential components in the process of breaking down barriers and building positive attitude.

2.4.The International Conventions on the Rights of the Children and Ethiopian Constitution On Child Rights to Basic Education

The convention on the rights of the children is international treaty that recognizes the human rights of children. The member countries are required to ensure that children should benefit from special protection measures without discriminator and have access to services, such as education, health, etc. Also, the UN, have adopted convention and international agreements to provide

education on the basis of equal opportunity, particularly primary education as compulsory and available, free to all (Article 23.3 and 28 (a)). The conventions are monitored by experts committee that sit in Geneva and governments that have ratified the convention required to submit regular reports on the status of children's right in their countries. In order to reduce the implementation problems of the member countries the experts committee calls for international assistance from the other government and technical assistance from organizations like the UNICEF.

Ethiopia is one of the countries that have ratified the international convention on the rights of children on the December 1991. Accordingly, the constitution of the Federal Democratic Republic of Ethiopia (FDRE) article 9 (4) states, "all international agreements ratified by Ethiopia are an integral part of the land." Regarding this Tirussew (2005) refers that the Ethiopia Government is moving forward to address the issue of Persons with Disabilities. As a result, the proclamation concerns citizens with disabilities targeted to protect Persons with Disabilities, including proclamation No. 101, 1994 that focuses on the elimination of discrimination and protecting the rights of Persons with Disabilities as a targeted to secure the rights of the people. In this regard, the Ethiopian education and Training policy (TGE, 1994) deliberately outlined the principles of special needs education as the Fundamental rights for all children including Persons with Disabilities and gifted children, to learn in accordance with their full potential and needs. However, practically there are various problems in implementing these policy issues in Ethiopia.

2.5. International Human Rights Agreements, Declarations and Conventions

According to Peters' (2007) analysis of where the international community stands in terms of forming inclusive education policy, several key documents provide an effective history of policy development since 1960. These include:

- 1960 United Nations Convention against Discrimination in Education.
- 1971 United Nations Declaration on the Rights of Mentally Retarded Persons.
- 1975 United Nations Declaration on the Rights of Disabled People.

- 1982 United Nations World Program of Action 3 goals: Concerning Disabled People. (p. 101) Further significant declarations and conventions that have influenced the change in policy regarding inclusive education include the following:
- The 1989 UN Convention on the Rights of the Child (CRC). This convention advocates the right of children to receive education without any form of discrimination (Karabelle, 2010).
- 1990 World Declaration on Education for All (EFA), adopted in Jomtien, Thailand, which set the goal of Education for All (Smith-Davis, 2002).
- 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities. This Rule affirms the equal rights of all children, youth and adults with disabilities to education and also states that education should be provided in an integrated school setting as well as in the general school setting (Lang, 2009).
- 1994 The UNESCO Salamanca Statement and Framework of Action in Special Needs Education, agreed in Salamanca, Spain, in 1994. This statement requires all schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition (Smith-Davis, 2002).
- 2000 Biwako Millennium Framework (BMF) for Action, agreed in Dakar, Senegal in April, 2000. This framework incorporated the 2000 Millennium Development Goals (MDG) which stipulate that all children should have 4 access to free and compulsory primary education by 2015 (Hunt, 2011). The relevant target for BMF and MDG is to eradicate national poverty (Wehbi, 2006). On the same vein as, key international documents mentioned above, the PNG government formulated the NSEPPG to guide inclusive education development in the country.

2.6. Challenges for pre primary inclusive education

The barriers to pre primary inclusive education are well understood, and expert consensus has not significantly changed since a few key and oft-cited papers in the early 21st century set out the current understanding of the issues (i.e. Eleweke & Rodda, 2002; Mittler, 2000; Peters, 2003). Because of this, many scholars are now advocating for inclusive education development to move beyond a deficit approach and to a focus on community collaboration, attention to existing assets, and scaling-up successful inclusive education policies and practices (Messiou,

2017; Phasha, Mahlo & Dei, 2017; Schuelka & Johnstone, 2012). As a large-scale example, the shift from barrier-deficit-thinking to enabling success and seeking ‘what is working’ in inclusive education can be seen in the World Bank and USAID partnership in Africa (World Bank, 2017). This follows a larger conceptual trend to view inclusive education not as a specialized approach for marginalized children, but one of overall educational systems transformation (Operti, Walker & Zhang, 2014).

Regardless of recent systemic conceptualizations of inclusive education and a focus on highlighting success, it is worth quickly reviewing the most significant obstacles and challenges to successful inclusive education implementation. The most commonly identified challenges to successful inclusion education implementation are:

- Lack of policy and legal support
- Inadequate school resources and facilities
- Inadequate specialized school staff
- Inadequate teacher training in inclusive thinking and techniques
- Didactic and passive pedagogical techniques
- Rigid curriculum that offers no accommodation, modification, or personalization
- Unsupportive school and district leadership
- Socio-cultural attitudes about schools and disability

2.7. Theoretical Framework

Inclusive education is a multidimensional and complex system. The way to realizing its implementation is not easy, because different challenges will arise. However, its effective implementation requires the commitment and collaboration of different stakeholders. Though the importance of inclusive education for students with different impairments is incontestable due to the different factors its implementation remains ineffective. Even though there are ample ways in which learners with disabilities can be supported in a regular class, research shows that many learners with disabilities in mainstream schools are not always receiving the special educational services that they need to gain full access to the curriculum. For instance, school-based factors such as unavailability of instructional materials, the lack of learner-centered curriculum and

inadequate teaching strategies in Kenyan schools are the major barriers related to the system. Most of the physical facilities in the schools were highly unsuitable for students with disabilities. Toilets, playgrounds, classrooms, and building designs are not adapted to suit the students. The play fields were littered with stones, grass, and pieces of wood exposing the learners to great dangers (Eunice, Nyangia, & Orodho, 2015).

In addition to poor access and shortage of resources, the implementation of inclusive education in some countries of the world is poor. UNESCO (2009) also noted that lack of policies and the issue of inadequate funding to a great extent also hinder the implementation of inclusive education in schools. Rigid regulations prevent resources from being attributed effectively where they are needed. Methods used are inflexible and only allow for one teaching style (UNESCO, 2009). Studies also showed that due to several factors inclusive education in Ethiopia is not fully implemented. Supporting this, Mitiku, Alemu, and Mengsitu (2014) suggested that the lack of educational materials written in Braille and other supportive materials in the library are major challenges to the implementation of effective inclusive education in Chilga and Tikil Dingay primary schools of Gondar city, Ethiopia. In his study, Abebe (2014) noted that there is a critical shortage of learning aids for Students with Disabilities and even more teachers with disabilities work with little or no supportive materials in Yeka sub city, Addis Ababa. He further added that special needs education in Ethiopia has long suffered insufficient recognition and little understanding among government bodies at various levels, schools and the society at large. Besides, absence of formal training for school communities to raise their awareness on disabilities and lack of trained experts in inclusive education to help SWDs has made school life more difficult for SWDs. There is no responsible body at school to work on the identification of SWDs and to treat them accordingly. In addition to poor access, the implementation of inclusive education in some countries of the world is poor. For instance, inclusive education in Uganda has not been accomplished due to different school related factors, including inappropriate curriculum, poor teaching style, lack of instructional materials, shortage of professionals in Special Needs Education, unfriendly environment and discrimination (Najjingo, 2009).

Other findings also showed that due to several factors inclusive education in Ethiopia is not fully implemented. Supporting this, Etenesh (2000) suggests that the lack of relevant facilities and materials is a major challenge to the implementation of effective inclusive education in Ethiopia.

Similarly, Demisew (2014) indicates that the implementation of inclusive education in Ethiopia is affected by different factors such as lack of awareness about disability, scarcity of resources, inappropriate curriculum, shortage of trained and skilled teachers, poor teachers' competence, inadequate special needs education training provision at colleges and Universities, lack of budget and planning commitment. Similarly, the implementation of preprimary inclusive education in Southern zone of Tigray Woreda Raya Alamata Timuga School has not been accomplished due to different factors, including the lack of attention from the education office, reluctance of teachers to give any additional time to teach students with different impairments and inappropriate school compound. Even if many studies conducted on the issue, there had not been any local research carried out on the implementation of pre-primary inclusive education in Timuga School, Woreda Raya Alamata. In addition, since the target school in the area is on the way to exercise inclusive education, the researchers believe that there is a need to carry out a comprehensive study in order to identify the implementation of pre-primary inclusive education and come up with possible solutions.

2.8. The Charity or Welfare Theory

The initial philosophy, which informed the discourse and practice in relation to inclusive education, was founded on two inter-linked paradigms: the charity and medical theories. The charity theory of inclusive education observes persons with disability as helpless individuals who require care and protection. This model calls upon the good-will of society to shame and, therefore, support persons with disabilities. It was driven by a sense of kindness as opposed to notions of justice and equality. Despite often being interpreted as kind, the charity model quietly denies PWDs equality in society. This model sees the individual as the cause of the problem. The view here is that since persons with disability cannot take care of themselves, the society will provide for their needs through charity or kind caretaking, instead of fixing them. They are, in turn, viewed as recipients of the good will of the society, and not as rights-holders (Lloyd, 2002).

2.8.1. The Medical Theory

Related to the charity theory, the medical theory of inclusive education assumed that medical interventions could bring persons with disability to a state of "normalcy" similar with non-

disabled people. This theory sought to understand the biological origin of the disabling condition so as to correct it or prevent it. It applied interventions based on assessment, diagnosis and labeling. The overall belief is that a human being is flexible and adaptable at the same time society is fixed and an adaptable thereby assuming that it is the responsibility of a person with a disability to adapt to an aggressive environment (Rieser and Mason, 1992). The medical theory, same as the charity, results in creation of a parallel system and provision of services in segregated settings, which are often stigmatized by the community. This model only furthers exclusion of persons with disability from the society. In the context of education, legislating from a medical theory often provides for special school for children with disability. This is based on the belief that their needs are better accommodated in separate facilities that can be arranged to meet very specialized needs rather than making mainstream institutions accessible. Thus, the exclusion of persons with disability is not seen as discriminatory, rather as an avoidable outcome of their medical limitations. It is also considered just since these persons are assumed incapable of coping with society at large and all or most of major life's activities. One of the consequences of the medical theory was that persons with disability were seen not as subjects of legal rights but as objects of welfare, health and charity programs (ibid).

2.8.2. The Social Theory

The social theory, different the medical and charity theories, emphasizes on the inclusion and participation of persons with disability in society. This view does not seek to solution the individual, but to solution the society. It is the society as a whole that is responsible for creating barriers to the full participation of persons with disability, and it is the society as a whole that has the responsibility to remove the barriers. This theory advocates that persons with disability are viewed as equal members of society with valuable contributions (Lloyd, 2002). It is not their individual characteristics that constrain their full participation, but the barriers created by societies because of misperceptions about them. With regard to the education of children with disability, the social approach criticizes special education and argues that inclusive education should be a medium by which personal and social relationships as well as positive attitudes towards disability are formed. Supporters of this theory believe that excluding people who have impairments is diminishing to both disabled and able-bodied people alike (Rieser and Mason, 1992). Consequently, this theory stresses the need to make considerable adjustments to the

physical and social environment to eliminate the obstacles to equal participation of children with disability in schools which involves the need to make the school setting accessible to all children with disability by removing all barriers.

2.8.3. Human Rights-Based Theory

The human rights-based theory has at its core the principles of human rights, as embodied in the UDHR and other international human rights documents. This theory compliments the social based theory and emphasizes that the problem of disability arises from a lack of adjustment by the state and civil society to address socially created barriers to facilitate respect for the dignity and equal rights of all persons. The human rights-based theory considers the social and physical barriers that persons with disability face as violations of their basic human rights. The aim of this model is therefore to create societies that are fully inclusive, respect the dignity and equality of all human beings regardless of difference (MacKay, 2007). In respect of the education of children with disability, the human rights-based theory requires the state to ensure that children with disability are able to access education on an equal foot with other children. Moreover, since this theory emphasizes equalization of opportunities of children with disability in the enjoyment of all rights, it will certainly require the state to promote inclusive education so that children with disability are not excluded from the mainstream education system. In light of the four theories, it can be observed that the social and human rights-based theories are widely regarded superior to medical and of course charity theories because they are more likely to ensure the enjoyment of the right to education of children with disability as they expect the state to take measures to foster the inclusion of persons with disability in society and ensure that they enjoy human rights on an equal basis with others (M Schulze, 2010).

2.9. The Convention on the Rights of the Child (CRC)

The CRC is the first binding global human rights instrument to deal with children's human rights in a comprehensive manner. It includes detailed provisions protecting the rights of children in all spheres of their lives. The CRC has been acknowledged as significant because of the manner in which civil and political rights are interwoven with social, cultural, economic and humanitarian rights in a single document. The CRC has also been admired as a foundation stone in children's

rights as it binds States that have ratified it to give priority to realizing the rights of children generally (Sloth–Nielsen, 1995). The Convention on the Rights of the Child (CRC) is particularly significant for the addition of a provision entirely dedicated to the rights of children with disability (CWDs). Article 2 of the CRC is also outstanding as it excludes any discrimination in respect of the enjoyment of the rights recognized under the Convention on the ground of disability which makes the CRC the first binding instrument in international law to do so. According to Hodgkin and Newell (2002), the inclusion in the CRC of a specific Article on the rights of CWDs and the inclusion of disability as a specific ground for protection against discrimination reflect growing consideration and acknowledgment of the human rights of CWDs. In this context, the CRC represents a major step forward. The CRC is therefore a fundamental source of rights for CWDs.

2.10. Empirical Review

Parents' perceptions of inclusive education

The number of studies regarding the perceptions of parents of children with disabilities on inclusive education is limited in comparison to those regarding teachers' perceptions of inclusive education. In addition, studies on parents' perceptions are often conducted in developed countries. According to Boer, Pijl, and Minnaert (2010), who reviewed various studies on parents' perceptions, the majority do not demonstrate clear positive aspects of inclusive education. One of the major motives for parents of children with disabilities in sending their children to regular classes is the expectation that their children will interact socially with their classmates without disabilities (Boer, Pijl, & Minnaert 2010; Scheepstra, Nakken, & Pijl 1999). They also expect that their children's social interaction and integration in regular classes will lead to their social participation in the future (Boer, Pijl, & Minnaert 2010; Scheepstra, Nakken, & Pijl 1999). This motive forms part of parents' positive perceptions of inclusive education.

On the other hand, negative perceptions consist of different perspectives. Parents are concerned about isolation, rejection, and/or bullying in regular class and do not prefer regular class (e.g., Bailey & Winton 1987; Boer, Pijl, & Minnaert 2010), an idea that is shared by teachers in the aforementioned studies. Other concerns about inclusive education discussed in various studies

comprise inadequate teachers' skills owing to a lack of teacher training and support for teachers and a lack of resources to educate children with disabilities (e.g., Bennett, Deluca, & Bruns 1997; Boer, Pijl, & Minnaert 2010). These studies indicate that, because of such concerns, parents may hesitate to send their children with disabilities to regular schools in developed countries. Based on these existing studies, the current situation of inclusive education from the perspectives of stakeholders' perceptions in developing countries remains unclear. Therefore, based on the perspective suggested by previous studies in developed countries, this study attempts to examine the perceptions of teachers and parents of children with disabilities in Ethiopia as a case study.

2.10.1. Parents Role in Pre-primary Schools

Parents and teachers are partners in helping children learn. Parents are their children's first teacher and continue to have the primary responsibility for their children. Steiner, (1996: pages 127) noted that one common quality of the most successful school in the country was the active involvement of parents and citizens in planning curriculum and instructions. Ayot (1990) suggested three things that occur when school and parents co-operate, parents and children's self-concept increases, children's motivation accelerates and children's achievements advances. Parents may be able to contribute to education in a variety of ways, by talking to children about their jobs as key resource teachers, telling a story in another language or bringing in special materials or equipment.

According to Bredekamp (1987), at this early stage a child develops autonomy, learns to choose and decides to accept the consequences of choice. It is in these years of life that one's development can be guided towards the highest potential and determines what one will be; reasons that one of the most frequent reasons why families send children to pre-school is for them to learn to get along well with others. Teachers agree with parents that this is indeed a very important kind of competence to acquire. The focus of the teacher therefore must be geared towards helping the children acquire the ability to function successfully as part of a group, restrain their social impulses, obtain what they want in socially acceptable ways and find satisfaction in helping each other as they help their group as a whole. There is need for formal and informal connections between families and their young children's educational setting. Hence,

both participation in pre-school-based activities and regular communication between families and teachers are related to young children's outcome. When parents and teachers work together in the interest of children, the results are usually maximized. Parents provide continuity for children, which the professional cannot give. They also have a deeper knowledge of their children's interests and needs. Through participation in pre-school activities, parents can learn even more about the capacities of their own children. Involvement by the parents in the learning of statistical information helps them to learn faster. In traditional African society, the family was socializing agent which provided the child with the necessary emotional support that formed the foundation of a child's life. Parent's participation is essential for optimal development in early childhood education. Various evidences have shown that partnerships that recognize the rightful role and responsibility of parents can provide an opportunity to have a say on decision making in various aspect of the kindergarten activities. Parents can serve in policy council, on sub-committees, and play a supportive role in fund raising and various issues related to children's learning.

Teachers' perceptions of inclusive education

Avraamides and Norwich (2002), based on data from 1984 to 2000, indicated that teachers' perceptions of inclusive education were positive and supportive. Although studies of teachers' perceptions in developing countries are limited, some do exist: for instance, Kuroda, Kartika, and Kitamura (2017) and Ocloo and Suddey (2008) examined the cases of Cambodia and Ghana, respectively. Kuroda, Kartika, and Kitamura (2017) addressed that the idea that inclusion of children with severe sensory impairment is negatively perceived by teachers in Cambodia. Ocloo and Suddey (2008) show that teachers' negative perceptions in inclusive education are the result of a lack of training and necessary facilities in Ghana. Although many studies are based in developed countries, teachers' perceptions vary depending on the country's situation. These studies often discuss three factors that influence teachers' perceptions: teachers' skills, the educational environment, and relationships between children with and without disabilities. One of the major factors related to teachers' perceptions is teachers' skills, particularly training for teachers. Some studies conducted in Cambodia and certain African countries have addressed the lack of training and support for teachers of children with and without disabilities in the same class (Eleweke & Rodda 2002; Kuroda, Kartika, & Kitamura 2017). The second factor is the

basic educational environment. Those who teach smaller classes tend to have positive attitudes (Boer, Pijl, & Minnaert 2011). One study in Ghana addresses the issue of large class sizes hindering inclusive education (Ocloo & Suddey 2008). Although the issue of class size is not discussed much in studies in developed countries, it more seriously affects classroom management for inclusive education in developing countries. Furthermore, studies on inclusive education in developing countries often focus on the facilities required for children with disabilities (Eleweke & Rodda 2002). As the third factor, several studies have demonstrated that teachers observed the isolation of children with disabilities, who are sometimes teased and bullied by children without disabilities in the same class (e.g., Boer, Pijl, & Minnaert 2011; UNESCO 2009). This might lead to teachers having negative perceptions of inclusive education. Ring and Travers (2005) interviewed children with learning disabilities in a primary school in Ireland and found barriers for interaction between children with and without disabilities. One report by the European Commission (2013) also mentioned that children with autistic spectrum disorders tend to be teased and bullied by their classmates because of their behavior. These studies suggest that children with certain types of disabilities might face similar situations in regular schools.

2.10.2. Role of Pre-primary School Teachers

Sykes and Turner (1980) noted that teachers are constantly observing the behavior and activities of their pupils as a basis for action or intervention to maintain the smooth running of their class. Teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work and their personal lives. Teaching practices for young children include opportunities for choice, hands on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation (Bredenkamp and Copple, 1997; Buchanan et al., 1998). Teachers also take active roles in promoting children's thinking and the acquisition of concepts and skills. These roles range from asking a well-timed question that provokes further reflection or investigation to showing children how to use a new tool or procedure. (Bredenkamp and Copple, 1997:115). To help them reach their maximum levels, teachers can encourage children to tackle a task that challenges them and that are slightly beyond their skill levels. Teachers can structure their experiences with children and

note how children use their assistance as well as what hints and cues are most helpful and perform a complex and multidimensional role. They are responsible for implementing pre-primary education that is thoughtfully planned, challenging, engaging integrated, developmentally appropriate, and culturally and linguistically responsive that promotes positive outcomes for all children.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Approach

The researcher preferred to employ qualitative approach because it explores perceptions, behaviors, roles, awareness of parents and teachers on the perception of PTA in the implementation of pre primary inclusive education and experiences through different methods like key informant interview, and focus group discussion as long as qualitative research seeks to describe various aspects about behaviors and other factors studied in the social science and humanities (Mason,1996).So as to collect detailed information and understand the research problem from the perspective of the roles of families and their awareness in the implementation of inclusive education In pre primary inclusive education in the study area, the researcher qualified qualitative method to understand perceptions of families on the issue and to interpret meaningfully the words(opinions) of the phenomena in terms of the meaning they brought to them.

3.2. Sources of Data

In this study, both primary and secondary sources of data used in order to obtain information so as to realize the objectives of this study.

3.2.1. Primary sources of data

The primary sources of data are those which are collected afresh and for the first time, and thus happen to be original in character. The primary data sources were collected from respondents.

3.2.2. Secondary sources of data

The secondary sources of data, on the other hand, are those which have already been collected by someone else and have been passed through the statistical process. For example, research articles, journals, research thesis, websites and news stories concerning the research title.

3.3. Target population of the study

In fact, Woreda Raya Alamata has no private schools. Rather the Woreda has around 35 pre-primary inclusive schools of which 16 of them contained pre primary school education. The total numbers of pre primary school children are 800 and have 32 preschool teachers. Even if each and every school is expected to carry out inclusive education, currently the numbers of schools which are involved in implementing inclusive education are 06 in number. From these Timuga pre-primary education school has 450 preschool children and 10 preschool teachers. The reason why Timuga elementary school was chosen as the study area was that Timuga elementary school is the center of the neighborhood schools and can represent to the neighborhood schools. Moreover, the researcher was familiar with the surroundings of the sampled school because he grew up in western part of the sample school where most of children with disabilities live. In addition, the very nature of the research is more of qualitative; it is very difficult for the researcher to comprehend all the responses made by each and every school taken at a time. Therefore, to be comprehensive the study was targeted only to 01 pre-primary education school having a preschool inclusive education system as a program. Having the fact mentioned above in mind, the target population for this particular study was preschool teachers (10), parents (6), special need expert (1), school principals (2) and Woreda education expert (1) with 450 preschool children. Generally, the sum of the respondents is 20 in number.

3.4. Sampling Technique and Procedures

The researcher selected purposively and contacted for parents, teachers, preschool principals, special need expert and wereda education expert to the assessment of pre-primary inclusive education in woreda raya Alamata.

3.5. Data Collection Methods and Instruments

In this research different techniques and tools were used to collect the data. These include; Key Informant interview and focus group discussion have been used as instruments of data collection.

3.5.1. Key Informant Interview

The interview was conducted using key informant interview questions so as to capture the actual realities on the assessment of pre-primary education in the implementation of inclusive education from the Woreda and how the role of respondents were seen towards the issue. The interviews were conducted in Amharic language and in English language for the sake of analysis and discussions. In this method of data collection, participants were selected in such a way that they have an experience regarding to the subject is being studied with 09 possible guided questions for 04 respondents have prepared and interviewed open ended questions. Particularly these key informants were selected purposively for 01 woreda education officer, 01 special needs expert and 02 principals of pre-primary education.

3.5.2. Focus Group Discussion

The researcher has informed the objective of the discussion clearly and creates conducive environment where the participants of the discussions can speak all information they have without any unwillingness and the researcher acted as a moderator and listener prearranged open-ended questions leaving some room for group discussants to explain their ideas freely. In addition, the role of the moderator should be searching for more detail discussion and ensure that the discussion does not digress and assure that everyone has an input & avoid dominance of few participants (Bryman, 2012). Hence, participants were selected purposively and the researcher has arranged for discussions with 09 possible guide questions and the group containing 10 participants are teachers, 06 participants are parents totally 16 participants.

3.6. Procedure of data collection

The first step of the study distribution process was contacting the director of the respective school, pre primary school teachers, parents, special need experts and Woreda education officials who worked and lived in the woreda through letter of permission. Then, the purpose of research was briefly described in order to make sure their willingness to support the data gathering process. Finally, each of the individuals in charge of the sample institution agreed to support the process of the research conducted. Afterwards, 05 copies of the questionnaires, 09 questions that purely describe qualitative, were distributed to those who can read and synthesize their ideas.

Then, the data was carefully arranged in the way the researcher needed. Second, an interview guide was prepared and administered to key informants such as special need experts, school principals and Woreda education expert. Then 09 possible guide questions were prepared for parents in Amharic language but for teachers, special need experts, principals and woreda education expert in English language for interview and FGD. The questions were evaluated by my respected advisor and experienced teachers as well as experts who had research experience found in Raya University. In addition, participants were clearly told about what they were going to do, and they were provided freedom to articulate what came to in their mind with the intention of conceptualizing the asseing inclusive pre-primary education in implementation of inclusive education in their natural settings. After all the interview and the discussion was made with 20 sample population of the community members of the pre-primary inclusive education.

3.7. Method of Data Analysis

The researcher used to assess inclusive pre-primary inclusive education through the deep thoughts and feeling of perception of parents and teachers. In the analysis process data gathered from the participants was analyzed automatically. Word for word transcription of the interviewed was done through listening what was recorded and reading the notes taken during the interview. At this stage the researcher better understood the fresh data by repeated reading notes and listening recorded materials. Accordingly, the researcher able to gather enough first-hand information in Amharic language and translated in to English by keeping their context and accurate transcription. After the researcher finished the transcription, the researcher grouped the main concepts that contain broad themes like the perception, feelings, awareness of parents and teachers for the implementation of inclusive education. The sub themes were emerged as a challenge which originated the personality of participants. Then the researcher interpreted and categorized them in the domains of similarity and differences on the base of real situation of perception of parents and teachers. Finally, the researcher produced and wrote the results of the data analysis under the thematic topics by keeping the anonymity and confidentiality of the participants.

3.8. Ethical Considerations

A support letter explaining the objectives of the research was taken from Addis Ababa University institute of Education and Behavioral Studies and showed to the participants of the study. Verbal consents were received for mentioned to the interviews for each participant in the study. Therefore, the participants of the interview were explained the confidentiality of the interview in which their story will not be used other than this study. Ethical concerns were given appropriate consideration in process of conducting the study. The research participants were approached by the researcher to presentation understanding. Once they expressed their interest, the objective of the study was explained to them before their agreement. It also agreed that the fact that the research subjects are free to dismiss their participation at any time they wish to do so and to ask the researcher detail questions on issues they are not clear on. The interviews were conducted with pseudo name used in place of the true names of the informants.

3.9. Trustworthiness of the data

As qualitative research, the researcher considered trustworthiness of the data in terms of Reliability, dependability and conformability.

- Reliability: making repeated contacts with participants to gathered relevant information through the smooth relation .
- Dependability : conducting multiple data instruments like Key Informant Interview, focus group discussion and Document analysis.
- Conformability :was given emphasis through presenting the data for each participant to avoid fabrication of false information.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4. Introduction

This chapter deals with the analysis and interpretation of the data gathered from primary and secondary sources through different techniques such as key informant interviews, focus group discussion and document analysis.

4.1. Demographic Data

This section presented the demographic data of the research participants from which a detailed data about the perception of PTA in implementation of pre-primary inclusive education in southern zone of Tigray at woreda Raya Alamata has been collected. Therefore, four (04) of educational experts were males, (03) of parents were males, (03) of parents were females, (02) of teachers were males and (08) of teachers were females and totally (09) males, (11) females. This indicates that males and females were participated. Concerning their age, three (3) of the teachers were found in the age categories of 23-28 and fourteen (14) of educational experts, teachers and parents were between the age group of 29-40 while three (3) of teachers were found in the age categories of above 41 years. This shows that the respondents are capable enough to answer to what they asked for. In relation to academic background, four (4) of the parents were below grade ten and two (2) of the parents were above grade ten, two (2) of teachers have certificate, eight (8) of teachers have diploma whereas four (4) of 01 woreda educational expert, 02 principals and 01 special needs expert have bachelor degree. Regarding to the marital status, fifteen (15) of the respondents were married, two (01) of the parents were single and three (02) of the teachers were divorced and 01 of the parents were divorced.

4.2. The teachers and parents understanding regarding pre primary school inclusive education

The focus group discussants were asked about their understandings regarding inclusive education in the study area. The teachers and parents' understandings regarding of inclusive education were investigated to see how they perceived inclusive education. It was important for the researcher to know how they understood inclusive education because their understandings determined the cultivation of inclusive education practices in their preschool in the study area. According to the focus group discussants, their understanding of inclusive education varied. Inclusive education implies different things to different teachers in different circumstances. The majority of teachers who have received some form of training in inclusive education program expressed clearly what it means while those of the teachers who never attend training did not. Thus, the teachers who have got training in inclusive education agreed that inclusive education is the practice of including every child, whether they have some disabilities or not, together in one school or classroom. The teachers' obligation is to design and prepare learning activities that benefit every child regardless of their status. Inclusive education also involves schools and teachers to be unbiased and fair in registering new children and treat all as equal. Amusingly, the respondents believed that education is the right of all children, and inclusive education aims to ensure that all children have access to an appropriate, relevant, reasonable and effective education within their community. In addition, a trained teacher with well awareness in inclusive education stated that:

From some training that I had received, I consider inclusive education as system of education for all that is inclusive schooling to do with children with special educational needs. This includes providing special education to the disadvantaged and those individuals with intellectual and physical disabilities as well as special education that has to be provided in an appropriate form according to individual needs that do not learn properly in class. It is all about including all those children in the normal school/classrooms and teachers cooking support for them to learn successfully in the classroom/school (Teachers).

On the opposing, few teachers and many of the parents did not specify what inclusive education is because they didn't have taken training in inclusive education program. Later, the teachers and parents who did not receive any training in inclusive education responded did not have the right conceptualization of inclusive education. They suggested that education for children with disabilities should be provided in a separate school. For them, inclusive education is not considered to be a means of providing educational opportunities for all children together, is not considered to be a means of human right including children with or without disabilities. Their lacking of essential skills and knowledge in conceptualizing as well as performing inclusive education program on the ground was one of the reasons they reached in this conclusion. Some of the parents in the focus group discussion stated that:

formally, we never heard about inclusive education, from now we did not send our children to the preschool because we do not have awareness as if we never receive any awareness regarding inclusive education(Parents).

According to the focus group discussants, few pre primary school teachers and most of parents haven't knowledge, skills and training related to inclusive education to work well with children with and without disability who have various interests in the pre-school setting.

Few teachers in the FGD assumed inclusive education same as special education. They cited:

We are still confused with the concept of inclusive education and special education. We were familiarized with special education when we were in-service training college. It was about the education delivered to disabled children in the special education centers. However, these days we hear teachers talking about inclusive education but we still know nothing about inclusive education(Teachers).

The focus group discussants replied that while few teachers had medium understanding; most of the parents have low knowledge about the theoretical concepts of inclusive education program and its practical or implimentation in the study area. This is because of lack of inadequate training on the detailed theory and preparation of inclusive education. Since the training was not consistent and most of the activities were a one-off movement, most of the parents and some

teachers did not fully understand the concept of inclusive education and its implementation. The preschool principal replied that few of the preschool teachers are employed upon completion of certificate and diploma without receiving training concerning inclusive education and its implementation. Furthermore, the researcher observed that these teachers and parents lack of understanding based on the implementation of inclusive education, so that they don't consider inclusive education is a system of incorporating all learners into one learning environment despite of their abilities or disabilities. Those teachers and parents who didn't receive any sort of training in inclusion failed to reflect inclusive education as an opportunity which provides for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination among the community in the study area.

4.3. Do you consider that the pre primary school in the study area is inclusive?

The research respondents were asked whether the preschool is inclusive or not. Later, the interview and the focus group discussion data selected that the preschool is in some part inclusive where all children are educated together regardless of their needs. The preschool principal witnessed that our preschool is in some case inclusive since no child has ever been refused access to the preschool due to the school not being able to provide for their special needs. According to the preschool principals:

I would consider the pre primary school to be inclusive because our preschool's admissions policy accommodates the admission and participation of students with special educational needs. Since, we have a special needs policy(principale 1)

On the other hand, some teachers said that:

"Some parents with child with disability have come to the pre primary school as they observed how we had been able to meet their child's needs and most of the parents haven't sent their children to the preschool as they feel that their children are discriminated and segregated within the preschool and they believed themselves as socially excluded from the society(Teachers)

The special need professional and educational expert of the woreda maintain that the preschool is in some case welcoming school and it is open to what ever the children's needs are and it stand in caring attitude towards them, thus this is a large step to start and practice inclusion. But attitudes, perceptions are difficult to change to the implementation of inclusive education to practice with most of parents and some teachers even the government does not take as an agenda for inclusive education, based on the curriculum, teaching facilities, engagement of technologies for children with disabilities, the institutions are not comfortable for children with disabilities. Therefore, the researcher observed that the current status of the preschool is not as such inclusive. There is not a great level of care for children with special educational needs in the preschool, The school does not as much as comfortable for children with disabilities, the study area does not have its own special need expert, Children with disability are not treated very well and thus there are not clear requirements put in action to meet their needs. The preschool communities that are the teachers and parents are not working hard in collaboration to address the traditional perception of the society regarding disability.

Generally, the number of students, teaching methods, teaching materials, and even the government, the perception of the community do not emphasize the PTA for the implementation of pre-primary inclusive education. In this study, feelings are any perceptions that include either positive or negative views of PTA towards children with pre-primary children with disability in the study area. According to the interviewees, the perception of PTA affects the implementation of pre-primary inclusive education in the public preschool. The FGD result has shown that the teachers and parents' perceptions towards children with disability varied in many aspects. Firstly, it was noticed that teachers received training in inclusive education and parents who have relatively better awareness about inclusion had a positive influence on their perceptions towards children with disability. The teachers who had received some sort of training in pre-primary inclusive education were more positive to inclusion and were willing to accept children with disabilities into their class/school. For example, one of the teachers in focus group discussion mentioned that "his negative thoughts about disabilities and children with special educational needs had changed from the time when he has attended training concerning to inclusive education." He now supports children with disabilities to be enrolled in the school. His perception were shaped as a result of the training. This means that training in pre-primary

inclusive education can change the teachers and parents' negative thoughts and perceptions towards children with disabilities. This finding is consistent with the findings of another study undertaken by Mapea (2006) where teachers who received training in inclusive education were more positive towards pre-primary inclusive education approaches and willingly supports children with disability. Secondly, the teachers and parents who had prior association with a child/person with disability also had some impact on their perceptions. The focus group result indicated that teachers and parents who had prior association with a child with disability were more positive towards inclusive education. It was observed that interacting with a family member or someone very close had greater positive influence towards children with disability. On the contrary, few teachers and most of the parents who had no previous experiences of associating with student/children with disability were more negative towards pre-primary inclusive education. For example, a teacher/parent who had never previous experience a student with disability in a class room/ home would more problematically having that child in his/her class or send to a school. All in all, the key interview and the focus group discussion recommends the following findings regarding the perception of PTA towards the implementation of pre-primary inclusive education; (a) training/awareness in inclusive education helps teachers as well as parents to develop positive perceptions towards children with disabilities/inclusion, (b) prior association with children with disabilities had some effect on the teachers and parents' attitudes towards children with pre-primary disability children. Both teachers and parents who had prior association with family members of disabilities were more positive towards inclusion as well as children with disability while those who hadn't associated with children with disability in the classroom or home were more negative towards inclusion.

4.4. The preschool teacher's skill considers critical to implement pre primary inclusive education practice effectively

The research participants were asked to state and explain the preschool teacher's skill require for the effective implementation of inclusive education in the study area. Accordingly, the respondents mentioned the needed skills from various angles. The educational experts in the interview as well as the PTA in the focus group discussion stressed the importance of training and workshops to acquire the necessary skills so as to implement inclusive education thereby

reducing barriers to learning. They observe that training allow preschool teachers to become more knowledgeable and informed in the theory and practices necessary for the effective implementation of inclusive education in the study area. The educational experts such as wereda education expert, special needs expert and principals of the selected area noted that from the very beginning teachers need to be good teachers in terms of curriculum delivery and have taken training of what inclusive education necessitates. Both the interview and the FGD data discovered that preschool teachers must have effective personal qualities the need for psychological skills or understanding of children's emotional well-being. This skill of understanding the emotional well-being of students/children was expressed to influence the teachers' personal interactions with the students. Some basic personal qualities, according to the participants, include being tolerant, understanding, feeling, determined and caring.

The wereda education office expert and special needs expert stated that:

"Pre primary school teachers must understand how these children play, think and what they need. The teachers must put themselves in their shoes". The preschool principal added that such skills employed within the classroom include counseling and guidance, and using positive reinforcement to increase students with barriers to learning to stay motivated(01 Educational expert).

Furthermore, parents and teachers in the FGD stressed that offering extra lessons after school or during breaks to students with learning difficulties is mandatory. According to the research participants, the preschool teachers teaching method is very important skill that will assist inclusive education, namely the use of a flexible time table, differentiating lessons, use of different languages, outcomes-based education, warmer activities, practical activities and ability to be observant of all students.

The special need professional demanded:

"The pre primary school teachers have to be well-organized, super-efficient, patient, and adopted to run inclusive education effectively. Furthermore, the school principal stressed that teaching techniques, extra time/attention and worksheets are the skills that teachers employ in the classroom on a daily basis"(01 Special Needs Expert).

In addition, the teachers stressed the importance of differentiating worksheets to distribute time and simplified worksheets in order to support children with and without disabilities in the preschool.

Teachers said:

We use some visual resources for a visual learner. we do and use lots of modeling. Children only learns by doing. We differentiate most lessons to meet the various needs of our students(02 Teachers).

Both the interview and the FGD result shown that the teachers' ability to communicate effectively with children/students, parents and special need professionals is an important skill that needs to be enhanced in an inclusive education setting. According to the research participants, such skills are exercised, though not effective, in the public preschool in the study area.

4.5. The teachers' and parents' cooperation in implementing pre primary inclusive education practices in the preschool

The interviewees and the focus group discussants were asked how they assess the parent-teacher relations in implementing inclusive education program in the preschool. Accordingly, both the interview and the focus group discussion result indicated that in some way there is good relation and communication between the teachers and parents in the public preschool. few parents are informed about what is happening in the school by means of newsletters and phone calls when they are needed. The preschool principal highlighted that it is some times that parents and teachers have collaborate in implementing inclusive education effectively in the preschool. Effective means of communication between the regular teachers and parents is needed in order to update parents regarding their children's day to day activities/special needs within the preschool. The preschool principal also mentioned: The teachers must be able to tell the parents what is happening to their children on a day-to-day basis and similarly the parents need to make the teacher aware of any issues that child/family may have, as most children with special needs would be more sensitive to things that are happening around them. In the preschool, some

teachers and few parents have been made a great support to the practice of inclusive education program. few parents in the focus group discussion also witnessed that there is good relationship between the parents and teachers in the preschool. One parent in the FGD stated that:

The principal and the regular teachers are helpful so that they ring me rarely to tell me how my child with disability day has gone and to discuss anything with me when necessary. I am also informed of everything what is happening in the pre primary school through letters and text messages (01 Principale and 04 Teachers).

Additionally, the researcher believed that smooth relationships and good communication between the teachers and the parents is essential, as it encourages trust, better understanding and two-way dialogue as to what the child needs. This is important with regards to homework and difficulties both at home and in school with respect to learning. Later, the researcher observed that there is good communication between the parents and teachers in the study area.

4.6. Essential Resources For Teaching Children With Special Needs In The Pre Primary School

Most of the interviewees and the focus group discussants responded that a good teacher is the most crucial resource for teaching children with special educational needs. There is no computer program or teaching aid that can replace the role of a good teacher in the preschool. One to one time spent with a learning resource teacher makes a huge difference. Moreover, learning in smaller size is helpful as children with a learning difficulty do not learn much in larger groups. In addition, the interview as well as the focus group discussion indicates that having a special needs assistant in the preschool is very important resource. The public preschool needs to have special needs assistant such as an occupational therapist, speech and language therapist who would work closely with teachers and children with disability in the pre primary school. Children who have emotional and behavioral difficulties might leave the classroom with the help of special needs assistant while the teacher continued teaching and the classroom remains mediator. Having a special needs assistant benefits for teachers, parents and the other children that attend a lesson in the class room. A teacher in the preschool stated that:

It is really important to have a special needs assistant when you are teaching a class which includes a child or children with special educational needs. If you don't have an assistant, it is very difficult to find the time to help the children with special needs while at the same time looking after the needs of the other children(01 Teacher).

However, from teachers' and parents' point of view, there is a lack of special needs assistant in that public pre primary school. In the study area, there is shortage of special need professionals who could advise and help the teachers as well as the students on the best way to maximize their learning potential. Access to a physical room would be very advantageous to the pre primary school. These rooms are helpful for the children with special needs to stimulate their senses normally. This in turn would enable the child to go back into the classroom situation with awareness and hopefully enhance their ability to listen and learn.

Furthermore, the research participants in the interview and in the FGD suggest that access to training for teachers on how to promote language or sign, social and reading ability skills in children with various disabilities is much more needed in the preschool. Few teachers within the preschool never received any training nor should be given the chance to visit a service provider to share experiences out of their preschool.

4.7. What are the factors affecting for the implementation of pre-primary inclusive education?

The research participants were asked to identify the barriers to learning in an inclusive classroom. Accordingly, the special need professional explained his view as barriers to learning will be all those things that hinder the learning process and prevent the learner from ensuring at pre primary school. Both the key informants and the focus group discussants identified some obstacles to learning experienced in the pre primary school (be it in the classroom or within the school compound).

A teacher in the FGD perceived that emotional barriers to learning like the children's behavioral problems prevent learning from taking place effectively within the classroom. The behavioral

problems were defined to be disruptive behaviors (e.g. shouting out in class) and negatively affect all learners in the classroom since this disrupts the flow of the normal lesson. In addition, a parent (mother) viewed some children's emotional problems which can hinder effective learning in the pre primary school that may be come from the emotional disorder from family situations like divorce, sadness as well as students' personal psychological disorders like anger and depression. The interview and the FGD data indicated that the socio-economic status of the students and their families as a barrier to learning. This can come from the family's incapacity to support the child financially in terms of what is compulsory for effective learning to take place. In this case, one of the responses described poverty as a commonly observed barrier to learning that is a child from poor families lacks stationery materials important for learning. The key informants and the focus group discussants stated that physical disabilities were another barrier to learning in the preschool. The physical disabilities that could be believed to barriers to learning involved physical limitations of the children, motor control problems, developmental delays and neurological deficits. All of these problems require focused attention or remediation. A parent (mother) observed students with physical disabilities- being in wheelchairs, sight impairments and hard of hearing, get difficulty to access to classroom as well as to learn effectively. According to teachers, the rules and regulations happened in the pre primary school were also found to be a barrier to learning. This may include the lack of particular rules that allow teachers get training so as to acquire basic skills to handle and accommodate the needs of children/students with and without disability and to become an effective teacher in the pre primary school. Lack of human resources, specialized practitioners, curriculum confusion (unable to adapt the curriculum to meet needs of all students) and finally the policy of passing students to next grade (results in gaps within the student's knowledge) were also the major difficulties to learning. One of the teachers in the FGD indicated that teachers are forced to pass the students from grade to grade unless punished in different aspects which have made learners poor in a grade/not fit and able to do the work expected of them. One parent in the FGD said".

My child lacking skills and he cannot survive on the required level. This is a problem created by the rules and regulations of the public preschool that ultimately resulted in an illiterate generation(Parent 01).

As of the research participants (the interviewees and the Focus group discussants), cultural and social factors are the most significant barrier to learning within the pre primary school/classroom. One teacher forwarded that the children with disability have been demoralized and segregated by the able students in the class room. In addition, the parents viewed that because of social and cultural stigma and shame in the pre primary school, our children become unwilling to go and attend their regular classes. The parents also stressed that the teachers did not take a course on how to address barriers to learners and an awareness of the different barriers that they and our children may come across in their daily activities within the pre primary school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. Summary

The major purpose of this study was to analyze the Perception of PTA towards the implementation of inclusive education in Timuga school at Raya Alamata Woreda. Later, the findings of the study can be summarized here under. The study discovered that the majority of teachers who have received some form of training in inclusive education program elaborated clearly what it means while few teachers and many of the parents did not specify what inclusive education is because they didn't get training in inclusive education program. The findings of the study indicated that the pre primary school is in some part inclusive where all children are educated together irrespective of their needs as well as ability.

The result of the study has shown that teachers and parents who had prior association with family members with disabilities and attend training in inclusion, were more positive towards inclusive education as well as children with disability whereas those who hadn't associated with children with disability in the classroom or home as well as never get training, were more negative towards inclusion. The attitude of PTA affects the implementation of inclusive education in the pre primary school. The study discovered that there are some necessary skills pre primary school teachers require for the effective implementation of inclusive education thereby reducing barriers to learning in the study area. These skills can be acquired through trainings and workshops.

The result of the study selected that there is good relation and communication between the teachers and parents in the public pre primary school. The study also indicated that the longer a teacher had been teaching produced more positive perceptions towards inclusive education as they became familiar to both children with disability and to their teaching methods which is dominant to the successful implementation of inclusive education. There is direct relationship between the number of years of teaching experience and the perceptions of teachers towards the implementation of inclusive education in the study area. Among the essential resources for

teaching children with special needs, the research participants stressed that a good teacher used the most crucial resource for teaching children with special educational needs. The study identified some obstacles to learning experienced in the pre primary school (be in the classroom or within the school compound) such as emotional, socio-economic status, cognitive, physical, school and government regulations, cultural and social barriers to learning. The findings of the study have shown that regular teachers need to get proper training related to inclusive education before teaching children with special educational needs or disabilities. The results discovered that trained teachers had an aware of children with special educational needs, had positive attitudes towards inclusive education and had prepared to teach students with special educational needs or disabilities.

5.1. Conclusion

As mentioned earlier From the findings of this study, the following major conclusions were made in line with the objectives. this study examined that assessing implementation of parents and teachers in preprimary inclusive education. Based on the findings of the study the following conclusions were drawn. Based on the findings, the following conclusions could be forwarded.

- The status of inclusive education practice implementation in Woreda Raya Alamata seems in medium level in accepting diversities, student cooperation, teacher harmony of students etc.
- The result shown that there is no statistical significance difference in implementing inclusive education practice, diffusion and policy issues.
- There is no professional man power (special needs professional) in the study area.
- The presence of negative attitude of teachers and parents towards inclusive education, indicates the need for intervention to bring about more positive attitude, as long as teachers' and parents attitudes remain critical for successful implementation of inclusive education.
- The results of this study discovered that teachers with the provision of more resources and support, flexible and accessible curriculum, pre-service and in service training; teachers' attitudes could become more positive. Inclusive education had positive perception and observed inclusion as an education for all/the right for all children with

and without disabilities are taken together in the same classroom to be taught by a regular teacher.

- The nature of disability (which teachers hold negative attitudes to more severe impairments), untrained teachers and parents lack of training, adapted curriculum, availability of support, materials and equipment's and Class size, which are found consistently influencing attitudes of teachers in implementation of inclusive education negatively.
- The study concludes that teachers and parents' who have positive perception towards children with special educational needs is essential to build an inclusive learning environment whereas negative attitude hinders the implementation of inclusive education practices in the public pre primary school.
- The results of the study also shown that the teacher-parent relationship in implementing inclusive education is good in the pre primary school, though they had regular forum/consultation to discuss about the children with disability/inclusion related problems among teachers, parents and children with disability. It is sometimes when critical problems happened, the school informed parents about their children's status and misbehavior, rather than to ensure that regular joint meetings and discussions.
- Almost all pre primary school communities are willing to do what is necessary separately and/or collaboratively to create resources to meet the needs of children with special educational needs thereby to promote an inclusive environment in the pre primary school. The study indicated that training and professional development in inclusive education is critical to improve the attitude of PTA towards the implementation of pre primary inclusive education for children with special educational needs in the public pre primary school. Some teachers do not prepare individualized educational plan for students with and without special educational needs and don't use different teaching strategies to involve as well as to respond effectively to the needs of children with special educational needs in the public pre primary school.

5.2. Recommendations

Based on the findings of the study and conclusion made, the following recommendations were forwarded: Based on the findings, the researcher got and identified to address the implementation of pre primary inclusive education as follows.

- The pre primary school which was selected for this study should organized and manage resources to meet the needs of all students. When the school design to make something new should have to consider all students need such as; the class size, number of toilets, books and so on.
- Since the preprimary school is less efficient in budget and special attention should be given to conjugate other bodies. This requires joint efforts from government bodies, donors which are NGOs targeting in Special Needs Education and schools which run Inclusive Education program.
- Without training either short term or long term we never implement preprimary inclusive education what they are supposed to do. Trainings must be given for school teachers and should be given awareness collaboratively with stake holders.
- By providing and organizing preprimary inclusive education school clubs, must have to adjust Special Needs school club and give trainings for parents as well as teachers.

- Train Teachers on environmental accomodiations the can implement for children with possible disabilities
- The government should be given a great emphasis for children with disability in implementing inclusive education the building institutions must be under consideration of children with disability.
- The community must understand “Disability is not in ability”, if the community addresses the interest and needs of disability, disability children are as competent as other non-disable peers.
- A regular joint meetings and discussions must be prepared for teachers and parents to understand about the implementation of inclusive education and its barriers to learning so as to increase the welcoming of students with disabilities at the public preschool.

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Appendices
Appendix-1: interview
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Interview questions

The main purpose of this interview is to gather information about the Perception of PTA in implementing pre primary inclusive education at Raya Alamata woreda, for partial fulfillment of requirements for obtaining Master’s Degree in Special Needs Education. All given information will be kept in confidential. Hence, you need not provide your name or address.

My gratitude is in advance for your time and cooperation!

A. Personal information

- ✓ Name/optional-----
- ✓ Sex-----
- ✓ Age-----
- ✓ Educational background-----
- ✓ Marital status-----
- ✓ Occupational status-----
- ✓ Kebele-----

Interview- A

Interview Questions for special need professional

1. How do teachers and parents understand the philosophy of inclusive education?
2. Do you consider that the public preschool in the study area is inclusive?
3. As a special need professional, how do you evaluate the attitude of teachers and parents towards children with disability in the study area?
4. What are the skills preschool teachers considering critical to implement inclusive education effectively?
5. As a professional, how do you assess the teachers and parents' relationship in implementing inclusive education program in the preschool?
6. What does the relationship between the number of years of teaching experience and the perceptions of teachers towards inclusive education look like in the public preschool?
7. What resources would you consider essential for teaching children with special needs?
8. As a special need professional, how would you evaluate the perceptions of PTA about barriers to learning experienced in the public preschool?
9. What strategies can be designed to improve the attitude of PTA towards inclusive education of children with special educational needs?

Interview-B

Interview questions for principals

1. As a principal of the preschool, how do you see the teachers and parents understanding regarding the philosophy of inclusive education?
2. As a principal, do you consider that the public preschool in the study area is inclusive?
3. How do you assess the attitude of teachers and parents towards children with disability in your preschool?
4. What are the skills preschool teachers considering critical to implement inclusive education effectively?
5. As a principal of the public preschool, how do you evaluate the teachers and parents' collaboration in implementing the inclusive education program in the preschool?
6. What does the relationship between the number of years of teaching experience and the perceptions of teachers towards inclusive education look like in the public preschool?
7. What resources would you consider essential for teaching children with special needs?
8. As a principal of the preschool, how would you evaluate the perceptions of PTA concerning barriers to learning experienced in the public preschool?
9. What strategies can be designed to improve the attitude of PTA towards inclusive education of children with special educational needs?

Interview- C

Interview questions for the woreda education bureau expert

1. How do teachers and parents understand the philosophy of inclusive education?
2. Do you consider that the public preschool in the study area is inclusive?
3. As woreda education expert how do you see the attitude of teachers and parents towards children with disability in the preschool?
4. What are the skills preschool teachers considering critical to implement inclusive education effectively?
5. As woreda education bureau leader, how do you assess the teachers and parents' relationship in implementing inclusive education program in the preschool?
6. What does the relationship between the number of years of teaching experience and the perceptions of teachers towards inclusive education look like in the public preschool?
7. What resources would you consider essential for teaching children with special needs?
8. How would you evaluate the perceptions of PTA concerning barriers to learning experienced in the public preschool?
9. What strategies can be designed to improve the attitude of PTA towards inclusive education of children with special educational needs

Appendix-2: Focus Group Discussion

Guiding questions to facilitate teachers' focus group discussion

1. How do teachers and parents understand the philosophy of inclusive education?
2. As teachers, do you consider that the public preschool in the study area is inclusive?
3. How do you evaluate the attitude of teachers and parents towards children with disability in the study area?
4. What are the skills preschool teachers considering critical to implement inclusive education effectively?
5. How do you assess the teachers and parents' relationship in implementing inclusive education program in the preschool?
6. What does the relationship between the number of years of teaching experience and the perceptions of teachers towards inclusive education look like in the public preschool?
7. What resources would you consider essential for teaching children with special needs?
8. How would you evaluate the perceptions of PTA about barriers to learning experienced in the public preschool?
9. What strategies can be designed to improve the attitude of PTA towards inclusive education of children with special educational needs.

Appendices

ጣምራ-1: ቃለ-መጠይቅ

አድስ አባባ ዩኒቨርሲቲ

የትምህርት ፋኩልቲ እና ባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ-መጠይቅ

የዚህ ቃለ-መጠይቅ ዓላማ በአድስ አባባ ዩኒቨርሲቲ የልዩ ፍላጎት ትምህርት ዲፓርትመንት ስር በድህረ ምረቃ ተማሪ የወላጆች አመለካከት በልዩ ፍላጎት ትምህርት አፈፃፀም በሚል ርእስ የተዘጋጀ ሲሆን ዓላማው ደግሞ በዚህ ርእስ ትክክለኛ መርጃ መሰብሰብ ነው። በዝህ ቃለ-መጠይቅ ስምና አድራሻ መናገር አየስፈልግም።

ቃለ-መጠይቅ- ሀ

ለወላጆች የቀረበ የቡድን መውያዩ ነጥቦች መምርያ

1. መምህራን እና ወላጆች የአካቶ ትምህርት ፍልፍስና እንዴት ይረዱታል?
2. ትምህርት ቤቱ አካቶ ነው ብለው ያስባሉ?
3. እንደ ወላጅ የወላጆችና የመምህራን አመለካከት በአካል ጉዳተኛ ተማሪዎች እንዴት ይገመግሙታል?
4. የአካቶ ትምህርት በይበልጥ ለመተግበር መምህራን ሚያስፈልግዎቸው ክህሎቶች ምን ምን ናቸው?
5. በትምህርት ቤቱ የአካቶ ትምህርት ለመተግበር የወላጆችና የመምህራን ግንኙነት እንዴት ታየዋለህ?
6. በማስተማር ልምዲና በመምህራን አመለካከት ያለው ግንኙነት ስለ አካቶ ትምህርት ምን ይመስላል?
7. ልዩ ፍላጎት የላቸው ተማሪዎች ለማስተማር ሚያስፈልጉ ነገሮች/ግብአቶች ምንድን ናቸው?
8. እንደ ወላጅና የመምህራን አመለካከት ለማስተማር እንደ መሰናክል የሚታሰቡ ምን ምን ናቸው?
9. የወላጆችና የመምህራን አመለካከት በአካቶ ትምህርት ዙርያ ልዩ ፍላጎት ያላቸው ተማሪዎች ለመሻሻል ሚያስፈልጉ ምን ምን መሰራት አለበት ይላሉ?