



**College of Education and Behavioral Studies
Department of Special Needs and Inclusive Education**

**The Perception of Non-Disabled Peers towards the Academic
Performance of their Kindred Students with Disabilities: A Case
study of Lideta Sub City Secondary Schools.**

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The Perception of Non-Disabled Peers towards the Academic Performance of their Kindred Students with Disabilities, the Case study of Lideta Sub City Secondary Schools.

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Abstract

This study intended to assess perceptions of non-disabled peers towards the academic performance of their kindred students with disabilities. The study was held in Lideta sub city's three governmental secondary schools namely Dejzmach Balcha Abanefso, Hidase Lideta, and Africa Hibret. The study employed qualitative research methods; purposive sampling technique was used to select the sample from principals, guidance whereas random sampling technic was to select the participants from teachers and students respectively. In this way, 39 participants were selected as sample population for this study. Interview and focus group discussion were used as data collection instruments. The data collected were analyzed qualitatively. The major findings show that students without disabilities wrongly perceive the academic performance of students with disabilities; considered that they always need from them, refuse to do activities with them in group because they think that their result will be decreased if they do with them, they consider students with disabilities will never be good in their academic performance if they get enough support from other, refused to cooperate with them due to these students with disabilities lose their confidence, think they are ignored by all, their results become declined comparing with student without disabilities. The findings also indicated that the problems need serious interventions by the concerned people like teachers, principals, guidance and counselors to aware the school communities by giving trainings, awareness, conferences and seminars to minimize wrong perceptions against students with disabilities in order to help students academic performance.

CHAPTER ONE

Introduction

1.1. Background of the Study

Education is one of important aspects that include skills, abilities and knowledge among the individuals; it leads to overall growth and progress of the individuals, community and nation as a whole. An educated person is able to accomplish his desired goals and objectives; it was also able to render an efficient contribution towards the well-being of the community. The inculcation of academic knowledge, skills, abilities and proficiency among the individuals is enhanced through learning and academic performance. In secondary schools, there are numerous reasons that contribute an important part in enhancing the academic performance of students. The academic performance determines the future goals and objectives of students.

The elements of academic performance of the students include, class participation, assignments, homework, tests, examinations, and participation in competitions or other events. The influence of parents, teachers and school administrators had several significant impacts to improve the academic performance, to come up with advanced strategies. These include, rendering tutor class for students, introducing effective teaching-learning methods and modifying instructional strategies, using appropriate technologies, rewarding or performance appraisals serves as a motivating factor, it leads to work more to make improvements (Nyagasia, 2011). When teachers implement the strategies for rewarding good performance, the students would be motivated to work hard and improve their academic performance. Accordingly, the study tries to explore the perception of peers without disabilities towards the academic performance of their kindred students with disabilities in study area.

As a principal of Hidase Lideta secondary school and the good interactions I have for students with disabilities, I realized that they have poor performance in their academic, lack of information about assignments and home works, lack of support from peer without disabilities and teachers, refusal from learners without disabilities to form group works with children with disabilities. These other related situations I have observed make me to conduct

this research on the perception of students without disabilities towards the academic performance of their kindred with disabilities.

Accordingly, the study tried to explore the perception of peers without disabilities towards the academic performance of their kindred students with disabilities in study area.

1.2. Statement of the problem

Students with disabilities have different types of perception on their academic performance. Students with disabilities face many challenges in schools by many ways due to lack of appropriate knowledge about disability and their need because of that most school community increasing disparity in the educational achievement of students with disabilities relative to their peers.

The negative consequences of the achievement are more acute for student with disabilities who are victimized by chronic, systemic levels of poor performance. These perceptions may be created from different conditions like lack of awareness, lack of resources, lack of well-trained teachers, lack of school commitment and missing the main goal of education for the students with disabilities which is targeting to their own independent self-style.

The school environment but also affects the academic performance of students so teachers and school society can provide such an environment that suits best for academic success of students with disabilities. The school community can provide counseling and guidance to parents to create good positive school environment for improvement in student quality work (Marzano, 2003)

An education which is specially designed instruction to meet the unique needs of children with impairments/disabilities or gifted /talented ones in diverse settings such as the regular classroom, in the home, in hospitals or institutions or in other settings so that students with special needs achieve their maximum potential and continue to grow and learn throughout their lives. (Dawit N. 2011)

Pearl (2009) in his study the perception of educators towards inclusive education viewed that teachers perceptions and attitudes towards students with special needs vary in of regard their age, gender qualification, special needs training provisions. Teaching experience field of study and the socioeconomic and technological advance of the context they live. However,

peoples have relatively misperception and negative attitude toward students with behavior problems regardless of the above factors.

D. Akin (2014), In this study, college students' perceptions of peers with disabilities within a university setting were examined, specifically, how disability type influences perceptions of social and academic abilities, expectations of academic performance and classroom. Perceptions of students with disabilities were expected to differ based on visibility status. Visible disability stigma is frequently negative, although it may be masked in a positive but patronizing attitude (Cahill & Eggleston, 1995).

As we have seen on the above literatures different scholars conducted research in universities level and colleges about the perceptions of students without disabilities towards the academic performance of their kindred students with disabilities, but this research is conducted to fill the gap that other researchers couldn't fill in secondary schools particularly on the perceptions of students without disabilities towards the academic performance of their kindred peers with disabilities in three Lideta sub city's secondary schools.

The above studies focused on teacher perception towards students with disabilities these studies found the gap on assessing kindred perception against the academic performance of students with disabilities. Thus, aim of this study aims to assess the perceptions of the kindred students towards the students with disabilities.

1.3. Research Questions

This thesis addresses the following research questions.

- ✓ How does such a perception affect the academic performance of students with disabilities?
- ✓ How students with disabilities do perceive their academic performance?
- ✓ How do students without disabilities perceive the academic performance of students with disabilities?
- ✓ What are the major factors influencing the perception of non-disabled peers on academic performance of their kindred with disabilities?

1.4. Objectives of the Study

1.4.1. General Objective

The ultimate goal of this research objective is to investigate the perceptions of non-disabled peers towards their Kindred on academic performances of students with disabilities.

1.4.2. Specific Objectives

The specific objectives of this study are to;

- ✓ Describe the perception of non-disabled peers towards the academic performance of students with disabilities in lideta public secondary school.
- ✓ Explain the ways the non-disabled peers' perception affect the academic performance of students with disabilities in Lideta public secondary school.
- ✓ Assess academic implications of peers' perception on the performance of students with disabilities. and
- ✓ Propose possible mechanisms to improve effects of peer presumption on the academic performance of students with disabilities.

1.5. Significance of the Study

The study result will benefit the school and students with disabilities in the study areas to give more support in order to improve students' academic performance. Teachers, non-disabled students and stuffs of the study area would get additional skills of helping students with disabilities. It motivates the schools' teachers to improve students' performance level with respect of their academic achievement through peers without disabilities to give training program, workshop, and seminars and lay foundation for farther studies for future. It also helps other researchers as a reference to conduct related researches.

1.6. Scope of the Study

This study investigates only perception of non-disabled peers towards the academic performance of the students with disabilities in Lideta sub-city governmental Secondary Schools. The researcher preferred the schools among others for two reasons. The first is interviewees and the school has relatively large number of peers without disabilities. The major variables considered in the study were factors influencing the perceptions of peers

without disabilities and towards academic performances of their kindred students with disabilities. The total sample size for this study was about 39 respondents.

1.7. The limitation of the study

The major limitations in this study were shortage of time, problem of getting interviewed participants by telephone and documented materials. To deal with the problem the investigator had used its time in a wise manner spent his leisure time on this work, to deal with financial case reducing the frequency of the travel to the study area by telephone call.as well using other data collection tools such as observation during this research.

1.8. Definition of terms and concepts

Perception: -it refers to the process of identifying, organizing, and interpreting information's to understand and represent an environment. It is the total image that emanates from the information and knowledge one passes about the person, object, idea, or event being valued. (Erin, & Maharani, 2018).

Academic performance: Refers to achievement in evaluation, standardized tests and examinations shown by a student. (Marriam Webster Dictionary, 2022)

Performance: is to take a complex series of actions that integrate skills and knowledge to produce a very useful result. (Yun, 1997)

CHAPTER TWO

Literature review

2.1. Literatures of the study

Perception is psychological processes through the experience of the five senses; Individuals can generate responses to positive or negative perceptions. Answers are available through levels of selection, interpretation, and response (Erin and Maharani, 2018).

Perception as Noe viewed is an amalgamation of beliefs and feelings which prompt a person to act in a certain way (Noe, 2002). Behavior influence Perception of the individuals this in a long run affects an attitude in its turn motivates behavior (Chapon, 1992).

Attitudes, behaviors, expectations, interactions, treatments and attributions that are made in regard to people with disabilities will be affected by the stereotypes that are held by an individual. (clarc & crewe, 2000, p. 18)

The Negative social attitudes to situations pose an individual an opportunity to develop, reinforce and solidify socioeconomic barriers to group activities in a diverse society people with disabilities such as myths, misconceptions, has an adversary impact (Smart, 2001).

Otter (de Gadirian, Ayub, and Salihi (2017)) describes cognition as a process of obtaining information. This allows you to understand what you are learning.

Feldman (1999) argues that it is a constructive process through which we try to build a meaningful environment beyond the stimuli we receive. Morgan (1987), however, refers to work, sound, emotion, taste or smell. In other works, consciousness can be defined as anything a person experiences.

According to Rahmat (de Arifin, Fuadi, & Kuswarno, 2017), comprehension consists of interpreting information messages about objects, events, or relationships. However, it is a process of translating sensory stimuli or translating stimuli into human emotions. From a human point of view, there is a difference between knowing something that positively or negatively affects one's actions.

According to Eagly (1993), this psychological tendency can be regarded as a type of bias that predisposes an individual to words evaluative responses that are positive and negative and

these evaluative responses are developed on the basis of cognition, affect, and behaviors. Specifically, in the current study, they helped to reveal whether there would be any difference in the influence created by one of these dimensions to positive or negative perceptions towards integration of students with disabilities in their class rooms.

Based on the above definition, it can be concluded that an understanding arises based on the experience and feelings of each individual. Insight is each individual's response to the perception process.

2.2. Types of perception

According to Irwanto According to Shandi Thesis (2020), perception is divided into two; those are positive and negative attitudes.

A) Positive awareness is a continuous understanding of the use of all knowledge and responses. This continues to enable or accept and support what is known.

B) Negative perception is the perception of all knowledge and responses that are inconsistent with what is in the perception. Therefore, both positive and negative perceptions are almost always affected when a person does something. It will proceed with passivity or reject and oppose the perceived object.

Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived.

The Process of Perception

Based on Walgito (in Arifin, Fuady & Kuswarno, 2017) the process of perception occurs in the following stages:

a) The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.

b) The second stage, a stage known as a stimulus that is a physiological by receptors (sensory organs) through sensory nerves.

c) The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor.

d) The fourth stage is the results obtained from the process of perception, which is in the form of responses and behavior.

2.3. Factors that Affect Perception

Perception is determined by personal perception and situational factors (Rahmat in Arifin, Fuady & Kuswarno, 2017). The explanation as follows:

- a) Functional Factors: functional factors come from needs, experience, and other things that are included in personal factors
- b) Structural Factors: Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system. Restiyanti Prasetijo (in Arifin, Fuady & Kuswarno, 2017), states that the factors that influence perception can be grouped into two main factors:
 - 1) Internal factors, including experience, needs, rating and expectations
 - 2) External factors, including external appearance, the nature of the stimulus, and environmental situation

According to Toha (in Arifin, Fuady & Kuswarno, 2017), there are some factors that influence someone's perception as follows:

- a) Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivation.
- b) External Factors: family background, information obtained knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object
In addition.

Davis (1989) stated that there are two external factors that influenced someone perception those are perceived usefulness and perceived ease of use. Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance. Whereas perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort.

Akin, D. (2014) Studied how students perceive their peers with disabilities and the way those perceptions vary based on types of disabilities. Participants accomplished measures that asses

the perceptions of social life, academic capacities, and academic performance of the students having one of the three disability types: physical (visible), cognitive (nonvisible), and psychiatric (nonvisible). Understand the negative impacts stigma may have had on the academic performances of learners with disabilities, it's important to consider how they are perceived by their nondisabled peers.

The major hindrances for the academic performance of the disabled children are disability perceptions. Many disabilities are perceived as a form of divine punishment or as carriers of bad fortune. The perception of instructors, schools, and administrators, other children, and even family members affect the practice of special education (WHO, 2011; p 216). Terusew, T.(2005) Further shares this idea by saying that societal attitudes towards children with disabilities are full of myths, misconception, fear and rejection. Children are in turn likely to develop mistrust, shame, hostility, and feelings of inferiority

D. Akin. (2014) He investigated non-disabled peer attitude within university were examined it conclude that type of the disability itself had significant social and academic impact specifically; expectations of classmates vary between students with disabilities and non-disabilities. There is a visible disability stigma. Visibly observable disability stigmas are frequently negative, even though it may conceal in a positive patronized manner. In contrast to visible disability stigma nonvisible disability stigma is habitually negative as well it had profound impact. People with nonvisible disabilities such as psychiatric and cognitive disabilities, are more perceived as negative than people with physical disabilities, possibly due to uncertainty surrounding interactions with those people. As such, it was expected that students with psychiatric or cognitive disabilities would be perceived more negative.(Cahill & Eggleston, 1995).

Most non-disabled Ethiopians don't know disability concept and prevalence of disability because of that their academic achievement expectation is low. Tirussew T.& Lohtomic H. (1994). On their work. They concluded that in Ethiopia the occurrence of disability is estimated at about 2.95%. The finding of their thesis further revealed that among persons with disabilities 41.2% persons with motor disorders (those who revealed inability to; pace, sit, eat and drink); 30.4 % persons are visually impaired (either weak sight or blind); 14.9% indicated as having hearing impairment (either hard of hearing or deaf), 6.5% persons

with intellectual disability which range from mild to profound mental retardation), 2.4% persons communication impairment (either speech or loss of language skills), 2.4 % persons with behavioral hitches and 2 % is estimated to have multiple types of disabilities. The social status of individuals having disability is badly influenced by miss conceptions as most people perceive disability as a cause of curse. This a stereotype bad perception based on fiction without factual information's. Stereotypes have a powerful motion to hamper the ranges of mind intelligence, reorient perception of individuals in dissimilar manner (Tirussew Tefera & Lohtomic H. 1994).

Student to student relationship reveals mixed feelings, both positive and negative. Some scholars viewed disabilities conception between students with ability and disability; argued non-disabled students are friendly to each other than other able students, considerate and supportive for each other than others. Whereas others confess that they do not have any sort of relationship with non-disabled students. Though this argument had some realities in its tendency to reveal favor of peoples with disability their stick towards each other and their limited interpersonal relation with others. It fails to admit causes for prevalence's of loneliness identified by students with disabilities. It also ill considers positive out looks of some individuals and well interacting disabled individuals (Marzano, 2003).

According to Kebede, attitudes of teachers and students with no impairments towards pupils with disability was often negative, this leads to social isolation and exclusion either by one self or peer withdrawal of students with disabilities from kindred's assembly. Poor learning resource and incapability to modify teaching aids to suit the needs of students with disability are among factors influencing interaction between instructors and learners (Kebede, 2015).

The academic gains and performances are influenced by numerous aspects including stigma, discriminations, exclusions from varies activity, prohibition from leadership positions these lead to psychological problems and lack of motivations.

There are various psychological reasons that related to academic performance of the students. These include depressions, exam-phobia, attentions disorder, learning disability and low learning styles. Depression chiefly happens amongst students due to poor grades failure on fulfillments of continues assessments. In case they sense, as they did not get what they aspire considering their effort they may feel depressed. Exam phobia is other factors

identified, its fear of exam expecting failure this weakens one's preparation towards the exam. Accordingly, attention disorder is additional causes for poor academic achievements it is lack of due care to one's subject areas of study in a proper time schedule. It hampers ones learned insight. Slow learning as well learning disability is the stagnations an individual's practice, to understand in depth of the subjects. Both are deficits within brain that leads to lack of capacity to obtain innovative knowledge. Learning disability as well slow learning hinders learning pace of the students. It leads to poorly manage the learned concepts it vicious circle poses to problems of difficulties in reading, writing, subject matter hitches such issues can be explained. Attitudes, behaviors, expectations, interactions, treatments and attributions that are made in regard to people with disabilities will be affected by the stereotypes that are held by an individual. (clarc & crewe, 2000, p. 18)

Motivations also had robust impact on performance, making provision stimulant that prepare the mind-sets of the individuals, so that students be enthusiastic to learn. Its lack may consider as cause for low academic achievement; resultantly, the students lack; an ability to demonstrate interest, clear ambitions and keenness as well commitments towards academic education. Motivation is required in all levels of education. In other hand when the students lack motivation, they feel despondent or despair and in some cases are unable to make improvements.

2.4. Factors Affecting the Student with disabilities Academic Performance in Secondary School.

When we see the factor influencing the students' academic performance from starting the disabled parents there is no ideas and future vision too them related to academic capacity and performance and believed that the disability by itself came from the penalty of God and have feeling of shame to them. In this case the disabled children do not get freedom to play with siblings, neighbors, peers to learn to work. Even they have no chance to move freely out of their home.

Communities also affect the attitude of disabled children next to families; societies segregated them from various conditions. As mentioned the above problems they think disabled children could not learn, work and have no attitude potentials to participate in the production of one's country. As well as the neighbors and peers hurt their moral related to their difficulty. Even

though there is a perfect educational training policy the responsible powers (administrators, teachers etc. have less consideration to practice the policy in different ways. Example Un Conducive school environment, No facilities of materials in school and untrained teachers. Even if students with disabilities have got across to come in the school, there are problems that challenge them the schools environment there is no appropriate buildings, There are no stages uncomfortable of stages, Un appropriate playground, Toilet, Chairs & tables Untrained teachers, Lack of necessary equipment's & materials. They are handicaps with peer groups; School communities have less attention rather than focus on children with disabilities, School distance, In appropriate road (street), Lack of special device and appliance Example Wheel chair crutches hill shoes to balance their fee, Braille, sign language, Audio aids, eye, glass, cane etc.(Asrat, 2013).

In this all the above case affects the academics performance of students with disability.

The main areas that have been taken into account include, factors influencing the academic performance of the students, Attitude of the Students (positive or negative), academic performance and large number of students in class, School Resources, parental and associated factors relating to academic achievement, Leadership Aspects, Skills and Abilities of the Teachers, Classroom Environment, Role of Parents, Psychological and Health Related Factors, Motivating and Encouraging Students, Counseling and Guidance Services, Time Management, Teaching-Learning Methods, Approachability and Professionalism contribution of school factors towards the academic performance of students, influence of poverty on academic achievement of students and other causes of low academic achievement.(Kapur, 2018).

CHAPTER THREE

Research Method

3.1. Research design

Qualitative research method was used. Qualitative research is a research type that covers an array of interpretive techniques which seek to describe, decode, translate and come to terms with the meaning of certain more or less naturally occurring phenomena in the social world (B.Marrian, 2009). Research designs conduct the study particularly the descriptive research design. This approach was enabled the author of the research to properly describe the perception of non-disabled peers towards the academic capacity of their kindred students with disabilities. In other words, the use of descriptive approach is facilitated the researcher to collect data on past experience of the study participants on the thematic issue of the research. This research method was used because the number of participants in the study is small in number (Lous Cohen, Lawrence Manion and Keith Morrion, 2004). Descriptive method is the most popular and mostly used research method in education, and its concern is to describe and interpret existing relationships. In addition the writer described study method as a research used to investigate the nature of a phenomenon from a small number of cases, and its purpose is described the status of an educational phenomenon compared it with established standards (W.creswell, 2013). It was study design which was described the characteristics of things: and it concerns with specific predictions, with description of facts and characteristics concerning individual, group or situation (C.R.Kotahari., 2004).

3.2. Description of the study site

The study was conducted at governmental secondary schools situated in Lideta Sub city of Addis Ababa City Administration. In Lideta Sub city there are only three governmental secondary schools.

Lideta Sub-City is smallest sub city among 10 Sub- Cities of Addis Ababa City Administration. In this sub city, there are three governmental secondary schools namely.

Dejasmach Balcha Abanefso;

Hidase Lideta; and

Africa Hibret secondary schools.

Those sites were selected for their close relevance for the study as well suitability for the researcher to timely collect and analyze the data's. All secondary schools situated in the city stated above were targeted as study sites for the conduct of the research purposively.

3.3 Research Participants

In this study, students, teachers, principals and guidance and counselors of Lideta Sub-city Secondary Schools are participated. Participants were identified and selected from total populations of the study schools. The sample of the study was selected from the total number of students, teachers, principals and guidance and consolors of the three governmental schools in 2019/2020 academic year.

3.3.1. Sample size and Sampling Technique

In this study the probability and non-probabilistic sampling techniques were used to conduct the research. Purposive and random samplings were employed to choose the study site since there are only three secondary schools in Lideta sub city. Purposive sampling was the most widely used type of qualitative sampling method. (Lous Cohen, Lawrence Manion and Keith Morrion, 2004) Whereas non-probability sampling technique also was used namely and the sample derives from the researcher target a particular and the case in small scale research. Purposive- sampling was selected the sample population. Regular teachers, principals and were selected randomly for the study. Disabled students, guidance & counselors were selected percussively. The reason why I used this sampling technique is to select the participants who have better knowledge about the topics because they have been working on the area and they have relevant experience and exposure to the thematic of the research was identified and selected purposively to participate in the necessary data for this study. Therefore, from three high schools fourteen females, twenty five males the total numbers of participants for the study were thirty nine participants (39) from the three secondary schools. Out of thirty nine, twenty four (24) students with non-disabled(8 from each school), three (3) students with disabilities (1 from each school), six (6) regular class teachers (2 from each school), three (3) Principals (1 from each school), three (3) guidance and counselors (1 from each school) were participated in the study.

3.3.2. Sample size

Therefore, the total numbers of participants for the study were thirty-nine participants (39) recruited from the three secondary schools. Out of these 39 respondents' twenty four (24) students without disabilities and the other three (3) were students with disabilities. In addition, six (6) regular class teachers, three (3) Principals, three (3) guidance and counselors were identified to participate in the study. Students with disabilities, regular class teachers and school principals were selected using random sampling techniques whereas disabled students and guidance & counselors were chosen for the study purposively including the study sites. The researcher believed that the sample size could help to maintain the research and him to obtain the necessary data to conduct the research on this topic.

3.4. Data collection tools

The data was collected from the members of the target population from primary sources of data using the following data gathering instruments in this study:-

- Interviews
- Focus group discussion

All the items of the instruments were prepared to be as relevant as possible to the issue under investigation for the research participants (The perception of peers without disabilities towards the academic performance of their kindred students with disabilities).

3.4.1. Interviews

Interviews were used to get the views and opinions of the sample respondents these were students, teachers, principals and guidance & counselors. (Patton, M., 1990) State that the data from interview consists of direct quotation from people about their experiences, opinions, feeling and knowledge. All interviews were recorded by digital recorder based on the consent of the informants semi- structured interview guide line was prepared for teachers, principals, students with disabilities and school guidance separately for each of them because all of them have enough experiences on perceptions of students and were used to maintain the consistency and quality of the interview, and all interviews were

carried out in convenient places based on the choice of the interviewees preferably in their office and or schools' classroom separately. Different interview questions were also prepared for teachers, students with disabilities, guidance and counselors and school principals based on their career and their duties.

3.4.2. Focus group discussion

The aim of conducting focus group discussion was to make stronger the information obtained from the interview. Means, focus group discussion can maximize the possibility to generate answers to the basic research questions. (Cohen, 2000) State that focus group discussion was group interview, where 6-12 people were brought together for discussion. Therefore, three focus group discussions were formed from the three secondary schools. In the first students who participated in the focus group discussion were eight in number from peers without disability from Hidase secondary school and the second eight members were from student with peers without disabilities from Dej-Azmach Balcha Abanefsio school and third group eight members were from student with peers without disability from Africa Hiberet secondary school which are included totally twenty four in number from peers without disabilities were also participated in the discussions.

3.5. Data collection procedure

After the design and plan for the overall research process, the researcher took the letter from the university to the concerned institutions. In the process the researcher observed the situation in the institutions and created contact with individuals, design the focus group, as well select the key participants in the whole research process. Through this the facilitator from each institution was selected and timely created relationship through the good fellowship during the contact time. Interview was conducted with 3 principals preferably in their offices, 6 students without disabilities in their school, 3 students with disabilities, 3 guidance & counselors in their school and 6 home room teachers in their school. In addition to this focus group discussion was organized for three focus group discussions in three secondary schools. First, eight students were participated in the focus group discussion from peers without disabilities in Hidase secondary school, then eight participants were from student with peers without disability in Dej-Azmach Balcha Abanefsio school and the third group was eight students with peers without disabilities from Africa Hiberet secondary

school which were included totally eighteen in number from peers without disabilities and was participated in the discussion. Focus group discussion was translated into the students' language or mother tongue (Amharic). In addition to this the interview and the focus group discussion was recorded using camera.

3.6. Data analysis and interpretation

The goal of data analysis was described narrative through thematic organization accurately. In order to answer the research questions and met the objectives, the qualitative data analysis method was employed. As (Bogdan, R., & Biklen, S, 2007) states data analysis in qualitative study basically involves word argumentations than numerical explanation. Thus, data was collected through interview; focus group discussion and the explanation of document were examined qualitatively using narrative form. The result of the analysis was represented forming major and sub themes.

This means the collecting data from students; teachers, principals and guidance & counselors by using the two instruments were classified, organized, and interpreted by using descriptive/narrative/ method in order to give a digesting picture of the data. The data gathered and rearranging based on the research questions and logical order. Then the data was categorized by forming some themes or major concepts as explaining by the respondents. In categorizing the data the researcher applying data organized where by each data was made and placed under some concepts they represent. Accordingly, information was generated from personal interview, key informant, written focused group was analyzed by using qualitative techniques.

3.7. Ethical considerations

The participants of the study were human beings. so ethical consideration was taken into account seriously to collect data from respondents. Permission was asked from the study institutions students, teachers, principals and guidance & counselors. The selected respondents were requested for their willingness to participate in the study and were informed by the manifest about the purpose of the study and request to provide accurate data before responding to the questionnaires. To keep respondent information for confidentiality and security and the data was collected without asking and writing their names. (Halej,

2017)The researcher was assured that their names, job titles, employers, etc. will not passed to other personnel and as the questionnaire is only for the matter of academic purpose to maintain the confidentiality of respondents should be securely stored, password protected and possibly encrypted.

CHAPTER FOUR

Results

Thus, as stated in the preceding chapter the main objective of the present study is to explore the perception of peers without disabilities towards the academic performance of kindred students with disabilities in the regular school participation and academic performance. Respondents are from three governmental high schools in Lideta sub city. Those are a total governmental high school in the sub city. Out of which sample were taken. From diverse school community such as teachers, students include disabled and non-disabled, principals and counselors.

Table 1 Profile of the informants/respondents.

No	Items	Gender	Number of Respondents	age	Educational background
1.	Students without disability	Male	14	15-21	9-12
		Female	10	15-19	9-12
		Total	24		
2.	Students with disability	Male	1	15-19	9-12
		Female	2	15-19	9-12
		Total	3		
3.	Teachers	male	4	25-30	3 masters
		female	2	30-35	3 degree
		Total	6		
4.	Principals	Male	3	35-50	Masters
		Total	3		
5.	Guidance and counselors	male	3	31-35	Masters
		Total	3		
		Sub Total	39		

4.1. The perception of non-disabled peers towards the academic performance of their kindred students with disabilities categorized in four thematic Areas

4.1.1 The perceptions affect the academic performance of students with disabilities.

Concerned about the perception affecting academic performance, some of them responded. If students with disabilities get enough support from the stakeholders, they will achieve high result in their academic performance or score good result. The students, who respond that their performance is poor, claim that they didn't do well. The other teacher respondent claims that students with disabilities have barriers to communication with their teachers and peers in classroom activities and group work activities that lead to poor academic results. In contrast, there are some teachers who claim students with disabilities in their school have good performance. There are also teachers who see no difference between disabled and non-disabled students. There is a participant who asserts that unsuccessful implementation of inclusive education schemes leads to poor performance.

Teachers' responses towards perceptions

The teacher's majority responses are indicated in the following manner. Most teachers responded that there is a huge gap between the academic performance of disabled and non-disabled students, this is due to wrong perceptions of most students without disabilities have for their peers with disabilities. Students with disabilities perceived that disabled students cannot perform equally with them, students with disabilities have wrong perceptions for disabled students due to the way other school society preserved them wrongly, they also think that peers with disabilities are not competent enough and ranked in their classroom, but all these wrong perception can be traceable if the awareness about disabilities are given for all school societies including students without disabilities. Some claim they have equal performance, further explaining they don't have special ways to compare students with disability. Some perceive it is difficult to say they have equal academic performance, because students without disabilities can use all their sense organs. "It is difficult to say they have equal performance with students and without disabilities". However, their understanding and

working ability are not the same as their school and classmates because they can't read, speak and do physical activity. Using their own effort and perception, some have good results, but they are not competent enough and ranked. Therefore, in general, there is a result gap between students without disabilities". The environment, community, neighbourhood, socially negative attitudes are frequently affected by the performance of students with disabilities, and they don't achieve the same results as their peers". Students with disabilities do not get enough support from parents, teachers, and classmates. Because of that, they get weak results.

From the six of the respondents' teachers thus, answers are categorized into four categories. Two of the respondents respond to perceptions of the performance of students with disabilities under academic performance. Out of the six respondents, two clarify that their performance can be situational. It can be based on perception affects academic performance. One of the responses infers they can perform averagely well. While the other one responded by not having any idea about the students with disabilities performing in their school. This indicates the academic performances of the students in the study area are relatively low in relation to other students in the areas for various reasons.

Responses of school principals towards perception

The principals responded that there is big difference in academic performance of students with disabilities and students without disabilities; some of them have good participation and outcome of educational achievement. In our school, students with disabilities have low academic performance compared to others, especially in calculation subjects and physical education subjects, and they aren't able to participate equally. Few students with disabilities have better academic performance. However, their understanding capacity is not the same as their schoolmates because they can't attend class, they don't do homework, class work and they don't understand what the teacher says. Using their own effort and perception, some have good results, but they are not competent enough and ranked. Therefore, there is a performance gap between students without disability and students with disability.

Thus, the principals mentioned that the performance of students with disabilities in general is low when we compared with other students without disabilities. However, principals attached the cause factor to students' low participation is due to negative perceptions of students

without disabilities, poor class attendance, inappropriate activity performance, and total directors reasoned that the poor effort of students without disabilities is a main factor which is associated with the low motivation of the students.

From the three respondents' principals, two clarify that their performance doesn't accept equal performance of the students with disability. They hardly compare them as equal with the students without disabilities. While only one principal accepts that he/she can perform as well as students without disabilities. This indicates that most principals do not perceive students with disabilities to perform as well as students with disabilities.

Responses of students with disabilities

According to, the responses of students with disabilities all the obstacles and problems are poor quality of classrooms', teachers and principals don't support them except what they do for all students in the school, they don't even think that the school have special needs students who needs help from all school communities, they also indicated that some of their peers from students without disabilities and teachers have negative attitudes towards their academic performance, quality of blackboard, some teachers' handwriting is very small, the plasma light is not well-designed, and teachers' sound is not heard properly considering all students. These and other wrong perceptions of peers without disabilities in their classroom affected their academic performance according to the responses of students with disabilities.

The Students with disabilities also indicated that teachers don't want to give individual support. The teaching learning process is always the same and ignores students with disabilities. The teachers and students without disabilities have assured us that in the schools there was low attention to students with disabilities. Even though the teachers have enough preparation and do not provide educational materials for students with disabilities,

All students with disabilities confirmed that the negative perceptions of students without disabilities, accessibility, teacher abilities, and poor awareness of school community for disabilities affected their academic performance badly.

4.1.2. How Students with disabilities perceive their own academic performance.

Teachers' responses on how students' with disabilities perceive their academic performance.

Students with disabilities are happy with their academic performance. However, the interactions they have with their peers made them not do well as their friends even though they have interest to improve their results in academic performance students without disabilities are not willing to do with them due to negative perceptions they have for students with disabilities. Other students see them as they couldn't do very well in their academic so they refuse to participate in group works, to study with them, some of them refuse to discuss about their lesson with students with disabilities, but there are students who encourage and support them. Some students don't encourage us to show our ability by participating in class and we don't get better academic performance. They said that if we are taught very well, get support from teachers, and if we are helped by students without disabilities, they will get better results. Due to lack of what they mentioned, students with disabilities feel less confidence in participating in some activities because they think that they can't do activities or have no self-awareness.

Principal responses of students with disabilities perceive their academic performance.

Students with disabilities face either negative or positive experiences in their academic performance. When we see perception of students with disabilities on their academic performance in our schools, students without disabilities and the school community do not understand the students with disabilities. That means they don't understand the cause of disability. Most of them think that disabilities are an inability; they consider that they don't learn as students without disabilities. There are some obstacles hindered students with disabilities not to participate actively in their educations, according to the respondents' reflections. The obstacles include negative attitudes from other peers, communication barriers, environments, accessibility and materials, lack of assistive technology are among the obstacles. However, there are variations in the response from group to group on the existence of obstacles because of above problems their leaning interest was weak and complained decrease in their academic performance.

Responses' of student with disabilities towards their own perceptions in the school.

The students with disabilities reflected that they were good in the class, and they think that if they are supported by teachers and their peers they will do well in their academic. They said that teachers give them very little attention for students with disabilities. According to their responses students without disabilities are also not willing to support them while they need help from them. Teachers should be aware that students with disabilities need special support from them because most teachers don't even know that students with disabilities expected more from them. They said that teachers should encourage them when they do well in their academic because they believe that giving appreciation will help them to do more. Generally, their responses show that they have good and positive perceptions for themselves to do whatever in their education even though their current performance is very low comparing with peers without disabilities. They said that all school communities should give attention for them to up lift their performance.

Guidance and counselor's responses and perception of students with disabilities perceive their academic performance.

Students with disabilities complain that most of the time some rude students without disabilities underestimate them in their academic performance, refuse to do group activities, home works, assignments, unwilling to be friend with them, even some of them insulted them while they need their help even if some good students without disabilities encourage them to well in their academic. As school guidance and counselor we tell them to ignore the students who have wrong perceptions for them in order to focus in their academic performance. In the other hand, we also rebuke students who wrongly perceive students with disabilities by telling them that disability is not an inability. Some students without disabilities taught students in the school mini-media to develop positive thinking about their education and life in the schools. For instance, peer group-student relationships have emerged as an important source of psychosocial support and coping. Students with disabilities hope to continue their education and be successful; they feel they will make every effort to complete their education even with difficulties. Some have reported that they don't want to think any more about their disability as it doesn't bring any positive outcome. Some were very confident of their success and wished for them to become good professionals.

The guidance and counselors said that attitudinal change training should be provided for all members of the school community (students without disabilities and the school community) with special needs. Some regular teachers and a few students without disabilities look like inability and students with disabilities look like they are not valuable.

4.1.3 Students without disabilities perceive the academic performance of students with disabilities.

Responds from teachers regarding how peers without disabilities perceive the academic performance of children with disabilities.

The teacher described that some non-disabled students from Hidase Lidata School reflected unwillingness to do tasks students with disabilities. Some of them are irritated by the situations of disabled students. They are not happy to do tasks and play with disabled students, never cooperate to do anything with them, so students with disabilities faced neglect and segregation from other peers. Most students with disabilities think that students with disabilities will be an additional burden if they do tasks with them and, due to this reason; non-disabled students are not willing to do activities with them. Some students consider that students with disabilities do not perform as well as them. Rather, they think that they need support from them. It isn't different in other schools either, but only some non-disabled students without disabilities have good interaction with students with disabilities. Since there are academic performance differences, they haven't good participation and outcome of educational achievement. Because students without disabilities are healthy and normal, there is no problem with understanding each other/mutual understanding/but the problem is to have positive interaction between students with disabilities. At this moment, limited educational participation can be seen. Students are not interested in being active in educational activities. Most students lack awareness about the benefits of participation in educational activities. Students are not active participants in the classroom. Very few students participate in educational activities. Most of the students were demonized. Students without disabilities have said that in the schools there was low attention for students with disabilities. Even though the teachers haven't enough support and do not provide the opportunity to participate in class for students with special needs.

The school condition indicates that students with disabilities don't perform equally with students without disabilities because students with disabilities lack accessibility and materials and lack of additional back up which limits their performance. They lack laboratory practice, natural challenges, students with disabilities on course of mathematics, physics, chemistry and biology they lack performance as it require eyes, ear, mind and all physical attention on these subjects. While students with disabilities lack it. Students with disabilities have low activity and academic performance their conclusion is by low class activity, physical activity and results the third group some participants show their idea by no much difference from students with disabilities.

Teachers mentioned that students with disabilities can compete for good results with students without disability if the teaching learning process fully accommodated for them and if there are ways to help students with disabilities in school.

Reflections of principals regarding how students without disabilities perceive the performance of students with disabilities.

According to the responses of school principals, most of the students without disabilities show that students with disabilities were poor and most assumed the weak in their academic performance and consider them an additional burden, so they were not willing to do school activities with them. Some students consider students with disabilities do not perform as them rather they think that they need additional support from them. Some students may act in ways that irritate students with disabilities, for example, by demoralizing mass and private jokes. Even in normal circumstances, students with disabilities are required to maintain additional suitable behaviors to maintain their interactions with others to get back up in time for mandatory mass work. However, there is one respondent who never observed any difference in the students, and the justification of the other teachers understood during field observation indicates there is an assumption that difference from school to school, subject to subject, as well as class differences itself may create variations in their ways of inclusively working with students with disabilities. Most students without disabilities support integration of students with disabilities with a positive attitude because you get an equal opportunity to learn with non-disabled peers. Some students didn't understand students with disabilities. That means they don't understand the cause of disability. They expect it as a curse or evil.

The other problem is they expect that they don't learn as students without disabilities. It is not the same with other students without disabilities; it is weak/less/ because of many problems. When students with disabilities are promoted to high school, the lesson becomes so strange for them. For that reason, they don't have similar results when we compare students with disabilities and students without disabilities.

The principals indicated increasing awareness, ensuring materials and teaching aid scarcity, enhancing disabled students' participation and class attendance, increase in professionals, creating awareness about equal opportunities to learn, building awareness of the state and public to enhance negative attitudes towards disabled students and others are repeatedly informed.

There is no big difference in academic achievement between students with disabilities and students without disabilities, but their class activity/participation is less. On my part, I know the problem, however, but there is no way to help them, but we do academic performance better than others.

Responses to students with disabilities regarding perceptions of students without disabilities and students with disabilities.

Students without disabilities often show low perception as a result of poor our disabilities. Some classmates will not want to work with us if we are given a group assignment. Some teachers don't show our ability to participate in class and we don't get better academic performance. They say that if we are well educated, our teachers will help us, and if we do help students with disabilities, we will get better results.

Most students without disabilities are from our school know our problem because it is clear that they don't understand our academic performance, so our result is always less their out looking, but no way to have constructive reaction. It is up to the students without disabilities to try their best if asked for additional help in the class. But by them self-most peers do not have initiatives or enthusiasms for support.

Our peers perceive don't better in school than other students without disabilities because students with disabilities don't learn actively, but if their peers learn actively as they do, students with disabilities indicated they do not do as well academically as their peers, that is

not all of them peers with disabilities. we also stated although we worked hard to get good grades, students with disabilities did not do as well as them peers reversely Some students are from our school stated they receive good result but would like to do better in school. They would like to be another top student

Responses from guidance and counselors regarding perceptions of students without disabilities to students with disabilities.

Interaction students with disabilities would have with other members of the school community shows that students, teachers and service providers who have better awareness and positive attitudes treat students with disabilities equally with others and they have positive relationships. Students with disabilities will get help from students without disabilities, but it depends upon the subject matter that the respondents answered that students with disabilities are better at social education while poor in natural and calculation subjects. However, students with disabilities mostly isolate themselves and some student's reflection demoralizes them. Students with disabilities do not attend school related to students without disabilities. Students are not interested in being active in educational activities. Most students lack awareness about the benefits of participating in educational activities. Students are not active participants in the classroom. Very few students participate in educational activities. Most of the students were demonized.

Guidance and counselors indicated training for students without disabilities must be given in our school. It may be supported by a positive attitude, a good environment, and if there are skilled teachers, students with disabilities can be advantageous and competent enough. Training and awareness creation programs should be given to the school communities so that time can change their attitudes. The respondents recommended training, awareness creation programs, and avoiding negative perceptions of students with disabilities by improving the school environment. In school, there are two types of challenges. They are perceptual and physical challenges. When we focus on perception challenges in the teaching and learning process, the negative perception of students with disabilities demoralizes them. Their activities also decreased. In the end, their results will become low. The challenge that I mentioned can affect the academic performance of students with disabilities. Unless the students get a chance to participate in activities, they may feel ashamed of themselves, and

they may have no interest in going to school. They hate learning. Both respondents showed attention to negative perceptions affected academic performance. When we give negative responses to students with disabilities, they do not know how to achieve it.

4.1.4. The major factors influencing the perception of peers without disabilities on the academic performance of their peers with disabilities.

Teacher's responses towards factors influencing the perceptions of peers without disabilities on the academic performance of disabled students

According to teachers' response, students with disabilities cannot perform as equal as students without disabilities. A factor that can hinder the academic performance of students with disabilities is low social interaction due to the wrong perceptions of other students which were reflected on them, feelings of inferiority, poor teaching approaches, methods, and aids of teaching in accessible facilities. Some teachers responded, because the school facilities are not well organized, and the different facilities are not attractive for students with disabilities. There are respondents who reply that, "most students with disabilities don't understand what the teacher teaches, due to that, and they don't expect similar results to as peers without disabilities. They do not equally understand, because students with disabilities have less participation in the classroom due to the influence of others wrong perceptions towards their academic performance and they also do not involve in outdoor activities, they have the problem of communication barriers due to some teachers' fast speech while teaching. Others have different problems based on the type of their disability. So their results are going down.

In fact, nowadays, the result of other student is also below the expected average, but when we compare students with disabilities, they have very low academic performance. However, a few students with disabilities, like students with remarkable understanding, have got better results than regular students. There are few teachers who assert that their teaching styles were not specially devised for students in a way to accommodate students with disabilities. We teach them generally, with the same tasks or activities, so students with disabilities are hindered from understanding the given activities due to their disability, which requires special attentions".

The main factor was that totally all teachers responded doubt that students with disabilities can perform as well as those with disabilities if they are supported very well, while all have different justifications. These can be classified as school, student and teachers' side problems. School problems, materials scarcity, poorly designed school environment, inaccessible and non-facilitated school materials. Low attraction of those materials, poor lesson delivery, and lack of specially designed inclusive. Student side problems; low social interactions, developing feelings of inferiority, low class participation, influenced by peers. The teacher's side problems include teaching approaches, methods, and aids to teaching, communication barriers, and non-understandable hand writings, due to uniform flow of lessons. The answers indicate the collection of all stakeholders' ill-functioning results in poor performance.

Responses of principals'

Some principals' responses express the physical environment is comfortable for students with disabilities. As indicated, the responses of the principals are almost similar as their school environments are suitable for students with disabilities. Except for one high school/Hidase Lideta School/which has a toilet ramp, others in the study area have almost the same teaching methodologies as students with disabilities, though disabled students require this additional provident role of the school environment.

Beside the perceptions of students without disabilities, the negative attitude some teachers, and the society also underestimated the academic performance and abilities of students with disabilities. Other influences like bad school environment, discouragements from parents, unsuitable teaching and learning materials, trained teachers, and narrow class rooms, unfit education delivery, and poorly designed environments also badly affected the academic performance of students with disabilities according to the research findings.

Responses of guidance and counselors

Guidance and counselors responded that the situation of students with disabilities is good in some activities, but there are problems that they faced in the schools, like getting materials which they need, lack of communication with their peers due to others wrong perceptions, problems the school environment, and lack of good interaction with other students. The facilities of the school for these students are not available, lack of comfortable place in the classroom students with disabilities, unable to learn upstairs because students who have

physical disability cannot move properly. The class size classroom also hindered students with disabilities because desks are compressed and become a big problem for students with physical disabilities to walk, participate and have interaction with other class mates. In our school, when we see students with disabilities, they learn with their peers without disability in the same class. The school also gives some material support for students with disabilities.

The responses of guidance and counselors also confirm that all the school community doesn't support students with disabilities due to lack of material accessibility and interest. Students with disabilities simply combine into the regular class. They are not supported in all aspects, based on their needs.

Students with disabilities were separated from others. They felt unwanted and may not have good communication with disability with society too". Almost all respondents support the integration of students with disabilities into regular classes because they share experience with each other. They also develop their confidence when they learn with their peers without disability.

As indicated, they support integration of students with disabilities because students benefit from integration by developing confidence and good social interaction.

Responses of students with disabilities

Students with disabilities responded that schools have problems with classrooms and toilet gates that do not allow wheelchair users to enter. There are many obstacles to the entrance of the toilet and literary. One student with disabilities say school area is easy to access for me.

Most responded that their schools have better classroom size, student cooperation, and teachers' backup while they suffer from poorly located school gates and poorly facilitated toilets.

The school environment, unlike other students, is not safe for blind students. In the schools' compound, toilet and classroom gates do not inclusively consider students with disability. Balcha Abanafso is the worst of all schools in considering students with disabilities, while Hidase Lidata is the best school in facilitating its toilets for students with disabilities.

It is partially safe for students with disabilities, but blind students suffer from poorly designed gates in all the schools under investigation.

Some teachers have a positive attitude towards students with special needs but their teaching methods do not address all students equally particularly for students with disabilities. The teachers were not trained in how to deal with such special-needs students.

They don't teach in different ways, and they don't understand the problems of students with disabilities. It is up to the teacher to teach all his/her students equally. However, most teachers try their best if asked for additional help in the class. But by themselves, most teachers do not have initiatives or enthusiasm for scaffolding.

In Hidase Lidata and Africa Hibret schools, guidance and some teachers encourage by giving notes and other materials. In Balcha Abanafso School, the guidance itself does not selectively know what to do. Some do not show willingness to encourage students with disabilities to go for further performance if they are not asked for support. All is not well. Responses from all the schools indicate support for special-needs students is below the required level in three schools in general.

Though it is not sufficient, all the stakeholders can give support, but mostly it depends on the interpersonal relations skills and level of relationships as well as the request.

The interview results that were indicated all teachers, principals, guidance counsellors and students with disabilities believed in the idea that negative perception brought negative acceptance and good or positive perception brought better academic performance in schools.

4.2. Focus group discussion on the perception of students without disabilities towards the academic performance of peers with disabilities.

The next step of presenting and gathering data is focusing group discussion. Focus group discussion holds eighteen respondents, presented six similar questions, and they were participated into three groups during this step prepared the discussion program and presented the perception of students without disabilities towards the academic performance of peers without disabilities point. The discussion points are

- ✓ Are students with disabilities active participant in the classroom?
- ✓ Do you perceive students with disabilities academic performance are alike students without disabilities in general?

- ✓ How do you see as obstacles to academic performance of students with disabilities in school activities?

Result obtained from group discussion among students without disability

All students without disabilities unanimously during focused groups the schools under investigation had students with disability, there physical disabilities include, visual, hearing impairment, autism, and other. All the group indicates have students with disability in their schools.

The student with disability cannot participate. If simple question they may participate but only symbolic inclusion. Response of groups agreed students with disability do not participate like others.

Response of the participant include some mild disabilities generally perform better academically severe disabilities do not perform like students with disability. Some perceive they don't learn properly because of that their academic performance is low performance. They are not performing like students with disability; they are weak because of the understanding problem. No, because they don't learn properly, they don't work their assignment, they haven't classroom activity. Thus, students with disability academically not perform like with them.

Most group respondents were perceived surly academic performance of students with disabilities is different from students with disabilities. This is due to the low participation and outcomes of people with disabilities.

Even if students with disabilities have got across to come in the school, there are problems that challenged them, no appropriate road; there are no comfortable stages, no appropriate playground, Students with disabilities have no good behavior, School communities have given them less attention, and they are also segregated by their peer groups. Teachers do not give them enough. The group participants reflects that t students without disability he challenges of their academic performance were the distance of the school, accessibility and the negative attitude of teachers and students were hinders for students with disabilities.

There is a huge observable difference in activities like class presentation, group leading, assignment works and field work like sport (physical education). However, all subjects have

difference, in their quality work. These results were the causes for their low academic performance.

The group respondents answer this question as yes because students with disability have low activity and academic performance their conclusion is by low class activity, physical activity and results the third group some participants show their idea by no much difference from students with disabilities.

There is no any obstacle, but students with disability have their own problem. In our school there are many obstacles like negative attitude, fields, building of schools. Their teacher and peers don't understand their problems. School communities don't give affection for students with disabilities; Have not suitable seating area for physical disabled students.

Most group respondents are perceived surly students with disabilities academic performance are difference from students with disabilities.

4.3. Summary of the major findings

In this study the following issues were investigated regarding the perception of students without disabilities towards the academic performance of their kindred students with disability: The wrong perceptions of students without disabilities affected the academic performance of students with disabilities and these are implications of such perception of students without disabilities towards academic performance of kindred with disabilities, The major factors influencing the academic performance of students with disabilities are the wrong perception of students without disabilities which made them to score less results in their educations. Some of the wrong perceptions were underestimating the abilities of students with disabilities, unwilling to work in group with them, lack of good interactions with students with disabilities, lack of good cooperation with them, refusing to study with them, ignoring their performance, discouraging them by their speech, thinking that disabilities as an inability, thinking that the result of students with disabilities result will never be changed even if they are supported, considering that the results of students with disabilities are always the same and soon.

The low expectation by teacher, towards the disabilities, lack of support, limited encouragement and lack of training in the area where among the factors, limiting students

with physical disabilities. Lack of interest on students with disabilities and feel angry with the acts of such students. Most teachers and students without disabilities accept students with disabilities have low academic performance. The school compound is somewhat comfortable for students with special needs, except some minor areas, toilet and classroom gates.

The school management first do identified students with disabilities and support by their needs, to give necessary materials and one school principal give training for school community. Current implication on the opportunity to get good result at regular class is not appropriate for students with disabilities.

The precondition is not well organized; even social awareness is not well done. Some regular teachers and students with disabilities have negative attitude towards students with disabilities. Teachers are not sympathetic as they don't support students with disabilities.

Their perceptions may influence their behavior toward and acceptance of such students. Participation of students with disabilities in school and class activities is limited. Schools have lack of equipment, limited fund, poor willingness among the regular teachers and limited supported for the participation of student with disability.

Teachers and other students perceive, as if they couldn't understand equal academic performance. Most teachers and students without disabilities accept students with disabilities have low academic perform than other kindred's.

Kindred's ideas indicate the students with disability doesn't perform equal with students with non-disability. Current implication on the opportunity to get good result at regular class is not appropriate for students with disability.

Group which doubts the active participation of the students with disability and participant's show their idea on students with disabilities have low activity and academic performance their conclusion is by low class activity, physical activities.

4.4. Discussion

In this chapter, key findings of the study and the opinions of the authors of the study coupled with the relevant literatures reviewed in the course of the study are briefly presented. Four research questions were used as guiding issues to address the areas crafted based on the objective of the study.

The question focused: on the perception of peers without disabilities towards the academic performance of their kindred students with disabilities: The perceptions affecting academic performance of students with disabilities, The facility need for students with disability they bring good academic performance, The implications of such a peer perception of peer without disabilities towards academic performance of kindred with disability, The major factors influencing the perception of peers without disabilities on academic performance of their kindred with disabilities.

The purpose of the study was to examine the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in Dejazmach Balcha Abanefso, Hidase-lideta; and Africa-Hibret secondary schools of lideta sub-city. The study involved school principals, regular teachers, guidance and counselor and students without disabilities the data was collected through interview and focus group discussion.

As it has been mentioned in chapter one, chapter three and chapter four of this thesis, the principal objective of the study is to explore the perception of the school principals, regular teachers, guidance and counselor and students without disabilities, and the perception of non-disabled peers towards the academic performance of their kindred students with disabilities. From this main objective, the following research questions were raised.

How can such a perception affect the academic performance of students with disabilities?

- ✓ How students with disabilities do perceive their own academic performance?
- ✓ How do students without disabilities perceive the academic performance of students with disabilities?
- ✓ What are the major factors influencing the perception of non-disabled peers on academic performance of their kindred with disabilities?

Capitalizing on qualitative methods of research the data were collected using interview, focus group discussion sample of Twenty four students with non-disabled (eight from each school), three students with disability (one from each school), six regular class teachers (two from each school), three Principals (one from each school), three guidance and counselors (one from each school). Currently, at the study area were selected, to collect reliable information; the following basic questions were asked in the study.

The major findings of the study have been presented below in the form of answers given to the basic question.

4.4.1. The perceptions affecting academic performance of students with disabilities.

All respondents were asked to explain perceptions that affected academic performance of the students with disabilities. As confirmed by the result of the study. Most respondents do not perceive students with disabilities perform as the students with non-disabilities.

People with disability ascertain societal attitudes as the serious negative stressor in their live Voh, (1993). Nowiki further elaborated as far as the negative attitude persist acceptance of peoples as equal become impossible (Nowiki, 2006). it was chief hindrance for the students full participation (Massie, 2006)The problem ranged from pity to awkwardness as well fear, it extends further to poor expectations, stereotypical and negative attitudes that hamper their in class interactions Shapiro, (2000). The negative attitudes myths and stereotypes continue to create ingrained prejudice towards people with disabilities thing such an attitude hamper the participation of peoples with disabilities in social, educational and vocational context White, (2006). Negative attitudes are interrelated to behavior such as social rejection and maintenance of higher levels of social distance towards people with disabilities (Antonak, 2000).

A persistent negative attitude as well social rejection of people with disabilities lies across all cultures. Ancient Roman and Greek elaborated people with disabilities as burdens on society as well less humans. In African and Asian, the least developed Nations disability was regarded as a curse or punishment for sin and caused great shame and feelings of guilt on the family such a practice conceal peoples with disabilities from the public view (Rehan, 2012).

Perception as Noe viewed is an amalgamation of beliefs and feelings which prompt a person to act in a certain way (Noe, 2002). Behavior influence Perception of the individuals this in a long run affects an attitude in its turn motivates behavior (Chapon, 1992).

Attitudes, behaviors, expectations, interactions, treatments and attributions that are made in regard to people with disabilities will be affected by the stereotypes that are held by an individual. (clarc & crewe, 2000, p. 18)

The Negative social attitudes to situations pose an individual an opportunity to develop, reinforce and solidify socioeconomic barriers to group activities in a diverse society people with disabilities such as myths, misconceptions, has an adversary impact (Smart, 2001).

4.4.2. The students with disabilities perceives their academic performance

As confirmed by the finding of the study, accepting and including of students with diverse needs, assuming that they are equal with others, in to the teaching and learning process is very vital for students with disabilities to bring good academic performance. As students with disabilities want to different needs when come to the regular school, awareness of the school community will change. Besides, the school under the study makes the physical environment accessible as much as possible by covering with cubed stones and removed of unwanted things. This is because accessible physical environment motivates and encourage learners. Training of professionals is also having a direct relationship with academic performance. As teachers have full of knowledge and skills the program will be implemented in a good way. So, the trainings given to teachers in the school are very important to improve academic performance for students with disabilities.

The availability of instructional materials and methods of teaching teachers used in the school are very suitable to students with disabilities. The different types of materials found in the school have a direct influence on the academic performance. Means, as a result of the access of different types of materials both students and teachers will be motivated. (Nyagosia, 2011)

4.4.3. The students without disabilities perceive the academic performance of students with disabilities?

In this section Student with disabilities face barriers within schools and classrooms because of perception of students towards student with disabilities. In this case the students with disabilities do not get freedom to play with sibling; peers to learn to work even they have no chance to move freely out of their school. Those who are visibly different can be isolated with in schools.

Somewhat similarly, peers without disabilities may be doubtful of the legitimacy and fairness of academic accommodations for students with disabilities (Houck et al., 1992). Research by

Lyman et al. (2016) showed that Students with disabilities are in fact likely aware of these negative attitudes; they may question the legitimacy of their own disability and accommodations use, and fear being seen by peers as receiving unfairly-advantageous treatment. If Students with disabilities are aware of the kapur, (2018) negative stereotypes their peers and instructors may have of Students with disabilities may experience stereotype threat. Stereotype threat is the fear of confirming a negative stereotype about a group to which one belongs. This fear of confirming the negative stereotype can hinder achievement and lead to under-performance in the domain in which the group is stereotyped to perform poorly (Steele & Aronson, 1995). For instance, girls may perform worse than boys on a math task

4.4.4. The major factors influencing the perception of non-disabled peers on the academic performance of their relatives with disabilities

When we see the factors influencing students' academic performance of students with disabilities, teachers, guidance and counselors, and principals, there are no ideas and future vision related to academic capacity and performance of Children with disabilities.

There are a number of factors within school as well as outside school that affect the academic performance of students. Within school, the factors mainly include professionalism, skills and abilities on the part of the teachers, provision of library facilities, laboratory, appropriate teaching-learning processes and instructional strategies, effective communication between individuals, formation of good terms and conditions, and usage of technology and evaluation methods. The class and homework assignments and tests are regarded as aspects that determine the understanding of the students as well as the utilization of teaching methods by the teachers. (Maingilore, 2016)

4.5. Discussion of data from the interview with all participants

The study showed that low expectations by teachers towards disabilities, lack of support, limited encouragement, and lack of training in the area were among the factors limiting students with physical disabilities. Lack of interest in students with disabilities and feeling angry about the actions of such students. Most teachers and students without disability accept that students with disabilities have low academic performance. The school compound is

somewhat comfortable for students with special needs, except for some minor areas. Like toilets and classroom gates.

The school management first identified students with disabilities and supported their needs, then gave necessary materials and one school principal gave training for the school community. The current implications of the opportunity to get good results in regular classes are not appropriate for students with disabilities.

The conditions are not well organized. Even social awareness is not well done. Some regular teachers and students with disabilities have a negative attitude towards students with disabilities. Teachers are not sympathetic as they don't support students with disabilities.

Other students' wrong perceptions for students with disabilities may influence their academic performance, behavior and acceptance of such students with disabilities. The participation of students with disabilities in school and class activities limits the interest of learning which led them to poor performance. Schools have a lack of equipment, limited funds, and poor willingness among teachers and limited support to change the wrong participation of students without disabilities towards academic performance of students with disabilities.

4.6. Discussion of data from focus group discussion by all participants

Besides, the students without disabilities in the focus group discussion were asked to talk about the issues based on the provided questions. Questions were also presented for the target students without disabilities. The response of students to the questions indicated the overall current perception of non-disabled peers towards the academic performance of their kindred students with disabilities. Some group participants doubt the active participation of the students with disability. Regular classes are not appropriate for students with disabilities. The conditions are not well organized. Even social awareness is not well done. In learners' reflection, teachers are not as concerned with conveying comprehensive academic transmission as intended. Teachers and other students perceive it as if they couldn't understand equal academic performance. Students without disabilities indicate that students with disabilities don't perform as well as students without disabilities. Students with disabilities lack accessibility and materials. Students without disabilities and teachers have a negative attitude towards students with disabilities. Group participants show their ideas about

why students with disabilities have low activity and academic performance. Their conclusion is low class activity and physical activity.

Negative perception is a major obstacle to the education of children with disabilities. In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune. The attitudes of teachers, school administrators, other children, and even family members affect the participation of students with disabilities in schools (WHO, 2011; p 216). Tirussew (2005) further shares this idea by saying that societal attitudes towards children with disabilities are full of myths, misconception, fear and rejection. Children are in turn likely to develop mistrust, shame, hostility and feelings of inferiority (Tirussew, 2005; p 59).

CHAPTER FIVE

Conclusion and Recommendation

5.1. Conclusions

Based on the objectives of this research the major findings of this study are the wrong perception of students without disabilities made students with disabilities to score less result in their academic performance. Some of the wrong perceptions were underestimating the abilities of students with disabilities, unwilling to work in group with them, lack of good interactions with students with disabilities, lack of good cooperation with them, refusing to study with them, ignoring their performance, discouraging them by their speech, thinking that disabilities as an inability, thinking that the result of students with disabilities will never be changed even if they are supported, considering that the results of students with disabilities are always the same and soon are some of the wrong perceptions of students without disabilities which affected the academic performance of students with disabilities.

The low expectation of teachers due to wrong perceptions of teacher themselves affected the academic performance of students with disabilities, lack of support, limited encouragement and lack of training in the area where among the factors, limiting students with physical disabilities. Lack of interest on students with disabilities and feel angry with the acts of such students. Most teachers and students without disabilities believed that students with disabilities have low academic performance, so this negative attitude by itself is a huge factor in the academic performance of students with disabilities.

As it has been mentioned in chapter one, chapter three and chapter four of this thesis, the principal objective of the study is to explore the perception of the school principals, regular teachers, guidance and counselor and students without disabilities, and the perception of peers without disabilities towards the academic performance of their kindred students with disabilities. From this main objective, the following research questions were raised.

- ✓ How can such a perception affect the academic performance of students with disabilities?
- ✓ What does students with disabilities perceives their academic performance?

- ✓ How do students without disabilities perceive the academic performance of students with disabilities?
- ✓ What are the major factors influencing the perception of non-disabled peers on academic performance of their kindred with disabilities?

To this end the following set of conclusions was drawn from the investigations made. As examined from the three governmental secondary schools in Lideta sub city there is a significant mismatch between the perceptions of school stakeholders on academic performance of students with disabilities vis-à-vis students without disabilities in the study area. Perception of the principals, teachers, students without disabilities and guidance and counselors that the academic performance of the students with disabilities. The factors they further describe include un-conducive school environment such as material and accessibility scarcity, teacher side problems of deficiency inclusive teaching methods, communication barriers, the student side problems are deficit in social interaction considering them as dependents.

This low presumption leads to social exclusion especially self-exclusion leads. This unfitting environments and supporting technologies like hearing and reading aids, develop the attitudinal and behavioral manifestations of dependency this affect their, self-esteem value for themselves, self-confidence, self-assertiveness, and respect for them. As their peers, surrounding school communities are their enabling social instruments. This affects their academic performance; few of them feel shame for their natural appearance. This limit their participation, as reading technologies are not accessible at the high school level they request willing of their peers to read or help them for additional back up this also affect their motivations to learn and may leads to despair in learning further. This lack of motivations is also other factor that can affect motivations and class attendance which as great impact on their academic performance.

There is half inclusion observed during inquiries which arise from shortage of materials and accessibility cause communication barriers and poor deli virology which leads students with disabilities to feel nuisance in the teaching learning process this hinders academic performance of the students with disabilities.

There are also peoples who have still negative attitudes towards the students with disabilities. Some response from the respondents indicate disability as inability, dependency there are even few responses which infer disability as a natural curse such an attitude leads to social exclusion that leads to escapism towards self or demoralized in their educational success. Regardless of their impairment, the perception given by others made them to be upset and hopeless.

In general, the overall picture of the study result point out that the majority of the student without disabilities, teachers, guidance and counselors and directors are ill understanding student with disabilities, in the lideta sub city regular public secondary schools.

5.2. Recommendations

Based on the key findings of the study, the following recommendations are identified and suggested to providing valuable input about the perception of students without disabilities towards the academic performance of their kindred students with disabilities and related issues for concerned the school principals, regular teachers, guidance and counselor and students without disabilities should be engaged in supporting and giving services to students with disabilities. It is believed that the findings of the research would enable researchers to identify the gap and conduct further study on the issue respectively to enrich the quality of the proposed recommendations.

- Performance appraisal or reinforcing for their any progress appreciating any of their tasks even participation, class activates as well continuously assessing and grading comparing their results.
- In addition to students without disabilities, teachers' should be given continual psychological training on self-reliance, self-esteem, self-respect, self-knowledge and related area. Including wise decision-making as well other relevant issues and facilitating methods of teaching, exercising attractive teaching styles are advisable to enhance academic performance of the students with disabilities.
- Schools should aware the communities to develop good perception towards the academic performance of students with disabilities by giving training, seminar, and meetings in order to maximize their participation in students learning activities.
- Strengthen guidance and counseling services for the students with disabilities in order to develop good attitude, develop confidence in them and accept that they able to do what other students do.
- There are number of factors within school that affects the academic performance of the students and the government needs to enforce the various legislation enacted for the benefit of people with disabilities such as the Disabilities Act and the Persons with Disabilities Amendment Bill which states that educational institutions should take into account students with disabilities with respect to curriculum facilities examinations and other similar considerations.

- Further training should be given for all teachers and generally for the school community members on how Students with disabilities should be treated in the whole classroom equally as much as possible. In addition to this, generally the school community needs creating awareness training about disabilities and their treatments for the purpose of solving the mistreatment in schools and the community in general.
- Respecting, the diversity of students in the school should bring appreciative interaction between students without disability and student without disability, thus wise interlocked and well organized activities must be there in relation to bring positive perception, friendly social activity and other awareness. So these can have its own role to create good perception between the school community, the student with disabilities and the society as a whole.
- The school principals, regular teachers, guidance and counselor and students without disabilities informed students with disabilities about their personal values and potentials that develop their positive self-image in their interactions.
- The schools should prepare field activity considering the ability of students with disabilities.

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Appendices

Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies Interview Guide for Teachers

Dear teacher!

The main purpose of this interview will be to assess the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part One: Demographic Data of the Interviewee

Name of the school _____

Participant's Code: _____

Sex: _____

Age: _____

Qualification: _____

Work experience _____

Part Two: Questions

- 1) How do you perceive the academic performance of the students with disabilities in your school?
- 2) Do students with disabilities perceive their academic performance?
- 3) Do students with disabilities perform as do students with disabilities? ? If no what are the peer perceptual factors that hinders the performance of disabled students in your school?
- 4) How do you compare the performances of students with disabilities along with non-disabled students?
- 5) What special treatment do you require to facilitate learning perception towards students with disabilities?
- 6) How do you observe the interaction of non-disabled students in your school along the students with disabilities?

Appendix B
Addis Ababa University
School of Graduate Studies

College of Education and Behavioral Studies Interview Guide for principal

Dear principal!

The main purpose of this interview will be to assess the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part One: Demographic Data of the Interviewee

Name of the school _____

Participant's _____ Code: _____

Sex: _____

Age: _____

Qualification: _____

Work experience.

Part Two: Questions

- 1) How do you observe your school environment for students with disabilities?
- 2) Do your school administration offered any special means to enhance academic performance of students with disabilities?
- 3) Do Students with disabilities perceive their academic performance?
- 4) How students without disabilities perceive the academic performance of students with disabilities?
- 5) What measures do you engage to improve the kindred perception against students with disabilities?
- 6) Is there any Academic performance difference between students with disabilities and students without disabilities (are student with disabilities participate actively?)
- 7) Do you support the integration of students with disabilities in the regular class?
- 8) Are there significant differences on academic performance?
- 9) Are there significant differences of student interactions between students with non-disabled kindred with of students with disability?
- 10) Is there a significance impact of student's affective factors on students' with disabilities academic performance?

Appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies Interview Guide for students with disabilities.

The main purpose of this interview will be to assess the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part One: Demographic Data of the Interviewee

Name of the school _____

Participant's Code: _____

Sex: _____

Age: _____

Qualification: _____

Work experience _____

Part Two: Questions

Have Special needs students' easy to access all areas such as library, field, toilet and offices in the school?

- 1) Do students' without disabilities get help from students with disabilities?
- 2) How perceive yours academic performance?
- 3) What you think the physical environment in your school is safe for students with disabilities?
- 4) Teachers teaching methods to suit learners with disabilities in your class?
- 5) Do students without disabilities perceive the academic performance of students with disabilities?
- 6) What challenges do you face when teaching with the students without disabilities?
- 7) Do teachers, students without disabilities, guidance and counselors, SNE teachers and principals are encouraging students with disabilities to go for further performance?
- 8) What suggestions would you recommend to improve the performance of students with students with disabilities in your school?

Appendix D

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies Interview Guide for Guidance & Counselor.

The main purpose of this interview will be to assess the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part One: Demographic Data of the Interviewee

Name of the school _____

Participant's Code: _____

Sex: _____

Age: _____

Qualification: _____

Work experience _____

Part Two: Questions

- 1) How do you describe the situation of students with disabilities in your school?
- 2) Do students with disabilities perceive their academic performance?
- 3) How do students without disabilities perceive the academic performance of students with disabilities?
- 4) What perceptual challenges do the students with disabilities encounter in your school?
- 5) How do you professionally explain those challenges could affect the academic performance of students with disabilities?
- 6) Is there any academic performance difference between students with disabilities and students without disabilities (are student with disabilities participate actively)?
- 7) Do you support the integration of student with disabilities in the regular class?

Appendix E

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies focus group discussion participant for students without disabilities.

The objective of this focus group discussion is to collect necessary information to investigate the perception of non-disabled peers towards the academic performance of their kindred students with disabilities in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

Part One: Demographic Characteristics of focus group discussion participant

Name of the school _____

Participant's Code: _____

Sex: _____

Age: _____

Qualification: _____

Work experience _____

Part Two: Questions

- 1) Do you have students with disabilities in your school? If your answer for question no 1 is “yes” what type of disability have in your school?
- 2) Are students with disabilities active participant in the classroom?
- 3) Do you perceive students with disability academic performance are alike students without disabilities in general?
- 4) What are the challenges that hindered academics performance of students with disabilities?
- 5) Is there any Academics performance difference between students with disabilities and students without disability?
- 6) What do you see as obstacles to participate students with disabilities in school activities?

Appendix F

በአዲስ አበባ ዩኒቨርሲቲ

የትምህርትና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

ይህ ቃለ መጠይቅ ለልደታ ክ/ከተማ ሁለተኛ ደረጃ ት/ቤቶች አካል ጉዳት የሌለባቸው ተማሪዎች የግሩፕ አስተያየት ለማወቅ የተዘጋጀ መጠይቅ ነው። ጥያቄዎችን በጥምር ካዳመጣችሁ በኋላ ተገቢ የሆነ ምላሽ ትሰጡ ዘንድ በትህትና እጠይቃለሁ።

የዚህ የትኩረት ቡድን ውይይት ዓላማ አካል ጉዳተኛ ያልሆኑ እኩዮቻቸው በመደበኛ ት/ቤት የአካል ጉዳተኛ ተማሪዎቻቸውን የትምህርት ክንውን በተመለከተ ያላቸውን ግንዛቤ ለማሻሻል እና የመፍትሄ ሃሳቦችን ለማመልከት አስፈላጊ መረጃዎችን መሰብሰብ ነው። ስለዚህ ይህንን ዓላማ ለማሰካት የእናንተ እውነተኛ ምላሽ በጣም አስፈላጊ እና ጠቃሚ ነው። እና ለውይይቱ ለትክክለኛ ምላሽዎና ለትብብርዎ ከልብ አመሰግናለሁ።

ክፍል አንድ:- የቡድን ኮድ -----

ክፍል ሁለት:- ጥያቄዎች

1. በት/ቤታችሁ አካል ጉዳተኛ ተማሪዎች ይገኛሉ? መልሳችሁ "አዎ ከሆነ ምን ዓይነት የአካል ጉዳት አለ?

2. የአካል ጉዳተኛ ተማሪዎች በንቃት ክፍል ውስጥ ይሳተፋሉ?

3. የአካል ጉዳተኛ ተማሪዎች ጉዳት ከሌለባቸው ተማሪዎች ጋር በአጠቃላይ የትምህርት ብቃታቸው ተመሳሳይ ነው ብላችሁ ትረዳለችሁ?

4. የአካል ጉዳተኛ ተማሪዎች በትምህርት ብቃታቸው ወደ ኋላ እንዲሆኑ እንቅፋት የሚፈጥርባቸው ችግሮች ምንድን ናቸው ?

5. የአካል ጉዳተኛ ተማሪዎች በትምህርት ብቃታቸው አካል ጉዳት ከሌለባቸው ተማሪዎች ጋር ልዩነት አላቸው?

6. አካል ጉዳተኛ ተማሪዎች በንቃት እንዳይሳተፉ በት/ቤት እንቅፋት የሚሆንባቸው ችግሮች ምንድን ናቸው?

