

Addis Ababa University  
College of Education and Behavioural Studies  
Department of Special Needs Education

Knowledge, Attitude and Self-efficacy among College Teacher Educators' on  
the Practice of Inclusive Education in Southern Ethiopia  
(Doctoral Dissertation)

By: Anbesaw Mekuria

This dissertation is submitted to the Department of Special Needs Education in  
partial fulfilment of the requirements for Doctor of Philosophy degree in  
Special Needs Education

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## **Lists of Acronyms and Abbreviations**

**ALLFIE** - Alliance for Inclusive Education

**EADSPE** - European Agency for Development in Special Needs Education

**EASNIE**- European Agency for Special Needs and Inclusive Education

**EATEI** - European Agency of Teacher Education for Inclusion

**EFA** - Education for All

**ESDP IV** - Education Sectors Development Program four

**FDRE**- Federal Democratic Republic of Ethiopia

**IE** – Inclusive Education

**IEP** - Individualized Educational Program

**MoE** – Ministry of Education

**SNNPR** - South Nation Nationalities and Peoples Region

**SNNPRSCTE** - South Nation Nationalities and Peoples Regional State’s College of Teachers’  
Education.

**SNNPREB** - South Nation and Nationalities Peoples’ Region Education Bureau

**TEAIEP** - Teacher Educators Attitudes towards Inclusive Education Practice

**TEKIS**- Teacher Educators’ knowledge about Inclusive Education Scale

**TESO** –Teacher Education Sector Overhauls

**TSIES** - Teachers’ Self-efficacy to Inclusive Education Scale

**UNESCO** -United Nations Educational, Scientific, and Cultural Organization

**UNICEF** - United Nations International Children's Emergency Fund

## ***Abstract***

*This study was intended to investigate the level of Knowledge, Attitude and Self-efficacy among College Teacher Educators' on the Practice of Inclusive Education in the College of Teacher Education in South Nations Nationality and Peoples Regional (SNNPR) State. The design of this study was sequential explanatory mixed method. Stratified proportional random sampling was used to select participants from five colleges in different parts of SNNPR. Questionnaire and interview were used to collect data from participants of the study. There were 302 teacher educators form five colleges completed the questionnaire that includes Inclusive Education Practice Scale, Knowledge of Teacher Educators, Teacher Educators Attitudes and the Teacher Educators Self-efficacy. Interviews were employed with 6 teacher educators and 2 trainees with disabilities. Analysis of the data was done using descriptive statistics, Pearson Product-Moment Correlation and Multiple Linear Regression analysis with the help of SPSS-23. Qualitative data was analyzed thematically. The results reported that the practice of inclusive education in teacher education colleges is at good beginning levels. There were different opportunities in the colleges that show bright futurity to the effective implementation of inclusive education practice. However, there were also different challenges which restricted the practice of inclusive education. There were also statistically significant positive relationship between teacher educators' knowledge and attitude, knowledge and self-efficacy; and teacher educators' attitude and self-efficacy. In addition, teacher educators' knowledge, self-efficacy and attitude had significant predictors of the practice of inclusive education. Conclusions and recommendation are presented.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Education for all (1990) and Salamanca (1994) framework for action statement has been well-kept-up a right of education for all children in various parts of the world. One of the strategies to achieve education for all and Salamanca statement is creating the neighbour home environment school to be inclusive schools and inclusive education implementing in the schools. These frameworks of action were designed to question the action of categorizing of people with disabilities into a separate special education system because of its removal of individual with disability from which they were rightly belonged to cultural norms of the society (Kisanji, 1999). Salamanca (1994) framework for action strategy suggested appropriate preparation of all teacher educators as a key factor in promoting progress towards inclusive education. As to the result, inclusive education has been believed to include those individual with disability in inclusive regular classrooms.

Inclusive education is a strategy to address educational needs of all children in a systematic way in a regular school to remove learning barriers, improve outcomes and remove discrimination (Lindsay, 2003; Rahaman, 2012). It gives opportunities for children to learn in a regular classroom and to accommodate them with the necessary support to meet their needs. It can enhance the academic success and social integration of special needs and disabilities enrolling in inclusive schooling (Charles, 2011; Cowne, 2003). As to a unique characteristic, interests, abilities and learning needs the educational system should be designed and the program implemented in consideration with the diversity (Lindsay, 2003). For that to develop an inclusive school system teachers and teacher training are of vital importance (Rank &Scholz, 2014).

The practice of inclusive education at global, continental and regional level have shown progress to rethink the way in which learners are grouped for purposes of teaching, the preparations of schools that can make for supplementary teaching, and the modifications to the mainstream curriculum that teachers can make so as to give pupils with disabilities access to it. When we are looking at inclusive education in terms of pace, aspects and key players, it's essential to remember that there was no exact time, place and beginner for the history of inclusive education. Even if there was no definite time and place for the practice of inclusive education, its movements vary by country based on the contexts and the initiating conditions (Srivastava et al., 2015).

Inclusion began in the United States and Europe as a special education initiative on behalf of students with disabilities as early as the 1980s (Ferguson, 2008). Schools in these countries are changing as educators, parents, politicians and communities try to prepare for the new challenges and promises of the twenty-first century. For instance, the USA court stated that even if the academic setting is not appropriate to a child with disability and educational provision is qualitatively or quantitatively different from regular education, the learners does not choose exclusion (Walker, 2012). This statement in American Federal laws facilitated an increase of including students with special needs in the regular education setting. The characteristics of the schools as a result of laws are expected to be inclusive rather than exclusive to children with special needs with the practice of providing a quality education for all students in inclusive settings (Whitworth, 1999). On the other hand, all the European countries promote inclusive education in their legislation.

African countries are also working to implement inclusive education. For example, Zambia Education Ministry has started to provide equitable and quality education for students with special needs of education. This includes provision of adequate training in special needs education/ inclusive education to the teacher educators would be carried out in order to meet

the demands for training of special needs education teachers in the schools (Alasuutari, Chibesa & Makihonko, 2006). In line with the Salamanca statement, Ghana launched inclusive education programs and the study findings showed that the implementation proceeded with a huge challenge to all nations and educators to provide effective inclusive practices in Ghanaian education sectors (Kuyini & Desai, 2007). South African the training design to the current teacher education program is indicating how to include students with a diversity of needs and abilities learn together in regular classrooms (Oswald & Swart, 2011).

In Ethiopian context, the foreign missionaries had great contribution for the establishment and strengthening of special needs education (Lemma, 2000; Tefera, 2005). The government of Federal Democratic Republic of Ethiopia (FDRE), recognizing education as a fundamental human right and a main instrument for attaining sustainable socioeconomic development, has been committed to making education accessible to all citizens irrespective of their gender, disability, language, socioeconomic status, religion and other differences. The government has given clear attention to the individuals with disabilities education and has put in place important legal and policy frameworks. For that the Ethiopian government has ratified different international acts, conventions and declarations on the disability and special needs (MoE, 2012).

The Ethiopian Constitution also establishes the universal right to education, and education and training policy has clearly indicated that the training of special needs education personnel proceeds within the regular teachers education program (*TGE*, 1994). TESO (Teacher Education System Overhaul) was designed to address educational problems in Ethiopia, significant structural changes and promised to bring a ‘paradigm shift’ in the Ethiopian educational system by engaging teacher education in changing society and promoting democratic, practical, and problem-solving education (Dawit, 2008). For the success of the implementation, in the program of the Education Ministry (TESO) designed to

overhaul teacher education, teacher training institutes and colleges are required to give future teachers a course in special needs/inclusive education (Tefera, 2006).

To achieve Education for all goals the Education Ministry has designed Education Sectors Development program four (ESDP IV) to improve the status of special needs/inclusive education in Ethiopia. One of the activities designed to perform from the three core activities is teachers' professionalism and all Teacher Education Colleges will be provided with special needs /inclusive education training (Tefera et al., 2015).The ministry in its review of the program, asserted that higher education and teacher education college providing courses and programs in special needs education/Inclusive education offer theoretical training, not practical in nature but the inclusive education implementation needs more of practice. For the establishment and the opening of special schools and classes different teachers and other professionals were trained in Ethiopia. There were also awareness creation training and workshops on attitudinal changes in the society to different community members. All those have its own contribution to bring students with different disability and special needs in regular schools but, the physical structures, rigidity of the curriculum and attitudinal barriers are the main constraints for most of them to come to the school and complete their education (Tefera, 2006).

The practice of inclusive education helps to remove learning and attitudinal barriers, avoid discrimination and improve outcomes (Lindsay, 2003). It enables to admit children with special needs in regular classrooms and accommodate them with the necessary support to meet their needs. Inclusion brings the academic success and social integration for those with special needs and disabilities enrolled in inclusive settings (Charles, 2011; Cowne, 2003).

Inclusion at schools is an area of concern even if the starting of reform of actions in ordinary schools such as academic organization, curriculum provision and professional



development of staff are implemented. The practice of inclusive education helps schools to address all learners with the diversity of needs in a regular classroom setting (Rahaman, 2012). Inclusive education calls for a respect of difference and focus on creating environments responsive to the differing developmental capacities, needs, and potentials of all individuals (Tefera, 1999). To realize those purposes the educational program should be designed and implemented in consideration of every learner regardless of their race, gender, disability and socioeconomic background (Rank & Scholz, 2014).

The implementation of the policies of inclusive education and its practice of providing a quality education for all learners in inclusive settings even encourages the inclusion of the most excluded in the case of disability is not without a problem. This indicates the practice of inclusive education needs the precondition activity, such that the main one is preparation of appropriate teachers for the implementation of inclusion because the manifestation of problems in practice are many and varies according to its complexity with the challenge (Lindsay, 2003). The most challenging and most important issue in the practice of inclusive education is its requirement of different models of teacher education for the preparation of teachers who can teach in an inclusive setting to address to those the diversity needs of all learners (Whitworth, 1999).

The inclusive education principle is that all individuals should have the opportunity to teach together (Peters, 2003). As for Peters to exercise this principle of teach together, it needs the changes in the education system, structures and other activities through in the ways inclusion is conceptualized and realized. As to a unique characteristic, interests, abilities and learning needs, the educational system should be designed and the program implemented in consideration with the diversity (Lindsay, 2003). To develop an inclusive school system, working on teachers and teacher training has vital importance (Rank &Scholz, 2014).

A study disclosed that one of the challenges to be the significant barrier to limit the full participation of learners with disabilities is the lack of trained teachers (Yehualawork, Pirttimaa & Saloviita, 2015). Attentions should be given for teacher training in order to improve their attitudes and knowledge that can help them for educating students with disabilities. Other study conducted on principles and characteristics of inclusive assessment and accountability systems reported that the specific problem areas are perceived as being an insufficient teacher training and less positive teacher attitudes; and the major challenge areas in teacher training produce the sufficient teacher is the creation of appropriate professionals (Thurlow et al., 2001). The proficiency of professionals in inclusive education practice according to this study context indicated the teacher educators' knowledge, skills, beliefs and attitudes are necessary in order to improve teachers in inclusion that prepare them to meet all individual needs in inclusion teaching.

The teacher educators' capabilities and the development of appropriate organizational settings have the vital importance for the implementation of inclusive education program (Dapudong, 2014; Rank & Scholz, 2014). The reasons why those lack of renew thinking and re-conceptualization of teacher education program and the changes in the educational organization settings have proved to be the major barriers on the policies of inclusive education implementation (Hodkinson, 2009). Astrid and Scholz (2014) asserted that the main competencies like knowledge, attitudes, motivation and self-efficacy are affected during teacher training. This needs more investigation still it is not clear which competencies for inclusive education teacher trainees really have and how these competencies can be developed in teacher training by teacher educators for regular teachers as well as in the field of studies for special needs education teachers. In addition, Astrid and Scholz (2014) realized that teacher educators' knowledge, skills, beliefs and attitudes are generally seen as a decisive for achieving inclusive education and the practice specifically on trainees with disability.

Williams and Power (2010) also stated that to become a teacher educator requires reflection to examine the identity and practices of oneself as educators. This reflective process requires the development of personal knowledge, confidence and attitudes to the practices of inclusive education.

Attitudes, knowledge and skills must be developed to create and sustain a new kind of school, where those who were previously marginalized are given an equal chance, and differentiated provision becomes the norm for all pupils (Shimelis, 2011). A study concluded that the predictor variables of educators' attitudes towards including trainees with disabilities in regular classrooms and educators' knowledge of inclusive education practices have the potential to impact significantly on the implementation of inclusive education programs (Florian & Linklater, 2010). However, it is every arguing that teachers lack of knowledge, attitude and skills to treat those individuals in inclusive classrooms.

There are different model of teacher education. According to Gambhir et al. (2008) some of these are for instance craft model, which comprises of the trainee closely with teacher educators. The trainee is supposed to learn by imitating all the teaching techniques used by the educator. Knowledge is acquired as a result of observation, instruction, and practice. The reflective model also based on the assumption that trainees develop professional competence through reflecting on their own practice that input into future planning and action. Another one is the program or curriculum-based that is designed to implement a specific instructional program or a new curriculum that includes new learning objectives required learning activities and/or student assessment techniques. This is sometimes referred to as a "cascade" model where knowledge is transmitted down from educators, usually through workshops and training sessions. Again the other model is skills-based that focus on general or specific teaching skills such as inter-active teaching, classroom management, student questioning, lesson planning and many more. These models often use a scaffolding

approach, where the skills are developed over time in a planned sequence, going from dependence on educators to independence.

The other influential area on the practice of inclusive education in the college experience is as a benchmark for the trainees in order to develop the skills, to have an experience and to develop self-assurance to be inclusive of all students, and they need to trainee about and implement inclusive education throughout the initial teacher preparation (Lewis & Sagree, 2013). Then a key role of teacher educators is preparing pre-service teachers for the changing classroom environments of the future in developing inclusive knowledge, attitudes and self-reliance among initial classroom teachers. It needs teacher educators to advance themselves with appropriate knowledge, attitude and confidence and with effective practice in the colleges in order to be the model for the prospective teachers (Clement, 2010).

That is why adequate teacher training is an essential prerequisite for inclusion. The teacher education precondition on training of inclusive education for all teachers to work effectively in inclusive settings, the teacher educators' need to have the appropriate values and attitudes, confidence and capabilities, understanding and knowledge on an individual with disability and inclusive education practice in the colleges (EADSPE, 2009). The values of inclusive education for the trainees were inspired by classroom teachers during their pre-service education are critical to their development of classroom practices that support the inclusion of children with diverse learning needs (Mortier et al., 2010).

Thus, the setting to be more inclusive we should work more on the training centres of teachers to model for the future implementation. Because teachers are the most important implementers of inclusive education and the teacher education colleges are the source and foundation for all teachers in a different setting (European Agency, 2012). For the purpose of educating others educators themselves should be experienced very well and when they

provide a valuable education to prospective teachers that can make them to exhibit resourcefulness and expertise on the inclusive education practice (Ahmad, 2013). That means teacher educators should have appropriate knowledge, attitude and self-efficacy of inclusive education to train others in the practice of inclusive education. In addition, Teacher Education College itself should practice inclusive education appropriately to share effective experience to the trainees. Those teacher educators and education college effectiveness are major factors for availability of appropriate professionals in the inclusive settings (Tillman et al., 2011).

The European Agency for Special Needs and Inclusive Education also identified knowledge and understanding, attitudes and values as essential factors of an inclusive education teacher profile for valuing learner diversity, supporting all learners, working with others and personal professional development (Rank & Scholz, 2014). In addition, a teacher in an inclusive setting needs appropriate training on how to design instructional plan, teaching activities, and using the communicating methods that support them to treat according to the needs and abilities of all learners (Shatila, 2015). For example, the Acts of No Child Left Behind in 2001 and the Individuals with Disabilities Education in 2004 clearly stated that teacher education programs have mandate to prepare highly qualified teachers for Pre-primary up to secondary schools to address the needs and abilities of diversity (Tillman et al., 2011). To accomplish this mandatory the college should have highly qualified teacher educators in the practice of inclusive education.

Therefore, successful implementation of inclusive education program needs teacher educators' knowledge and skills and also regular classroom teachers to feel and believe to address the diversity of needs. The self-efficacy of teachers and attitudes towards the inclusive methods of teaching practice influence the effective implementation of inclusive education (Blau & Peled, 2012). The same as the teacher educators' knowledge of the meanings, types, causes of disability and provision of intervention is the main area in the

practice of inclusive education to foster appropriate regular classroom teachers (Martín & Arregui, 2013). This means teacher educators should be prepared; have appropriate knowledge, attitude and self-efficacy to support, promote, foster and develop the prospective teachers to practice inclusive education (Lindsay, 2003).

The other study finding asserted that those educators' knowledge, attitudes and expectations were identified as areas needed to practice inclusive education on the inclusion background of disability (Freytag, 2001). According to Freytag, self-efficacy of educators having high confidence in teaching ability has high impact on learning between special needs education teacher when compared to the general education teacher. Similarly, studies have shown that teachers' knowledge, attitudes and self-efficacy were important factors that correlate with the successful implementation of including students with disability and special needs into regular education classrooms (Avramidis & Norwich, 2002; Elhoweris & Alsheikh, 2006). According to Rahaman (2012), the self-efficacy and attitudes of teacher educators is an issue that requires special attention and further study because it is a problem for many countries implementing inclusive education.

The knowledge required to practice are primarily those of good teaching and include the assessment of special needs, adaptation of the curriculum content, the utilization of assistive technology, and individualizing teaching program needs to suit a larger range of abilities. Teaching self-efficacies have been identified with many positive attributes contributing to successful classroom teaching. Efficacious educators have confidence in their methods of teaching, successful expectation for themselves, made innovation in their pedagogical practices, their job report being more satisfied, their classroom management with purpose and control, and learners invite by them to participate in making democratic decision (Bordelon, 2012).

Research findings on the practice of inclusive education indicated that the largest share on the success of the implementation was the role of teachers' (Lewis & Sagree, 2013; Rahaman, 2012), but there were limitations of knowledge, positive attitude, skills and confidence of teachers' on the practices of inclusive educations (Blau & Peled, 2012). The other limitations were the pre-service teachers' lack of opportunity to observe inclusive educational practices, there were preparation and practice gap between the two for inclusion, has created a precondition for the evaluation of course design in the colleges of teachers' education (Forlin et al., 2009). In addition, another study has clearly portrayed that participation in a pre-service course in special or inclusive education influences positively the attitude and self-efficacy of teachers (Lancaster and Bain, 2010).

The reality is the pre-service teacher education the foundation for on-going professional learning and development as teachers are reflective practitioners (European Agency, 2012). The other study asserted that there were a mismatch between pre-service teacher education and the reality of the teachers working conditions has been identified as a major reason for high levels of limitations in inclusive education practice (McLeskey and Billingsley, 2008).

The research at the Teachers for all: Inclusive Teaching for Children with disabilities asserted that when the regular teachers in the teacher training the college rarely prepares teachers to work with those with a diversity of needs classrooms, and in particular that's why they lacked confidence, appropriate knowledge and skills in the effective ways to give sufficient supports those with disabilities (Lewis & Sagree, 2013). To prepare appropriate primary school teachers and resolve the exclusion problem of individuals with disability teacher educators need to have appropriate knowledge, attitudes and confidences on the inclusive education practice (Rahaman, 2012).

In Ethiopia teachers' training in special needs education or inclusive education to improve teachers' knowledge and efficacious the amount of training was very limited; teachers' had training which lasted from two day orientation up to getting a semester course on special needs / inclusive education with three credit hours (Kassie, 2013). This is the same at all levels of the teacher education program in the country. This limitation has negative influence on the important practice areas of teachers such as scaffolding, modelling, and contingency management and provision of appropriate feedback, instructional methods that's decisive for the successful practices of inclusive education (Abebe, 2013).

The study report to the Regional Seminar on priority issues for inclusive quality education in eastern and western sub-Saharan Africa in Nairobi in 2007 asserted that Ethiopia has committed and come a long way in the process of Education for All. However, there is still the gap in terms lack of knowledge about diversity and insufficient of preparation of teachers in teacher education colleges. These challenges are not only in Ethiopia it's in all developing countries problem of insufficient teacher training program and lack of relevant research information on the practice of inclusive education (Charema, 2005). The other report mentioned that the challenges of the practice of inclusive education are the scarcity of high qualified professionals (EASNIE, 2014). The research also found that the studies carried out on the implementation of inclusive education practice in developing countries is limited in number and indicated that teachers and educators have inappropriate attitudes, inadequate knowledge and skills of competence to practice of inclusive education (Srivastava et al., 2015).

The study conducted in Ethiopia on the inclusive education practice in primary schools in Addis Ababa city asserted that the existing inclusive education is not well organized and structured to provide equal opportunity to the access of education for those with disabilities (Abebe, 2014). In addition, other research conducted on the attitudes of



teachers towards inclusive education in Ethiopia found that lack of knowledge on the concept of disability, negative attitudes towards persons with disabilities and a hardened resistance to change are the major barrier hindering the practice of inclusive education (Beyene&Tizazu, 2010).

## **1.2. Statement of the Problem**

Ethiopia has made an effort to implement inclusive education. The education strategy developed by Ethiopian Ministry of Education (MoE), the Education Sector Development Program Four (ESDP-IV), gave emphasis for practice of inclusive education and designed the first strategy (MoE, 2006). This strategy planned to reduce the existing gap and to actualize education for all. The final goal is to ensure access and quality education for marginalized children and students with special educational needs. Again, based on the first strategy evaluation the second strategy designed, comprehensive special needs and inclusive education strategy provided the college teacher educators with specified duties, responsibilities and roles to prepare pre-service teachers and implement inclusive education on the training (MoE, 2012). According to MoE, this program includes the principles of inclusive education (IE) approaches and methodologies in their curricula; as well as practical knowledge and skill so as to capacitate graduates to effectively discharge their duties and responsibilities for progressive realization of inclusive education.

College of teacher educations have mandates and responsibilities to train primary school teachers with adequate knowledge, positive attitude and confidence on teaching skills in order to address those with the diversity of needs and abilities. The college of teacher education is the base and source to all primary school professional development. There are strategies at national and regional level designed and implemented in the country so as to alleviate different challenges for the practice of inclusive education. For instance, at the

South Nations and Nationality Peoples' Region (SNNPR) level, Education Bureau of SNNPR has planned to implement nationally designed strategy of inclusive education practice. The bureau opened special needs education department in each college to equip the schools with skilled professionals in the implementation of inclusive education practice in the region. In addition, the colleges started specific skills training program on Braille and sign language to all graduate class trainees as its necessity to participate with those visual and hearing impaired individuals to get learning opportunities in their neighbourhood schools (SNNPREB, 2015). However, there are no studies that address knowledge, attitude and the practice of inclusive education at college of teacher educators.

Previous studies that have been done in Ethiopia focused on the practice of inclusive education at primary schools and the challenges and opportunities of students with disabilities, and teachers' attitudes towards students with disabilities in the primary schools (Abebe, 2014; Mitiku, etal, 2014; Teferra, 2006). The results of these studies indicated that there are barriers on social and physical environment, inappropriate educational provision and attitudinal barriers in the schools on the practice of inclusive education. However, there are limitations of information about teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education.

The knowledge, attitude and self-efficacy of teacher educators in the colleges of teachers' education is the place where knowledgeable and skilful professionals are produced to serve at primary schools and the college of teacher educators play a significant role for the practice of inclusive education at school level and share their experiences for schools. Thus, investigating and identifying the level of teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education and the practice of inclusive education at the college level are the best areas to take the appropriate remedial action to create appropriate manpower to implement effective practice of inclusive education at primary school levels.

College of teachers' educators have mandate to prepare appropriate professionals for the primary schools. This depends on the college of teacher educators' responsibility on how to equip the primary school teachers with appropriate knowledge, attitude and confidence to effectively support learners with disabilities in the schools. In another way these all indicate the preliminary importance of the college educators' readiness to implement inclusive education in primary schools. These initiated the researcher to conduct this study taking into account lack of studies addressing the topic under investigation in the region.

Reviews and preliminary observations have shown limitation on research conducted and published on the teacher educators' college on the practice of inclusive education in Ethiopia. Specifically, there is a clear gap of research conducted even in primary schools and teacher education colleges' on the practice of inclusive education in SNNPR. It needs to examine the knowledge, attitudes and self-efficacy among college of teacher educators on the practice of inclusive education in the SNNPR colleges of teachers' education.

Thus, the purpose of this study was designing the methods of study in order to investigate how many of the college teacher educators' have knowledge, positive attitudes and self-efficacy on the inclusive education to prepare appropriate primary school teachers; and the presence of the practice of inclusive education in the colleges to share valuable experiences to the trainees.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to investigate the knowledge, attitude and self-efficacy of teacher educators' on the practice of inclusive education and its practice in teacher education colleges of South Nations Nationalities and People's Regional (SNNPR) State.

#### **1.3.2. Specific Objectives**

The specific objectives of the study are:

1. To examine the practice of inclusive education in the colleges of teacher educators in SNNPR.
2. To assess the level of teacher educators' knowledge, attitude, and self-efficacy on the practice of inclusive education.
3. To examine the relationships among teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education.
4. To investigate the combined and relative contribution of teacher educators' knowledge, attitude, and self-efficacy on the practice of inclusive education.

#### **1.4 Research Questions**

- What is the level of practice of inclusive education in Teachers' Education Colleges in SNNPR?
- What is the level of teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education in Teachers' Education Colleges in SNNPR?
- Are there any significant relationships among teacher educators' knowledge, attitude, self-efficacy and practice of inclusive education in Teachers' Education Colleges in SNNPR?
- What is the combined and relative contribution of teacher educators' knowledge, attitude, and self-efficacy on the practice of inclusive education in Teachers' Education Colleges in SNNPR?

#### **1.5. Significance of the Study**

This study investigated the knowledge, attitudes and self-efficacy of teacher educators and the practices of inclusive education in teachers' education colleges. The study will give valuable information to the colleges, other stakeholders like curriculum designers, the infrastructure designers and professionals who work at different level of education sectors. It

will add to the literature in the field and lays a base for professionals who are interested to conduct further study in the area.

The findings of this study provide valuable information to colleges to work on teacher educators' knowledge gap, attitudinal barriers and limitations in self-efficacy by conducting different training and awareness creation workshops. In addition to this, it will help the colleges to work hard to minimize the physical structure resistance, to improve facilities and to change inappropriate support systems to improve the practice of inclusive education in the colleges.

The identified level of knowledge, attitudes and self-efficacy of teacher educators to inclusive education and the level of practice of inclusive education in the colleges seem to be of high importance for teacher educators to know their competence and gap on the practice of inclusive education how to prepare themselves to better educate trainees with disabilities in the college and to share valuable experience and skills to prospective teachers to implement effective practice of inclusive education in the schools.

Information about teacher educators' knowledge gap, attitudinal barriers and teaching self-efficacy limitation on the inclusive education practice, and in addition, the infra-structure barriers and facilities limitations in the colleges are important for regional education bureaus and the national ministry of education to offer comprehensive professional development for teachers and construct appropriate infra-structures to improve inclusive education programs. Furthermore, this study contribute to a better understanding of inclusive education practice at governmental level in policy, curriculum and infrastructures design, as it will add to progressive cultural perspective on children with disability and special needs in the Ethiopian context specifically South Nation Nationalities and Peoples Region colleges of teachers education.

Finally, the research on the practice of inclusive education in teacher Education College is particularly scarce in SNNPR, and there have been only a few studies concerning the issue of inclusive education practice. Given this and the limited body of empirical studies that have examined the knowledge, self-efficacy and attitude of teacher educators on the practice of inclusive education in SNNPR exhibiting significant attention towards students with disabilities and special needs education. In addition, the findings conclusions and recommendations of this study will make an important contribution to other professionals who are interested to conduct further study in the area.

### **1.6. Delimitation of the Study**

The scope of the study was delimited to southern Ethiopia colleges of teachers' education. According to this study, southern Ethiopia represents the South Nation Nationalities and People's Regional (SNNPR) State. The study areas were all five colleges in the region including college for the pilot study. The locations of the study areas were Hawassa (273Kms), Dilla (362Kms), Hossena (235Kms), Bonga (445Kms) and Arba Minch (454kms) south and south west of Addis Ababa.

The participants of the study were teacher educators and trainees with disabilities from the Colleges of Teacher Education. They are the main participants in teaching-learning activities. Teacher educators included deans, stream officers and teachers in each college and trainees with disabilities, those who had enough experience and need instruction, instructional material and methods of teaching modification rather than other trainees with disabilities in the sample college on the practice of inclusive education in SNNPR teacher education colleges.

### **1.7. Operational Definition of Variables**

The following variables are conceptually and operationally defined as follows:

**Knowledge:** refers to information on inclusive education principles, methods of teaching and learning, assessment and use of resources in classroom with a diversity of needs. It is operationally defined as the perception of teacher educators ‘on their understanding about inclusive education as measured by inclusive education scale developed by Booth and Anisow (2002).

**Attitude:** Positive or negative feelings and inclinations of teacher educators towards inclusive education among teacher educators’. It is operationally defined as teacher educators’ attitude towards the practice of inclusive education as measured by attitude scale adapted from Forlin et al. (2011).

**Self-efficacy:** refers to teacher educators’ beliefs and confidence in relation to the inclusion of students with special needs in regular classrooms. It is operationally defined as teacher educators’ belief and confidence in the practice of inclusive education as measured by scale adapted from Forlin et al. (2011).

**Inclusive Education:** The effective way of teaching together trainees with a disability/special needs in the college regular classrooms. It is operationally defined as teacher educators’ perception about their practice of inclusive education as measured by scale adapted from Forlin et al. (2011).

## **Chapter Two**

### **Review of Related Literature**

This chapter includes the reviews of the previous work including introduction to inclusive education, practice of inclusive education in developing countries, practice of inclusive education in Ethiopia, practice of inclusive education in teachers' education college, teacher educators' knowledge to the practice of inclusive education, teacher educators' attitudes toward the practice of inclusive education, teacher educators' self-efficacy to the practice of inclusive education, relationship between the teacher educators' knowledge, attitudes and self-efficacy on the practice of inclusive education and theoretical and conceptual frameworks of the study.

#### **2.1. Introduction to Inclusive Education**

More than two decades ago the Salamanca World Conference on Special Needs Education document has stated that regular schools with an inclusive awareness creation are the best effective means of struggling discriminatory attitudes, achieving education for all and building an inclusive society (UNESCO, 1994). In 2000, the Framework for Action in Dakar adopted a World Declaration on Education for All (EFA) as important strategy to meet the problems of marginalization and exclusion in affirmation of inclusive education. Inclusive education has potential to benefit all students, their families and the whole school community by providing quality education for diverse needs including individuals with disabilities (Winter & O'Raw, 2010). Many issues have been discussed over the last more than two decades that were affecting the inclusion of students with special needs (Odom et al., 2011). In addition, Odom et al. (2011) asserted that the concept inclusive education replaced to call terminologies such as special education, integrated education and mainstreaming which were used before the early 1990s.



Inclusive education is a process of responding and addressing to all learners needs according with the right frameworks put in place and implemented in step by step manners. The 1948 universal human right declaration ensured the right to free and compulsory elementary education for all children. The next framework of the right on education was the child right in 1989 that ensured the education right for all children without discrimination to participate on any grounds.

The later 1990 was the education for all declarations in Jomtien, Thailand to realize free and compulsory education for all. Also, the rules of standard for equalization of opportunity to peoples with disabilities in 1993 not only affirms the education to all but stress the education to people with disabilities to be provided in integrated and regular education settings. For the implementation of these declarations and rules, the forum in Salamanca (1994) elucidated a framework for action for schools to include all children regardless of their physical, intellectual, social, emotional, ethnicity, linguistics or other differences. The other conditions should include the street, gifted, working children, and children from nomadic populations, the culture of minority groups and children from disadvantaged and marginalized areas and groups.

The next world forum of education in Dakar, Senegal (2000) designed the action framework for the implementation of EFA (1990) and millennium developmental goals that ensured all children to have free and compulsory education access and complete the education in 2015 focusing specially on the marginalized children and girls. The Convention of United Nation on the Rights of People with Disabilities (2006) also stressed the rights of people with a disability participation in education and development in inclusive settings. These all indicate how time to time the practice of inclusive education program supported by international legislative rules and policies.

Inclusive education definition varies according to the individual's understanding and looking at the context of concept (Uchem & Ngwa, 2014); these can determine the effectiveness of an intervention to realize the right to non-discrimination (Lane, 2008). Inclusive education is an approach that values diversity as a central part of teaching and learning process, promotes human development and aims to contest the individuals marginalization and the promotion of difference developed as a strategy to suit the implementation for all individuals (Corps, Ceralli & Boisseau, 2012).

Kochoung (2010) suggested that inclusive education is the transforming of educational systems to accommodate the needs of individuals with disability and special needs. That is not just about changing learning place of individuals with disabilities without change of the existing structures, but modifying and adapting the structures to fit their different needs. In support of these ideas, the notion of inclusive education practiced in keeping the special needs of trainees in regular education classrooms and making support services available to the trainees rather than bringing the trainees without support services (Wiles & Bondi, 2011).

In addition, inclusive education means the process of meeting the diversity of needs and abilities of individuals to participate in education, and in other social and cultural activities through removing barriers by creating different opportunities, accommodation and provision of appropriate structures and arrangements that help each student to use the maximum potential and benefit from their education (UNESCO, 2005). This gives attention to the participation and the effect of support service provision on overcoming learning barriers. That is how inclusive education in the teaching-learning process brings an effect on the promotion of human development specifically for those individuals who are treated exclusively.

Inclusive education has lots of benefits. It increases the awareness of human rights and overcome the discriminatory trends. That helps an individual to develop the sense of security, confidence and the abilities to cope well with the learning environment and the society at large. The practice inclusive education also helps to create an inclusive society and development (Mariga et al., 2014).

This process of serving learners with disabilities in a regular classroom requires a major shift of teacher educators' roles and responsibilities on the provisions of special support services (Forlin, 2001). The practice inclusive education increases the presence, participation, and achievements of all learners' in mainstream educational establishments, regardless of their physical, social, political, economic and cultural status. It begins with identifying the existing norms of the culture, resources and the systems and adapting of the curriculum in order to help teachers address the diversity of needs of all learners (Mariga et al., 2014).

Thus, the practice of inclusive education needs the action to create a culture where all learners feel welcome, accepted, safe, valued and confident. That will assist them to get the right support and develop their talent and achieve their maximum potential (ALLFIE, 2012). So teachers have to adapt or modify the curriculum and their teaching methods. They modify and adapt the methods of teaching by using a variety of teaching aids and materials in addition to making adjustments to support learners with disabilities with regard to classroom management (Hofman, 2014).

That means inclusive settings adapt the environment to meet the needs of an individual student rather than making the student fit in the school system (Lindsay, 2007). This is paradigm shift that transfer from special education to integrate education setting and then from integrative mainstream setting to inclusive education. The rationale for this paradigm shift of inclusive education was the separate educational system of special

education appropriate to the diversity of needs was challenged as its effectiveness and the rights of human perspectives. Also the rationale for the needs to transfer of the education system from integration to include was the unaccommodating inflexible curriculum, teaching-learning methodology and the physical structures of ordinary education settings (Porter, 2001).

This inclusive education practice in regular classrooms is now more significant and challenging issues at the national and international education sectors. Its challenge is for all countries that the maintenance of quality education and it needs well-trained and committed teachers (Porter, 2001). So that to address this issue, it needs general acceptance of teacher training institutions to ensure the pre-service teachers are trained to teach effectively in the regular classrooms where there are students with a diversity of learning needs. In other words, it indicates the educators' preparedness of feelings towards the practice, personnel confidence and appropriate knowledge to train those professionals on the practice of inclusive education (Sharma et al., 2008).

Teachers with positive attitudes towards inclusion and disability are more effective in adapting and changing the environment and methods to benefit learners with a diversity of needs (Sharman et al., 2006). To Sharma, that is why educators who attend inclusive and disability education have a great contribution in shaping attitudes of pre-service teachers at the beginning of a program of teacher education. Because the schools become inclusive, it needs the practices of teaching and learning process according to the ecology of inclusion (Dyson, 2004).

The ecology of inclusion is a fundamental notion that explains the main difference between segregated education and inclusive education. This notion indicates that schools are responsible for examining environmental factors such as regular classroom dynamics rather than focusing merely on the deficits of individual students (Dyson et al. 2004).

So, the schools have a responsibility to ensure environmental, curricular and teaching adaptations to provide equal educational opportunities to all students, regardless of their backgrounds or developmental levels to reach their maximum potential both academically and socially (Gibb et al., 2007). Thus, the main question needs to ask is not only how we should build inclusive schools, but how we can build inclusive schools with already built a knowledge base for creating effective schools (Loreman, 2007).

The practice of inclusive education is concerned with the physical environments, infrastructures, cultures and policies restructuring. The practices of all these activities in the educational systems have purpose to respond to the diversity of all learners within the community (Uchem & Ngwa, 2014). Therefore, the necessity of potential educators should be high for the effective implementation of inclusive education that can be expanded through further teacher training (Dalton, Mckenzie, & Kahonde, 2012). This was the base for the development of inclusive education and the foundation for the current universal practice on the implementation of inclusive education throughout the world level connected with the declaration and ratification of the concepts of human rights presented (Mariga, McConkey & Myezwa, 2014).

Then the purpose of exercising inclusive education, practice has contributed to the significant on-going professional development and job satisfaction of educators in addition to creating a better moral and team effort in the colleges (Porter, 2001). Inclusive education has its importance for teacher educators and colleges to practice differentiation instruction to enable the trainees focus on essential skills in each content area, to be responsive to individual differences, provide trainees with multiple opportunities for learning and a learning environment where specialized instruction is the norm for all learners (EFA, 2015).

## **2.2. The Practice of Inclusive Education in Developing Countries**

The practice of inclusive education program mainly intended to overcome the educational gap and in order to respect the rights of children with disability and special educational needs (Srivastava et al., 2015). The Salamanca statement (1994) and the Dakar framework for action (2000) and the rights of People with Disability (2006) stated that children with disability and special needs of educational have to get their education with a good access, in an inclusive setting both free primary and secondary education in neighbour home environment school.

According to UNESCO (1993), the practice of inclusive education is very decisive in rationale that 80% of the people with disabilities population, from this 150 million are children, found in developing countries like Africa and from those all 2% of them get educational participation and services. The recent research conducted in Africa finding indicated that in 2015 millennium development goal 61 million were not benefited from this free primary education program and one third of this population were children with disability (Mariga, 2014).

In developing countries most children with disability and special needs still now their chance would be segregated and marginalized life as the result of some cultural and attitudinal barriers of the society. This waits the initiation of professionals, parents and the heads of the governments to use their efforts and resources together in order to create inclusive learning environments and equal opportunity for those excluded populations of the society (Charema, 2005). Another study conducted in Africa by the World Vision International (2007) asserted that to facilitate the conduciveness of the education system to those who excluded and segregated countries like Burkina Faso, Ethiopia, Gambia, Ghana, Niger and Rwanda designed the special needs/ inclusive education strategies on teacher

education, school buildings, curriculum development and instructional materials support services.

In terms of the practice of inclusive education, the challenges in developing countries are insufficient teacher training program, lack of relevant research information, inadequate facilities and materials, inappropriate support services, ineffective strategies and policies (Charema, 2005). The challenges of inclusive education trends in developing countries are still the unchanged attitudinal resistance, inflexibility of curriculum and pedagogy, the beliefs like disability as the result of the past deeds performed by the individual previous life and punishment of God are some of the continuing barriers create tensions in the schools on the inclusive education practice (Sharma et al., 2013).

In a developing country, especially the south of the Sahara, the conditions, resisting the effective implementation of inclusive education practice is financial problem and political instability experience (Charema, 2005). In Ethiopia, Mitiku et al. (2014) found that there are some supports on the practice of inclusive education, but there are also challenges such as lack of awareness, commitment and collaboration make the lack of guarantee on effective implementation of inclusive education. In addition, Mitiku et al. (2014) mentioned that for the effective and continuity of the practice of inclusive education, it needs enhancement of opportunity over the challenges and strengthening of the collaboration among stakeholders to improve financial and material supports.

The main problem of the most developing countries' problem is the prevalence of large class size in contrast with shortages of teachers' number develops hesitation on of inclusive education practice including the learner with disabilities in the fear of work load (UNICEF, 2003). Review of studies carried out in developing countries indicates that attention given to teachers is very low (Srivastava et al., 2015). According to Srivastava et al., (2015) studies carried out in the inclusive education practice in developing countries is limited

in number. Those studies indicated that teachers have inappropriate attitudes, inadequate knowledge and skills of competence to address the needs of learners with disability in the practice of inclusive education. Again, these studies stressed on the knowledge, attitudes and skills only, but not focus on the practice behaviours of teachers on training on inclusive education and while these needs more focus on the future studies in developing countries.

The implementation and progress rate of inclusive education is variations in the context factors according to their development. The paces of implementation differences in inclusive education, even within the developing countries as to the context factors show great discrepancy. Some of them revisit their educational policies as to the international statements; others found on the formulation of their new policy, some at implementation of strategies and others depend on non-governmental organization's expectation (Kalyanpur, 2011). The development of policy on the implementation of inclusive education, practice has great impact, but the practice of inclusive education highly depends on the change of education at the school and classroom level. In the developing countries, the main challenge of the practice of inclusive education is the lack of effective practitioner in understanding problem of all learners needs due to the lack of teacher training, preparation of implementers for the inclusive approach ( Forlin, Earel & Sharma, 2011).

Another research finding indicated that teacher education should focus on the teachers' knowledge, skills and attitudes for its limitation on the practice of inclusive education is the highest barriers in the development of inclusion (Sharma et al., 2013). Thus, these all try to indicate the role of teachers as a key to effective implementation of inclusive education practice. Not only, it emphasized the advantages of inclusive education for developing country is very high in participating of those learners with disabilities and special educational needs to get an educational opportunity to be with others to adapt inclusive



culture and promotes the behaviours of tolerance and respect with acceptance of each other (Srivastava et al., 2015).

The quality teaching within inclusive schools requires focused attention on improving the collective professional knowledge and practices of teachers. That needs to up skills of teacher educators to offer an appropriate curriculum and to employ suitable pedagogies to prepare teachers for inclusion. It can be very challenging in the countries someplace there are few teachers are those trained in inclusive education, most of them lacking the necessary skills, knowledge and attitudes to take on such role (Sharma et al, 2013).

### **2.3. The Practice of Inclusive Education in Ethiopia**

Participation of individuals with disabilities in education has a long history in Ethiopia. In traditional education system in Ethiopia before the modern education, individuals with visual impairments had great participation in learning and teaching spiritual education in churches and mosques (Lemma, 2000). The strong belief of Emperor Menelik II to build a modern state of Ethiopia, and to strengthen the existing political power are the main causes for the introduction of modern education (Alemayehu, 2012). That was the limitation and a shortage of the existing cultural schools to encounter the international political demands atmosphere, and the belief to advance the needs of the nation. Then, the first modern school opened by Emperor Menelik in Addis Ababa in 1908. During this period of modern education time in Ethiopia, the first school for the program of special education was established but the teacher education program was not opened yet.

The first special school for the pupils with visual impairments was opened by American Mennonite Missionaries at Dambi Dolo, the western part of Ethiopia in 1917. The second special school for the children with visual impairment was again opened in 1942 at Kazanchis in Addis Ababa. This school was transferred to Sebeta special school in 1957

(Lemma, 2000). There were other special schools and classes opened for children with disability later on. In addition, in 1956 and 1959 the American and other missionaries' had established the special schools for children with deafness.

The first special classes were started in lately 1800s and early 1900s as public school classes for the students with moderate intellectual disability, hearing impairments, and Visual impairments. There are other special classes opened in different areas of the country. According to Mamo, there were 203 special classes attached to different regular elementary schools in the country up to 2000 (MoE, 2006).

A number of children with motor disorders (polio cases and others with neurological problems), reading and/or writing difficulties, low vision, hearing problems, mild developmental disabilities, behavioural problems, as well as other problems, have been going to regular schools alongside children without disabilities. The problems of special needs most of these children with disabilities often go unrecognized; and the children are usually left without any special educational support (Tefera, 2006).

From the very beginning special schools and classes opened and ran by foreigners, but after 1980 the ministry of education directly involved in the implementation. Later, the implementation of the principles of special needs education purposefully started to implement according to education and training policy as prescribed by the rights of the child according to the international convention, which Ethiopia already adapted to provide education for all children including those with special needs learn in accordance with their abilities and needs(MoE, 2005).

There were pre-condition made for the inclusive education implementation. The Ethiopian government adopted the Rights of the Child as to the United Nations Convention and all international agreements ratified by Ethiopia are accepted as a fundamental part of the law of the land. That should be done in conformity with human rights considerations. Based

on all this the Education and Training Policy (1994), confirms the importance of educational provision to address all children diversity of needs. For the successful implementation, in the new program of the Ministry of Education (TESO) designed to overhaul teacher education, teacher training institutes and colleges are required to give future teachers a course in special needs/inclusive education. It is hoped that this undertaking will facilitate the inclusion of children with disabilities into the Ethiopian school system (Tefera, 2006).

The MoE (2015) reported that the exact number of children with a disability in Ethiopia is not known. But in 2011, the WHO estimate was that 15% of people in any population have a disability. The school- age population from age 4 to 18 is more than 33.5 million, which implies an estimation of 5- million children needs special educational attention. As to 2013/14 report of WHO 77,850 learner with disabilities and from this 42% girls and 58% boys were identified and recorded as they enrolled in grades 1 to 12. According to South Nations Nationality Peoples Region Education Bureau (SNNPREB) (2015) children with disabilities in the region of pre-primary level were 3800 and from these 2180 were males and 1620 were females. Grade 1-12 students with disability were male-33,217 and female-27,117 total- 60,334. Special needs education teachers in the region of the diploma level male 90 and female 31 and total 121. Graduates at first degree level were male 61 and female 46 and total 107 up to 2015.

The reasons for poor progress of supporting this learner with disabilities performance during Education Sectors Development Program-Four (ESDP-IV) a number of barriers have been mentioned. These include lack of awareness, lack of knowledge, skills and commitment to implement activities to support special needs education, which is true for the federal to the school level (MoE, 2015). For the practice of implementing inclusive education, the teacher is the most precious and valuable of school resources. It is the teacher's management of the learning environment that determines effective learning for all (Shimelis, 2011).

Any college of teachers' education has to find sustainable solutions to ensure that trainees can be helped to acquire and demonstrate the necessary competencies to qualify as teachers. In addition, trainees need to understand as they are part of an inclusive process of learning about others; to be supported in maximising pupil achievement and ensuring inclusiveness; to understand the features of particular impairments; to handle that knowledge sensitively to avoid disempowering individual pupils; and to identify the supports that can be given. According to Shimelis, teachers to enable them to deal with the exclusionary pressures they encounter and to help them avoid becoming embittered or closed to possibilities for inclusiveness in the future.

Since 1990s Teacher training on special needs education has been a key activity in Ethiopia. It has been a particular focus for much of the international support given to special needs education and inclusive education in the country. Until the early 1990s the Ethiopia's Special Needs Education (SNE) Program Strategy highlights that teacher education about special needs education was primarily conducted through short workshops, NGO-funded, which did not lead to lasting changes on teaching and learning processes. In 1992/3, with Finnish support, a six-month course was developed in Adama Teacher Training Institute. The course was aimed at developing teacher capacity which would support existing special schools and help with the development of more special classes and the inclusion of more learners within mainstream classes.

This was followed by Finnish funding for courses at Addis Ababa University and the establishment of Sebeta Special Needs Education Teacher Training Centre. Since then, other regular colleges and universities have offered special needs education courses to all students, and Sebeta continues to offer a ten-month course for qualified teachers. World Vision (2007) expressed that as a result of Sebeta's training program, there has been an expansion in the number of special classes/units and thus the number of students with disability attending

school. But it does not say whether there have been the similar improvements in the inclusion of learners with disability within inclusive classes.

More recently, the Ministry for Foreign Affairs in Finland has financed a project to support pre-service and in-service teacher education and the creation of a multi-levelled support system (federal, regional, woreda and school levels) in special needs education, aimed at meeting the commitments in the SNE Program Strategy. It involves collaboration between an Ethiopian and a Finnish university (Lewis & Sagree, 2013).

In Ethiopia, the provision of introductory special needs education as a common course at a teachers training institute in the country start from 2001 and the trend was later continued to be implemented in all teachers education colleges and universities of the country. For the continuity and realization of true change that supports inclusion must start and strengthen from teacher training institutions (McLaren, 2007).

The challenge for inclusive education is to address the needs of all students with and without disabilities in the general classroom. This process is not an easy task and requires a lot of struggle and commitment to overcome attitudinal and social barriers (Disability in Ethiopia, 2005). In order to ensure that teachers have the required skills, teacher education should ensure that curriculum texts about inclusion are less ambiguous and more practical; should reduce the influence of tradition in teacher education; and should develop collective cultures to incorporate new ideas. For the change of these teachers need to understand human rights and standards principles, as well as their country's respective laws and policies on the issue, and to give attention to the research is a more prominent role in analysis and discussions of how to teach and what to teach, both in teacher education and in school (Shimelis, 2011).

According to Tefera (2005), limitations of understanding the disability concept, negative attitude on trainees with disabilities and a toughened resistance to change are the key

barriers impeding the practice of inclusive education. In addition to that, the challenge towards inclusive education could originate from different directions, such as resistance to change rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget (Mitiku et al., 2014).

According to Shimels (2011), teachers should be generous towards and tolerant of a diversity of ability, culture and behaviour. In addition, teachers should recognize all trainees have the right to be heard and recognize as persons in schools, ensure that every child feels that his or her presence is important to others, and meet the trainee with positive expectations and with a stress on his or her success. The key issue, especially in countries that are implementing inclusion for the first time, is that teacher educators themselves are professionally not ready to take on the role of educating pre- and in-service teachers about inclusion (Sharma et al., 2013). Those all are some of the precondition and activities need to be improved and developed in the country for effective practice of inclusive education.

#### **2.4. The Practice of Inclusive Education in Teachers' Education College**

The practice of integrative education has long times action for those with physical, behavioural and emotional and other mild disabilities. This kind of practice without systematic change of the setting, teaching and learning methodologies and activities really can cause those with disabilities and special needs in other ways make to exclude. But the practice of inclusive education is education for all provision through the commitment and support of service brings equal access of education in reducing learning barriers (Sharma, 2015). The assumption on the practice of inclusive education largely depends on what teachers do in classrooms. Teachers do in classrooms depends on their training, the knowledge, experiences, beliefs and attitudes have developed to implement inclusion into daily life practice are the decisive factors (EADSNE, 2003) and that training addresses the needs of educators' staff development (Walker, 2012).

The educators' knowledge on disabilities, attitudes of educators, expectations and the inclusion background were identified by teachers as areas of need for training. In terms of self-efficacy, educators' high confidence in teaching ability has high impact on learning among special education teachers when compared to general education teachers, but no statistically significant differences between scores on the teachers' self-efficacy scale and the number of inclusive courses taken (Freytag, 2001).

Other researcher finding asserted that the effective practice of inclusive education development depends on not only the extension of teachers' knowledge, but it needs also the teachers' commitment to do things that consider their attitudes and beliefs. In short, it means in addition to what they know, inclusive practice needs commitment because what they know may not be practiced in the classroom (Rouse, 2007).

Teacher education for inclusive practice, UNESCO (2008) introduced inclusive education is as an on-going process designed to provide quality education for all with acceptance of diversity of needs and abilities, gender, ethnicity and linguistic characteristics, the learning expectations with practice of eliminating all forms of discrimination . For that adequate training on the characteristics of disabilities, making instructional accommodations, and developing collaboration and cooperation skills among school personnel would significantly support regular education teachers to better meet the demands of including trainees with disabilities (Smith & Smith, 2000).

For that inclusive education teacher should be prepared to handle situations where behaviour problems emerge without compromising the enriching environment created by collaboration. This would create a more positive experience for novice teachers and help maintain a more optimistic view of the teaching profession (Eldaou, 2016). The continuity and development of inclusive education practice the college of teacher educations concerned about the pre-service teachers enrolling the profession of teaching should have understanding

of how to bring inclusive cultures in the classrooms and colleges with social justice issues, such as the issues of respect, fairness and equity (EADSNE, 2010)

To promote quality inclusive education, the European agency for inclusive teacher education stated that training in the inclusion of education for all teachers and support structures organized so as to promote inclusion (EATEI, 2009). According to Park, et al. (2016), to implement the practice of inclusive education the teacher training should be focused on a subject of inclusive education to be included within a teacher education course, incorporating specific professional experience and developing a well-structured program of subjects and experiences. That gives pre-service teachers opportunities to collaborate with the college major stakeholders such as teachers, support teachers, and teacher aides that help them to obtain appropriate knowledge and experience to work with children with disabilities in the inclusive classroom (Woodcock et al., 2012). This kind of training program has a much more effective on the trainees' attitudes and efficacy of the practices of inclusion, but the reality now is farther away than these (Kurz & Paul, 2005).

There was different controversy research findings reported on the effect of single subject implementation outcomes on the behaviour of trainees. The majority of teacher training college courses include a single introductory subject of inclusive education (Carroll et al., 2003). The provision of this single introduction course of inclusive education has a positive influence on the attitudes and confidence of the pre-teachers (Subban & Sharma, 2006). It brings behavioural changes in participation of compulsory subjects dealing with inclusive education impacts favourably on discomfort levels, sympathy, indecision making, doubtful situations, fear avoiding, coping skills, and confidence. Another study supports these ideas indicated that there is statistically a significant relationship between the provision of introductory course and teacher educators' knowledge on trainees with disabilities and



attitudes of educators towards inclusion. The reason for those teachers with more knowledge developed more positive attitudes (Burke & Sutherland, 2004).

Controversially, other studies found that the provision of one year teacher training courses had very little change in attitude towards inclusion even if in following a brief introductory inclusive to bring changes in teachers' attitudes about disabilities and inclusion (Stella et al., 2007). In addition to that Nagata (2005) asserted that provision of only one introductory course of inclusion cannot properly prepare teachers to implement the variety of tasks linked to inclusive practice and to solve the diversity of needs treated in an inclusive classroom.

The state of inclusive education recognition more widely increases across at international level that is moving towards inclusive policy and practice in education (EASNIE, 2014). Such as the social dimension of education and training action create the conditions required for the successful inclusion of trainees with disabilities in an inclusive settings benefits all trainees' (EADSNE, 2009).

The benefits of all learners by its nature of inclusion and the educational quality are reciprocal. The provision of educational access and bringing quality of education are linked and are reciprocally reinforcing. The quality and equity approaches are central to ensuring inclusive education. Inclusive education is addressing diversity as a means of raising achievement through the enrolment, attendance and achievement of all learners (EASNIE, 2014). Those all require the status of inclusive teachers for the implementation of inclusive education. Its practice should be seen as a collective task. Inclusive education implementation, participate different stakeholders each having their own roles and responsibilities. To fulfil the access the structures that facilitate communication and team working with a range of different professionals and on-going professional development opportunities (European Agency, 2012).

In general, trainees to develop and equipped with the skills, knowledge and understanding that gives them confidence and positive attitude to access effectively with a range of needs. Then teachers' education colleges should review and improve the structure of teacher education courses for inclusion to prepare for their professional roles and responsibilities (European Agency, 2011). The issues of co-operative teaching and collaborative problem solving are highlighted as key factors for efficient inclusive practice (European Agency, 2005). Canadian association for community living stated that the teacher education college should design a plan which intended to help teachers to implement the practice of inclusive education and the trainees to develop the experiences of like collaboration and team work, innovative instructional activities and peer-support strategies (<http://www.inclusiveeducation.ca>).

## **2.5. Teacher Educators' Knowledge to Inclusive Education**

The inclusive education has brought about a new challenge for regular classroom teachers when the system of including all children within the classroom. Those regular classrooms may consist of gifted children, slow learners, different-language learners, children with intellectual disability, hyperactive children, emotionally challenged children, and low socio-economically status children. The combination of such a diverse classroom management and focus on the differentiated instruction delivers according to each student individually in the classroom has made a difficult job beyond to regular classroom teacher's (Lampton, 2012).

There were also frequent reports of teachers in the need for more information and skills in the areas such as IEPs development, the children's progress assessment, curriculum adaptation and modification, how to encourage all children to participate in academic activities, and dealing with behavioural problems in the classroom (Avramidis et al., 2000).

To overcome all these teaching profession needs an appropriate knowledge of pedagogical approaches, adequate teaching methods, materials and time to address the

diversity of needs effectively in the classrooms (EADSPE, 2003). Countries adopt their own education system to meet the learners' diversity of needs in various cases, but the implementation system of the inclusive education interrupted by the limitation of teachers' knowledge and skills in modification of the existing regular curriculum to match with the wide range of learning needs (Dalton, Mckenzie & Kahonde, 2012).

The attempt to manage trainees in a College of Teachers Education (CTE) settings can be much more challenging (Carter et al., 2014) because CTE teachers continually need to upgrade their knowledge and expertise due to the numerous and diverse participants needs. This allows teachers possess up with the ever-changing curriculum and to better serve disadvantaged students (Hill & Wicklein, 2000).

To address appropriately the expected challenges in the inclusive classroom, educators should empower with critical knowledge that are necessary for instructional adaptation in the regular classrooms to trainees with disabilities, managing challenging behavior of trainees with and without disabilities, and to make the collaboration with special needs education teacher educators and related services providing experts. Unfortunately, many current in-service teachers completed their professional preparation during a time of minimal inclusion with-out focus on the necessary skills, as well as lack of appropriate opportunities for field experience. Similarly, the same significant level of gaps exists even in teacher educators who have more recently graduated from different institutions (Huskin, Mundy & Kupczynski, 2014).

How far we make an adjustment of the school setting and support service provision never substitute the progress and change of teachers knowledge, attitudes, skills and understandings effects on those with disabilities and special needs. To fill the gap continuous updating of knowledge and adequate professional training makes free the tomorrow children from the excluding methods of teaching (Mittler, 1993).

Then, the critical role that is played by teachers has to be well prepared to teach in an inclusive learning environment (EFA, 2015). The attempts of education systems at the current century need to have and prepare teachers who are sufficiently competent and have knowledge to include children with disabilities and special needs in all regular classrooms (Lewis & Sagree, 2013).

For that teachers should be given opportunities for continuing pre-service and in-service professional learning throughout their training to have appropriate knowledge, skills and experience in order to confidently practice inclusive education (Graham & Scott, 2016). Thus, the quality of continuous training programs is very important in inclusive education to optimize all learners' achievement that requires some changes at the institutional level on the wide application of inclusive education full valuation of the individual in the school (Maria, 2012).

Inclusion as a process the assumption behind it is that to implement inclusive education successfully in the regular classrooms it needs the teachers should have knowledge, skills and understanding about the diversity of needs of different learners, teaching techniques and curriculum strategies (EADSNE, 2010). The better understanding of teachers on the types of students who they were taught in the regular classrooms, understand how on these children better work mentally, emotionally, and physically on many aspects of teaching-learning process for the better performance and could be more effective teachers to them (Lampton, 2012).

Most teachers also believe that if they have enough knowledge and skills concerning inclusive education that will help them to handle the teaching difficulties and resistances they face in a more fitting way (Hofman, 2014). For the success of this belief the teacher educators' continuous development of knowledge and expertise with different skills of equipment, materials, teaching strategies have great contribution to enhance the ability of

making more flexibility of the curriculum and to provide appropriate services for those pre-service and in-service trainees (Hill & Wicklein, 2000). Because inclusion mandates under the Individuals with Disability Education Act (IDEA) and the accountability mandates under No Child Left Behind (NCLB) have a motivation for change, not only in teaching-learning curriculum and instruction, but in the roles of educator preparation programs.

The teacher training colleges have a professional obligation to ensure that all teacher educators present at the appropriate status to bring up those both in-service and pre-service teachers are well-prepared to meet the challenges of inclusion (Huskin et al., 2014). Starting point to inclusive education is teacher awareness that the teachers must be aware of what everyone needs and give opportunities for success to reach the goals. To realize the teachers' awareness educators' knowledge is needed to have highly qualified professionals' concerns issues of pre and in-service training, the profile, values and competence of teachers (European Agency, 2011). Then the important area to make a reform in order to increase the teachers' level of competence for inclusive practices is a knowledge limitation of teacher educators' regarding to inclusion and disability.

The other important knowledge is identifying the differences between what teachers think and really know about inclusive education and what they actually do. Also the barrier is pressure to urgently staff a number of teacher educators in training colleges without a qualification (Maria, 2012). Teacher educators without the wisdom of education and pedagogy of treating the trainees may be misleading during the process of education; and without sufficient knowledge of classroom management strategies, the new teachers' may begin their profession struggle to treat as they were treated; and the cumulative impacts of all this affects the total education system of the region as well as the country (Carter et al., 2014; Clement, 2010).

To generalize, the college teacher educators should share the knowledge of inclusive education teaching strategies that make the pre-service teachers may be better implementer on the provision of support to those with a diversity of needs in the classroom (Rahaman, 2012). To attempt these teacher educators have enough knowledge and teach the trainees of pre and in service program participants on the planning and effectively implementing their lesson plan considering the unique needs and abilities of learners (Clement, 2010).

## **2.6. Teacher Educators' Attitudes toward the Practice of Inclusive Education**

As to European Agency for Development in Special Needs Education (EADSNE) an attitude is an inclination or a view point of somebody, have towards an idea or objects in his /her everyday life. That is how an individual positively or negatively may develop an attitude toward the objects or ideas of others. The possession of a positive attitude towards a given task is a decision to have its effective performance. Thus, inclusion depends on teachers' attitudes towards pupils with disability; how they enhance social relations capacity, on the differences of their view in classrooms and limitation of willingness to deal effectively with those differences (EADSPE, 2003).

Most often teachers are faced with the challenge of maintaining classroom management with diversity needs of population, while creating a positive teaching atmosphere, that means teachers are often feeling challenged while maintaining positive classroom management procedures (Carter et al., 2014). Especially the attitudes of teachers' towards children with disabilities and education for their special needs played a significant role in decisions about learners' school attendance, academic performance and overall experience (Banks et al., 2016).

Teachers are expected to successfully educate students with a diverse range of needs, it is critical that teachers have been well prepared for the demands of an inclusive classroom and display positive attitudes towards students with disabilities and on the practice of

inclusive education. Then the teacher preparation programs have begun to integrate courses and practices to sensitize pre-service teachers to the needs of students with disabilities, foster their understanding of students with disabilities, and work to bring positive attitudes toward inclusive education (Huskin, et al, 2014). In addition to that researchers had concluded that the possession of educators' positive attitudes toward inclusive education is more likely to accommodate learners with a diversity of needs and are more likely to have a positive impact on their trainees' developing positive attitudes toward inclusion of children with disabilities in the regular classrooms (Subban& Sharma, 2005).

The impact of teachers' and other professionals' positive attitudes is considered as a key factor for inclusive education implementation at different level of education sector that is why largely inclusion depends on the attitudes of teachers' towards pupils with disabilities, on their view on the differences of needs in the classrooms and their willingness to deal effectively with those differences. Then the best predictor of successful inclusion of children with disabilities in regular classrooms is the teachers' positive attitudes (Sharma, et al, 2006). Thus the positive teachers' attitudes towards inclusion often begin during pre-service teachers' preparation (Jung, 2007; Shippen et al., 2005 cited by Al Zyoudi, et al, and 2011).

Teachers who leave from the college with negative attitudes are difficult to change those attitudes, but fostering the positive attitudes through both training and positive experiences in the college observation can be more successive to treat students with disabilities in the regular classrooms (Al Zyoudi et al., 2011). Then teachers who had substantial experience with teaching children with disabilities had display attitudes more positively than their colleagues with less experience towards inclusion (Hofman, 2014).

The same as to experience the level of training is an important factor in developing the more positive teacher attitudes towards inclusion and newly qualified teachers may not adequately prepared (Hofman, 2014). Those all asserted attitude of teachers has been put

forward as a decisive factor in making schools more inclusive. Similarly, the key principle for promoting quality in inclusive education practice climaxes the importance of positive attitudes. It stated that all teachers should have positive attitudes towards all learners and have will to work collaboratively with colleagues. Teachers in all should see the diversity of needs with in the learners as strengthening means to teaching-learning process and that stimulate each of them learn further (European Agency, 2011).

There is possibility to promote positive attitudes through the provision of effective training; support system, plenty of resources and using the practice of successful inclusion experiences. All such experiences access teachers require that help them to develop the necessary positive attitudes (Sharma, et al, 2013).

The study conducted in Israeli on The School Climate, Sense of Efficacy and Teachers' Attitudes towards Inclusion of Students with Special Needs finding asserted that the effect of school organization and educational climate, and the belief of teachers' self-efficacy have influence on the attitudes of teachers towards the students with disabilities inclusion. In addition, other researchers investigated that teachers found positive school climate such as supportive leadership, collaborative planning and autonomy helps to develop more positive attitudes towards inclusion (Weisel & Dror, 2006).

Implementing effective inclusive practices involve a set of behaviours/activities and interactions on the part of several professionals, including principals and teachers, in order to provide schools and classroom modifications for students with disabilities. The implementation of activities and making interactions will be influenced by the attitudes of educators' towards inclusive education, the nature of their knowledge and requirements for inclusive education practices (Kuyini & Desai, 2007).

The other comparative study found that improvement of providing education for all students, including preparation of teachers, change of programs and curriculum has a long



history and received much attention. These progressive improvements play a major role in the programs and service quality that reflects the educators' effectiveness on improving pre-service teachers' attitudes towards inclusive education training (Sharma et al., 2006).

To summarize, in all these teacher educators attitudes influence is highly on the support and inclusion of trainees with disabilities in regular classrooms (Rahaman, 2012). Then the major responsibilities of teacher educators are the preparation of appropriate pre-service teachers for the changing classroom environments of the future (Clement, 2010). Therefore, educators should play their crucial roles to develop attitudes for inclusion among trainees for regular classroom teachers by displaying appropriate attitudes. The values encouraged by classroom teachers during their training periods are very essential to their development of classroom practices that support the inclusion of children with diverse learning needs (Rahaman, 2012).

## **2.7. Teacher Educators' Self-efficacy to the Practice of Inclusive Education**

Albert Bandura developed the self- efficacy concept and explained as the values, goals, professional practice level of actions and confidence of the individual implementing the activity. He defined self- efficacy as an individual belief and feelings of confidence in their capacity to implement the events which have an impact on their life and environment in order to satisfy their needs. It's also the individuals' confidence in their capacity to attain the required duties, cognitive skills and actions, in order to succeed in the accomplishment of the tasks which were preferred for them (Bashar, 2014).

Self-efficacy as the Journal of Social and Clinical Psychology report it's not what teachers owned, but what teachers feel as they can perform (Bordelon, Parkison & Thomas, 2012). Then teacher self-efficacy defined as the degree to which a teacher trusts as he/she can influence the behaviour and academic achievement of trainees with disability and special needs (Friedman & Kass, 2002).

The concept of self-efficacy stated as to Friedman & Kass constitute of three domains: the first one domain is the domain of the task that contains the teacher's level of skill in teaching, managing and encouraging students. The second domain is domain of interpersonal, which contain the teacher's ability to work sociable with others, especially service recipients, job colleagues and straight supervisors. And the third domain is domain of organization, which includes the teacher's active enough to match with the powers of social and political organizations.

Bandura stated that there are different ways to inspire and strengthen self- efficacy: this by effective experience in facing of challenging tasks, implementing models of behaviour, use of verbal encouragement and a high level of intellectual and physical preparedness (Bashar, 2014). In addition to that Bandura expressed the teacher self-efficacy concept with many positive attributes that contributing to successful classroom teaching and student learning.

The efficacious teachers have self-assurance in strategies of teaching, have expectations of success from themselves and their students, creativity in their pedagogical practices, have more satisfaction in their job, purposefully managing their classrooms, and participating students in making democratic decisions. Then the educators' beliefs of self-efficacy determine the pre-service teachers' decision of instructional tasks and environments conducive to the learners (Bordelon et al., 2012).

Self-efficacy in general is concerned with an individual's confidence in their ability to influence conditions that have an effect on their lives. It's the basis for motivation, accomplishment of job performances, and for the well-being of emotion. The self-efficacy of teachers is connected with different parts of students' life of education and career that increased the student's motivation (Hofman, 2014).

A study found that the provision of inclusive education course in a pre-service program demonstrated positive influences on the attitudes and self-efficacy of pre-service teachers (Bordelon, et al, 2012). Teacher educators' self-efficacy is an important issue for all educational reform, teacher education, teachers' teaching behaviours, and attitudes of teachers' toward inclusive practice (Smith, 2008). The need of self-efficacy of teacher as well as skills can lead to reduced behavioural issues in the classroom (Thompson & Sonawane, 2014).

Those the college of teachers' education teachers' classroom management issues can be compounded as instruction often takes place in a complex learning environment, preparing teachers very well to face the challenge. Other ways that of lack of training, anxiety, and inexperience creates overwhelming feelings of frustration and inadequacy in new teachers when faced with a difficult group of students (Kraft, 2010). Theoretically designed courses did a significantly improve of self-efficacy on the pre-service teachers hold towards inclusive practice (Bordelon et al., 2012).

An inclusive education setting, a teacher educator with high teaching self-efficacy in implementing inclusive practices would believe that a student with a diversity of learning needs can be effectively taught in the regular classroom. Alternatively, the other who with low self- efficacy for implementing inclusive practices would consider that could do very low to include a student with special learning needs in a regular classroom. This concept of self-efficacy implies that teacher educators' belief of efficacy affects their behaviour, actions and the consequences of practices (Sharma et al., 2012).

In addition, this study showed the substantial differences in the teaching practices of high efficacy and low efficacy teachers. According to them teacher educators with high self-efficacy perceived to keep up with low-achieving students by using better teaching strategies that allowed such students for more effective learning. Reversely, those with low self-

efficacy spent more time on unplanned lesson tasks and used less effective teaching strategies that hindered student learning.

Another study on dimensions of teacher self- efficacy among Chinese Secondary School Teachers in Hong found that teachers with high self-efficacy for teaching tend to use teaching methods more times and approaches more of humanistic (Chan, 2008). But low self-efficacy teachers have anxiety and not accepting the ideas of participating students with disability in their classrooms (Forlin & Loreman, 2008). These indicated that high teacher self-efficacy is crucial to have successful inclusive classroom environments to those with a diversity of needs.

Teaching inclusively is not easy for teachers and demands certain expertise. Teachers working in a social paradigm use inclusive strategies and tend not to refer children with disability to special schools. They do not give attention on the diagnosis of the child rather on their skills to teach all children in their classrooms. The only tools that teachers have are their abilities, competence and attitude; the context, thus, becomes more important (Clement, 2010). However, teachers with high self-efficacy have confidence in their abilities to carry out and accomplish challenging tasks, and this factor inspires them to keep successful, even when faced with problems along the way. Controversially, individuals with low self-efficacy level lack beliefs on their own competencies. They easily experience anxiety and lack of capability to accomplish challenging tasks when confronting problems (Eldaou, 2016).

Considering that inclusion requires some explicit skills of teachers to be successful in inclusive settings. So that it has great necessity for teachers' self-efficacy to teach in inclusive classrooms that will more focus on the learning environment and teaching practices (Carter, et al, 2014). Teachers' self-efficacy is not only a constant and energetic motivation indicator of teacher, but it as a predictor of teacher accessibility to strategic innovation, and concepts relate to students motivation and success (Hofman, 2014).

Teachers with a high sense of efficacy most of the time planning goals challenging. They maintain confident in face of demanding educational activities, more able to cope with stresses and negative feelings. Then those teachers who have high self-efficacy are more motivated and confident in practicing their classroom activities and they are more capable to resist the stresses and negatively feelings (Hofman, 2014). But teachers lack of appropriate training, having anxiety and experience limitations make individuals feel frustration and inadequacy in pre-service teachers to meet the student with a diversity of needs and abilities (Carter et al, 2014). When to sum up and give the rationale to the above all ideas is that teacher educators should have high self-efficacy and with respect to that how on pre-service teachers feel about their teaching self-efficacy are decisive one for success in inclusive teaching practice (Sharma et al., 2013).

## **2.8. The Relationship between the Teacher Educators Knowledge, Attitudes and Self-Efficacy on the Practice of Inclusive Education**

There are different studies, come up with different findings on the relation of teachers' attitudes, knowledge and self-efficacy of the inclusive education practice. The relationship between teachers' attitudes towards and confidence level of teachers on inclusion of students with disabilities in teaching in inclusive classrooms was the single best predictor of participants' attitudes to the effective practice of inclusive education (Sharma et al., 2008).

The other research findings asserted that for inclusive education practice teachers with high levels of self-efficacy has improved attitudes toward inclusion, higher levels of persistence with students who require extra help, and tend towards more effective teaching strategies, but those with low self-efficacy perceptions has been found to use teaching strategies that may hinder student learning (Loreman, 2014 & Sharma et al., 2011). In addition to that they indicated there is relationship between teachers' attitudes towards

inclusion with variables such as contact with persons with disabilities, knowledge of local legislation and policies, and confidence level. The other study finding by Rouse (2007) stated that there were positive correlations between teacher democratic beliefs, teacher efficacy and knowledge of effective strategies to work with students with difficult behaviour problems (Sharma et al., 2006).

There is study also found that in teachers' self-efficacy compared to the attitudes of teachers' towards inclusive education showed that no significant differences between male and female teachers, between teacher's experiences and relationship between teachers' self-efficacy and attitudes towards inclusive education (Hashim, et al, 2014).

An analysis of the effects of in-service teacher training on Turkish preschool teachers' attitudes towards inclusion depicted that the relationship among a teacher's knowledge and attitudes, there is a significant relation of increased knowledge can lead to high positive attitudes. For instance the report expressed that teacher who attended more courses of inclusive education in pre service or in-service training had highly positive attitudes towards inclusion (Secer, 2010), but lack of knowledge consequence can induce negative attitudes (Crane-Mitchell & Hedge, 2007). Another study conducted on Inclusive Preschool Teachers Attitudes and Knowledge of inclusive education practice found the controversy result was a negative relationship between the teachers' knowledge and their attitudes toward inclusion; but this result was not significant (Sucuoglu et al., 2014).

The college teacher educators need to have appropriate knowledge on the practice of inclusive education in order to train on the expected level to bring changes on the attitudes and confidences of new trainees on the practice of inclusive education to meet the diversity of needs (Rahaman, 2012). The self-efficacy and attitudes of teachers are the key variables that needs critical attention and further study seriously because it is not specific country problem but the problem for many countries who implementing inclusive education. In addition to that

in the practice of inclusive education program, there is a variety of problems, particularly the skills and knowledge of teachers to teach in inclusive education program (Hashim, et al, 2014).

As mentioned above, there were different studies conducted on the impacts of teachers' attitudes, knowledge and self-efficacy of the practice of inclusive education and there were different findings, including negative and positive results of the relationships of variable effects on the practice of inclusive education.

## **2.9. Theoretical Framework of the Study**

Throughout centuries, individual with disabilities have been marginalized and stigmatized from different social services in almost all societies (Srivastava & Kumar, 2015). Even in the modernized society they were neglected in the provision of public services and special programs such as education and employment opportunity (Tefera, 2005). The source for these exclusion and marginalization were how others perceive and recognize those individual with disabilities and minority groups in the society.

This perception of the society on the concepts and causes of disability were the main reason for the variety of perspectives. For instance, the traditional model views the disability as the consequence of sin, curse, or the anger of the creator; the tragedy or charity model accepts the individual with disability as victim and dependent. The medical model is more scientific on the causes of impairment to disability, but they considered the problem of an individual with disability as individual, whereas the social model perceives the problem of disability as societal. However, these perspectives have their own views that negatively or positively contribute on the treatment of individuals with disabilities and for the other marginalized groups on educational participation and achievements.

Then the theoretical framework of this study mainly based on the social theory of disability and the social constructivism theory in addition to other supporting humanistic theory on the practice of inclusive education.

The social theory of disability stated that the disability centrally as the social constructs created by ability preoccupied environment. It sees disability as found not in the individual, but on a societal, economic, political, educational structure and system that unable to address the needs of these individuals (McEwan & Butler, 2007).

The social theory of disability based strictly on the paradigm of human rights, the removal of all barriers that hinder the full participation of individuals with disability (Donohue & Bornman, 2014). It recognized there are different conditions undermined by a society which needs consideration for individual educational participation and success, such as cultural and environmental influences, the difference of gender, linguistic, racial and ethnic minority discrimination, health and behavioural problems that categorize the individuals to have special needs of education. For all these the recent participatory strategy solves the problem is inclusive education (UNESCO, 1994).

The social theory of disability admits how society discriminates against people with impairments and excludes them from involvement and participation. This theory argues that the greatest limiting factor is not individual impairment, but rather the limitations and barriers presented by society. For example, the lack of flexibility in the teaching and learning methods, including the assessment methodology gap to present the education according to their needs and abilities are created by teachers and schools, but not any defect the learner may bring to the activity (Vickeman, 2015).

As to the solution to these educational barriers the social theory of disability agreed with the approach of inclusive education that should be based on the extensive reforms of the settings to develop the concept and to fit the needs and learning styles of trainees with a



diversity of needs (Sharma, 2015). In addition, social theory of disability asserts that teachers should be ready to meet the diversity needs of learners with special needs of education. It is a fundamental goal to develop an all-encompassing curriculum in order to have equal access and participation. It needs teachers work flexibly and creatively to change the settings to fit and educational provision according to their needs (Vickeman, 2015). Vickeman stated to change the habit of learner adopt the potentially limiting factors to education teacher better to use, flexible approaches to learning, teaching and assessment practice in order to capitalize their participation and learning.

The social theory of disability supports the idea of learner with disability and special needs can exercise their human rights when barriers of learning environments, organization and attitudinal barriers need to be reduced and adjustments should be made with- in the society (UNCRPD, 2006). This is how on learner with special needs and disability achievement and success of high quality in inclusive settings mainly depends on the teacher's duty to enable and what the learners do with success in any present settings. Then, teachers should be well qualified and education sectors should be ready to implement flexible approaches, curriculum, teaching and assessment methodology with active participation to achieve their maximum potential (Vickeman, 2015)

To social constructivism learning is a social process. It does not take place an individual, but it is an active way of behaviours development that is shaped by interaction with others, and the meaningfulness of learning depends on how far the individuals are participating in different social activities (Kim, 2001).

Vygotsky argued that limitations on the individuals should not be perceived as abnormal, but need to be brought into a social context. He criticized special education as a combination of low expectations and easy curriculum, and he challenged all educators to

have a positive differential approach of identifying the learner's strength not their disability (Grum, 2013).

Vygotsky also believed that as the social process learning involves within the model of zone of proximal development. Students can learn the support provided from other advanced individuals. Those may be adults or older siblings/mates who are more advanced. That helped them to understand the concepts and ideas that they cannot understand on their own status. There were two developmental levels, actual development was the individual achieved personally and can solve a problem independently; the second level was the potential development of the learner is capable of reaching under the guidance of adults or doing collaborate with advance mates (Kim, 2001).

Student accomplishes this achievement by means of prompts, clues, modelling, explanation, leading questions, discussion, joint participation, encouragement, and control of the child's attention (Lampton, 2012). So that students with disabilities can learn from their peers as well as with the support of adult guidance to have a clear insight on the concept being taught. For example, peer tutoring has been found to be effective for students with disabilities (McDuffie, 2009).

The other support system is when a teacher provides scaffolding. Scaffolding occurs a great learning support is provided at the time new concepts are introduced and the support is slowly taken from the study as he masters the content (Lampton, 2012).

Teacher educators needed to explicit the process of learning to teach that is fundamentally different from has conventionally implemented programs in teacher education. The process of teaching-learning was an intensely personal activity and that program needed to support the pre service teachers to involve in a process of conveying a teaching role that incorporated effective practice in developing their own knowledge. The traditional program was one that trained teachers to appropriate into existing structures of the school, teaching

process is excluding knowledge from practice, and view learners as inactive recipients of knowledge that encourage teachers who implemented the same ideas.

The constructivist programs recommended that experienced teachers transform their role as they were successful in helping and had a high impact upon teaching practices (Dangel, 2011). That's the experience of restructuring, modifying and accommodating the existing instructional and physical setting to fit with the needs and abilities of learners to use their potential.

So the main goal of inclusive education is to provide students with disabilities and special needs the opportunity to learn alongside their peers, in regular classes, with supports and assistance to both students and teachers. The increment numbers of educators to inclusive education are implementing a philosophy of education that is centered in constructivist, genuine educational practices. The practices of these comprise the cooperative learning; empowerment of students; learning about the community; realistic learning; various intelligences; and other related approaches (Peterson & Feathers, 1997). Then a key implication of a paradigm of constructivist for education of teacher is that pre service teachers should get encouragement and to have time to reflect on what they are learning. Those with inspiration and support, the student teachers begin to develop a method of teaching that meets their unique needs and talents. The differences in emphasis are necessary if these new teachers are to find their work fulfilling and give maximum help to their students (EDSUNY, 2006).

To the constructivist approach learning is about the reform of conventional schooling to inclusive education. Constructivist practices are embedded to democratic commitment and equality with the acceptance and appreciation of diversity (Peterson & Feathers, 1997). Then the emphasis of social constructivism the responsibilities of educators to acknowledge the difference of the other and work to support people in constructing reality from their

distinctive point of view. Therefore the pre-service program should establish and model an inclusive community and have found that prospective teachers respond well to such an inclusive approach in the schools (EDSUNY, 2006).

The adjustment approach also recognized that when teachers perceive the diversity of needs as a manageable challenge and employing the tackling strategies such as the provision of appropriate support, building confidence, developing skills, and making emotional adjustment through continuous treatment there is possibility that all to achieve their own goals (UNICEF, 2011). In addition, the other human right approach stated that on a right based, inclusive educational approach, the teachers college should provide on-going, high quality professional development opportunities that address inclusive methodologies and practical work experience as part of teacher training in the provision of quality education to trainees with disability and special needs (UNICEF, 2011).

To sum up, the points the social theory of disability stresses the disabling of individual with impairment mainly the societal problem and that block their participation in education should be reduced and removed from the society. The social constructivism and other human right theories stated that the teacher education system should be organized and adjusted to avoid those barriers and address the diversity of needs through developing respectful environment, high quality of professionals with appropriate support system (EDSUNY, 2006; Dangel, 2011).

## **2.10. Conceptual Framework of the Study**

This study intends to investigate the teacher educators' level of knowledge, inclination of attitudes and level of self-efficacy to the practice of inclusive education and its practice in the colleges. The reason was teacher educators need to have appropriate knowledge on the practice of inclusive education in order to train on the expected level to bring changes on the attitudes and confidences of new trainees on the practice of inclusive

education to meet the diversity of needs (Rahaman, 2012). In addition to that the self-efficacy and attitudes of teachers are the key variables that needs critical attention and further study because it's a seriously problem for many countries who implementing inclusive education. Then to see the level of inclusive education practice in the colleges, and the participants' levels and inclination on each variable on the practice of inclusive education and the relationship among the variables were examined by adapting the measurement scales developed by scholars for each variable. The mixed method of sequential approach was employed to include both quantitative and qualitative data. The participants were the college educators and trainees with disabilities.

The review of literature comprised the more related scientific findings to the research problem and the variables investigated in the study. Theoretical framework of this study was mainly based on social constructivism theory and the social model perspective theory and in addition to other supporting theories including the human right and adjustment perspectives theories on inclusive education.

Its investigation included the physical structures of the settings, the instructional provision, classroom and behavioural management, implementation of different activities and uses of resources in teaching-learning process. That of teacher educator's ability to organize, their beliefs and feelings to implement different responsibilities for expected outcomes. These specific activities helped to investigate the level of knowledge, inclination of attitudes and self-efficacy of teacher educators' on the effective practice of inclusive education. In addition, this study intended to investigate the relation of each variable one with another. Then the following figure shows the diagram of conceptual framework of the study. It demonstrates the impact of teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education. In addition to that it displays the relationship of each variable one to the other.

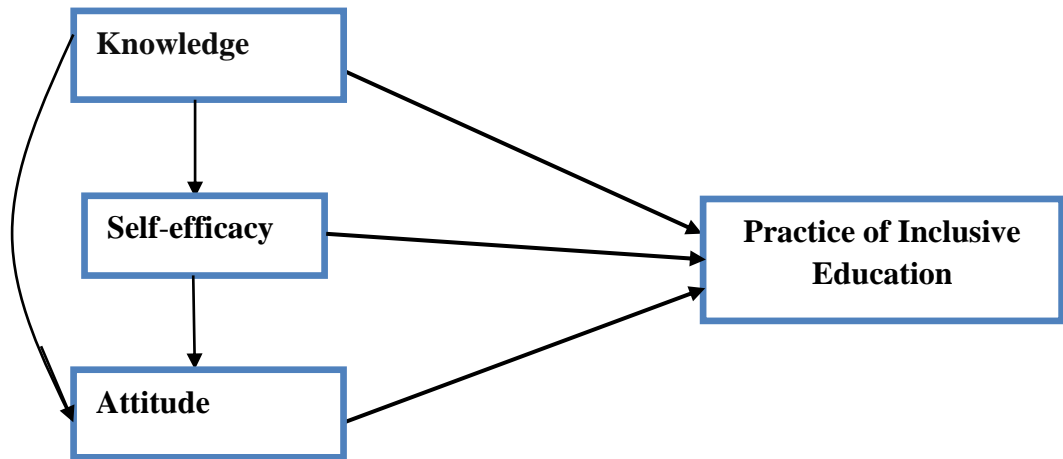


Figure 1: Conceptual Framework for Knowledge, Attitude and Self-efficacy on the Practice of Inclusive Education among College Teacher Educators

## **CHAPTER THREE**

### **METHODS OF THE STUDY**

This chapter includes the research design, study area, sample and sampling techniques, variables, data collection instruments, pilot test, ethical considerations, data collection procedures and methods of data analysis of the study.

#### **3.1. Design of the Study**

The study follows mixed approach to address the objectives of the study. The mixed approach is a combination of both qualitative and quantitative research approaches for the purposes of in-depth understanding, to have a broad evidence and justification that realizes the use of manifold approaches in answering research questions (Klingner & Boardman, 2011). It focuses on integrating the results from both quantitative and qualitative research. The rationale for the use of mixed method is that this method supports the researcher to get broad comprehensive understandings of the situation and to verify quantitative measures with qualitative experiences (Creswell, 2013; Creswell & Plano, 2011). The integration of both quantitative and qualitative research approaches were done to get better understanding about the situations in the College of Teacher Education.

The design selected for the study was sequential explanatory mixed design. This approach was selected to collect and analyze the quantitative data first and then based on the quantitative analysis results, qualitative data were used to fill the gap and to explain lack of clarity in quantitative data and interpret the results of the study. According to Creswell and Plano-Clark (2011), qualitative data is used to refine, extend or explain the general picture of the research problem. In this study, the quantitative part of this study was used to examine the level of teacher educators' knowledge, attitude, self-efficacy and practice of inclusive education and the relationships among the variables. The qualitative approach was followed to observe the actual practice and to get in-depth information about the practice of inclusive

education that was used to obtain more explanation and clarification about the practice of inclusive education.

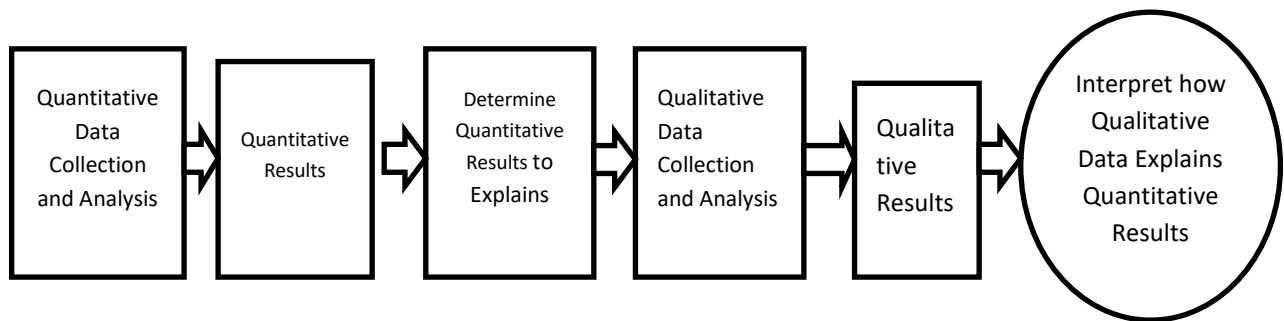


Figure- 2: Diagrams of Explanatory Sequential Design

This design shows the process of collecting and analyzing quantitative data followed by qualitative data. Qualitative data were collected to provide supportive explanations to the quantitative results. That means the qualitative results were used to support the explanation and interpretation of the findings of quantitative results (Creswell, 2013). This qualitative data serve as a complementary to clarify or fully elaborate the analysis of quantitative data results (Keating, 2016). The qualitative data help to explain the significant or the non-significant, unclear or unexpected results of the quantitative data. Thus, the quantitative data were followed by qualitative data in this study to address the objectives of the study.

### 3.2. Study Area

The study was conducted in five College of Teachers' Education found in South Nation Nationalities and Peoples Regional State (SNNPR) and Sidama Region. These colleges were Hawassa, Hossana, Arba Minch, Bonga and Dilla College of Teachers' Education. Hawassa was previously found in SNNPR during data collection but now it is found in Sidama Region and capital in the region. It is around 270 kilometres far from Addis Ababa. Hossana is located in SNNPR state of Hadiya Zone. Arba Minch is located in SNNPR state of Gamo Gofa Zone about 500kilometers far from Addis Ababa. Bonga is located southwest of Jimma in the Keffa Zone of the SNNPR whereas Dilla is the administrative



centre of the Gedeo Zone in the SNNPR which is located on the main road from Addis Ababa to Nairobi.

### **3.3. Sample Size and Sampling Technique of the Study**

The target population of the study was teacher educators' in five colleges of teacher educators found in SNNPR and Sidama Region (i.e., previously found in SNNPR). The total population of teacher educators in these five Colleges of Teacher Education was seven hundred five (705). These colleges were selected purposely. Firstly, there was limited research studies conducted in this region on the topic entitled 'Knowledge, Attitude and Self-efficacy among College Teacher Educators' on the Practice of Inclusive Education'. Secondly, the researcher's familiarity with the region and accessibility which facilitate communication for data collection processes. Thirdly, to minimize economical and time constraints in collecting the data and to get sufficient time to collect the qualitative and quantitative data in separate time were the bases for the selection of the region for the study area.

Stratified random sampling technique was used to select the participants from each college to get appropriate representatives from all the five colleges' of teacher education in the region. Simple random sampling method was used to select participants from each college to give equal chance to select representatives. The procedure used for the selection of sample participants from the colleges was carried out based of sampling frame obtained from each college. Teacher educators who had less than one year of work experience and those who were absent during data collection were excluded from the study. The selection process proceeded took of three lists of educators name from human resource offices. The first list included the total number of educators in each college. The second list included whose services less than one year; and the third list was those who are out of the college in different cases such as for education. Then, firstly cancel out of those out of the college and their

services less than one year from the total list. After that the remindereducators' names number in the list wasseparatelywrote on the paper and cut out and rolled. Secondlythe rolled paper picked upto the determined number ofparticipants in each college.

The choice of an appropriate sample size for both the quantitative and qualitative phases is essential because it influences the extent to which research results can be statistically and/or thematically generalized/described (Onwuegbuzie& Collins, 2007). As to some researchers report a sample size of 30 as a guideline for correlation, causal-comparative and experimental research (Gay et al., 2009). Not less than 30 participants are required to establish the correlation studies to realize the existence or the non-existence of a relation. Others also follow the general rule, that is; the lager the sample size, the larger the percentage of getting representative sample of the population. In general, to select the appropriate representative sample size for quantitative part of this study, sample size determination formula was used. The sample size of 302 was selected and participated in the study based on the sample size determination formula adopted from Al-Subaihi (2003) as follows:

$$n = \frac{\sum_{i=1}^L \frac{N_i^2 p_i (1 - p_i)}{w_i}}{\frac{N^2 e^2}{Z_{\alpha/2}^2} + \sum_{i=1}^L N_i p (1 - p)}$$

Where, n = the sample size,

N = the population size,

L = the number of strata (colleges),

$Z_{\alpha/2}$  = the value of upper tail probability of the standard normal distribution

( $Z_{\alpha/2} = 1.96$ ) for  $\alpha = 0.05$  significance level,

$P_i$  = sub population proportion for stratum i and  $i = 1, 2, \dots, 5$ ,

e = the level of precision,

$N_i$  = the size of stratum (college) i and,

$W_i$  = the estimated proportion  $N_i$  to  $N$ ,

$P$  = the estimated proportion of an attribute that is present in the population

Using the above formula, the total sample size for the study was 302. Accordingly, the sample participants selected from each college is presented in the following Table 1.

**Table 1: The Population and Sample Size of each College**

College	Population size	Sample size
Arba Minch	146	63
Hawassa	162	69
Dilla	146	63
Bonga	148	63
Hossana	103	44
Total	705	302

To the qualitative data collection, two colleges namely Arba Minch and Hawassa were selected. Arba Minch College and participants from this college were selected purposively. The first reason is that the availability of trainees with hearing and visual disabilities in the colleges. This helps the researcher to select those participants who have sufficient experience in the college (2<sup>nd</sup> and 3<sup>rd</sup> years). Secondly, the nearness of the college to the researcher created more conducive environment for the researcher to repeat classroom observation. Thirdly, it's the researcher's work area and close contact with the college administrators and other staff to obtain appropriate information without any reservation. Similarly, Hawassa College and participants from this college were selected purposively as to the first college in the region to find long experienced participants and the enrolment of trainees with different types of disability to interview to get more additional information.

In the second phase of sample selection with regard to qualitative data, estimating a required sample size is more controversial. Nevertheless, a general guideline in qualitative

study is that the sample size should be neither too small nor too large. A very small sample size can lead to difficulties in obtaining data saturation, while a very large sample size can lead to problems in deriving in-depth information about the research problem (Collins et al., 2007). Moreover, saturation is typically used as a criterion to estimate the sample size in qualitative research (Guest et al., 2006). The saturation of data, referred to the obtaining of an appropriate and enough information to the intended objectives of the study.

According to Guest et al. (2006), in responding to the need for a general, numerical guideline regarding the size of the sample in qualitative research to determine how many interviewees are enough to obtain theoretical saturation study indicated that saturation was achieved within the first twelve interviewees, while other themes were evident within six interviewees might be sufficient to enable the development of themes that are meaningful and interpretations also useful. Based on this information, it was determined to conduct interviews with twelve participants. Then a sample size of nine teacher educators and three trainees were participated.

To select these participants, purposive sampling method was used. This sampling technique was used to select those participants having more experience in order to get appropriate and in-depth information. Thus, the key informants were college dean and dean of students having long work experience in the college administration, a stream officer who had rich experience of working in colleges, three special needs education teachers (i.e., the head of department and college guidance and counselling officer), three inclusive classroom teachers, and three trainees, one trainee with visual and two trainees with hearing impairments.

### **3.4. Variables of the Study**

The variables of the study included knowledge, attitudes and self-efficacy of teacher educators, and the practice of inclusive education. The acquisition of basic knowledge, change of attitudes and sense of teaching self-efficacy in the execution of inclusive practices in training centre is regarded as a crucial aspect of teacher preparation to teach children with disabilities in a regular classroom (Sharma, Shaukat and Furlonger, 2014). Out of which the first three, namely, knowledge, attitudes and self-efficacy were taken as predictor variables whereas the practice of inclusive education is considered as the criterion variable.

### **3.5. Data Collection Instruments**

The instruments used to collect data for the study were questionnaire, interview and observation. It decided to use questionnaire to quantitative data to include large number of representative participants in order to generalize the findings; and the interview and observation were used to get information that to give more clarification and explanation to the clarity needed areas.

#### **3.5.1. Questionnaire**

The main data for the study was collected using a questionnaire. The questionnaire of the study had five parts. The first part of the questionnaire included demographic variables of the sample participants such as gender, work experience, training on inclusive/special needs education and educational status.

The second part of the questionnaire included items that measure knowledge, the third part included the items that measure attitude, the forth part included the items that measure self-efficacy and the fifth part included the items that measure practice of inclusive education. The response format of the questionnaire was a five point Likert- scale type ranging from “Strongly Disagree” to “Strongly Agree,” with one up to five coded items, one for strongly

disagree up to number five for strongly agree. The knowledge subscale items include sixteen items and the questionnaire was developed based on Booth and Anisow (2002) Index for Inclusion. The attitude, self-efficacy, and practice of inclusive education subscales were adapted from Forlin et al. (2011). Thus, eighteen, fifteen and nineteen items that measure attitude, self-efficacy and the practice of inclusive education were used respectively.

The questionnaires were distributed to a total of three hundred two participants taking into account 10% non-response rate. Then three hundred thirty two participants were involved to fill the questionnaires. From those total participants three hundred fifteen papers were properly filled and returned. Seventeen questionnaires were not properly filled returned and thus, these questionnaires were excluded from the data.

### **3.5.2. Interview**

The interview protocol was prepared from the earlier literature review that outlines teachers' knowledge, attitude and self-efficacy, and practice of inclusive education. This was also developed based on the literature reviews and in reference to the interview questions developed. The interview was also conducted with flexibility to participants and was not subject to the order of questions in the interview protocol (Merriam, 2001). The questions used were open-ended. In addition, the questions followed the principle that the research questions should be effective because the words should be open; the question must be as neutral as possible and asked one by one; they must be clear; and with precaution when asking the why questions (McNamara, 2009).

In this study, semi-structured interview technique was used. The interviews were conducted with each participant depending on the list of questions prepared by the researcher to get necessary information and substantiate the quantitative data. The interview with the trainees with hearing impairment proceeded by the help of special needs education teacher

having skills of sign language translations. Questions were arranged according to introduction questions, transition questions and key questions used to gather data from twelve participants.

### **3.5.3. Observation**

The observation protocol was developed from the earlier literature review that outlines inclusive education practice. After developing the observation protocol, the contents were checked by the experts. The observations were made by the researcher on the colleges' campus physical structure and the classroom based on the observation protocol. Non participatory observation was made in and out of the classrooms without the participation in the activities. The observation areas included the physical setting of the colleges' (gates, roads, buildings, availability of ramps and lifts, playgrounds, toilet rooms) and the other facilities including support or service providing centres (resource centre, library, and laboratory).

The classroom observation included the total instructional environment that was classroom seating arrangement, classroom participation, provision of support in the classroom (teachers and classmates support), and classroom management and including the brightness of the classroom, the windows and doors position and structures.

### **3.6. Pilot Test**

The objective to use the pilot test was to improve the instrument of the study. The sample size of the pilot test depends on how big the actual sample is, and the feasibility in terms of resources needed for the study. Reliability is established using a pilot test by collecting data from 20-30 subjects not included in the sample (Radhakrishna, Francisco & Baggett, 2003). Others asserted that reliability is established around 30-50 people is usually enough to identify any major errors in the items (Practical tools for international development, 2014). For this study, the pilot test was conducted with 38 participants. The

pilot test was conducted in Arba Minch Teacher Education College. The participants participated in pilot test were 34 male and 4 female teacher educators and they were not included in the main study.

The statistical tool used to measure the reliability was Cronbach alpha. The internal consistency of the items can be accepted if the Cronbach alpha is within .70 – .99 (Fraenkel & Wallen, 1996). High value of Cronbach alpha shows a strong internal consistency among items whereas lower value indicates a weaker internal consistency among items. Ghazali (2008) also indicates that  $\alpha$  value above 0.60 is considered as acceptable in the field of education and social science. In this study, the four scales had good reliability coefficients that range from .78 to .95. The reliability coefficient of knowledge scale had .84, attitude scale had .95, self-efficacy scale had .82 and the practice of inclusive education scale had .78. This shows the scales used in the study had good internal consistency.

The validity of the instruments used for the study was determined by two instructors' and two PhD students at Addis Ababa University. The professionals examined the face, construct and content validity of the instruments. Specifically, the appropriateness, clarity, cultural sensitivity or language clarity of the items validity of the instruments were assessed. Based on their suggestions, the instruments were revised before administration for both pilot and main study. The final version of the instruments were printed and packed in separate post according to the number of participants in each college.

### **3.7. Ethical Considerations**

First of all, letter of contact was taken from Special Needs Education department of Addis Ababa University. Based on this letter, permission was granted from the college Deans to get their consent to participate in the study and to collect data from the participants' of the study. The researcher very consciously implemented of the ethical requirements. Accordingly,



the codes of ethics maintained on safeguards to protect participants' identities and those of the research locations (Denzin& Lincoln, 2000).

The participants were informed about the purpose of the study and their role as participants. The participation was voluntary and they were aware of their rights to withdraw from the study at any stage if they felt to withdraw. They were informed about the anonymity that names are not registered and no personal reference shall be made in the final report. Each participant was issued with a unique code to avoid personal identification. The same is true for those participants participated in an interview. All the collected data were remained secure for a time the hand-in date of the study and then it was destroyed in a controlled manner.

### **3.8. Procedures of the Study**

Once the researcher gets permission from respective college deans of Colleges of Teacher Educators, the researcher made the first contact with the participants to get their willingness to participate in the study. They were informed about the ethical issues and purpose of the study; and orientation was given on how to fill out the questionnaire. The questionnaires were distributed and collected by the researcher and assistant data collectors.

The collections of qualitative data were made by using the interview and observation protocol. The participants for an interview were selected using purposive sampling technique to choose more resourceful and appropriate individuals and to get in depth information. The researcher was made the first contact with those purposefully selected participants and asked their willingness and decided the convenient time and place for conducting the individual interviews. The participants were informed about the ethical issues and the purpose of the study; and the process of interview. Data were then collected following the interview protocols at the appointed time and place with each participant.

Concerning the observations, the researcher made college campuses and classrooms observations using observation protocols.

### **3.9. Methods of Data Analysis**

The quantitative and qualitative data were collected and analysed separately. The quantitative data collected through questionnaires were coded, categorized and organized. The collected data were coded, categorized and organized for analysis. The quantitative data analysis was made by using Statistical Package for Social Science (SPSS) version 23.

Descriptive statistics were computed to explain the level of knowledge, nature of attitude, level of self-efficacy and practice of inclusive education. The criteria were used to classify the teachers' level of knowledge, level of self-efficacy and practice of inclusive education: the mean score (on a 3-point Likert scale) above 2.1 reflects high level, mean score between 1.5 and 2.1 reflects moderate level and mean score below 1.5 reflects low level (Hussiena& Al-Qaryoutib, 2015). Similarly, the criteria were used to classify the teacher educators' level of knowledge and self-efficacy, and the practice: the mean score (on a 5-point Likert scale) above 3.5 reflects high level, the mean score between 2.5 and 3.5 reflects moderate level and the mean score below 2.5 reflects low level (Hussiena& Al-Qaryoutib, 2015). For the interpretation of the mean values, the cut- off point was taken as 2.5. Any mean value less than 2.5 considered a negative attitude, and a mean value above 2.5 indicated positive attitudes (Alamri, 2014).

Pearson-product correlation coefficient analysis was used to examine the relationship among predictor variables (knowledge, attitude and self-efficacy) and practice of inclusive education. Multiple regression analysis was also employed to examine the combined and relative contributions of knowledge, attitude and self-efficacy on the practice of inclusive education. The strengths of the associations of r values were interpreted at five levels where

.00 — .19; Very weak/low, .20 — .39; Weak/low; .40 — .59; Moderate; .60 — .79; Strong/High and .80 — 1.00; Very strong/High.

Qualitative data collected through semi-structured interview and observation checklist protocol were analysed thematically. Thematic analysis is the process of analysing the raw data collected through interview and observation in an attempt to identify the necessary information from the collected data. The themes developed in deductive approach based on the research questions and ideas as predetermined. The data collected in both interview and observation were used to assist to explain the quantitative data results and to substantiate interpretations of the quantitative study. Finally, interpretations of results were done by integrating the quantitative and qualitative analysis.

## CHAPTER 4

### RESULTS

The purpose of this study was to examine the level of knowledge, self-efficacy, and attitude among teacher educators' on the practice of inclusive education and the level of inclusive education practice in SNNPR Teachers' Education Colleges. It was also designed to investigate the relationships among teacher educators' knowledge, attitude, self-efficacy and the practice of inclusive education. The other purpose of the study was to examine the combined and relative contributions of teacher educators' knowledge, self-efficacy, and attitudes on the practice of inclusive education.

This chapter presents the results of the study into two parts or phases. The first part presents the analysis of quantitative or the main data of the study and the second part of the study presents the qualitative data of the study.

#### **4.1. Results of the Quantitative Data Analyses**

The results of quantitative data includes the background information of the participants, the levels of knowledge, attitude and self-efficacy of teacher educators about inclusive education, and the relationship among the study variables.

As depicted in Table 2, 36 (11.9%) of the participants were females whereas 266 (81.1%) of them were males. Concerning the participants work experiences, 134 (44.4%) of the participants had 1 to 10 years, 112 (37.1%) of them had 11 to 20 years, 37 (12.3%) of them had 21 to 30 years and 19 (6.3%) of them had above 30yrs of experiences. In terms of qualification, 1(0.3%) PhD, 236 (78.1%) Master Degree, 58 (19.2%) Bachelor Degree and 7 (2.3%) Diploma holders were participated. Regarding participation in training focusing on the inclusive education, 90 (29.8%) of participants were not participated in any training, 86 (28.5%) participated in short workshop, 63 (20.9%) of them received one course, 43 (14.2%) received course with skill training, and 20 (6.6%) received special needs education course.

#### 4.1.1. The Background Information of the Participants

Table 2

The Participants' Background Information

Variable	Categories	Number (No)	%
Sex	Female	36	11.9%
	Male	266	88.1%
Educational Status	Diploma	7	2.4%
	Under graduate Degree	58	19.2%
	Master degree	236	78.1%
	PhD	1	0.3%
Work Experience	1 – 10yrs	134	44.4%
	11 – 20yrs	112	37.1%
	21 – 30yrs	37	12.2%
	Above 30yrs	19	6.3%
Training in special needs/Inclusive Education	No training	90	29.8%
	Short workshop	86	28.5%
	One course	63	20.9%
	Course with skill training	43	14.2%
Special needs/inclusive education teachers course		20	6.6%

#### 4.1.2. The Level of Practice of Inclusive Education in the Colleges

One of the main objectives of this study was to investigate how far inclusive education being practiced in Teachers' Education Colleges. The responses of the sample of teacher educators' on the practices of inclusive education are presented as follows in the following tables.

Table 3

## The Practice of Inclusive Education on the Rights and Policy

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
		(%)	(%)	(%)	(%)	(%)		
1	All trainees with or without disability learn together in college regular classroom.	2 (0.7)	16 (5.3)	56 (18.5)	127 (42.1)	101 (33.4)	4.02	0.91
2	Every trainee regardless of disability has the right to formal education at a regular class.	2 (0.7)	8 (2.6)	42 (13.9)	112 (37.1)	138 (45.7)	4.25	0.84
3	College admission policy opens to all trainees to enrol in regular program.	3 (1)	19 (6.3)	78 (25.8)	103 (34.1)	99 (32.8)	3.91	0.98
4	Trainees with disabilities are fully participated in college co-curricular activities.	9 (3)	55 (18.2)	123 (40.7)	75 (24.8)	40 (13.2)	3.26	1.01

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree,

M=Mean, SD=Standard Deviations

As illustrated in Table 3, the majority of the teacher educators 127(42.1) agreed and 101(33.4) strongly agreed but, 2(0.7) strongly disagreed, 16(5.3) disagreed and 56(18.5) failed to decided on the idea that all trainees with or without disability learn together in college regular classroom. Less number, 2 (0.7%) participants responded strongly disagreed, and 8(2.6%) disagreed, but 42(13.9) undecided reversely the large number of participants, 250 (82.8) responded that every trainee regardless of disability has the right to formal education at a

regular classroom. From the total participants, 103 (34.1%) of them were agreed and 99(32.8) strongly agreed, but 3(1%) of them were stronglydisagreed, 19(6.3%) disagreed and78(25.8%) failed to decide on the idea that college admission policy opens to all trainees to enroll in regular program. Similarly on the trainees with disabilities fully participation in college co-curricular activities, 64 (21.2%) number of participants responded disagreed and 123(40.7) undecided.

Table 4

Preparation of Teachers and College Organization for the Practice of IE

NO	Items	SDA	D	U	A	SA	M	SD
		No (%)	No (%)	No (%)	No (%)	No (%)		
1	Teachers are well trained to respond the trainees' diversity of needs.	10 (3.3)	64 (21.2)	105 (34.8)	95 (31.5)	28 (9.3)	3.20	1
2	Professional development is provided to regular teachers to teach trainee with disability.	7 (2.3)	52 (17.2)	99 (32.8)	104 (34.4)	40 (13.2)	3.37	1.01
3	College allocated appropriate fund to support trainees with disability.	13 (4.3)	36 (11.9)	136 (45)	82 (27.2)	35 (11.6)	3.28	0.99
4	College fully equipped before enrolling trainees with disabilities.	11 (3.6)	64 (21.2)	109 (36.1)	83 (27.5)	35 (11.6)	3.21	1.03

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviations

As portrayed on Table 4, 128(42.4%) participants agreed and strongly agreed, but 74(24.5%) participants strongly disagreed and disagreed, and 105(34.8%) undecided on the idea that says teachers training responds to the diverse needs of the trainees'. 75 (24.8%) of participants responded strongly disagreed and disagree, but109(36.1%) undecided to the

statement that says college fully equipped before enrolling trainees with disabilities. 7(2.3%) of participants also responded strongly disagreed, 52(17.2%)disagree and 99(32.8%) undecided to the statement that says professional development is provided to regular teachers to teach trainees with disability. On contrary, the majority of the participants 218 (72.2%) agreed and strongly agreed that the colleges allocated appropriate fund to support trainees with disability.

Table 5

The Practice of adaptation of Instruction, Instructional Materials and Physical Environments

No	Items	SDA	D	U	A	SA	M	SD
		No (%)	No (%)	No (%)	No (%)	No (%)		
1	Instruction adaptations to trainees with disabilities are common activity in the college.	6 (2)	44 (14.6)	135 (44.7)	90 (29.8)	27 (8.9)	3.29	0.9
2	Instructional material adaptations to the diversity needs are common activity in the college.	2 (0.7)	41 (13.6)	119 (39.4)	113 (37.4)	27 (8.9)	3.42	0.87
3	Adaptation of assessment to trainee with disability is common activity in the college	5 (1.7)	46 (15.2)	117 (38.7)	109 (36.1)	25 (8.3)	3.32	0.9
4	College adapted physical environment to facilitate inclusion for trainee with disability	14 (4.6)	51 (16.9)	95 (31.5)	98 (32.5)	44 (14.6)	3.33	1.07

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviations



As one can see from the results presented in Table 5, there were a gap on the level of practice of the adaptation activities such as instruction adaptation to trainees with disabilities in the college 185 (61.3%); instructional material adaptation to the diverse needs in the college 178(60.0%); adaptation of assessment to trainee with disability as a common activity in the college 168(55.6%); and adapted physical environment to facilitate inclusion for trainee with disability 160(52.2%). However, less than 35% of the participants agreed on the practice of the adaptation of instruction, instructional materials and physical environments.

Table 6

## The Practice of using Varieties of Teaching Methods, Materials and Support System

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
		(%)	(%)	(%)	(%)	(%)		
1	Teachers use variety methods to teach the lessons to the diversity of needs.	3 (1)	34 (11.3)	113 (37.4)	107 (35.4)	45 (14.9)	3.51	0.93
2	Use technology to provide additional supports for trainees who need them.	5 (1.7)	45 (14.9)	98 (32.5)	108 (35.8)	46 (15.2)	3.46	0.98
3	Teachers incorporate visual, tactile and kinaesthetic materials and activities in teaching	4 (1.3)	45 (14.9)	112 (37.1)	103 (34.1)	38 (12.6)	3.42	0.94
4	Teachers use class-wide rules and regulations to support classroom management.	1 (0.3)	22 (7.3)	101 (33.4)	150 (49.7)	28 (9.3)	3.61	0.77
5	Teachers have experience of using IEP.	8 (2.6)	46 (15.2)	130 (43)	87 (28.8)	31 (10.3)	3.29	0.93
6	Regular teacher provide extra time to trainees with disability out of the class time	8 (2.6)	58 (19.2)	108 (35.8)	93 (30.8)	35 (11.6)	3.28	1.02
7	Teachers use the same curriculum to trainees with disabilities.	8 (2.6)	39 (12.9)	68 (22.5)	119 (39.4)	68 (22.5)	3.66	1.05

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviations, Individualized Educational Program=IEP

As indicated in Table 6, 3(1%) participants responded strongly disagreed and 34(11.3%) disagreed that they do use varieties of teaching methods to address the diverse needs of learners, and high number, 113(37.4%) failed to decide the statement. About 148(49.1%) participants were also failed to use technology to provide additional supports for trainees who need them. Similarly, 161 (53.3%) participants were not agreed to incorporate the visual, tactile and kinaesthetic materials and activities in teaching activity in the regular classroom. One of the very common activities on the practice of inclusive education was Individualized Educational Program, but 184 (60.8%) number of participants had no experience of using Individualized Educational Program. However, 187(61.9%) participants agreed that they were using the same curriculum for trainees with disabilities; and 150 (49.7%) agreed that they were using class-wide rules and regulations to support classroom management.

Generally, the average results of the study have shown that the participants of the study on the idea that all trainees with or without disability learn together in college regular classroom (4.02); every trainee regardless of disability has the right to formal education at a regular class (M=4.25); professional development is provided to regular teachers to teach trainee with disability (M=3.37); teachers use class-wide rules and regulations to support classroom management (M=3.61); and college adapted physical environment to facilitate inclusion for trainee with disability (M=3.33).

#### **4.1.3. College Teacher Educators' Knowledge, Attitude and Self-efficacy on Inclusive Education**

To investigate the college teacher educators' level of knowledge, nature of attitude and level of self-efficacy on inclusive education, descriptive statistics like frequency, percentage, mean and standard deviation were used. Thus, the level of college teacher

educators' knowledge, nature of attitude and level of teacher educators' self-efficacy on the inclusive education were presented as follows.

#### 4.1.3.1 College Teacher Educators' Level of Knowledge on Inclusive Education

To determine the level of participants' knowledge about inclusive education, the principles, advantages, rights, nature and characteristics of inclusive education included on the instrument (the Teacher Educators' knowledge about Inclusive Education Scale) were used and presented in the following tables.

Table 7

Teacher Educators knowledge on the Principles, Advantages and Rights of IE

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
1	Acknowledges that all can learn together	6 (2)	25 (8.3)	36 (11.9)	127 (42.1)	108 (35.8)	4.02	1
2	Values all trainees and staff equally	3 (1)	16 (5.3)	59 (19.5)	120 (39.7)	104 (34.4)	4.02	0.93
3	Increases participation of trainees in the communities of local schools	3 (1)	19 (6.3)	42 (13.9)	137 (45.4)	101 (33.4)	4.04	0.91
4	Reduces trainees exclusion from the curricula	29 (9.6)	19 (6.3)	52 (17.2)	106 (35.1)	96 (31.8)	3.74	1.23
5	A cost effective system of education.	5 (1.7)	32 (10.6)	60 (19.9)	113 (37.4)	92 (30.5)	3.89	1.01
6	Acknowledges the child education right to attend in their neighbour school.	5 (1.7)	8 (2.6)	38 (12.6)	117 (38.7)	134 (44.4)	4.23	0.89
7	Acknowledges and respects diversity among learner.	1 (0.3)	9 (3)	21 (7)	102 (33.8)	169 (56)	4.42	0.79

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviations

Table 7 portrays that 127(42.1) participants agreed and 108(35.8) participants strongly agreed that all students can learn together but 6(2%) were strongly disagreed, 25(8.3%) disagreed, and 36(11.9%) undecided to the idea. Similarly, 224(74.1%) participants agreed on the idea that they value all trainees and staff equally whereas others 19(6.3%) participants did not agree, 59(19.5%) undecided to the statement.

In terms of the advantages of inclusive education, 120(39.7) participants agreed and 104(34.4) were strongly agreed that the practice of inclusive education can increase the participation of students in the local schools but the rest of them, 19 (6.3%) were not agreed and 52(17.2%) undecided on the statement. Concerning inclusive education curricula and cost effectiveness, the majority of the participants (66.9%) agreed that inclusive education reduces trainees' exclusion from the curricula and also 113(37.4) agreed and 92(30.5) strongly agreed totally 67.9% of them agreed that inclusive education is a cost effective system of education.

Regarding trainees with disabilities right, as indicated on Table 7, 5(1.7) strongly disagreed, 8(2.6) disagreed and 38(12.6) were undecided but, 117(38.7) agreed, 134(44.4) strongly agreed and totally 251(73.1%) of them agreed that inclusive education acknowledges the child right to attend their education in neighborhood school.

As portrayed in Table 8, 2(0.7) strongly disagreed, 15(5.0) disagreed and 47(15.6) undecided but, 130(43) agreed and 108(35.8) strongly agreed totally 238(78.8%) number of participants agreed that the adaptations of assessment methods are required for inclusive classroom. Those 2 (0.7) of them were strongly disagreed, 32(10.6)disagreed and 47(15.6)undecided but, 91(30.1) agreed, 130(43)strongly agreed totally 221(73.1%) them agreed the necessity of identification and assessment of trainees with disabilities according to their needs. No one (0.0) strongly disagreed 13(4.3) disagreed and 27(8.9) undecided but, 120(39.7) agreed and 142(47.0) strongly agreed totally 262(86.7%) of participants were

agreed that inclusive education encourages additional educational support. Here also the same highest number, 256(84.7%) of participants agreed as it enables education structures and systems to meet the needs of diversity. This shows that the teacher educators are struggling to implement teaching-learning process that accommodate trainees with disabilities.

Table 8

The Teacher Educators knowledge on the Provisions of Supports and Services

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
		(%)	(%)	(%)	(%)	(%)		
1	Adaptations of assessment methods are required for inclusive classroom.	2 (0.7)	15 (5.0)	47 (15.6)	130 (43)	108 (35.8)	4.08	0.9
2	Identification and assessment of trainees with disabilities according to their needs.	2 (0.7)	32 (10.6)	47 (15.6)	91 (30.1)	130 (43)	4.03	1.04
3	Encourages additional educational support.	0 (0.0)	13 (4.3)	27 (8.9)	120 (39.7)	142 (47.0)	4.28	0.81
4	Enables education structures and systems to meet the needs of diversity	3 (1.0)	11 (3.6)	32 (10.6)	110 (36.4)	146 (48.3)	4.28	0.87

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SDA=Strongly Disagree,

M=Mean, SD=Standard Deviations

As shown in Table 9, the majority of the teacher educators 102 (33.8) agreed and 131 (43.4) strongly agreed totally 233(77.2%) agreed but, 1(0.3) strongly disagreed, 14(4.6) disagreed and 54(17.9) were undecided that inclusive education requires comprehensive and

clear legislation; 240 (79.5%) agreed, 13(4.3%) disagreed and 49(16.2%) undecided to its nature of dynamic process; and 246 (81.4%) agreed, 9(2.9%) disagreed and 47(15.6%) undecided as its integral part of general education. Similarly high number of participants, 191 (63.3%) agreed but, 50(16.6%) were disagreed and 61(20.2%) undecided its characteristics for all but not only for trainees with disabilities, and the highest number of participants, 267(88.5%) were also agreed but, 8(2.6%) disagreed and 27(8.9%) undecided as part of a wider strategy to promote an inclusive society.

Table 9

The Teacher Educators knowledge on the Nature and Characteristics of IE

No	Items	SD	D	U	A	SDA	M	SD
		No	No	No	No	No		
		(%)	(%)	(%)	(%)	(%)		
1	It requires comprehensive and clear legislation.	1 (0.3)	14 (4.6)	54 (17.9)	102 (33.8)	131 (43.4)	4.16	0.88
2	Dynamic process that evolves constantly.	0 (0.0)	13 (4.3)	49 (16.2)	141 (46.7)	99 (32.8)	4.1	0.79
3	Integral part of general education	1 (0.3)	8 (2.6)	47 (15.6)	126 (41.7)	120 (39.7)	4.18	0.82
4	For all trainees but not only to those with disabilities and special needs	21 (7)	29 (9.6)	61 (20.2)	93 (30.8)	98 (32.5)	3.74	1.19
5	Part of a wider strategy to promote an inclusive society	1 (0.3)	7 (2.3)	27 (8.9)	135 (44.7)	132 (43.7)	4.28	0.76

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SDA=Strongly Disagree,

M=Mean, SD=Standard Deviations

#### 4.1.3.2. Teacher Educators Attitudes towards Inclusive Education Practice

The data collected on the Teacher Educators Attitude towards Inclusive Education Practice Scale (TEAIEPS), which revealed the range of each item response of teacher educators regarding their attitudes toward inclusion. The TEAIEPS consists of 18 items with five response choices; hence, frequency, percentile, mean and standard deviation scores were calculated. For the Likert- a five scaled items, with 1(strongly disagree) representing more negative attitude and 5(strongly agree) representing more positive attitude. The calculated frequency and percentage of the participants, the mean and standard deviation scores were presented in the following tables 10 up to 12.

Table 10

Teacher Educators Attitudes on Principles of Inclusive Education

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
1	Trainees with disability should be taught in the regular classroom.	6 (2)	26 (8.6)	65 (21.5)	128 (42.4)	77 (25.5)	3.6	1
2	Inclusive Education (IE) is the best way to meet the needs of all trainees	13 (4.3)	20 (6.6)	46 (15.2)	103 (34.1)	120 (39.7)	3.65	1.18
3	Diversity of learning needs in the classroom enriches learning	1 (0.3)	6 (2)	25 (8.3)	126 (41.7)	144 (47.7)	3.93	0.98
4	Trainees with disabilities learn more in inclusive classroom.	3 (1)	11 (3.6)	32 (10.6)	110 (36.4)	146 (48.3)	3.66	1.04

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviations



To examine the nature of teacher educators attitude toward inclusive education, the participants were asked to rate their attitude based on five items indicated in Table 10. Then 6(2) strongly disagreed, 26(8.6) disagreed and 65(21.5) undecided but, the majority of the participants, 128(42.4) agreed and 77 (25.5) strongly agreed totally 223 (73.8%) agreed that inclusive education is the best way to meet the needs of all trainees. In addition, 205 (67.9%) participants agreed that trainees with disability should be taught in the regular classroom. Similarly, 270 (89.4%) participants were agreed but, the number, 7(2.3%) disagreed and 25(8.3%) undecided to the diversity of learning needs in the classroom enriches learning. There were 3(1) strongly disagreed, 11(3.6) disagreed and 32(10.6) participants were undecided but, 110(36.4) agreed and 146(48.3) strongly agreed totally the majority 256 (84.7%) participants agreed that trainees with disabilities learn more in inclusive classroom.

Table 11

## Teacher Educators Attitude on the Advantages of Inclusive Education Practice

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
		(%)	(%)	(%)	(%)	(%)		
1	IE improves self-esteem of trainees with disability.	4 (1.3)	3 (1)	24 (7.9)	117 (38.7)	154 (51)	3.92	1.02
2	IE improves social skill of both trainees with and without disability.	10. (3.0)	4 (1.3)	27 (8.9)	127 (42.1)	143 (47.4)	3.9	1.01
3	IE increases knowledge of trainees with disability.	0 (0.0)	6 (2)	23 (7.6)	143 (47.4)	130 (43)	3.85	0.96
4	IE is viewing the difference between trainees as resources to support learning.	1 (0.3)	10 (3.3)	45 (14.9)	131 (43.4)	115 (38.1)	3.81	1.01
5	IE develops positive attitude among trainees with and without disabilities.	7 (2.3)	21 (7)	46 (15.2)	135 (44.7)	93 (30.8)	3.87	1.04
6	IE creates awareness about trainees with disabilities and their needs.	0 (0.0)	12 (4)	32 (10.6)	120 (39.7)	138 (45.7)	3.92	0.98
7	IE enhances educational achievement of trainees without disabilities.	9 (3.0)	28 (9.3)	73 (24.2)	111 (36.8)	81 (26.8)	3.44	1.08

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree,

M=Mean, SD=Standard Deviations, IE=Inclusive Education

As depicted in Table 11, most educators 117(38.7) agreed and 154(51) strongly agreed totally 271 (89.7%) agreed but, 4(1.3) strongly disagreed, 3(1) disagreed and 24(7.9) undecided that inclusive education improves self-esteem of trainees with disability. There were 10(3.0) strongly disagreed, 4(1.3) disagreed and 27(8.9) undecided but, the highest number, 127(42.1) agreed and 143(47.4) strongly agreed totally 270(89.5%) as inclusive education improves social skills of trainees with and without disability. Similarly the majority of participants, 120(39.7) agreed and 138 (45.7) strongly agreed totally 273(90.4%) agreed but, less number, no one (0.0) strongly disagreed, 12 (4) disagreed and 32(10.6) undecided as that inclusive education increases knowledge of trainees with disability and their needs. There were 246(81.5%) participants agreed and 11(3.6%) participants' disagreed and 45(14.9%) undecided that inclusive education is viewing the difference between trainees as resources to support learning. Again high number, 228(75.5%) participants agreed and 28(9.3%) participants were disagreed and 46(15.2%) undecided that inclusive education has advantages to develop positive attitude among trainees with and without disabilities. In addition, the majority of the participants 258 (85.4%) agreed that inclusive education creates awareness about trainees with disabilities and their needs; and 192 (63.6%) agreed but, 37(12.3) disagreed and 73(24.2) participants were undecided that inclusive education enhances educational achievement of trainees without disabilities.

Concerning teacher educators' attitudes on the responsibilities of educators and colleges, Table 12 showed that 263 out of 302(87.1%) participants agreed but, 11(3.7%) disagreed and 28(9.3%) participants were undecided on the idea that says colleges should adapt physical environment to include trainees with disabilities. Interestingly, high number, 239 (79.1%) participants responded that they were responsible for the adaptation of instruction and the education of trainees with disabilities whereas few participants disagreed on their responsibility for adaptation of instruction and education of trainees with disability.

In terms of teachers' participation, 166(54.9%) participants agreed, 64 (21.2%) participants disagreed and 72(23.8%) undecided on the statement that says special education teachers teach differently than regular teachers. Regarding classroom activities, 234 (77.5%) participants agreed, 27(8.9%) of them disagreed and 41(13.6%) undecided to that inclusive classroom is beneficial for all trainees.

Table 12

Teacher Educators Attitudes on the Responsibilities of Educators and Colleges

No	Items	SDA	D	U	A	SA	M	SD
		No (%)	No (%)	No (%)	No (%)	No (%)		
1	Special education teachers teach differently than regular teachers.	29 (9.6)	35 (11.6)	72 (23.8)	97 (32.1)	69 (22.8)	3.27	1.24
2	Inclusive classroom is beneficial for all trainees.	8 (2.6)	19 (6.3)	41 (13.6)	113 (37.4)	121 (40.1)	3.75	1.14
3	Teachers require specialized training for working in inclusive classrooms.	8 (1.6)	10 (3.3)	22 (7.3)	83 (27.5)	179 (69.3)	3.92	1.23
4	Regular classroom teacher is responsible for education of trainees with disabilities.	4 (1.3)	12 (4)	47 (15.6)	123 (40.7)	116 (38.4)	3.75	1.05
5	Regular classroom teacher is responsible for adaptation of instruction.	3 (1)	10 (3.3)	34 (11.3)	144 (47.7)	111 (36.8)	3.78	1.02
6	Colleges should adapt Physical environment to include trainees with disabilities	2 (0.7)	9 (3)	28 (9.3)	92 (30.5)	171 (56.6)	4	1.09
7	IE ultimately leads to societal inclusion	3 (1)	6 (2)	35 (11.6)	117 (38.7)	141 (46.7)	3.99	1.01

SDA=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean, SD=Standard Deviation

Generally, the participants of the study confirmed that they had positive attitude toward inclusion /inclusive education based on the responses responded on the Likert scale ranging from strongly disagree to strongly agree. As one can see from Table 10 to 12, the participants responded strongly disagree ranges from 3(1.0%) to 35(11.6), undecided ranges from 22(7.3%) to 73(24.2%), agree ranges from 83(27.5%) – 144(47.7%) and strongly agree ranges from 69(22.8) – 179(59.3%). In addition, as indicated in Table from 10 to 12, the mean scores of items of Teacher Educators Attitudes towards Inclusive Education Scale (TEAIES) ranged from 3.27 to 4.00 and the standard deviation scores of the scale items were also ranged from 0.96 to 1.24. This shows that teacher educators' had more of positive attitude toward inclusive education because the mean values above 2.5 which were considered as positive attitude toward inclusive education.

#### **4.1.3.3 Level of Teacher educators Self-efficacy to the Inclusive Education**

In order to determine the level of teacher educators' self-efficacy on inclusive education, descriptive statistics such as frequency, percentage, mean and standard deviation were used. The levels of teacher educators' self-efficacy on inclusive education are presented based on frequency, percentage, mean and standard deviation in the following tables.

The results presented in Table 13 gave opportunity for teacher educators to respond to items that examine their level of self-efficacy on the practice of inclusive education. For instance, item-1 in Table 13 indicated 143(47.4%) participants agreed and 48(15.9%) of them strongly agreed that means totally 63.3% of the participants were confident but, 11(3.6%) strongly disagreed, 40(13.2%) disagreed and 60(19.9%) were undecided when dealing with trainees who have disability. As to the results portrayed in Table 13, 151(50%) agreed and 64(21.2%) strongly agreed totally 215(71.2%) participants were agreed but, 5(1.7%) strongly disagreed, 27(8.9%) disagreed and 55(18.2%) undecided that they can make their expectations clear about trainees' with disability. Similarly, the majority of the participants 150(49.7%) agreed and 76(25.2%) strongly agreed totally 226(74.9%) agreed in opposite 6(2%) were strongly disagreed, 18(6%) disagreed and 52(17.2%) undecided to support the inclusion practice of trainees with disability in regular classroom.

Table 13

## Teacher Educators Self-efficacy Capacity on the Practice of Inclusive Education

No	Items	SDA	D	U	A	SA	M	SD
		No	No	No	No	No		
1	I am confident when dealing with trainees who have disability.	11 (3.6)	40 (13.2)	60 (19.9)	143 (47.4)	48 (15.9)	3.49	1.01
2	I can make my expectations clear about trainees' with disability.	5 (1.7)	27 (8.9)	55 (18.2)	151 (50)	64 (21.2)	3.71	0.89
3	I support the inclusion practice of trainees with disability in regular classroom	6 (2)	18 (6)	52 (17.2)	150 (49.7)	76 (25.2)	3.81	0.9
4	I am confident in my ability to get trainees to work together in pairs/small groups.	7 (2.3)	23 (7.6)	42 (13.9)	139 (46)	91 (30.1)	3.87	0.95
5	I am able to provide an alternate explanation when trainees are confused.	6 (2.0)	21 (7)	51 (16.9)	136 (45)	88 (29.1)	3.85	0.9
6	I accept responsibility for teaching trainees with disability in my college.	3 (1)	19 (6.3)	49 (16.2)	133 (44)	98 (32.5)	3.88	0.94
7	I am willing to continuously assess myself to improve my teaching practice.	2 (0.7)	15 (5)	28 (9.3)	127 (42.1)	130 (43)	4.13	0.87
8	I can co-operate with other professionals for the benefit of trainees with disability.	2 (0.7)	10 (3.3)	35 (11.6)	126 (41.7)	129 (42.7)	4.13	0.85
9	I am able to attain any goals I set for myself in this area of work.	3 (1)	22 (7.3)	55 (18.2)	160 (53)	62 (20.5)	3.78	0.85

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SDA=Strongly Disagree, M=Mean, SD=Standard Deviations

Moreover, the majority of the participants agreed that they can support their students with disabilities. For instance, 230 (76.1%) participants agreed and strongly agreed but, 30(9.9%) of them were disagreed and 42(13.9%) undecided that they have confidence in their ability to get trainees to work together in pairs/small groups; 224 (74.1%)agreed and strongly agreed but, the rest 27(9%) were disagreed and 51(16.9%) undecided that they can provide an alternate explanation when trainees are confused; and 231(76.5%) of them agreed that they accept responsibility for teaching trainees with disability in the college.

On the other hand, teacher educators were responded on items that assess their willingness and cooperation to improve their profession as indicated in Table 13. 257(85.1%) participants agreed and strongly agreed that they are willing to continuously assess them to improve their teaching practice but, 17(5.7%) were disagreed and 28(9.3%) undecided. The same high number, 255(84.4%) of them agreed and the rest 12(4%) were disagreed and undecided that they can cooperate with other professionals for the benefit of trainees with disability. The similar high number, 222(73.5%) of them agreed but, 25 (8.3%) participants were disagreed and 55(18.2%) undecided that they are able to attain any goals they set for themselves in the inclusive education area of work.

The results presented in Table 14 have shown that 149(49.3) agreed and 82(27.2) strongly agreed, totally 231(76.5%) participants agreed but, 6(2) strongly disagreed, 19(6.3) disagreed and 46(15.2) undecided as they are confident in their ability to adapt instruction as to the diversity of needs. The same as to that 190 (63%) of participants were agreed as they are to be able to plan appropriate activities for trainees with disabilities in their classes; 213 (70.5%) participants were agreed as they can accurately assess trainees' comprehension of what they have taught; 214(70.9%) participants were agreed they can provide appropriate challenges for very capable trainees; 141(46.7) agreed and 99(32.8) strongly agreed totally 250 (79.5%) were agreed but, 3(1) strongly disagreed, 13(4.3) disagreed and 49(16.2)

undecided as they are willing to engage in training teacher on teaching children with disability; and 141(46.7) agreed and 67(22.2) strongly agreed totally 208(68.9%) were also agreed but, 4(1.3) strongly disagreed, 33(10.9) disagreed and 57(18.9) undecided as they can engage the trainee to develop appropriate skills to teach children with disability.

Table 14

Teacher Educators Teaching Skill Self-efficacy on Preparation of Instruction, Assessment and Activity

N	o Items	SDA	D	U	A	SA	M	SD
		No (%)	No (%)	No (%)	No (%)	No (%)		
1	I am confident in my ability to adapt instruction as to the diversity of needs.	6 (2)	19 (6.3)	46 (15.2)	149 (49.3)	82 (27.2)	3.9	0.87
2	I am able to plan appropriate activities for trainees with disabilities in my class.	2 (0.7)	41 (13.6)	69 (22.8)	127 (42.1)	63 (20.9)	3.62	0.94
3	I can accurately assess trainees' comprehension of what I have taught.	3 (1)	23 (7.6)	63 (20.9)	149 (49.3)	64 (21.2)	3.75	0.87
4	I can provide appropriate challenges for very capable trainees.	4 (1.3)	16 (5.3)	68 (22.5)	153 (50.7)	61 (20.2)	3.75	0.86
5	I am willing to engage in training teacher on teaching children with disability.	3 (1)	13 (4.3)	49 (16.2)	141 (46.7)	99 (32.8)	3.92	0.87
6	I engage the trainee to develop appropriate skills to teach children with disability.	4 (1.3)	33 (10.9)	57 (18.9)	141 (46.7)	67 (22.2)	3.72	0.9

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SDA=Strongly Disagree, M=Mean, SD=Standard Deviations



When we observed the frequency, percentage, mean and standard deviation of each item responses on the table we found differences from item to item in the same choices to the information related to inclusive education. For example, as to the tables 13 and 14 the participants' responses to the items have range of levels: the number of participants responded strongly disagree ranged from 2(0.7%) – 11(3.6%), disagree responses ranged from 10 (3.3%) – 41(13.6%), undecided responses ranged from 28(9.3%)–69(22.8%), agree responses ranged from 126(41.7) – 160(53.0%) and strongly agree responses ranged from 48(31.8) – 130(43.0%). The mean scores of each items the difference of the score ranged from 3.49 – 4.13 and the standard deviation scores were ranged from 0.85 – 1.01.

In addition, item-10 to compare with other items highest number, 110 (36.4%) were disagree and undecided as depicted on table 13 above. Even though in comparison with other items highest number were responded disagree and undecided still the same to item-1 the high number, 190(63%) participants were agreed as they will be able to plan appropriate activities for trainees with disabilities in their classrooms. Not only these, but in all items of the TSIES, the frequency of the each item responses of agree is highest and ranged 126(41.7) – 160(53.0%), and strongly agree 48(31.8) – 130(43.0%) is higher than the other alternative choice responses. That means, in each item the large number of participants were agreed and less number of participants were lacked the confidence to agree.

The mean scores of all items that measures Teachers Self-efficacy to Inclusive Education Scale (TSIES) ranges from 3.49 – 4.13. The standard deviation also ranges from 0.85 – 1.01. Based on the experiences from literatures the criteria for this study the mean value score (on a 5-point Likert scale) the cut- off point was taken as 2.5. Then above 3.5 reflects high level, mean score between 2.5 and 3.5 reflects moderate level and mean score below 2.5 reflects low level of self-efficacy.

#### 4.1.4. Relationship between Teacher Educators’ Knowledge, Attitude, Self-efficacy and the Practice of Inclusive Education in the Colleges

The other objective of this study was to examine relationships among knowledge, attitude, self-efficacy and practice of inclusive education. To do so, correlation analysis (Pearson Product Moment Correlation) was used.

Table 15  
Bivariate Correlations among study Variables

Variable	1	2	3	4
1 Knowledge	1			
2 Attitude	.43	1		
3 Self-efficacy	.35	.48	1	
4 Practice	.59	.61	.51	1

The results of the study showed that (See Table 15) knowledge had positive and significant correlations with the three variables, attitudes, self-efficacy and practice of inclusive education. The correlation between knowledge and practice was 0.59 ( $p < .01$ ), knowledge and attitude was 0.43 ( $p < .01$ ); and knowledge and self-efficacy was 0.35 ( $p < .01$ ). On the other hand, attitude had also significant and positive association with self-efficacy (.48,  $p < .01$ ), and practice of inclusive education (.61,  $p < .01$ ) in the colleges of teacher educators. Moreover, self-efficacy had also positive and significant relationship with the practice (.51,  $p < .01$ ) of inclusive education.

#### 4.1.5. The Combined and Relative Contribution of Teacher Educators’ Knowledge, Attitude, and Self-efficacy on the Practice of Inclusive Education

Once the relationships among the predictor variables and criterion variable were examined, multiple regression analysis was employed to examine the combined and relative

contribution of predictor variables (teacher educators' knowledge, attitude, and self-efficacy) on the practice of inclusive education. Regression analysis is the procedure that estimates the coefficients of the regression equation (linear) involving one or more predictor variables that best predict the value of the criterion variable. To investigate the combined and relative contribution of teacher educators' knowledge, attitude and self-efficacy on the practice of inclusive education, multiple regression analysis was performed. The results of multiple regression analysis are presented in the following tables.

Table 16

Presents the Results of ANOVA

ANOVA <sup>b</sup>							
	Model	Sum of Squares	Df	Mean Square	F	Sig.	R <sup>2</sup>
1	Regression	44.24	7	6.32	75.37	0.000 <sup>a</sup>	0.63
	Residual	24.65	294	0.084			
	Total	68.89	302				

a. Criterion Variable: Practice

b. Predictors: Constant Knowledge, Attitude and Self-efficacy

The result presented on Table 16 has shown that the value of F-test (75.37,  $p < 0.001$ ) which determined that the model is a good fit for the data. According to the p-value this model is significant. Results of the study in Table 16 depicted the adjusted R<sup>2</sup>, which indicates the percentage of the variance in the practice of inclusive education explained by teacher educators' knowledge, attitudes and self-efficacy. Thus, about 63% of the practice of inclusive education in the colleges accounts for by teacher educators' knowledge, attitude and self-efficacy.

Table 17

## The Results of Multiple Regression Analysis

		Coefficients				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.20	0.18		6.83	0.000
	Knowledge	0.22	0.04	0.24	5.70	0.000
	Attitude	0.20	0.03	0.30	7.13	0.000
	Self-efficacy	0.11	0.03	0.16	3.76	0.000

a. Criterion Variable: Practice

The multiple regression analysis results presented in Table 17 shows the contribution of the knowledge, attitude and self-efficacy of teacher educators' to the practice of inclusive education in the colleges. The standardized regression coefficients ( $\beta$ ) in the regression model indicated that the extent of the impact of the predictor variables on the criterion variable. The t-value for each variable regression coefficient in the model is reported to assess whether the knowledge, attitudes and self-efficacy of teacher educators variables are a significant predictor of the practice of inclusive education. The results of the study confirmed that attitude ( $t=7.13$ ;  $p<.001$ ), knowledge ( $t=5.70$ ;  $p<.001$ ) and self-efficacy ( $t=3.76$ ;  $p<.001$ ) were statistically significant predictors of the practice of inclusive education.

As presented in the Table 17, if knowledge, attitude and self-efficacy changes by one unit, there will be .24, .30 and .16 units change in the practice of inclusive education respectively, when other variables are kept constant. Thus, it can be inferred that attitude of teacher educators' ( $\beta = 0.30$ ) had the highest significant impact on the practice of inclusive education followed by knowledge of teacher educators' ( $\beta = .24$ ) and self-efficacy of teacher educators' ( $\beta = .16$ ) on practice of inclusive education.

**Table 18**

**The Results of Multiple Regression Analysis on Participants Background Variables**

Model	Unstandardized		Standardized	t-	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
<b>(Constant)</b>	1.204	0.176		6.831	0.000
<b>Sex of the teacher educators</b>	-0.111	0.054	-0.075	-2.054	0.041
<b>Educational status of teacher educators</b>	0.044	0.036	0.044	1.211	0.227
<b>Work experiences of teacher educators</b>	-0.008	0.02	-0.015	-0.411	0.681
<b>Training on inclusive education</b>	0.136	0.016	0.352	8.694	0.000
<b>Criterion Variable: Practice</b>	<b>***p&lt;.05</b>				

As presented in Table 18, the results of the regression analysis have shown whether the background variables such as sex, educational status, work experiences and training on inclusive education are statistically significant predictors of the practice of inclusive education. The t-values in the model pointed out whether these background variables are statistically significant predictor of practice of inclusive education. Thus, sex ( $t = -2.05$ ;

$p < 0.05$ ) and training on inclusive education ( $t = 8.69$ ;  $p < 0.05$ ) were statistically significant predictors of the practice of inclusive education whereas educational status ( $t = 1.21$ ;  $p > 0.05$ ) and work experiences ( $t = -0.41$ ;  $p > 0.05$ ) are statistically non-significant predictors of the practice of inclusive education.

Furthermore, the results of the Beta values ( $\beta$ ) indicate the impact of background variables (sex, educational status, work experiences and training) on the practice of inclusive education. It can be inferred that training on inclusive education ( $\beta = 0.35$ ) had positive impact at significant level and sex ( $\beta = -0.111$ ) had negative and significant impact on the practice of inclusive education. Educational status ( $\beta = 0.044$ ) and work experience ( $-0.411$ ) non-significant impact on the practice of inclusive education in the colleges.

## **4.2. Analysis of Qualitative Data**

### **4.2.1. The Interview Results**

The interviews were conducted in order to substantiate the data collected through questionnaire. Nine teacher educators and three trainees with disabilities were involved in an interview. Only 1 (8.3%) of the participant trainee was female and 2 (16.7%) of them were males. Also teacher educators participants, 7 (58.3%) of them were males and 2 (16.7%) were females. Concerning the teacher educator participants work experiences, 1 (8.3%) of the participants had 1 to 10 years, 6 (50%) of them had 11 to 20 years, 4 (33.4%) of them had 21 to 30 years and 1 (8.3%) of them had above 30 yrs of experiences. In terms of qualification to educators, 8 (66.7%) Master Degree and 1 (8.3%) Bachelor Degree but, trainees were 1 (8.3%) second year and 2 (16.7%) third year diploma.

#### **4.2.1.2. The Gap of Teacher Educators Knowledge to Inclusive Education**

To get in-depth information about the knowledge of teacher educators towards inclusive education, the interview was conducted with both educator themselves and trainees with disability. The question about the teacher educators' knowledge the dean, student dean,

stream officer and one of the special needs education teacher responded that teacher educators who followed the old curriculum didn't get enough training on special needs/inclusive education courses. They said that they did not get training opportunities to fill their skill gap and the colleges did not arrange continuous awareness creation programs (i.e., workshops, seminars, and etc.) to update their knowledge in relation to inclusive education. One of the special needs education teacher educator mentioned that:

*Most teacher educators are simply ambitious to accept and support those trainees with disabilities, but they lack appropriate knowledge to use varieties of teaching methods and materials in order to address the needs of trainees with disabilities in regular classrooms. Moreover, the administrators are not committed to arrange awareness creation program as of expected.*

The trainees' also mentioned that the provision of instruction in the class did not consider the diverse needs of the trainees. Also both special needs education teachers in addition mentioned that is it lacks differentiation of the activities, using varieties of teaching methods according to the diversity of needs. Generally, the respondents stressed that the main problem of teacher educators' was lack of sign language and Braille skills to support those trainees with sensory impairments.

#### **4.2.1.3. Teacher Educators Attitudes to Inclusive Education**

Concerning teacher educators' attitude, the interviewees' responded that most educators have a sense of humanitarian but they have no as such feeling to take responsibility about trainees with disabilities and have limitation on the provision of support to attend their education equally with others. Most of the time they are using the same methods of teaching in regular classroom that cannot address the diverse needs of trainees.

In addition, the participants responded to the question “How about the feelings of educators to trainees with disabilities in the regular classrooms?” Even if most of the teacher educators feeling are positive to trainees with disability, some of them did not accept as they are responsible for those with disabilities. One teacher educator said that there is negligence and a feeling that supporting trainees with disabilities as additional work.

Two trainees mentioned that teacher educators are trying to treat trainees with disabilities according to their needs but some of them lack of willingness to provide support for trainees with disabilities. In addition, both trainees and teacher educators’ confirmed that teacher educators lack commitments to provide appropriate support in giving extra times, efforts and materials to address their needs. One of the educator participant mentioned that they projected all the responsibility towards the special needs education teachers.

One of the questions to the participants was “how do teacher educators attitude in comparison with their knowledge and self-efficacy to inclusive education?” One teacher educator responded that:

*We have opportunities to observe and hear different information about the individual with disabilities ability and talent through different media.” In addition, in the college campus and surrounding environments at this time, the educators observed that the individual with disability competence in performance and different activities, and their ways of living with others brings change on their perception and feelings towards individual with disabilities.*

But considering teacher educators’ knowledge and self-efficacy the teacher educator participants stressed that most of the college educators’ lack of training opportunity to obtain appropriate knowledge and to develop the skills on how to teach and provide supports to trainees with disability. Thus, lack of appropriate knowledge and skills to treat the trainees with disabilities limit their confidence and belief on the practice of inclusive education.



As to one of special needs education teacher educator response:

*Teaching trainees with hearing disability by using sign language was difficult without getting sign language training that help us to communicate properly. Thus, it is even difficult for us (i.e., special needs education teacher) to fulfil their needs.*

#### **4.2.1.4. Teacher Educators' Self-efficacy in Teaching Trainees with Disabilities in Inclusive Classrooms.**

The question “how about the confidence of teacher educators to teach trainees with disability?” was raised for teacher educators to examine teacher’s self-efficacy in terms of teaching trainees with disabilities in inclusive classroom. Four educators responded that except the special needs education teachers, most of them have limitation of knowledge and skills on how to design the instruction, preparing materials, organizing the class and presenting the lesson according to the diversification of needs and abilities. Among other activities, the serious problem with teacher educators’ which limit their belief and confidence in practice of inclusive education were lack of sign language and Braille skills to supports trainees with hearing and visual impairments.

#### **4.2.1.5. The Challenges of Inclusive Education Practice in the Colleges**

As to the participants response to the question “What are the challenges to the practice of inclusive education in the colleges?” As to the dean of the college participant one of the challenges:

*Some teacher educators’ were lack of determination and resist to participate in different activities to support the trainees with disability. The other serious problems in the colleges was most teacher educators lack of sign language and Braille writing and reading skills to help those with hearing and visual disabilities. In addition, educators lack of commitments to participate on the provision of instructional*

*materials, design of different methods, activities and to give extra times to supports those with disabilities to enhance their learning.*

Other problems mentioned by all participants were the college campus and classrooms physical structures constraints to those with vision and mobility disability. The other challenges as to both trainees and educators response were insufficient and non-appropriate facilities like toilet rooms, study rooms, play grounds, and lack of straight and appropriately built roads.

In addition, as to interview participant educators the classmates' of trainees without disabilities lack of awareness and skills to involve trainees with disabilities in different classroom activities and group works. As to the trainees with disability participants' response other challenging constraints for the effective implementation of inclusive education practice were the absence of educational sign language interpreter for trainees with hearing disability trainees and to visual disability was "insufficient budgets to readers fee to print course materials".

In addition, teacher educators mentioned that there was no continuous training program to encourage some educators to develop the skills. The limitations of skills to the practice made some teacher educators' lack of commitments to participate on the provision of instructional materials, design of different methods, activities and to give extra times to supports those with disabilities to enhance their learning. These limitations of skills on inclusive education practice with lack of determination and readiness on the practice were the challenge for the effective implementation of inclusive education.

The other challenges as to trainee with disability participant:

*There was inaccessibility of computer services to trainees with visual impairments even if there are computers in the resource centres. The centre was most of the time closed due to the lack of expert facilitator assigned to support them. The other*

*constraints to hearing and visual disability trainees were the absence of educational sign language expert; insufficient budgets to print materials reader fee; and scarcity of resource materials.*

The clearly observable challenges that mentioned by all participants were in most of the college campus and classroom physical structures were difficult to those with mobility disability. To move in the college campus from one class to other classes, from one service providing room to other rooms and offices that are challenges to those with visual impairments and physical disability.

#### **4.2.1.6. The Opportunities of the Practice of Inclusive Education in the Colleges**

The request of “how far the organization of the colleges prefers for different types of disabilities?” the participants responded that there were different opportunities. As to the dean of the college participant response the opportunity that was not common to all colleges, the provision of shelter in the colleges, which prefer for them to effectively attend their education made them free from the house rent fee and some resisting social attitudes to live with others.

The other interview questions to the participants were “how advantageous to teach trainees with disabilities in regular classroom that help to learn or hinder the education process of all other trainees?” They asserted that to teach trainees with disabilities in regular classroom has advantages to all with or without disabilities when we use appropriate participatory methods which help all trainees to participate actively, create friendship, and have opportunity to gain new skills otherwise the talented will miss their competence.

According to the dean, stream officer and special needs education participants’ responses the first and great opportunities at this time were the participatory policy and clearly stated recruitment criteria to the individual with disability. Secondly the provision of

supports such as the availability of Braille modules, Braille materials, printed materials readers fee, recording castes tape and cane to visual impairment trainees, financial supports to cloth for all disability trainees and transportation fee to those with mobility disability.

As to college dean of the interview participant's response the great opportunity was:

*The presence of special needs education teachers to get professional supports. Not only, special needs education teachers there are also special needs education departments opened in all regional teacher education colleges training the pre-service teachers' different skills such as sign language and Braille writing and reading skills.*

The other important opportunity as to the all interview participant educators and trainees with visual disability response in some colleges' the presence of teacher educators with visual impairments was a good opportunity as a model for those with different disability trainees; and give different supports to trainees with visual impairments and other teacher educators those who are teaching trainees with visual impairments. The supports included teaching pre-service special needs education teachers the Braille courses out of their profession, provide supports to trainees with visual impairments on Braille writing and how to take short notes in the class at lecture times. They are providing supports to other teacher educators by training how to write and read Braille and correcting the exam paper of trainees with visual impairments.

#### **4.2.1.7. The Provision of Supports to Educators and Trainees with Disabilities to the Practice of Inclusive Education in the Colleges**

For the question, "What types of support do educators receive from the college to support trainees with disabilities in their classroom?" The interview participants mentioned that some colleges provide Braille and sign language training to both trainees and educators but it has no continuity to participate all and to advance the skills. In this case its practicality

on strengthening the implementation of inclusive education was less in the participation of different professionals.

Similar question requested both trainees and educator participants were “What types of support do the college provide to trainees with disabilities?” they responded that “the common provision of supports included materials and financial supports. Teacher educators also provide additional instructional materials such as hand outs especially to trainees with hearing disability to read the materials ahead than their class time and familiarize themselves with new vocabulary words that help to understand teachers lecture by lip reading.

#### **4.2.2. The Observation Results**

The observation was addressed the whole physical structures of the colleges organization, the inclusive classroom arrangements and the inclusive classrooms teaching-learning process by the researcher.

##### **4.2.2.1. Barriers of Physical Structures on the Practice of Inclusive Education in the Colleges**

As to researcher’s observation in the teachers’ education colleges, the physical structures of most college buildings, classrooms, library, laboratory, toilet rooms, different offices entrance, college campus ground structure, sport fields, roads and paths are not suitable and does not address trainees with disabilities except few newly constructed building and areas of buildings. One college is as a model in the construction of the campus main roads as well as ramp construction in each building, but the rest colleges’ most physical structures are not accessible to wheelchair users. It was also very difficult to those all trainees with mobility disability (i.e., physical and visual disabilities).

The other structural problems are scattered plantation of different trees; building blocks without straight paved roads and paths in some colleges; open fluid lines (sewerages)

in front of each buildings and classroom gates; without cover ground holes at different areas; the collections of rocks and other materials put on different areas for long time were some of the reference for the difficulty of physical structures of the college campuses to those with mobility disability trainees. Even the new buildings only the ground classrooms prefer to all trainees. The other floors of the new buildings were not accessibly constructed to accommodate trainees with mobility disability.

#### **4.2.2.2. Limitations of Classroom Arrangements to the Practice of Inclusive Education**

According to the researcher observation in colleges some classroom location, their gateways, doors and windows were not appropriate for those with disabilities trainees easily to find and function safely the classrooms. Light of the room and ventilation were better in some classrooms but it also varies according to the environment. At the regular classroom standard the class size was better but not appropriate to trainees with hearing disabilities.

The trainees with hearing disability need face to face eye contact for clear communication. Their learning mostly depends on observation of facial expression, lip movement reading and visualizing any action. For the practical implementation of these purposes the regular class size of inclusive classroom should be small but as to the observation in college to the trainees with hearing disability the size of the class is large.

#### **4.2.2.3. Limitation of Teaching Strategy in Inclusive Classroom**

As to the classroom observation the use of teaching strategies was not as such differentiated and appropriate teaching methodology to meet the needs of their disabilities. There was no observable variety of activities make all the training groups to participate and trainees are able to draw on each other's strengths and skills.

There was commonly observed printed notes provision support to trainees with hearing disabilities in the classroom. But as to the researcher's classroom observation there

were limitations on the activity of using appropriate instructional materials to trainees with hearing disability. The trainees with hearing disability are in needs of observable activities and things that may be written materials or any other visual cues that helps the instructors clearly to introduce the contents of the topic in addition to auditory information.

Educators should give time and clarification to trainees before responses are required. For example the trainees with hearing disability the requests should present visually that was may be by writing or sign language interpretation, and also to those with visual impairments should present audible or Braille written questions. But those activities were not continuously practice in the classroom observation. May be the limitation for such kinds of activities was lack of skills, such as language skill barriers (speech and sign language) to communicate educators with trainees influence those who with hearing and visual disability to equally participate in each activities in the classrooms.

As to the observation witness those who with disability were not effectively use of ICT access as the strategy to motivate trainees to attend their education and complete her/his tasks. The clearly observed activity was questions designed to assess the grasp of particular objectives relevant for each trainee or group of trainees but the communication were not address all trainees according to their abilities. For example, the trainees with hearing disability lack the opportunity to communicate by using sign language. In addition, it was not common in the observation the use of visual and tangible aids to present the contents of daily lesson topics and summarise the main points from the lesson. In addition, teacher draws lesson together to identify key points of learning for all trainees. It was also observed teacher acknowledges and remedies mistakes and misunderstandings for all trainees. Still in all those practice there was hindrance to address their needs, to reflect their understandings and feelings of hearing disability in the classrooms.

#### **4.2.2.4. The Opportunities in the Colleges to minimize the Disabilities**

There are different activities performance observed in the colleges that facilitate the learning and minimize the disabilities of the trainees. There are some course modules adapted in Braille materials to trainees with visual disability. The provision of assistive technology supports to the trainees with different disabilities, such as crutches to those with physical disability and cane and audio tape to trainees with visual disability.

The other a good beginning activity was the construction of ramps on new building gates and reconstruction of the previously constructed hall and some service provision center gates. Specifically, one college well-built the roads and paths in the campus; and the ramp on new and old buildings constructed very well. There were resource centers established in the teacher education colleges, even it has limitation in effective utilization.

The opening of special needs education department in each college of the region was the good base to the practice of inclusive education. They serve the trainees with different disabilities by providing guidance and counselling services and other technical supports such as training Braille writing and sign language, sign language translation.

As to the researcher's observation those special needs education trainees were support other trainees with disabilities in the class and out of the class especially by sign language translation. But very few of them could translate the classroom lectures and other activities in sign language to those trainees with hearing disability.



## **CHAPTER 5**

### **DISCUSSION**

This chapter includes the discussion of the major findings of the study based on evidences from the reviewed literatures that related to the practice of inclusive education, teacher educators knowledge, attitude and self-efficacy to the practice of inclusive education. The main topics of discussion are the practice of inclusive education in the colleges, level of knowledge, nature of attitudes and level of self-efficacy to inclusive education. Finally, discussions on the relationship between teacher educators' knowledge, attitude, self-efficacy and the practice of inclusive education in the colleges are made.

#### **5.1. Practices of Inclusive Education in the Colleges**

The practice of inclusive education mainly aimed to overcome the excluded and marginalized citizens' problem from education throughout in the world. This practice needs different actions in order to realize the aim. One of the strategic areas for the achievement of the goal in producing appropriate human power to bring solution to this worldwide issue is college of teacher education. So the practice of inclusive education in the colleges is the source and base for the practice of inclusive education at other education sectors especially in the primary schools. This study finding revealed that the practice of inclusive education in teacher education colleges was promising. There were different opportunities in the colleges that show bright futurity to the effective implementation of inclusive education practice. However, there were also different challenges which restricted its practice.

The colleges practiced that all trainees with or without disability learn together in the regular classrooms. They implemented that the trainees with disability have the right to formal education at a regular class. The trainees with sensory disabilities (visual and auditory impairments) and physical disability were attending their education in the colleges with other

trainees without disability in the regular classrooms even some conditions that still needs systematic ways of modifications. As to the previous study inclusive education is a strategy to address educational needs of all learners in a systematic way in a regular classroom (Rahaman, 2012). However, the colleges start to realize the practice of inclusive education principles with the limitations to address educational needs of all learners in a regular classroom.

The good opportunity in the colleges that designed and exercised in the provision of some remedial action was the participatory policy and specifically stated recruitment criteria to individual with disabilities. As to observation result there is the beginning of ramp construction with new buildings and on the previous halls and resource centre gates. It resolved the exclusion and discriminatory activity for the long-time of some trainees with disability from the professional training program at the college to participate in the regular classroom with those without disability trainees and to employee as the professional. In relation to this, previous study stated that most children with disability and those with special needs still now their chance would be segregated and marginalized life as the result of some cultural and attitudinal barriers of the society in developing countries. This waits the initiation of professionals, parents and the heads of the governments to use their efforts and resources together in order to create inclusive learning environments and equal opportunity for those excluded populations of the society (Charema, 2005).

Those individual with disabilities in the education sectors faced with the absence of appropriately adapted educational materials and environment, and they have shortages of basic necessity and financial problems. To alleviate these the colleges have good beginnings in the provision of supports such as the availability of Braille modules, Braille materials, printed material readers' fee, recording caste tape and cane to visual impairment trainees, financial supports to cloth for all with disability trainees and transportation fee to those with

mobility disability. The practices of these activities are the good trends to increase the participation and the educational success of trainees with disabilities in the colleges. The previous situation in the country the problems of special needs most of the trainees with disabilities often go unrecognized; and they are usually left without any special educational support (Tefera, 2006). In addition to that the other previous study presented that in developing country especially the south of the Sahara, the conditions resisting the effective implementation of inclusive education practice is financial problem and political instability experience (Charema, 2005).

However, there is good practice started to implement in colleges to minimize the financial problems of trainees with disability. Moreover, to attend their education effectively and to maximize the use of their potential according to their capacity it still needs the provision of appropriate supports should be based on the need assessments.

The finding identified that there were challenging areas on the practice of inclusive education in the colleges. The crucial area to the practice of inclusive education is teacher educator participation in pre-service training of inclusive/ special needs education. It is the precondition for the practice of inclusive education. There was the experience of participation in pre-service training of inclusive or special needs education, but the participation opportunity was less. There were high numbers of educators had not received any training, some received short workshop training, and the rest were received one course except those few were trained special needs education teacher courses. According to the interview response the serious problems in the colleges were most teacher educators' lack of the skills such as sign language and Braille (writing and reading) skills to help those trainees with hearing and visual disability.

Another study finding asserted that in Ethiopia teachers' training on special needs education or inclusive education the amount of training was very limited; teachers' had

training which lasted from two day orientation up to getting a semester course on special needs / inclusive education with three credit hours (Kassie, 2013). Then the true change that supports inclusion must start from colleges of teachers' education (McLaren, 2007). It is believed that lack of continuous training opportunities for teacher educators hampers the practice of inclusive education. The interview finding revealed that those educators who attend the old curriculum didn't have the opportunity to train special needs or inclusive education courses to practice their knowledge in order to support the trainees with disabilities. Teacher educators need to get the training program opportunities in the colleges to develop the skills such as Braille reading and writing and sign language so that they can facilitate inclusion. Otherwise on the contrary, lack of such training opportunity to develop their skills have negatively influence on the practice of inclusive education.

The efficiency and the effective provision of supports and services to the trainees with disability to appropriately implement the practice of inclusive education mainly depend on the willingness and commitment of the educators. The other challenge that was found out in this study was the teacher educators are not committed and willing to arrange extra time to support trainees with disabilities. Similarly the interview revealed that some educators lack commitments to provide trainees with instructional materials and support them with other services so that the trainees enhance their learning.

The previous study conducted in the country stated that there is a considerable amount of support on the practice of inclusive education, but there are also challenges such as lack of awareness, commitment and collaboration which constrained effective implementation of inclusive education (Mitiku et al., 2014). In addition, other studies indicated that inclusive education practice in regular classroom is now one of the most significant and challenging issues at the national and international education sectors. The challenge prevails in all

countries that reminds about the need to have well-trained and committed teachers so that quality of education is maintained (Porter, 2001).

The other challenging barriers on the practice of inclusive education in the colleges were limitations on adaption of instructions to address the diversity of needs in inclusive classrooms. Lack of knowledge and skills in preparation and utilization of instructional materials to trainees with disability was the main barrier to provide the daily lesson according to their needs and abilities. Inclusive education means the process of meeting the diversity of needs and abilities of individuals to participate in education, in other social and cultural activities through removing challenging barriers by creating different opportunities, accommodation and provision of appropriate structures and arrangements that to help each student to use the maximum potential to benefit from their education (UNESCO, 2005). This gives attention to the participation and the effect of support service provision on the overcoming of the challenges of learning barriers and practice of inclusive education benefits for all. That is how inclusive education in the teaching-learning process has an effect on the promotion of human development specifically for those individuals who are treated exclusively.

The colleges not fully equipped before enrolling trainees with disabilities. There was the gap on the adaptation of physical environment to facilitate inclusion for trainee with disability. Similarly, the observation result asserted the challenging barrier on the practice of inclusive education was physical environments to facilitate inclusion for trainees with disability. Some colleges had clearly observable serious challenges of the campus and classroom physical structures. The observation assured that in teachers' education colleges, the physical structures of most college buildings, classrooms, library, laboratory, toilet rooms, different offices entrance, college campus ground structure, sport fields, roads and paths are

not suitable and does not address trainees with disabilities except few newly constructed buildings and areas of buildings.

The previous study stated that the rationale for the needs to transfer of the education system from integration to inclusive education was the unaccommodating inflexible curriculum, teaching-learning methodology and the physical structures of ordinary education settings (Porter, 2001). The practice of inclusive education is not only the provision of chance to attend those with disability trainees without disability peers together in the same classrooms, but it needs to prepare the appropriate opportunity to accommodate those with disability using the flexible curriculum, teaching-learning methodology and the conducive physical structures of the learning-teaching environments.

In comparison the colleges' campus, some of the colleges campus main roads were well established but the rest are not accessible to wheelchair users except one college construction of ramp in each building gates that was very difficult for those trainees with mobility disability. The other structural problems are scattered plantation of different trees; building blocks without straight paved roads and paths in some colleges. In addition, some needs more adaptation were open fluid lines (sewerages) in front of each buildings and classroom gates; without cover ground holes at different areas; the collections of rocks and other materials put on different areas were some of the reference for the difficulty of physical structures of the college campuses to those with mobility disability trainees.

The other previously conducted study asserted that the challenges towards inclusive education could originate from different directions such as resistance to change rigid school systems and learning environment (Mitiku et al., 2014). Lack of that conducive- learning environment has both physical and psychological influences on the trainees with disability. The consequence of this negatively influences their academic performance and success to achieve the training according to their potential.

Moreover, scarcity of facilities was the other problem to all other trainees with disability to achieve their education effectively in the regular classrooms. Limitation of appropriate classrooms, even the new buildings only the ground classrooms prefer to all trainees. The other floors of the new buildings were not accessibly constructed to accommodate trainees with mobility disability. These were difficult to trainees with mobility disability conducive to attend their education. That was the clear indication shows lack of readiness on fully equipping of the colleges' organization before enrolling trainees with disabilities. The other study mentioned that to practice inclusive education should concern with the physical environments, infrastructures, cultures and policies restructuring. The practices of all these activities in the educational systems have purpose to respond to the diversity of all learners within the community (Uchem&Ngwa, 2014).

Then inclusive education is the transforming of educational systems in order to accommodate the needs of individuals with disability and the other special needs of education. That is not just about place in an individual with disabilities without change of the existing structures, but modifying and adapting the structures to fit their different needs. In support of these ideas, the inclusion of inclusive education practiced in keeping the special needs of trainees in regular education classrooms and making support services available to the trainees rather than bringing the trainees without support services lonely give opportunity to attend their education with other without disability trainees (Wiles and Bondi, 2011). However, inclusive education as a process is not free from the challenges, but for its progressive change and effective implementation of practice, it needs continuous remedial actions.

There were also limitations on the level of the practice of inclusive education of the constraints lie on each activity. For instance, teacher educators are not in a position to use of variety of methods to teach the lessons to the diversity of needs which incorporate visual,

tactile and kinaesthetic materials, and use of Variety activities in teaching- learning process. Teacher educators' lacks of experiences to use Individualized Educational Program (IEP) in the regular classrooms were some of the challenges for effective implementation. These challenges on the practice were mainly attached to educators' lack of skills on instructional planning, use of instructional materials, and use of variety methods to address the trainees with diversity of needs.

Related studies indicated that teachers frequently report that they need more skills in areas such as developing Individual Education Plans (IEPs), assessing the trainees' progress, adapting and modifying the curriculum, encouraging all trainees to participate in academic activities, and dealing with behavioural problems in the classroom (Avramidis et al., 2000). In this regard, Ministry of education identified a number of barriers at all level of education on the practice of inclusive education. It includes lack of awareness, knowledge; skills and commitment to implement activities to support individuals with special needs education (MoE, 2015).

The practice of inclusive education implementations in the colleges was present at different levels. The colleges' level of each activity performance on inclusive education practice found at a moderate and high levels. Another study used the criteria to classify the level of practice based on the mean score on a 5-point Likert scale. The mean score for the interpretation of the mean score values, the cut- off point was taken as 2.5. Then the mean score above 3.5 reflects high level, between 2.5 and 3.5 reflects moderate level and mean score below 2.5 reflects low level of practice (Hussiena& Al-Qaryoutib, 2015).

Generally the practice of inclusive education in the colleges there were clear observable beginning of some activities, such as adaptation of Braille modules, provision of Braille writing materials and cane to trainees with visual disability, crutches to those physical disability, start of ramp construction to the new buildings, and provision of shelter in the



college campus, reform of recruitment criteria and budgeting fund to trainees with disabilities were some of the remedial actions that help to minimize their disability. Some were not as such implemented or that needs more continuous remedial actions at considerable levels, such as the physical structures of the colleges, and limitation on skill development and commitment sense of educators.

As to its new paradigm shift in the education program there is expected to have knowledge and skill gaps to teacher educators on the practice of inclusive education. If they have commitment it is possible to minimize a gap when work collaborate and cooperate with other professionals and special needs education teachers in the colleges. In addition, other study finding justifying the practice of inclusive education as the provision of education for all through the commitment and support of service brings equal access of education in reducing learning barriers (Sharma, 2015). Again another study finding stressed the significance of commitment that what they know; doing and believing needs commitment because what they know were may not be practiced in the classroom (Rouse, 2007).

Then as to the principles of inclusive education practice the main remedial action to minimize the challenges will be the awareness creation program, provision of continuous skill training, the experience of collaborative and cooperative work, establishment of modelling classroom, and assistance from expert professionals. These are some of the crucial activities for the successful and effective implementation of inclusive education practice in the colleges.

The success and implementation of inclusive education practice relies on the role of teacher educators to train and make trainee teachers to feel and believe to address the diversity of needs (Blau & Peled, 2012). For these purpose, the effective implementation of inclusive education practice should proceeded by creating conducive physical environment

and work on teacher educators' awareness, knowledge, attitude and self-efficacy towards inclusive education are the central issues in colleges of teacher education.

## **5.2. Knowledge, Attitudes and Self-efficacy of Teacher Educators to Inclusive Education**

The practice of inclusive education mainly depends on the regular teacher's support to inclusion. Hence understanding of the regular teacher's knowledge, their attitudes and level of confidence is crucial to bring about appropriate changes to their acceptance of diverse trainees in their classes and in their instructional strategies (McLesky & Waldron, 2002).

### **5.2.1. Teacher Educators Knowledge to the Inclusive Education**

Teacher educators' knowledge about inclusion was varied in different activities of inclusive education. However, most of them found to have knowledge on inclusive education concepts and activities. They have conceptual knowledge on the important specific activities to the practice of inclusive education like identification and assessment of trainees with disabilities to present the lessons and instructional materials according to their needs and abilities. But there was observable limitation in inclusive classroom in presentation of instruction by using different methods of teaching and instructional material usage to address the diversity of needs. Other studies findings revealed that in the practice of inclusive education the challenges in developing countries are insufficient teacher training program, the consequence of that there were inadequate facilities and materials provision, inappropriate support services and ineffective strategies (Charema, 2005). In addition, the other study asserted that the challenges of inclusive education trends in developing countries are still the inflexibility of curriculum and pedagogy (Sharma, et al, 2013). Then adaptations of teaching methods, instructional materials and assessment are required for inclusive classroom; and the inclusive education practice encourages additional training to educators and educational support to trainees with disabilities.

These areas are important in teaching-learning process to implement inclusive education in regular classrooms. In relation to this, other study also confirmed that teacher educators' knowledge on the provision of intervention and those areas to practice of inclusive education to foster appropriate regular classroom teachers (Martín & Arregui, 2013). In addition, Rahaman (2012) suggested that teacher educators need to have appropriate knowledge to implement inclusive education and to train based on the expected level that could help them to bring change in attitude and develop self-confidence of trainees on the practice of inclusive education.

Teacher educators, most of them have knowledge about the advantages of inclusive education. They have understanding as the participatory inclusive education curricula and the cost effectiveness approach reduces trainees' exclusion from the curricula and help to increase a participation of the trainees with disability in the colleges.

The other study depicted that knowledge is important in identifying the differences between what teachers think and really know about inclusive education and what they actually do. Also the barrier is pressure to urgently staff a number of teacher educators in training colleges without a qualification (Maria, 2012). The other studies findings more specifies as teacher educators without the wisdom of education and pedagogy of treating the trainees may be misleading during the process of education; and without sufficient knowledge of classroom management strategies, the new teachers' may begin their profession struggle to treat as they were treated; and the cumulative impacts of all this affects the total education system of the region as well as the country (Carter, et al, 2014; Clement, 2010).

Most of these teacher educators also had knowledge as inclusive education that acknowledges all can learn together; values all trainees and staff equally; and .the child education right to attend in their neighbourhood schools. One of the main principle in inclusive education was the child with disability can attend her/his education in nearby

neighbour school without disability age mates. The rationales here to the advantages of inclusive education are to respect the human right, to share some appropriate experience one with the other, to get classmates supports, and to attend their education economical without additional cost. Synonymously the other study finding revealed that teachers need to understand human rights, inclusive education principles and standards on the issue of how to teach and what to teach, both in teacher education and in school (Shimelis, 2011). In addition, other study emphasized the advantages of inclusive education for developing country is very high in participating of those learners with disabilities and special educational needs to get an educational opportunity to be with others to adapt inclusive culture and promotes the behaviours of tolerance and respect with acceptance of each other's (Srivastava, et al, 2015).

Teacher educators have high level of knowledge about the aspects of inclusion that would be a means for the practice of inclusive education in the colleges. This study finding revealed that the knowledge of educators on different inclusive education concepts and activities shows above average mean scores. Those were the indicators for the high level of educators' knowledge to inclusive education. The criteria were used to classify the teachers' level of knowledge in which, the mean scores above 3.5 reflects high level and the mean scores between 2.5 and 3.5 reflects moderate level. The mean scores below 2.5 reflect low level (Alamri, 2014).

On the other hand, the results of the study confirmed that most of the college teacher educators were not trained different skills on provision of supports to trainees with disability. Lack of continuous awareness creation workshops were also the common problems of the colleges. This indicates that most teacher educators have general knowledge about inclusive education but they lack specific skills on how to use varieties of teaching approaches and use of materials to address the needs of trainees with disabilities in regular classrooms except those special needs education teachers. Similarly, previous study conducted by Shulman

(1986) depicted that teacher educators have limitation on how to teach a particular content to specific trainees in a defined context to teach according to their needs even if they had content knowledge (i.e., knowledge about the subject), pedagogical knowledge (i.e., including teaching and classroom management strategies), and pedagogical content knowledge (i.e., how to teach a particular content to a specific student in a defined context). According to this expression the most educators' knowledge more of content and some of the pedagogical knowledge, but the educators have limitation on how to teach a particular content to specific trainees in a defined context to teach according to their needs.

In this regard, the data collected through observation show that there were no observable use of varieties of teaching methods and activities that involve all of the training groups equally. The participants of the interview also explained that educators were found to have lack of skill of sign language to communicate with trainees with hearing disability. They were also found to have problem of Braille writing and reading skills. Consequently, the educators were unable to execute their roles properly in teaching trainees with disabilities according to their special needs in regular classroom instruction. Furthermore, previous study finding suggested that for effective implementation of inclusive education, developing and increasing teacher educator's knowledge on inclusive education through professional development is found to be predictive of effective teaching and critical to the success of inclusion (Kuyini& Desai, 2007; Shimelis, 2011).

The discussions above mainly indicate that teacher educators had the conceptual knowledge, but they lack different teaching skills appropriate to the diversity of needs to effectively practice inclusion. For further effective practice, the educators will still need to participate and involve in different inclusive education training and short workshops so that they develop and upgrade their skill. By doing so, they can boost their knowledge for

effective implementation of inclusive education program in the colleges and make the colleges to be model.

### **5.2.2. Teacher Educators Attitude towards Inclusive Education**

The attitude of teacher educators toward inclusive education was positive. Most of them agreed that inclusive education is the best way to meet the needs of all trainees and they agreed that regular classroom teacher is responsible for adaptation of instruction. Regular classroom teacher is responsible for education of trainees with disabilities. Similarly, the previous study asserted that especially the attitudes of teachers' towards trainees with disabilities and education for their special needs played a significant role in decisions about class attendance, academic performance and overall experience (Banks, et al, 2016).

Many educators in the colleges developed positive attitudes towards inclusive education. As to the findings of this study, the mean score reveals that most educators have positive attitudes on the practice of inclusive education for the interpretation of the mean values; the cut- off point was taken as 2.5. Any mean value less than 2.5 was considered to be a negative attitude, and a mean value above 2.5 considered to be positive attitudes (Alamri, 2014). In addition, teacher educators' attitudes towards inclusive education with the Likert-scale items, referred to strongly disagree which represents more negative attitude and 5 referred to strongly agree which represents more positive attitude (Hussiena& Al-Qaryoutib, 2015).

Contrary to this, there were few educators who had negative attitude towards regular classroom teachers' responsibility with regard to education of trainees with disability and adaptation of instruction. The interview report supported that some educators showed negligence and feel as additional work to teach trainees with disabilities and the trainees themselves complains for some educators' lack of commitments to provide appropriate

supports in giving extra times, efforts and materials to address their needs. Moreover, some teacher educators have negligence to participate in workshops and training programs related to special needs/ inclusive education though it is compulsory to teach those with disability trainees.

Supporting this finding, a study conducted in Ethiopia among primary school teachers' attitude towards inclusive education asserted that there were negative attitudes towards persons with disabilities and a hardened resistance to change is the major barrier hindering the practice of inclusive education (Beyene &Tizazu, 2010). The other study stressed as teachers who leave from the college with negative attitudes are difficult to change those attitudes, but fostering the positive attitudes through both training and positive experiences in the college observation can be more successive to treat students with disabilities in the regular classrooms (Al Zyoudi, et al, 2011).

However, many educators in the colleges developed positive attitudes towards inclusive education. As to the finding the value of mean score was represents that most educators have positive attitudes on the practice of inclusive education. The previous study justified that the impact of teacher educators' and other professionals' positive attitudes is considered as a key factor for inclusive education implementation at different level of education sector that is why largely inclusion depends on the attitudes of educators' towards trainees with disabilities, on their view on the differences of needs in the classrooms and their willingness to deal effectively with those differences (Sharma, et al, 2006). That assures as the best predictor of successful inclusion of trainees with disabilities in regular classrooms is the teachers' positive attitudes.

Generally, the results of this study indicated that college teacher educators' had positive attitude towards the practice of inclusive education and trainees with disabilities. This is a good indicator as a means for the progress of inclusive education practice. As

mentioned on the above the reason is that the impact of teachers' and professionals' positive attitude is considered as a key factor for implementation of inclusive education at different level of education sector that is why inclusion largely depends on teachers' attitude towards trainees with special needs. There is possibility to promote positive attitudes through the provision of effective training; support system, plenty of resources and using the practice of successful inclusion experiences. All such experiences and access teachers require that help them to develop the necessary positive attitudes (Sharma, et al, 2013). Thus, one of the expected solutions for more effective implementation of inclusive education is developing teacher educators' positive attitudes through continuous awareness creation workshop and provision of skill development training.

### **5.2.3. Teacher Educators Self-efficacy to the Inclusive Education**

The college teacher educators have high level of self-efficacy on the practice of inclusive education. The great numbers of participants were confident when dealing with trainees who have disability; and able to plan appropriate activities for trainees with disabilities in their classrooms. Findings of other studies on Teacher education, professional development, and student diversity and measuring teacher efficacy to implement inclusive practices asserted that teachers with high levels of self-efficacy for inclusive practice have higher levels of persistence with students who require extra help, and tend towards more effective teaching strategies, but those with low self-efficacy perceptions have been found to use teaching strategies that may hinder student learning (Loreman, 2014; Sharma et al., 2011). In addition, the study on Reforming of Teacher Education for Inclusion in Developing Countries in the Asia-Pacific Region shows that teacher educators have high self-efficacy pre-service teachers feeling about their teaching self-efficacy is considered to be decisive one for success in inclusive teaching practice (Sharma et al, 2013).



Teacher educators have clear expectations about trainees' with disability. These kinds of experiences and also expressing their expectation clearly to those with disability trainees help to make appropriate relations and improve the participation in the training. Not only has that some of the educators had good experiences on the provision of support activity to the trainees with disability in inclusive classroom to minimize the disability in order to strengthen their training participation. As to the previous study self-efficacy in general is concerned with an individual's confidence in their ability to influence conditions that have an effect on their lives. It's the basis for motivation, accomplishment of job performances, and for the well-being of emotion. The self-efficacy of teachers is connected with different parts of trainees' life of education and career that increased the trainee's motivation (Hofman, 2014).

As to this study finding most educators were able to provide an alternate explanation when trainees are confused. In addition, they accept the responsibility for teaching trainees with disability in the inclusive classroom. Also they have willingness to continuously assess themselves to improve their teaching practice in inclusive classroom to address the diversity of needs; and work co-operatively with other professionals for the benefit of trainees with disability. The other study stated the inclusive education setting teacher educator with high teaching self-efficacy in implementing inclusive practices would believe that a trainees with a diversity of learning needs can be effectively taught in the regular classroom (Sharma, et al, 2012). Another study on Dimensions of Teacher Self- efficacy among Chinese Secondary School Teachers in Hong found that teachers with high self-efficacy for teaching tend to use teaching variety methods more times and approaches more of humanistic (Chan, 2008).

The level of teacher educators' self-efficacy was found to be very high. In all items of the TSIES, most educators' responded agree and the mean scores were above average (2.5) for a 5-point Likert scale. In the teachers' level of self-efficacy, the mean score above 3.5

reflects high level, and the mean score between 2.5 and 3.5 reflects moderate level whereas the mean score below 2.5 reflects low level (Alamri, 2014).

On the other hand, the interview result revealed that except the special needs education teachers, most of the college educators were not confident enough in implementing activities which require use of teaching support materials, organizing the class and presenting the lesson according to the diversified needs and abilities of the trainees. This is due to the fact that most of the educators do not seem to have adequate skill of sign language and Braille writing and reading to supports trainees with hearing and visual impairments at the colleges. In addition to that the observation evidences supported that there was limitation of skill on instructional presentation to involve all of the training groups equally. Thus, the language skill barrier (sign language) to communicate with hearing disability restricted educators to present instructions for trainees so that they equally participate in each activity.

The concept of self-efficacy made up of three domains that include the task domain related to the level of the teacher's skill in teaching, disciplining and motivating students. The second domain is interpersonal domain which includes the teacher's ability to work harmoniously with others, particularly service recipients, colleagues and direct supervisors. And the third domain is the organization domain, which includes the teacher's ability to influence the social and political powers of the organization (Friedman and Kass, 2002). Hence, the conflicting results obtained from the quantitative and the qualitative data of this study may depend on different domains of self-efficacy. Thus, it is assumed that responses to the questionnaire may come from their interpersonal and organization domains of the teacher educators and the interview and the observation results came from teachers' skills in teaching.

Then, as to the findings of this study, teacher educators' self-efficacy had limitation in teaching skill self-efficacy to effectively implement inclusive education practice. This

teaching skill self-efficacy mainly necessitated for the effective implementation of inclusive education. The findings of a related study show that teachers with high score on self-efficacy are assumed to have higher level of motivation and confidence in their classroom practice and they are able to cope up with stressors and negative feelings (Hofman, 2014).

On the contrary to this, a study stated that teachers lack of appropriate training, having anxiety and experience limitations make individuals to feel frustration and inadequacy in teaching to meet the educational demands of trainees with variety of needs and abilities (Carter et al, 2014). In relation to this a study asserted that to teach those with disability trainees, teacher educators need to be offered appropriate and enriched teaching skill development opportunities to reform efforts in order to lead more effective inclusive education practice in the colleges (Smith, 2008).

So it is desirable to develop teaching skill self-efficacy of teacher educators through provision of different awareness creation and skill development training, as well as working in collaboration with the special needs education teachers for through continuous practice to develop the educators skill and to the effective implementation of inclusive education practice in the colleges.

#### **5.2.4. Relationship between Teacher Educators' Knowledge, Attitude, Self-efficacy and the Practice of Inclusive Education in the Colleges**

There are positive correlations among the variables each other. Knowledge has positive correlations with the other variables, attitudes and self-efficacy to the practices of inclusive education. When to compare the correlation level of knowledge with other variables the correlation of knowledge with attitude were moderate and knowledge with self-efficacy was low. When to compare the strengths of association, attitudes' association strength level with knowledge and self-efficacy were moderate. Self-efficacy has also positive correlations,

but in terms of strengths of association, its association strength with knowledge and attitude was low.

Another study finding on attitude and concerns of Teacher Educators towards Inclusive Education for Children with Disabilities asserted that teachers need to have appropriate knowledge on the practice of inclusive education in order to train the expected level to bring changes on the attitude and confidence of new trainees on the practice of inclusive education to meet the diversity of needs (Rahaman, 2012).

Generally, this study finding depicted that there were strong relationship of attitude and moderate relationship of knowledge and self-efficacy to practice of inclusive education. However, there were statistically significant positive correlations of attitudes, knowledge and self-efficacy of teacher educators' related to practice of inclusive education. These indicate the presence or increase (decrease) of one variable was the precondition for existence or increase (decrease) of other variables.

Another study finding reflected that the relationship between a teacher's knowledge and attitudes there is significant relation of increased knowledge can lead to more positive attitudes. It has been reported that teachers who had more courses on special education or in-service training had more positive attitude toward inclusion (Secer, 2010), and negative attitudes can result from lack of knowledge (Crane-Mitchell & Hedge, 2007). The controversy result of other study was found that a negative relationship among the teachers' level of knowledge and their attitudes toward inclusion; but this relationship was not significant result (Sucuoglu et al., 2014).

When to work more on the development of knowledge and awareness creation on the practice of inclusive education have big change on positive attitudes and increment of self-efficacy level on the practice of inclusive education. In other ways lack of knowledge and

awareness may induce negative attitude and lack of self-efficacy of teacher educators on the practice of inclusive education.

#### **5.2.5. The Combined and Relative Contribution of Teacher Educators' Knowledge, Attitude, and Self-efficacy on the Practice of Inclusive Education**

There are direct and positive significant relationship among teacher educators' knowledge, attitude, self-efficacy and the practice of inclusive education. Furthermore, the result of multiple regression analysis indicated that if knowledge, attitude and self-efficacy changes by one unit, there will be 0.22, 0.20 and 0.11 units change in the practice of inclusive education respectively, when other variables are kept constant. The knowledge, attitude and self-efficacy were significant predictors of the practice of inclusive education. Knowledge, attitude and self-efficacy of teacher educators' had significant and positive impact on the practice of inclusive education in the colleges. They found to be predictive for effective inclusive education practice.

In this regard, a study pointed out that knowledge, attitude and self-efficacy of teacher educators are an issue of that requires special attention for the implementation of inclusive education, there is a variety of problems, particularly the skills and knowledge of teachers to teach in inclusive education program (Hashim et al., 2014). There were different studies conducted on the impacts of teachers' attitude, knowledge and self-efficacy on the practice of inclusive education and there were different findings including negative and positive results of relationships of variables reported. This implies that all attitudes, knowledge and self-efficacy are critical to the success of inclusion (Kuyini & Desai, 2007).

Another research on the practice of inclusive education in developing countries on the reverse as to Srivastava et al. (2015) indicated that the reason for the ineffectiveness for the practice were teachers have inappropriate attitudes, inadequate knowledge and skills of

competence to practice of inclusive education. The previous research finding on the relations of the effective implementation of inclusive education practice involves a set of behaviours or activities and interactions on the educators' attitudes towards inclusive education, their knowledge and confidence for inclusive education practices (Kuyini & Desai, 2007).

Generally, knowledge, attitudes and self-efficacy of teacher educators' have a significant impact on practice of inclusive education in the colleges of teacher education. Thus, teacher educators should have appropriate knowledge, attitudes and self-efficacy for the effective implementation of inclusive education practice.

#### **5.2.6. Multiple Regressions of Participants' Background Variables on Inclusive Education Practice**

The results revealed on the background variables such as sex, educational status, work experiences and training in this study on the practice of inclusive education. It indicated that female had positive correlation with significant impact on inclusive education practice than male educators but in SNNPR teacher education colleges the highest number of educators was male.

Seemingly educational status had positive correlation that means increment of educational status increase the participation of teacher educators on the practice of inclusive education, but not as such significant impact on the practice. Also training on inclusive education had positive correlation and its conformation significant levels, which mean teacher educators who got training on inclusive/special needs education, had high performance at the significant level on practice of inclusive education than those without training. Other study asserted that teacher educators' continuous development of knowledge and expertise with different skills of equipment, materials, teaching strategies have great contribution to enhance the ability of making more flexibility of the curriculum and to

provide appropriate services for those pre-service and in-service trainees (Hill &Wicklein, 2000).

The work experiences negative correlation with non-significant levels means when the educators work experience increase their participation on inclusive education decrease with insignificant impact on the practice and vice versa. That may be as to the finding from background information high number of educators didn't get opportunity to inclusive education training and as to the interview result the previous old curriculum didn't include the inclusive education courses may be the reason to some experienced educators lack knowledge and skills to practice. Other study also recommended that the attempts of education systems at the current century need to have and prepare teachers who are sufficiently competent and have knowledge to include children with disabilities and special needs in all regular classrooms (Lewis &Sagree, 2013).

In addition, the results of the Beta value ( $\beta$ ) presented the impact of background variables sex, educational status, work experiences and training on inclusive education of teacher educators were a predictor of the practice of inclusive education. It could be inferred that training on inclusive education had the positive impact at significant level on the practice of inclusive education followed by educational status positive impact with insignificant level, but work experience negative impact with at in-significant level on the practice of inclusive education in the colleges. As to interview participants mentioned on the above most teacher educators with long experiences in the old curriculum did not get opportunity to participate in training special needs/inclusive education courses in the curriculum may influence on their practice of inclusive education.

Similarly, other study asserted that younger teachers and those with fewer years of experience have been found to be supportive to inclusion than with those more experienced (Eavramidis & Brahmnorwich, 2002). However, for effective implementation of inclusive

education practice, the provision of inclusive and special needs education training has great impact to equip them with appropriate skills and to have confidence on the practice.

Lastly to sum-up, the colleges are expected as to be model in the practice of inclusive education and have mandatory to produce appropriate professionals for other schools. Then colleges should be present at the model level on the practice of inclusive education to share the practical experiences and bring up well equipped professional to the practice of inclusive education in the schools. For those successes the colleges should be also well capacitated with the teacher educators with appropriate knowledge, positive attitudes, full confidence and belief for the practice of inclusive education.



## CHAPTER 6

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 6.1. Summary

This study was intended to investigate knowledge, attitudes and self-efficacy among college of teacher educators' and the practice of inclusive education in the colleges of South Nations Nationalities and Peoples Regional (SNNPR) state. For this purpose a mixed research method was applied using the sequential explanatory approach.

The colleges' level of inclusive education practice on different activities performance found at the moderate and high levels. That's a good beginning on the practice of inclusive education in the colleges. Some of the activities were clearly performed to participate trainees with disabilities, such as adaptation of Braille modules, provision of Braille writing materials and cane to trainees with visual impairments, crutches to those with physical disability, the construction of ramps to the new buildings, reform of recruitment criteria for college enrolment and budgeting fund to trainees with disabilities were some of the remedial actions that help to minimize their disability for effective practice of inclusive education.

The findings show that there were good beginnings with its limitations on the adaption of instructions, instructional materials and physical environments to facilitate inclusion for trainees with disability. The gap in the level of practice interms of teacher educators' was limitation on the use of variety methods, lacks of experiences to use Individualized Educational Program (IEP), and lack of skills on instructional planning to address the diversity of needs.

As to the finding teacher educators have moderate and high level of knowledge about the aspects of inclusion that would be a means for the practice of inclusive education in the colleges. These above average mean scores were the indicators for the level of educators' knowledge of inclusive education. But the most educators' knowledge more of the content

and some of the pedagogical knowledge, but the educators have limitation on how to teach a particular content to specific trainees according to their needs and abilities.

Again the attitudes of teacher educators toward inclusive education were positive. Most of them agreed that inclusive education is the best way to meet the needs of all trainees. As to the finding the value of mean score was above average (2.5) that represents most educators have positive attitudes to the practice of inclusive education. Controversially, some educators showed negligence and lack of commitments to provide appropriate supports in giving extra times, efforts and materials to address their needs. What they reason out for lack of determination for committed to provide support as they lack specific skills like sign language and Braille skills. Not only that, but they may lack of awareness how do provide support or what kind of support to provide for them according to their needs.

Also the findings show that teacher educators have a high level of self-efficacy. In all items of the TSIES, most educators' responded agree and mean scores above average (2.5) for a 5-point Likert scale. In contrast the interview result revealed that except the special needs education teachers most of the college educators were not confidentially implement the activities. Then the differences of the quantitative with qualitative data results of this study may be depending on different domains of self-efficacy. So that the questionnaire responses of teacher educators may be from their interpersonal and organization domain and the interview and the observation results from teachers' skills in teaching.

All variables of the study have significant positive correlations between each other, but the strength of the association of relation is varied. When to compare the strengths of the association, attitudes' association strength level with knowledge and self-efficacy were moderate and its strengths of association with the practice was high. These indicated that the increase (decrease) of one variable was the precondition for increase (decrease) of other variables. The combined contribution to teacher educators' knowledge, attitude, and self-

efficacy has accounted for 63% of the variance on the inclusive education practice in the colleges as to the model summary of regression analysis result.

Lastly, as to this study finding the teacher educators attitudes, knowledge and self-efficacy were found to be predictive for effective inclusive education practice. Then educators should have appropriate knowledge, attitudes and self-efficacy for the effective implementation of inclusive education practice in the colleges, and the colleges should be present at the model level to bring up appropriate professional to the practice of inclusive education in the schools.

## **6.2. Conclusion**

There is a good beginning of the practice of inclusive education in the colleges of teacher educators in SNNPR. The colleges' level practices and performances on inclusive education practice that facilitates the participation of trainees with disability to attend their education in the colleges were:

1. The reform was made on recruitment criteria to college entrance to trainees with disability rather than to those without disability trainees to increase the participation.
2. Adaptation of instructional materials made on especially to trainees with visual impairments on the printed material course modules into Braille material course modules to enhance their academic achievement and minimize dependence on printed material readers'.
3. Provision of financial supports to trainees with disabilities according to their limitation for instances printed readers fee to trainees with visual disability and transportation fee supports to those with mobility disability are best means to minimize their economic barriers as to their disability; however, it should be based on as to their needs assessment for its more effectiveness.

4. Assistive technology materials support such as Braille writing materials and cane to visual disability facilitate their training; and crutch to physical disability reduce the mobility resistance. That should be used continuously in order to minimize the disability and to maximize the participation of the train with disability to achieve the education according to their potential.
5. The other good opportunity that more crucial to facilitate the trainees with disability training is the opening of special needs education department and employments of special needs education teachers in each college of the region. This was a good practice to get appropriate professional supports and services in order to minimize the difficult of trainees with disabilities training.

These are some of the major opportunities that facilitate the good beginning of inclusive education practice in the colleges. However, for the further continuity of the implementation and to strengthen the good beginning of the practice in the colleges, it needs the participation of different stakeholders.

On the other hand, there were different challenges which restrict the effective implementation of inclusive education practice are presented as follows:

1. The adaptation of instruction is the main activity in the inclusive classrooms to participate the trainees with diversity of needs. The practice of adaptation activity indicates how far the colleges ready to accept and respect of difference among the trainees in presenting the instruction according to their needs and abilities. But there is a limitation in the adaptation of the lesson contents, presenting the contents using variety of methods and activities to address the diversity of needs including those with disabilities in the inclusive classrooms.
2. Instructional materials are one of the main resources to facilitate the training. There was the good beginning of adaptation of Braille modules to trainees with visual

disability to some of the printed modules. But most of the printed materials to trainees without disability were not adapted in Braille to trainees with visual disability. Then this participatory activity should include adapting other printed materials and modules in the Braille to enhance the educational participation of trainees with visual disability and to improve the continuity of inclusive education practice.

3. Most teacher educators have limitation in different skills was the challenge to treat trainees with disability in the college inclusive classrooms on practice of inclusive education program. It's a problem that teacher educators lack of skills how to provide support and what supports to provide trainees with disabilities according to their needs. Especially those inclusive classroom teachers' lack sign language and Braille skills, and again some of them lack commitment in the colleges except some special needs education teachers were the main barrier on the practice of inclusive education in the colleges. That is why inclusive education as the process needs a continuous remedial actions for the effective implementation of inclusive education practice.
4. The other clearly observable challenges to trainees with mobility disability in the colleges were physical structures of the classroom environments and the campus environments barriers. However, the beginnings of ramp constructions to new building, the other old hall and resource centre gates were the good experiences to minimize the trainees with mobility disability barriers. But the colleges have big assignment in the adaptation of the campuses and classrooms physical structures to fit to those trainees with different disabilities.
5. Generally, the effective implementation and the continuity of inclusive education practice needs the appropriate performance of all the above mentioned activities, but there were gaps in the colleges on each activity performance in the inclusive

classrooms that needs remedial actions to the continuity and improvements of the practice.

Moreover, the level of knowledge, the attitudes towards and self-efficacy on their capacity of teacher educators on the practice of inclusive education are the decisive factors for its effective implementation in the colleges. In this regard, the following findings were observed in the colleges:

1. Teacher educators' knowledge level about inclusive education practice was varied on different activities; however high numbers of educators have knowledge on inclusive education concepts and activities. But most of the college educators were not trained different skills that were the main barriers in the implementation of inclusive education practice. The limitation of training opportunity may be the reason why most teacher educators only have general knowledge about inclusive education and lack of specific skills on how to use varieties of teaching approaches and use of materials in order to address the special needs of trainees with disabilities in inclusive classrooms except those special needs education teachers.
2. Many educators in the colleges developed positive attitudes towards inclusive education. So most teacher educators have positive attitudes to the practice of inclusive education. However, few educators have a negative attitude, and some of them had lack of commitments to support trainees with disability in inclusive classroom. Thus, all needs continuous awareness creation and training programs to bring attitudinal change.
3. The level of teacher educators' self-efficacy was most of high. They have confidence on their capacity in performing different inclusive education activities and treating trainees with disability in inclusive classrooms. But, except the special needs education teachers, most of the college educators were not confident to implement

the activities in the inclusive classrooms in treating trainees with disability. As to the current existing situation, the reason for those who less of belief and confidence in practice of inclusive education was lack of sign language and Braille skills to support trainees with hearing and visual impairments in the colleges.

4. Teacher educators' knowledge, attitude and self-efficacy are the key elements for the practice of inclusive education. The combined contribution of teacher educators' knowledge, attitude and self-efficacy has accounted for high variance of the practice of inclusive education in the colleges. Teacher educators' attitudes, knowledge and self-efficacy were found to be predictive for effective inclusive education practice.

Thus, teacher educators should have appropriate knowledge, attitudes and self-efficacy for the effective implementation of inclusive education practice in the colleges. That needs the participation of different stakeholders such as, policy maker, curriculum designer, regional education office, teacher education colleges, special needs education teachers, concerned non-governmental organizations and teacher educators themselves to work together cooperatively to fill the gap and minimize the barriers.

### **6.3. Recommendations**

Based on the major findings and conclusion of the study, the following are recommended:

- I. The study findings show clear limitations on specific skills development and sense of commitment on the part of educators. To fill the gap in knowledge, attitudes and self-efficacy it needs continuous awareness creation program and specific trainings on current problem areas like sign language and Braille writing and reading skills with emphasis on trainees with hearing and visual impairments. The practicality of these needs different stakeholders' participation. Such as:

1. The college administrators should arrange continuous awareness creation program and specific trainings on current problem areas like sign language and Braille writing and reading skills with emphasis on trainees with hearing and visual impairments.
  2. The policy maker should incorporate policies and strategies that would improve teacher educators' skill gaps to enhance the practice of inclusive education.
  3. The curriculum designer should include the activities in training materials portions/contents of the syllabus that means the contents included not only for conceptual knowledge but practical knowledge to develop specific skills to address the diversity of needs.
  4. Regional education office in collaboration with teacher education colleges should design different short time training program to teacher educators to improve their skills especially on sign language and Braille skills.
  5. Special needs education teachers should take professional responsibility work in collaboration with the college leaders based on the need assessment to give short training and also work cooperatively with inclusive classroom teachers to minimize the skill gap problem in treating the trainees with disability.
  6. The concerned non-governmental organizations should work with the colleges sharing skilful professional and financial supports to conduct training and workshops to fill the teacher educators' skill gap.
  7. The researcher should publicize the work to different concerned body and has responsibility to work in collaboration with other professionals and college leaders for the progressive and continuity of the practice.
- II. The colleges were performed some activities such as adaptation of some courses Braille modules. This beginning of the adaptation of Braille modules should be better



when included all modules and other common printed reading materials for equal participation of trainees with visual impairments. For the practicality:

1. Policy maker should include the statements that regulate the right of trainees with disability, equity utilization of instructional materials;
2. The curriculum designers should give equal value to Braille modules as to other printed text materials in respecting their rights and to enhance their educational achievement
3. The education office and colleges fairly plan and budget as to print the Braille modules to fulfil the instruction materials according to the train with visual disability.

III. The ramp construction work to the new buildings is needed to be applied to all other buildings and classroom gates that adapted to accommodate those all with mobility disabilities especially to increase the participation of wheelchair users. Then to the practical implementation the appropriate body should take the measure:

1. The infrastructure designer should change the previously marginalizing and excluding design and develop the participatory design to implement effective inclusive education practice.
2. The regional education office and college leaders should follow up each new building design appropriately constructed with ramps; and inclusive education practice as a new paradigm shift program the colleges should adapt the old building entrances to fit to those with mobility disability.

IV. The provision of financial and other supports to trainees with disabilities are not only based on similarity of disability, but based on the needs assessment to provide the appropriate support to bring effective changes on their academic achievements. Then:

1. The education office should revise the support provision program and decide the provision of support based on the needs assessments.
2. The college leaders and special needs education teachers should make need assessment and follow up for the effectiveness of the support provision as to be the assessment.

V. One of the major areas which need great attention for the effective implementation of inclusive education is the physical structures of the colleges. However, the whole college physical structures, including buildings, classrooms, library, laboratory, toilet rooms, different office entrance, and ground structure of college campus, sport fields, roads and paths are all needs adaption to fit into those with mobility disabilities. To do so:

1. The infrastructure designer should revise the previously excluding design and make the inclusive campus structure design;
2. The regional education office and colleges should plan and budget to adapt previously constructed buildings, and follow up the construction of the new buildings inclusiveness, and the college campus physical structures to fit to those with mobility disability.

VI. To increase the participation of trainees with disability training, it needs the provision of appropriate support system. Then colleges should strengthen the established provision of resource centre services by equipping with appropriate materials and employing experts to set up the inclusive college.

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## Appendices

### Research Instruments

#### Appendix - A

#### Questionnaire

You are kindly invited to participate in a research project entitled “College Teacher educators knowledge, attitude and self-efficacy on the practice of Inclusive education in SNNPR teacher education colleges ". This research is being conducted as part of the requirements of a dissertation by Anbesaw Mekuria from Addis Ababa University, Department of Special Needs Education. This questionnaire is developed to collect data needed to the dissertation. It comprise of five parts namely: back ground information of participants, and measurement scales on teacher educators’ knowledge, attitude, self-efficacy and practice of inclusive education. It may take you about 30 minutes to complete.

#### **Part I: Background Information of the Participants**

Please put a tick (√) mark or write correct response on the space provided

1. Gender: Male\_\_\_\_ Female \_\_\_\_
2. Educational status: Diploma\_\_\_\_\_ First Degree \_\_\_\_ MA/MSc\_\_\_\_ PhD\_\_\_\_
3. Work experience\_\_\_\_\_ years.
4. Training on special needs/ inclusive education: No training\_\_\_\_\_ Short workshop training\_\_\_\_  
One course training\_\_\_\_\_ Different courses and skill training\_\_\_\_\_  
Special needs education teacher training \_\_\_\_\_

#### **Part II: Teacher Educators’ Knowledge about the practice of Inclusive Education**

Please read carefully the following each statement under the measurement scale written about the knowledge of teacher educators on inclusive education practice in the

college. Use the numbers beside each statement to indicate your agreement or disagreement with the statement. Each number denotes a certain response category. For e.g. 1= strongly Disagree, 2= Disagree, 3= undecided, 4= Agree, 5 = strongly agree. Please put a tick (√) mark in the box under the column against the number that best describes your agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflect your understandings, feelings or beliefs.

No	Statements about the Knowledge of Inclusive Education	Responses				
		1	2	3	4	5
1	Acknowledges that all can learn together					
2	Values all trainees and staff equally					
3	Increasing the participation of trainees in the communities of local schools					
4	Reducing trainees exclusion from the curricula					
5	Adaptations of assessment/evaluation are required for inclusive classroom.					
6	Identification and assessment of trainees with disabilities according to their needs.					
7	Encourages additional educational support.					
8	Learning from attempts to overcome barriers to the access of all trainees					
9	A cost effective system of education.					
10	Acknowledge the child education right to attend in their home environment school.					
11	Enables education structures and systems to meet the needs of diversity					

12	Acknowledges and respects diversity among learner.					
13	It requires comprehensive and clear legislation.					
14	Integral part of general education					
15	Dynamic process that evolves constantly.					
16	Its only to trainees with disabilities and special needs					
17	Part of a wider strategy to promote an inclusive society					

### Part III: Teacher Educators' Attitudes towards the Practice of IE

Please read carefully the following each statement under each scale written about the attitude of teacher educators on inclusive education practice in the college. Use the numbers beside each statement to indicate your agreement or disagreement with the statement. Each number denotes a certain response category. For e.g. 1= strongly Disagree, 2= Disagree, 3= undecided, 4= Agree, 5 = strongly agree. Please put a tick (√) mark in the box under the column against the number that best describes your agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflect your understandings, feelings or beliefs.

No	Statements about the Attitudes towards Inclusive Education(IE)	Responses				
		1	2	3	4	5
1	Trainees with disability should be taught in the regular classroom.					
2	Inclusive Education (IE) is the best way to meet the needs of all trainees					
3	Diversity of learning needs in the classroom enriches learning					
4	IE improves self-esteem of trainees with disability.					
5	IE improves social skill of both trainees with and without disability.					

6	IE increases knowledge of trainees with disability.						
7	IE is viewing the difference between trainees as resources to support learning						
8	Special education teachers teach differently than regular teachers.						
9	Inclusive classroom is beneficial for all trainees.						
10	Trainees with disabilities learn more in inclusive classroom.						
11	IE develops positive attitude among trainees with and without disabilities.						
12	IE creates awareness about trainees with disabilities and their needs.						
13	IE enhances educational achievement of trainees <sup>3</sup> without disabilities.						
14	Teachers require specialized training for working in inclusive classrooms.						
15	Regular classroom teacher is responsible for education of trainees with disabilities.						
16	Regular classroom teacher is responsible for adaptation of instruction.						
17	Colleges should adapt Physical environment to include trainees with disabilities						
18	IE ultimately leads to societal inclusion						

#### **Part- IV: Teacher Educators' Self-efficacy about Inclusive Education**

Please read carefully the following each statement under each scale written about the self-efficacy of teacher educators on inclusive education practice in the college. Use the numbers beside each statement to indicate your agreement or disagreement with the

statement. Each number denotes a certain response category. For e.g. 1= strongly Disagree, 2= Disagree, 3= undecided, 4= Agree, 5 = strongly agree. Please put a tick (√) mark in the box under the column against the number that best describes your agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflect your understandings, feelings or beliefs.

No	Statements about the Self-efficacy on Inclusive Education	Responses				
		1	2	3	4	5
1	I am confident when dealing with trainees who have disability.					
2	I can make my expectations clear about trainees' with disability.					
3	I supportive the inclusion practice of trainees with disability in regular classroom					
4	I am confident in my ability to get trainees to work together in pairs/small groups.					
5	I am able to provide an alternate explanation/example when trainees are confused.					
6	I accept responsibility for teaching trainees with disability in my college.					
7	I am willing to continuously assess myself to improve my teaching practice.					
8	I can co-operate with other professionals for the benefit of trainees with disability.					
9	I am confident in my ability to adapt instruction as to the diversity of needs.					
10	I am able to plan appropriate activities for trainees with disabilities in my class.					

11	I can accurately assess trainees' comprehension of what I have taught.					
12	I can provide appropriate challenges for very capable trainees.					
13	I am willing to engage in training teacher on teaching children with disability.					
14	I engage the trainee to develop appropriate skills to teach children with disability.					
15	I am able to attain any goals I set for myself in this area of work.					

### Part III: The Practice of Inclusive Education

Please read carefully the following each statement under each scale written on the practice of inclusive education in the college. Use the numbers beside each statement to indicate your agreement or disagreement with the statement. Each number denotes a certain response category. For e.g. 1= strongly Disagree, 2= Disagree, 3= undecided, 4= Agree, 5 = strongly agree. Please put a tick (✓) mark in the box under the column against the number that best describes your agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflect your understandings, feelings or beliefs.

No	Statements about the practice of Inclusive Education	Responses				
		1	2	3	4	5
1	All trainees with or without disability learn together in college regular classroom.					
2	Every trainee regardless of disability has the right to formal education at a regular class.					
3	College admission policy opens to all trainees to enrol in regular program.					

4	College allocated appropriate fund to support trainees with disability.					
5	Teachers are well trained to respond the trainees' diversity of needs.					
6	Regular teacher provide extra time to trainees with disabilities out of the class time					
7	College fully equipped before enrolling trainees with disabilities.					
8	Teachers use the same curriculum to trainees with disabilities.					
9	Instruction adaptation to trainees with disabilities is common activity in the college.					
10	Instructional material adaptation to the diversity needs is common activity in the college.					
11	Adaptation of assessment to trainee with disability is common activity in the college.					
12	Teachers use variety methods to teach the lessons to the diversity of needs.					
13	Use technology to provide additional supports for trainees who need them.					
14	Teachers incorporate visual, tactile and kinaesthetic materials and activities in teaching					
15	Teachers use class-wide rules and regulations to support classroom management.					
16	Teachers have experience of using Individualized Educational Program (IEP).					
17	Professional development is provided to regular teachers to teach trainee with disability.					

18	Trainees with disabilities are fully participated in college co-curricular activities.					
19	College adapted physical environment to facilitate inclusion for trainee with disability.					

## Appendix - B

### Interview Protocol

This interview protocol designed to collect data on teacher educators' knowledge, attitudes and self-efficacy on inclusive education and about the practice of inclusive education in SNNPR teacher education colleges.

Interviewer: \_\_\_\_\_

Location of Interview: \_\_\_\_\_

Interviewee number code: \_\_\_\_\_

Date: \_\_\_\_\_

Questions:

1. Gender: Male\_\_\_\_ Female\_\_\_\_\_
2. What is your educational status? \_\_\_\_\_
3. How long have you been teaching? \_\_\_\_\_
4. How about the knowledge of teacher educators on types, characteristics and provision of supports and services of trainees with disabilities? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. Did all educators learned special needs/ IE course? Or other short training?  
\_\_\_\_\_  
\_\_\_\_\_
6. Do educators use varieties of teaching approaches in consideration of trainees with disabilities or special needs? \_\_\_\_\_  
\_\_\_\_\_
7. Have you taught trainees with disabilities in your classroom? \_\_\_\_\_  
\_\_\_\_\_
8. What about the feelings of educators to trainees with disabilities in the regular classrooms? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. How about the educators' beliefs and confidence on teaching trainees with disabilities in inclusive classrooms? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are the challenges to teach trainees with disabilities in your college? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What are the opportunities to teach trainees with disabilities in your college? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What types of support do educators receive from the college to support trainees with disabilities in their classroom? \_\_\_\_\_

\_\_\_\_\_

13. What kind of support do educators provide to trainees with special needs/disability?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. How far the organization of the college ready to different types of disabilities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Do you feel only qualified educators to teach trainees with disabilities?

\_\_\_\_\_

16. How do trainees with disabilities help or hinder the education process for all trainees?

\_\_\_\_\_

\_\_\_\_\_

17. Is there anything we haven't talk about that you would like to add or talk about regarding inclusion? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix – C

### Observation Protocol

This observation protocol designed to collect data on physical organization, classroom arrangement and teaching strategy in the classroom for the practice of Inclusive education in SNNPR teacher education colleges.

Name of Observation College \_\_\_\_\_

<b>The College Inclusive Physical Organization</b>	<b>Yes</b>	<b>No</b>	<b>Remark</b>
The college buildings adapted to trainees with disability			
Classrooms adapted to trainees with disability			
The college has resource centre			
Library adapted to trainees with disability			
Laboratory adapted to trainees with disability			
Toilet rooms adapted to trainees with disability			
Entrance of the college gateway adapted to trainees with disability			
Entrance of different offices adapted to trainees with disability			
Roads and paths in the college campus adapted to trainees with disability			
Sport fields accessible to trainees with disability			
The college campus ground structures adapted to trainees with disability			
<b>Inclusive Classroom Arrangement</b>			
Classroom settings/location adapted to trainees with disability			
Classroom gateway adapted to trainees with disability			
Door and windows preferred to trainees with disability			

Chairs and stool arrangements preferred to trainees with disability			
Sitting arrangement preferred to trainees with disability			
Light of the room preferred to trainees with disability			
An appropriate class size			
<b>Inclusive Teaching strategy</b>			
Use appropriate and differentiated learning objectives.			
Find ways of making abstract concepts to concrete.			
Use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another.			
New or difficult ideas, vocabulary clarified, written up, displayed, and returned to.			
Questions pitched so as to challenge trainees at all levels.			
Give time and support before responses are required, e.g. personal thinking time, partner talk.			
Plan of alternatives recording methods where appropriate for some pupils.			
Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where necessary			
Effective use of ICT as an access strategy			
Use a variety of trainee groupings so that trainees are able to draw on each other's strengths and skills.			
Used to motivate trainees to complete tasks			
Access to teacher and any resources used has been planned (e.g. text is visible to all or made accessible in other ways, background noise			

avoided where possible, light source in front of teacher, not behind)			
Buddying used for seating and paired/partner feedback			
Interactive strategies used to maintain trainees' involvement;			
They invited to comment on each other's ideas and answers			
Visual/ tangible aids used to summarise the learning from the lesson			
Effective use of additional individual support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged			
Opportunities available to feedback using a variety of media			
Contribution of all trainees valued by teacher			
Peers helped to give feedback in positive ways			
Questioning designed to assess grasp of particular objectives relevant for each trainee or group of trainees			
Teacher draws lesson together to identify key points of learning for all trainees			
Teacher acknowledges and remedies mistakes and misunderstandings for all trainees			