Primary School Teachers role to implementing Inclusive Education in Selected Primary Schools of Hawassa City Administration, Sidamma Region

Kalkidan Menkir (MA), Lecturer in educational leadership and management, college of education, Hawassa University, Hawassa, Ethiopia.

Email Address: kalkidankalkidankk@gmail.com

Abstract

The purpose of this study was assessing primary school teacher's role to implementing inclusive education in selected primary schools of Hawassa city administration. To achieve this purpose, the researcher utilized a convergent mixed research method. The questionnaire was responded by 46 teachers and 12 experts. Likewise semi-structured interview was conducted with 4 principals and nine students with disability. They were selected from four sampled primary schools. Quantitative data was tabulated and analysed by using descriptive statistics and inferential statistics. Whereas, the qualitative data was analysed using a thematic analysis approach. The finding of the study shows that, teachers failed to carry out their roles in an accurate manner to the implementation of inclusive education practices. Hence, inclusive education in participant schools was not practiced well. This is because of Teachers didn't understand well about their role to implement inclusive education; the absence of adequately trained teachers about the implementation of inclusive education; teachers also lack knowledge, commitment and consistency to implement inclusive education. Furthermore, lack of appropriate instructional materials for learners with disabilities; a shortage of experts trained in special needs education; and a lack of parents and community awareness about their children's education were another factors influencing the implementation of inclusive education. Thus, this condition directly challenges the implementation of inclusive education and exacerbates the barriers that prevent students with disabilities from attending school in particular and from participating in other activities of community in general. Hence, the researcher suggested: provision of adequate training for teachers; employing more experts in special needs education; improving the budget allocated for implementation of inclusive education; and inaugurating policy to evaluate the practice of teachers in particular and schools in general regarding the implementation of inclusive education.

Keywords: Inclusive Education, Disability, Interpreter, role of Teachers.

1. Introduction

Since all states are required by law to provide education for all children, education is recognised as a human right under the 1948 UN Universal Declaration of Human Rights (UDHR). Children with impairments also have the right to take part in all facets of life. This declaration has led to the universal acknowledgment of inclusion and inclusive education as fundamental rights. Therefore, it can be concluded that: the practice of inclusive education has universal acceptance because of this declaration.

Inclusion is an ideology that calls on communities, schools, and neighbourhoods to cherish and welcome everyone. The notions that variety is important, everyone belongs, and we can all learn from one another are at the heart of the inclusion concept. This technique differs from mainstreaming in schooling. According to Renzaglia, Karvonen, Drasgow, and Stoxen (2003), main-streaming suggests that people with disabilities have a separate placement and only participate in mainstream activities when they are able to do so successfully.

Inclusion means enabling all students to participate fully in the life and work of mainstream settings whatever their needs Csie (as cited in Asrat, 2013). Specifically, As it is mentioned in the Salamanca framework, inclusive education means a school which accommodates all children regardless of their physical, intellectual, emotional, social, linguistic and other conditions. All children refers to, "children with disabilities, gifted children, homeless children, children belonging to nomadic groups, children belonging to linguistic minorities, ethnic or cultural, children with HIV or belonging to any other vulnerable groups". The focus should be on making education accessible for students with all kind of disabilities (Tirusew, 2005).

In summary, inclusion refers to the process through which all people, regardless of their traits, participate in all socioeconomic and political aspects of society. While, inclusive education is specific concept, that is an education system provides every child equal opportunity to learn regardless of their behaviour and facilitates to fulfil their requirement to attend in mainstream schools.

Ethiopia's 1991 Constitution (articles 41 and 91) emphasised the need to provide resources and support underprivileged populations, and also created the universal right to education. It's also true that Ethiopia's 1994 Education and Training Policy placed more emphasis on the availability of education for all youngsters. The Ministry of Education (MOE) created the first special needs education (SNE) programme strategy in 2006 during ESDP III in order to implement

Education for All. To provide marginalised communities and children with special needs with access to school. The years 2006 through 2011 saw the implementation of this plan (MOE, 2012).

After the end up of ESDP III, the government established the next program which was ESDP IV 2010 up to 2015. It incorporates special needs education and inclusive education as a cross-cutting program, recognizing the strategy for Special Needs Education, the final goal of it was to ensure access and quality education for marginalized children and students with special educational needs. However, According to the review of ESDP V (2015) due to lack of awareness; lack of knowledge, skills and commitment to implement activities to support special need education which is true from the federal to the school level; no clear structure for coordination and administration of special needs education issues from federal to woredaand school levels; absence of a financing mechanism to support special need education and inclusive education; poor school infrastructure; facilities and adapted teaching and learning materials for special needs educationit was not effective(Damene, 2016).

Therefore, to resolve these barriers the government designed the next strategy ESDP V in 2015. The overall objective of the strategy was to build an inclusive education system that will provide equal, relevant and equitable education and training to all children, youth and adults with special educational needs. Ultimately it aimed to enable them to fully participate in the socio-economic development of the country (Tesfaye, 2020). The preparation of this plan has been inspired by maintaining the momentum of expanding equitable access to quality general education, establishing Technical and Vocational Education and Training (TVET) institutes in all worked as, strengthening tertiary education institutions and providing lifelong learning opportunities. With this intention, Ministry of Education introduced the 10-years Master Plan for Special Needs Education / Inclusive Education 2016-2025. This Master plan contains six strategic pillars (MOE, 2016).

In general, since 1991 the government of Ethiopia has been trying to improve implementation of inclusive education by ratifying various laws and signing agreements.

However, Kassie (2013), Binyam (2007), Tesfaye (2020) conducted investigations with regard to inclusive education and all of these researchers indicates existence of poor implementation of inclusive education in Ethiopia schools.

In addition, Bateman & Cline (2016) recommended that teachers create and carry out weekly lesson plans that encourage student participation and learning; work in tandem with principals to identify and reduce the learning gap

for students with disabilities; track and evaluate each student's progress; keep in touch with students; parents or guardians meet with the special education teacher on a regular basis and provide the information needed to develop and implement modifications and adaptations; collaborate with the special education teacher to help develop a support plan that caters to the needs of every student in the classroom,but in line with the investigation of the researcher, 2 primary schools in Hawassa city during internship program, These were Hayik Dar and Ethiopia Tikdem primary school during first and second year of learning "2009 and 2010" in Hawassa University. At that time, the researcher got a chance to take an interview with principals and some students with disability from two schools. According to their reflection, The practice of inclusive education hindered by absence of special support for student with disability; limited professionals; shortage of instructional materials specially for students with visual impairment; poor infrastructural arrangement of the school; negative attitude of some teachers for students with disability; reluctance of teachers; miss-understanding of characteristics of students with disability due to stereotype.

Hence, this condition directly challenges the practice of inclusive education and exacerbates the barriers that prevented students with disabilities from attending school in particular

and from participating in other aspects of society in general if teachers lack the knowledge and willingness to implement inclusive education. Bearing this in mind, this research set out to investigate primary school teacher's role in implementing inclusive education in Hawassa city administration.

1.2. Statement of the Problem

In Ethiopia, currently the issue of inclusive education is gaining a greater concern in development topics of the government and studies of various researchers. However, more public and effective interventions are required to advance the status of persons with disabilities, to improve their lives and help them to participate actively in different social affairs.

Kassie (2013) after assessing the issue of inclusive teaching involving visually impaired student in English language teaching (ELT) settings by focusing on selected primary schools in Amhara region, he conclude that the practice of inclusive education in the study area is in its infant stage. Fulfilling essential conditions such as, having a positive attitude towards inclusion by both teachers and visually impaired students, enrolling students in regular classes without discrimination, giving economic support from the Regional state and limited facilities at school level. In general the target schools were not in a position to fulfill the requirements of inclusive

education in the process of addressing the needs of visually impaired students.

Binyam (2007) after studying challenges and opportunities that students with visual impairment exposed in Addis Ababa University, he concluded that, the teaching and learning process is not conducive for students with visual impairment because of not having adequate Braille materials, inaccessible visual instruction and non-conducive exam place. As a result of this they feel as being limited.

Similarly, Tesfaye (2020) conducted an assessment on the Practices, Challenges and Opportunities of Inclusive Education Implementation in KambataTambaro Zone, Ethiopia. The finding of this study revealed that there are inadequate infra structures and education facilities, sanitation facilities, lack of ramps, dirty and acoustically non-treated classrooms, equipment's and services; moreover, negative attitudes of teachers, absence of dedicated principals with regard to inclusive education, lack of budget, limited professionals, lack of responsible personnel in district, zone and region education offices. Parents started to send their children to school. However, there is lack of skilled professionals who will screen and identify according to interests of learners. There is highest number of repeaters and dropouts in early schools because of unfriendly learning environment for diversified learners. The study

suggested that high attention is needed from the concerned parties for the implementation of inclusive education in the zone.

From the above studies, one can understand the existence of greater hindrances to the implementation of inclusive education. This is because of the school community as well as other stakeholders, and most researchers who conducted investigations into the practice of inclusive education have given greater concern solely to visually impaired students.

However, this study will attempt to assess the contribution of teachers in implementing inclusive education with regard to both visual impaired and hearing impaired students, because these students are the most disadvantaged groups in our education system.

The researcher was also inspired to choose this topic because of her experience in inclusive schools. The researcher is visually impaired, so she learned in inclusive schools from seventh grade to twelfth grade and in higher education. These were from grades 7 up to 8. In Lebne Dingle primary school, grades 9–10; in KeceneDebreSelam secondary school, grades 11–12. Minilik preparatory school, and finally, the researcher got a BA from Hawassa University. At this time, the researcher understood key problems in all four schools. For instance, the interpreter problem: most deaf

Students did not attend the class attentively because in the school, especially in KeceneDebre-Selam, there were only 3 interpreters for 20 students, i.e., professionals who translate the lecture into sign language, so they couldn't address all the students. The second one was a rater problem: in Minilik preparatory school, during examinations, students with visual impairments took the test by using a brail. Therefore, raters are expected to read the exam papers of these students effectively and to set their results accurately, but most of the time raters made a mistake in subjective questions due to their poor skill to read brail. The third problem was the problem of interaction: at the time of rest, in KeceneDebreselam School, all of the students with hearing impairments sit separately. They have no friendships with other students because most of them can't understand sign language. The fourth problem was the inadequacy of the instructional materials. Students with visual impairments need different kinds of materials to have equal participation in the instructional process. These include Braille books, screen reader-loaded computers, voice recorders, white cane, and Braille paper. But at Hawassa University, there was no sustainable and satisfactory provision of support. There were limited Braille materials for specific courses of law department solely. Given the number of students, the computers available were inadequate. Other material supports were also unsustainable.

Furthermore, when visually impaired students are asked to record their voice, some teachers refuse to allow them to use a voice recorder to take lecture notes, and they do not believe in their ability when they achieve good results.

Thus, this study seeks to give a response to the following question

- To what extent primary school teachers are accomplishing their role in implementing inclusive education in primary schools of Hawassa city administration?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

General Objective of this study was assessing primary school teacher's role to implementing inclusive education in primary schools ofHawassa city administration, so as to contribute to the improvement of feasibility of inclusion practices particularly in Ethiopia education system

1.3.2. Specific Objective

- To examine the role of primary school teachers to implementing inclusive education in primary schools of Hawassa city administration

1.4. Limitation of the study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One, apparent limitation was that most of the primary school principals, some of special needs professional's and teachers were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were unwilling to fill in and return the questionnaire as per the required time. Because of this, the analysis part of this study was delayed. Another limitation was shortage of Resources such as, financial and human resources were the very limitation of this study when being carried out. Due to this, the researcher couldn't participate larger population in the area.

Although there were short coming, but the researcher attempted to make the study as complete as possible.

2. Literature Review

2.1. Concept of Inclusive Education

According to O'Toole (2019) an inclusive education is one where all students of all capabilities have the opportunity to grow and learn without any discrimination.

Discrimination based on disability refers to any kind of discrimination, exclusion, or limitation that is based on a person's disability and that has the intent or result of undermining or eliminating the recognition, enjoyment, or exercise of all fundamental freedoms and human rights in the political, economic, social, cultural, civil, or any other domain on an equal footing with others. It covers discrimination in all its manifestations, including refusals of reasonable accommodations (CRPD, 2006).

According to Simona and Amanda as cited in Wit (2012) The Salamanca World Conference on Special Needs Education (UNESCO, 1994) can be seen internationally as one of the most important standpoints for the development of inclusive education. Soon after Inclusive education has emerged as a global movement that seeks to challenge exclusionary practices. Similarly, the cin Special Needs Education (hereafter referred to as 'Agency') shows how inclusive education is interpreted differently depending on the Agency member country in which the word inclusion is being used. What is common though is that most countries usually refer to inclusive education as a way of addressing the needs of those pupils identified as having special educational needs, either in mainstream or in specialist settings. Therefore it emerges that within such countries, the term inclusion is mostly used as the new policy imperative that aims to promote the education and the provision of resources for those pupils identified as having special educational needs or

at risk of being excluded from the process of learning.

According to UNESCO (2003), inclusive education focuses primarily on tearing down segregated schools in some nations while aiming to increase the number of students receiving basic education in other nations. When the ideas of inclusion and education for all are combined, the latter point becomes especially clear.

Thus, providing all children with access to a basic education through inclusive education is the way to guarantee it. If we want to provide inclusive, universal education for everyone, we cannot undervalue the role of the teacher.

2.2. The Role of Teachers to implementing Inclusive Education

According to Tyagi (n.d.), teachers play a key role in supporting inclusive education practices by: fostering a positive attitude between children with disabilities and their peers; involving disabled students in nearly all classroom activities; identifying students with disability in the classroom and referring them to experts for additional testing; and making appropriate accommodations in curriculum transactions.

Teacher should develop and implement weekly lesson plans that facilitate the participation and learning of all students; work in collaboration with principals to identify and minimize the gap in the learning of students with disability; monitor and evaluate progress of all students,

maintain communication with students, parents or guardians meet with special education teacher on a regular basis and provide information necessary for modifications and adaptations to be developed and implemented; work collaboratively with special education teacher to assist in development of a support plan that meets the needs of all students in the classroom,(Bateman, & Cline, 2016).

Florian (2008) stated that the preparation and adaptation of instructional materials to support the learning of children with disabilities, counselling and guidance for parents, as well as public awareness campaigns through school-based initiatives, Working together with social workers, parents, special educators, medical and physiological panels, Building a diagnostic and achievement tool, Remedial instruction for children who need it and adaptation in the evaluation process for children with special needs.

2.3. National status of inclusive education

2.3.1. Approaches of the Government with regard to Inclusive Education

Besides The Ethiopian Constitution accepts international declarations and conventions, the government declared education as a human right issue under articles 41 and 91 (MOE, 2012). The constitution emphasizes the need to allocate resources and provide assistance to
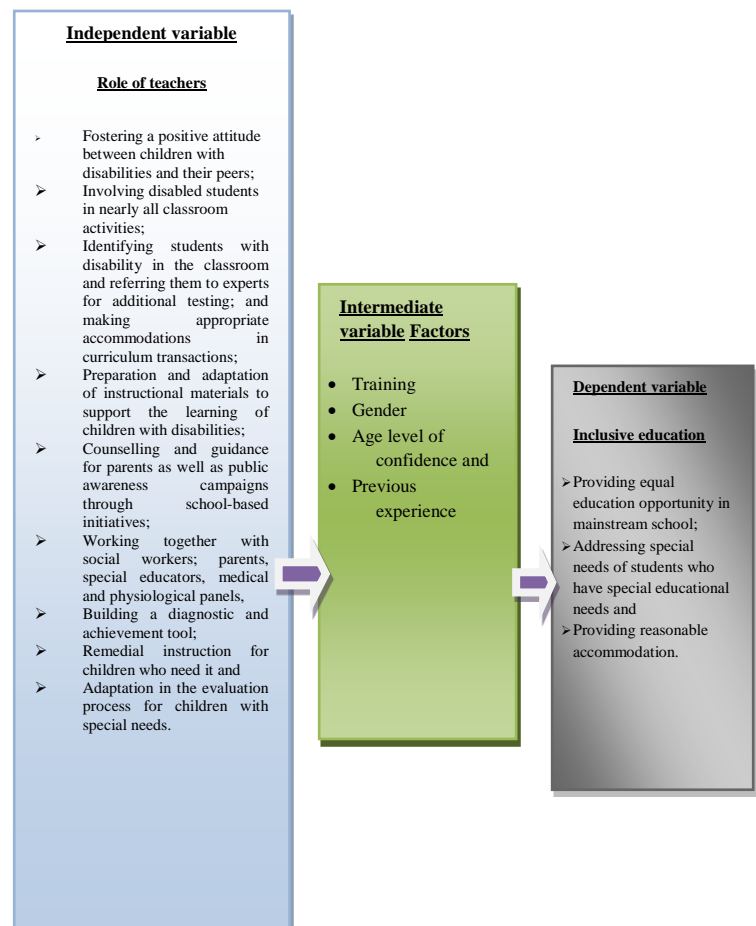
disadvantaged group (MOE, 2006). In line with the international declarations, conventions and policies, the government established various strategies, policy and educational programs.

Among these, the 1994 ETP or educational training policy is the corner stone for the preparation of different inclusive and special need education programs and strategies. Based on ETP, Ministry of Education (MOE) has designed special needs education (SNE) program strategy in 2006 during ESDP III; to make education accessible to children with special needs and marginalized groups. This strategy was implemented for the periods 2006 to 2011. It outlined a range of actions for improving access to education and underlines on the need to give affirmative actions to those deemed as disadvantaged society groups such as females, pastoral and semi-pastoral resident individuals and those with special needs. The strategy founded itself on the ideals of the 1994 ETP and the objectives were to implement ETP and international principles endorsed by government (MOE, 2012).

After the end up of ESDP III, the government designs another two program ESDP IV. And ESDP v. with the goal of ensuring access and quality education for marginalized children and students with special educational needs and to build an inclusive education system that will provide equal, relevant and equitable education and training to all children, youth and adults

with special educational needs respectively (Damene, 2016).

2.4 Conceptual framework

Independent variable

Role of teachers

- Fostering a positive attitude between children with disabilities and their peers;
- Involving disabled students in nearly all classroom activities;
- Identifying students with disability in the classroom and referring them to experts for additional testing; and making appropriate accommodations in curriculum transactions;
- Preparation and adaptation of instructional materials to support the learning of children with disabilities;
- Counselling and guidance for parents as well as public awareness campaigns through school-based initiatives;
- Working together with social workers; parents, special educators, medical and physiological panels,
- Building a diagnostic and achievement tool;
- Remedial instruction for children who need it and
- Adaptation in the evaluation process for children with special needs.

Intermediate variable Factors

- Training
- Gender
- Age level of confidence and
- Previous experience

Dependent variable

Inclusive education

- Providing equal education opportunity in mainstream school;
- Addressing special needs of students who have special educational needs and
- Providing reasonable accommodation.

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(2023)
Research Original Article

2.5. Factors Influencing Teachers attitude towards Inclusive Education

Some studies reveal that teachers' attitudes may be influenced by the disquiet they experience regarding the impact such a process will have on their time and skills (Avramidis, Bayliss, & Burden, 2000).

The discussion that follows considers some of the factors raised by previous research, whichmay haveinfluenced teachers' attitudes toward the inclusion of students with disabilities into mainstream classes.

1. Training Regarding Teaching Students with a Disability

Researchers note that teachers may resist inclusive practices on account of inadequate training (Heiman, 2001; Hines & Johnston, 1996; Minke, Bear, Deemer, & Griffin, 1996). It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Bender, Vail, & Scott, 1995; Daane, Beirne-Smith, & Latham, 2000; Malone et al., 2001).

Inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education (Schumm, Vaughn, Gordon, & Rothlein, 1994; Whitworth, 1991). Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen et al., 2001), while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd,&Sedbrook, 2002; Powers, 2002).

Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000; Powers, 2002).

2. Gender

Several studies support the view that there is no correlation between a teacher's gender and their attitude toward inclusive education (Avramidis et al., 2000; Cornoldi, Terreni, Scruggs, &Mastropieri, 1998; Kuester, 2000; Van Reusen et al., 2001).

However, other studies that investigated teacher attitudes toward the inclusion of students with disabilities into regular settings, found that female teachers are inclined to have more favorable attitudes (Leyser&Tappendorf, 2001; Pearman, Huang, Barnhart, &Mellblom, 1992) and appeared to have higher expectations of students with disabilities than their male counterparts (Hodge &Jansma, 2000).

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(2023)
Research Original Article

Contrary to this, other studies found that male teachers were either significantly more confident than females, in their ability to teach students with disabilities (Jobe, Rust, &Brissie, 1996), or they held more positive views about inclusive education (Lampropoulou&Padelliadu, 1997). Lampropoulou and Padelliadu (1997) caution that findings linking gender as a variable to investigate reactions to inclusive education, are often linked to cultural factors, with some cultures ascribing the care of students with disabilities to female teachers.

3. Age, Teaching Experience and Teachers' Qualifications

There are several studies which have investigated whether there is any significant correlation between a teacher's age, years of experience and qualification to that teacher's attitude toward the inclusion of students with disabilities into regular classrooms (Avramidis et al., 2000; Cornoldi et al., 1998; Heiman, 2001).

Some studies record that older teachers appear to foster less positive attitudes than younger teachers (Cornoldi et al., 1998; Lampropoulou&Padelliadu, 1997). Younger teachers appear more accepting of inclusive trends than their more experienced counterparts (Cornoldi et al., 1998). It would also seem that the most experienced educators have the lowest

level of acceptance of inclusion (Forlin, Douglas, & Hattie, 1996; Knight, 1999). Further to this, Whiting and Young (1995) are of the view that older, more experienced teachers are uncomfortable with inclusive practices, because they face an intrusion into their rooms by support personnel. The presence of other adults in the room may result in tension and discomfort especially as they perceived the visitor as an observer and not as additional support (Whiting & Young, 1995).

Heiman (2001) and Kuester (2000) concluded that a teacher's level of educational qualification did not significantly influence that teacher's attitude toward the inclusion of students with disabilities into regular classes, while the study by Stoler (1992), indicated that teachers with high levels of education had less positive attitudes toward inclusion, than those who did not achieve master's degree status.

4. Level of Confidence

Sigafoos and Elkons (1994) concluded that mainstream educators generally lack confidence as they attempted to include students with disabilities into their classes. This may be as a result of lacking proficiency about modifying the regular education curriculum to suit students with individual learning needs. Further, Avramidis et al. (2000) and Briggs et al (2002), support the view that teachers who perceive

themselves as competent inclusive educators, often have more positive attitudes toward inclusive education. Teachers acquire increased competence as a result of increased training in the field of inclusive education (Avramidis et al., 2000). Inadequate knowledge with regard to instructional techniques and curricular adaptations, which contributes to decreased confidence, may be factors which influence a teacher's attitude toward inclusive education (Janney, Snell, Beers, &Raynes, 1995).

5. Previous Experiences in Teaching Students with Disabilities

Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education (Avissar, 2000; Avramidis et al., 2000; Hodge &Jansma, 2000). It would appear that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom (Avissar, 2000). Direct experiences of including students with disabilities into mainstream settings appeared to be an essential factor in shaping teachers' views toward inclusive settings (Avramidis et al., 2000; Giangreco, Dennis, Cloninger, Edelman, &Schattman, 1993; Villa, Thousand, Meyers, &Nevin, 1996). However, Briggs et al (2002) point out that the nature of previous contact should be positive as it is this that results in positive attitudes toward inclusive education.

Research Design and Methodology

3.1. Study Area

The study was conducted at primary schools of Tabor and Addis kettema sub-city, Hawassa city administration Sidama Region. Hawassa is the capital city of Sidama region. It is located at 07° 03' latitude and 30° 29' longitude, at distance of 275kms away and to South direction of Addis Ababa along the major asphalted road running from Addis Ababa to Moyale. It is bounded by Oromia region in the Northern and Eastern directions, Alamura Mountain in the Southern direction, and Lake Hawassa in the Western direction (Hawassa city socio-demographic indicators, 2006).

According to Hawassa education office, In Hawassa city there are 8 Sub cities, 29 primary schools, (grade 1 up to grade 8). 15secondary schools, 1 governmental university and 5 Colleges, among these, the researcher selected 2 Sub city and 4governmental Primary schools (Grade 1 up to grade 8).

3.2. Research Design

In this study the researcher used descriptive survey design Cohen (1994) describes that descriptive survey research design helps to gather data at a particular point in time with the intention of describing the nature of current condition or identifying standards against which current condition can be compared or determining the relationship that exist between

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(2023)
Research Original Article

specific events. It also gives freedom to researchers in order to use different methods. Thus, descriptive survey research design is the most appropriate design for this study, because it uses to make accurate and clear description concerning the current status of teachers and their role to enhance inclusive education practices.

3.3. Method

In this study, the researcher employed convergent mixed research method. Mixed research method is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research methods in a single study to understand a research problem. Convergent is one type of mixed research method, in this method, the researcher collected both qualitative and quantitative data concurrently and analyze the two data sets separately. Then the researcher mixes the two databases by merging the results during interpretation andsometimes during data analysis (Terrell, 2011). Similarly, in this study the researcher collected both qualitative and quantitative data at the same time by using both qualitative and quantitative research approach and analyzes the data base separately and mixes it during interpretation. Thus, the researcher applied convergent mixed research method to collect and analyze the data.

3.4. Sources of Data

This study utilized both primary and secondary sources of data. As primary sources, principals, teachers, special need professionals and students were used. In addition to primary, some secondary sources were utilized. Including books, journals-articles, magazines, policies and ministry of education manuals and internet websites related with the study.

3.5. Target Population, Sampling Size and Sampling Techniques

3.5.1. Target Population

This study was conducted at primary schools of Tabor and Addis kettema sub-city in Hawassa town Namely, Ogova, Nigistfura, Hayk Dar and Tabor primary school. The target population of this study was *46 teachers and 9 students with disability.*

3.5.2. Sample Size

46 Teachers and 9 students with disability were selected purposively and 4 principals and 12 experts were sampled by using comprehensive sampling technique.

3.5.3. Sampling Technique

The researcher used three sampling techniques to choose the target groups mentioned above. Initially, Purposive sampling was used to sample two sub-cities out of eight sub-cities. In order to get more precise and comprehensive statistics, schools that have a high proportion of visually

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Research Original Article

impaired or hearing impaired children should be considered. On the other hand, the researcher used a simple random sampling technique (lottery method) to select primary schools from those sub-cities in order to give each primary school in those sub-cities an equal chance because, according to the Hawassa Education Office report, those primary schools have a similar status with regard to implementing inclusive education.

Over and above, to select participants of the study the researcher utilized two sampling techniques. Since the gist of this study was assessing the role of primary school teachers to implementing inclusive education, the researcher took students with disability (hearing impaired and visual impaired students) and teacherswho have an opportunity to teach students with disability purposively in order to purposely get the more informed members of the school community. The second sampling technique was, comprehensive sampling; since special need professionals were small in number and the key responsible body to enhance inclusive education and facilitate its effectiveness, the researcher used comprehensive sampling technique.

3.6. Data Collection Instruments

In the data collection process the instrument needs to answer the research questions and the method through which this data is collected. The researcher employed 3 sets of instruments.

Interview for principals and students with disability, questionnaire for special need professionals and teachers and document analysis including articles, journals, international conventions, government policies, and books related with the study.

3.7. Data Collection Procedure

The researcher first obtained an official letter of cooperation from Hawassa University's School of Education in order to conduct a study in the city of Hawassa's governmental primary schools. The letter was then delivered to the education office of Hawassa City and a few principals of the local schools. Following the letter's submission and their consent, the instruments— an interview and a questionnaire—are next given to a chosen group of participants by visiting each school for one to three days as a researcher.

3.8. Method ofData Analysis

The study conceded both quantitative and qualitative data. The data gathered through the close ended questionnaire was tabulatedand analyzed by using descriptive statistics suchas percentage, frequency and inferential statistics (t test). The quantitative data analysis was done by using the software of SPSS (Statistical Package for Social Sciences). As well as, qualitative data, the researcher collected qualitative data and transcribed it and noted on a paper based on

Ethiopian Journal of Education Studies
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Volume III, Issue I
(2023)
Research Original Article

the code for each interview. Following this, thematic contents were formulated based on the research questions. Finally, the information gathered in different ways and places come together and analyzed under each thematic content and discussed with the findings of other related studies.

4. Result and Discussion

This part of the research deals about the result and discussion. From qualitative aspect, the researcher acquired the response of 4 principals and from 9 willing students took the idea of 6 students with disability to avoid redundancy of idea and in quantitative aspect, researcher obtained data from46 regular teachers and 12 experts' to69 close-ended questions. Then these questions were analyzed in quantitative aspect using SPSS V20. With this 5-point Likert type scale, the mean value was interpreted as 4.21-5.00"Strongly agree or very high"; 3.41-4.20 "Agree or high"; 2.61-3.4"Partly agree or moderate"; 1.81-2.60"Disagree or low"; and 1.00-1.80"Strongly disagree or very low" in Arcagök&Yılmaz(as cited in eshetu, 2022).

4.1. Result

Table 1 Role of teachers to implementing inclusive education practices

N O	Items	Respo ndents	N	m ea n	S D	Ave rage mea n	P - va lu e
1	Teachers participate in community awareness program with the school community concerning on impairment and inclusiveness	Teachers	4 6	2. 83	1. 33 .	2.82	0. 90
		Experts	1 2	2. 80	1. 36		
2	Teachers develop and implement weekly	Teachers	4 6	1. 27	0. 12	2.11	0. 27
		Experts	1 2	1. 96	0. 13		

Ethiopian Journal of Education Studies
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Volume III, Issue I
(2023)
Research Original Article

	lesson plan that promotes the participation of students with disability in the classroom							4	Teachers make necessary adaptation during the lesson within the context of students with hearing impairment and students with visual impairment	Teachers	46	2.23	0.13	2.13	0.44
										Experts	12	2.04	0.11		
3	Teachers have made an effort to create sense of belongingness, enthusiasm and friendship between students with disability and others	Teachers	46	2.29	1.32	2.24	0.75								
		Experts	12	2.20	1.27										
								5	Teachers utilize available informationand communication	Teachers	46	2.03	0.13	1.86	0.17
										Experts	12	1.70	0.17		

			N	Mean	SD	Mean	SD
	technology to facilitate effectiveness of inclusive education practices						
6	Students with disability participate actively in co-curricular activities of the school	Teachers	46	3.22	1.51	2.77	0.79
		Experts	12	3.11	0.12		
7	Teachers work in collaboration with special	Teachers	46	2.88	1.36	2.82	0.69
		Experts	12	2.77	1.37		
	need professionals to identify and minimize the gap in the learning of students with disability						
8	Teachers work in collaboration with parents or guardians to exchange information about educational	Teachers	46	2.29	0.13	2.24	0.75
		Experts	12	2.20	0.12		

Ethiopian Journal of Education Studies
https://journals.hu.edu.et/hu-journals/index.php/ejes

ISSN(online): 27892875
Volume III, Issue I
(2023)
Research Original Article

	perform ance of students with disabilit y						
9	Teacher s are willing to commu nicate and to support their students with disabilit y	teache rs	4 6	4. 37	0. 95	4.22	0. 34
		Expert s	1 2	4. 08	0. 79		
1 0	Teacher s made an effort to create positive classroo m climate for students with disabilit	Teach ers	4 6	4. 57	0. 77	4.06	0. 15
		Expert s	1 2	3. 55	1. 36		

	y						
1 1	Teacher s employ coopera tive group teachin g with assigne d special need experts to translat e lectures in to sign languag e	Teach ers	4 6	4. 13	0. 85	4.2	0. 59
		Expert s	1 2	4. 27	0. 46		

On the above table, teachers and experts were asked about the role of teachers in implementing in clusive education. Based on this, with regard to the e first eight items, the results show the disagreement of both teachers and experts on the items. The mean value of each variable is between, 1.86 - 2.89. Therefore, the majority of respondents agreed on the poor

commitment of teachers to contribute to the implementation of inclusive education. On the other hand, with regard to the last three items of the above table, both teachers and experts strongly agreed. The mean value of each item is between 4.06-4.22. These results indicate the existence of inconsistency in the responses of teachers and experts, because if teachers didn't accomplish the first 8 items, they couldn't achieve the last 3 items. In addition to this, the significant value (p value) of each item is between 0.15-0.90. This indicates the absence of a significant gap between the responses of the two groups.

4.2. Finding from interview

In relation to the teacher's effort to provide awareness to the community about impairment and special education, one participant depicted that: "In our school, there are different plat forms that facilitate communication between teachers and the local community, such as PTA. In this association, teachers can inform parents as well as the local community about impairment and special education with relevant examples, and the local community may inspire students with disabilities who didn't get learning opportunities because of their families. However, I still didn't hear of this kind of activity. The plat form of PTA is that when discussion is held between teachers and parents in a PTA meeting, the issue of discipline and the

way to improve the results of students are core ideas. For this reason, it undermines the issue of community awareness activities regarding the needs, capacity, and talent of students with disabilities. Therefore, from my point of view, teachers didn't participate actively in community awareness programmes on such issues." (P2 and P4).

Likewise, another principal added that, "From my point of view, to provide awareness for parents and the local community about impairment and special education, teachers should develop projects and search for funds to execute this project, because we have note budget for this purpose. However, this action needs patience, dedication, and time, but our teachers lack consistency. As a result, they are frustrated with taking on this responsibility. Hence, this situation restricts them from providing awareness-raising programmes concerning impairment, inclusiveness, and the special needs of students with disability." (P1).

Concerning the facilitation of a positive classroom climate and creating friendship between students with disabilities and others, one participant pointed out: "In our school, there are many students with different disabilities. Therefore, teachers who teach deaf students are responsible for facilitating conditions for them to sit in front of them since they understand by leap movement. Similarly, visual impaired

students need the support of others to be able to write a note in the classroom. Therefore, teachers are expected to facilitate the creation of good communication between students with visual impairments and other students. In general, I know that most of our teachers are not practicing the roles I mentioned above because most teachers lack adequate knowledge about the teaching methods of these students, and others are not committed to practicing them." (P3).

Another participant also said, "Although I haven't seen teachers who are engaged in taking special action to build friendship between impaired students and others, I don't think any of the students in our school would think of students with disabilities as incapable of working because these students' specially visually impaired students are so successful in their academic status. Therefore, the students in the classroom are too eager to read and be with them. Students with visual impairments are also ready to draw closer and help each other." (P4). Another respondent explained that:"According to our students with impairment reflection, until we attempt to create good communication and build friendship with their peers in the classroom, students with disabilities are afraid to participate in classroom activities and to ask for any kind of support from neither their peers nor their teachers. Due to this, at the beginning, their

communication was limited. Furthermore, especially visually impaired students complained about a lack of helpful students to read a note for them, which is written on the board. Though this problem occurs due to the indifferent nature of their classroom teachers, based on their complaint, I have discussed it with their unit leader, and we have decided to assign a reader to each student with a visual impairment. This action helps them to create good friendship and communication with their peers in the classroom." (P1).

In addition to principals, interviewed students also said, except for a few teachers, "Most of our teachers haven't made any significant effort to build a friendly environment in the classroom between other students and us. However, since our learning relies on the support of other students due to a lack of instructional materials, we are attempting to create good relationships with our classmates. Because of this, today's majority of students with disabilities have good communication with others. " (S 4, S5, and S6).

*Another student with a disability also marked their idea as follows: "*In our classroom, teachers try to build friendships between us and other students. However, these teachers as well as our classmates can't use sign language, so we communicate with them through body movement. This way is not enough to build friendships with other students. Rather than

Ethiopian Journal of Education Studies
https://journals.hu.edu.et/hu-journals/index.php/ejes/

ISSN(online): 27892875
Volume III, Issue I
(2023)
Research Original Article

facilitating simple interaction. Therefore, although our teachers try to create friendship between us and other students, the absence of skilled students in sign language hinders us from building strong friendships with other students.*"*(S1, S2, and S3).

Corresponding to lesson adaptation and teacher's plans, students with hearing impairments stated that: "We focus on the teacher's physical activity and writing, so teachers should pay attention to their body movement because, although we have translators, she can't address all classes that we have learned. In our school, there is only 1 translator among the 3 special needs professionals. However, some teachers didn't consider us. They teach with speed as usual; neither our translator is available nor is not available." (S1 and S2).

Over and above, other students with disabilities also said, *"Teachers should make adjustments in the lesson to make it easier to teach their students equally. Particularly, students with visual impairments focus on the teacher's lecture, so the teacher should explain the visual content in a way that is as comfortable as possible for them.* However, some teachers always teach as usual, whether visually impaired or hearing impaired students are presented or not. They did not care about curriculum adaptation, but when we ask them to explain

pictorial or graphical issues; they ask for an apology and try to elaborate on it in detail. Hence, I think they have the willingness, but they lack consistency in their practice and were not aware of how to teach inclusive classes.*"* (S4, S5, S6).

In relation to the participation of students with disabilities in classroom activities and other co-curricular activities of the school, the interviewee's principals said that most students with disabilities, especially visually impaired students engage actively in classroom activities. However, all of the participants agreed with the absence of active participation by students with disabilities in different events of the school, like participation in school clubs.

One of the participants explained that: *"In the case of our school, there is a club in which most students with disabilities take part, which is called the Special Needs, Club. However, these students have no interest in joining other clubs at the school."* (P1).

In the same manner, another participant also noted that: *"In the school, there are different clubs that are managed by teachers. However, I have not yet seen any teacher who encourages and invites them to participate in the clubs. Thus, they participate only in the special needs club."* (P2).

Ethiopian Journal of Education Studies
https://journals.hu.edu.et/hu-journals/index.php/ejes/

ISSN(online): 27892875
Volume III, Issue I
(2023)
Research Original Article

Another participant explained that: *"In our school, I think 3 or 4 students with visual impairments are registered in different clubs, but some of the teachers who manage the clubs, considering this action as challenging, are not willing to assign responsibilities for them. Attribute able to this, these students has no role in the club other than mere membership."* (P4 and P3).

Over and above, students with disabilities also expressed their ideas about their participation level in classroom activities as well as in different co-curricular activities of the school. One participant clarified that: *"So far, I have been involved in classroom activities such as answering questions and working on classroom assignments. Whereas, in other co-curricular activities of the school, our participation level is very low. For example, I don't take part in the club at school because I don't think they will pay attention to me even while I want to participate in clubs."* (S4).

Another participant also indicated that *"I get little involved in the classroom with the support of special needs teachers, but a shortage of interpreter and the inability of club coordinators and members to use sign language discourage me from participating in co-curricular activities of the school."* (S1).

Another participant also added that: *"Last year I registered in 2 clubs; these are HIV and Red Cross, with the aim of adding knowledge and improving my communication skills. However, I can't achieve it because the coordinators of these clubs are not willing to give me any role because of lack of understanding of my capacity. Finally, I leave the club."* (S4).

With regard to collaborative work between principals, experts (special needs professionals), and teachers, one participant stated, In the case of our school, though it is not characteristic of all, I have seen visually impaired students who study, eat, and interact with other students. Likewise, there are some visually impaired students who are not ready to build friendships with other students except by reading together. In contrast, students with hearing impairments discriminate against others and communicate with each other due to a lack of skilled students to use sign language. To minimise this gap, teachers should take different measurements by working in collaboration with special needs professionals and parents to improve the communication skills of these students as well as the attitudes of other students towards them. However, I have not seen any action from the side of classroom teachers to resolve this problem." (P2 and P1).

Another participant also said, in our school, we have conducted different collaborative activities

Ethiopian Journal of Education Studies
https://journals.hu.edu.et/hu-journals/index.php/ejes/

ISSN(online): 27892875
Volume III, Issue I
(2023)
Research Original Article

with special needs professionals and teachers in order to support all students and improve the efficacy of the school. In addition to this, teachers and special needs professionals work in collaboration to identify students who have such a disability? Then other supporting activities will be done by special needs professionals. Of course, teachers should follow the progress of these students and try to identify the problem that hindered them from learning, and they should make an attempt to resolve it, or if it is beyond their capacity, they should report it to professionals. However, still, I didn't see this kind of effort from our teachers." (P3 and P4).

4.3. Discussion

The responses of participants of this study indicated that teachers failed to carry out their roles in an accurate manner to the implementation of inclusive education in primary schools of Hawassa city administration. The implementation of inclusive education greatly insured from teachers' collaborative engagement with parents and community. According to McAvoy (2013), teachers are required to assess students' development in light of their individualised programme plan, or IPP. Work together with other staff members who are assisting the student; keep track of the student's progress; give the parents a copy of the IPP; obtain the consent of the parents; and Inform parents/guardians of students' progress on a

regular basis. Once again, teachers are more accountable for addressing parental concerns since parents of students in diverse classrooms frequently have doubts about the behaviour of their children and the activities that take place there on a daily basis. Thus, the instructor needs to make the parents feel at ease. They accomplish this by attending to their worries and providing them with updates on their children's development (Sakpal, 2022). Concerning the above point   the result of this investigation detected teachers provision of awareness for parents requires a greater and continues effort, but they   lack dedication and consistency on their practice to insure provision of information about their student's performance and needs for their parents. The next activity that is expected from teachers in inclusive education system is, participation in community awareness activity: However, with regard to this aspect the finding of this study shows in primary schools of Hawassa city teachers mainly work with parents and community in relation to disciplinary and performance improvement issue.

Community awareness activity concerning inclusiveness has not practiced yet. According to participant's reflections, no one participate in community awareness activity with regard to inclusiveness, because this activity quest them to prepare continuous and organized project and to have financial resource that is allocated for this purpose. The other role that is expected from

teachers in inclusive classes is curriculum modification. Florian (2008) stated that teachers should develop, modify and implement weekly lesson plan that facilitates the participation and learning of all students regardless of their personal characteristics and preparations of teaching aids/adaptation of teaching aids which will help the students with disabilities. Likewise, according to Tyagi (n.d) making suitable adaptation in the curriculum transaction is one of the most important responsibilities of teachers to insure inclusiveness in the school.

On top of, Bateman and Cline (2016) suggested their idea as follow, teachers are expected to plan, coordinate, schedule and evaluate curriculum and instructional outcomes within a secure and positive classroom environment for all students, including those with disabilities. The teacher should develop and implement weekly lesson plans that facilitate the participation and learning of all students. In line with this, the result of this investigation depicted presence of willing teachers to make lesson modification but they lack knowledge about how they adopt a lesson when they teach students with visual impairment as well as hearing impairment. As a result, these students miss some points from the lesson because of their impairment.

The other point concerning role of teachers needed to insure inclusiveness in schools is,

encouraging participation of students with disability in class-room activities and other co-curricular activities of the school: In respect of this activity, Tyagi (n.d) identification of the children with disabilities in the classroom and referring the identified to the experts for further examination and Involving the children with disabilities in almost all the activities of the classroom are the major responsibilities of teachers in inclusive classrooms. Besides these, teachers are enabler of cooperative learning. They do this by setting up tasks and activities to encourage students to learn in groups and participate equally in the classroom as well as out of the classroom. Peer-supported learning benefits all students. It also teaches them to work alongside those with different skills than theirs. This approach builds confidence and pushes students to give their best. Since inclusive schools are big, both disabled and non-disabled students must participate in varied extracurricular activities throughout the academic year. This participation allows better social life development of students (Sakpal, 2022). Corresponding to this activity, the finding of this study is that primary school teachers of Hawassa city administration are willing to encourage and to participate students with disability in classroom activity but not in co-curricular activities. This is because of lack of readiness to think out of the box and miss understanding of these students capacity.

The next theme in relation to inclusiveness is facilitating positive classroom climate and creating friendship between students with disability and others: as stated by Tyagi (n.d) developing positive attitude between nondisabled and children with disability is one of the most important responsibilities of teacher's in inclusive schools. When children with and without disabilities learn in the same classroom, they develop relationships they may not have considered otherwise. The interaction among peers in inclusive classrooms fosters unique friendships that result in open-mindedness (Sakpal, 2022). Baring this in mind, the finding of this study revealed that teachers in the case of visual impaired students are indifferent, but with regard to hearing impaired students, teachers of these primary schools have made an attempt to support them and to create intimacy between these students and their class met. However, because of absence of skill to use sign language their attempt to build friendship among these students has been unsatisfactory.

5. Conclusion and Recommendation

5.1. Conclusion

As per the study's findings, the primary school teachers in Hawassa town are not doing a good enough job of fulfilling their roles. This is due to a lack of initiative and dedication on the part of the teachers, as well as a lack of understanding of their role in implementing inclusive education and the concept of inclusiveness in general. This makes more difficult to implement inclusive education and increases the obstacles that keep children with disabilities from engaging in other activities in the community. As well as from attending school.

Therefore, since teachers of these schools do not accomplished their role because of the above factors, the conclusion of this study leads to, primary schools teachers of Hawassa city administration teachers failed to carry out their roles in an accurate manner to the implementation of inclusive education. This situation entails existence of integration in Hawassa primary schools rather than inclusion.

5.2. Recommendations

Based on the problems that are gained from the study, the following recommendations are suggested

1. The government shall prepare education policy to evaluate and level the practice of schools regarding implementation of inclusive education specifically. This evaluation inspires each school to give a greater concern for the students with disability as well as inclusive education that is practiced in their environment.

2. The government shall allocate special budget for schools to cover the coast of learning materials for students with special need. Accessibility of

instructional materials gives an opportunity for these students to compete with other students without disability.

3. The regional education office and central ministry of education shall facilitate adequate and practical special need training for teachers at each level to improve their knowledge and attitude concerning inclusiveness and inclusive education.

4. The regional education office and central ministry of education shall employ additional experts in special need education to identify the needs of students with disability and to give support for them as it is needed. This helps to insure inclusiveness in our education system.

5. The school's supervisory activities are responsible for assessing the performance of teachers in terms of how well they fulfil their responsibility to implement inclusive education.

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