Assessing Teachers Attitude Towards Education Of Students With Sensory Impairments In Regular Classrooms Of Gondar City Administration And AWI Administration Zone, Ethiopia

Mr. Kassahun Anteneh Amare, Lecturer,
Department of Special Needs and Inclusive Education, and Coordinator of Distance and Continuing Education, Faculty of Education, University of Gondar, Gondar, Ethiopia.
Email:kassahun23ante@gmail.com

Abstract
The purpose of this study was to examine the attitude of teachers towards teaching students with sensory impairments in regular classroom by employing descriptive and correlation method. To achieve the purpose of the study, regular teachers who teach students with sensory impairments from grade 5th- 8th, which are 186 and among them M=101, F=85 totally 186 were participated in the study. The participants were selected from Gondar City Administration and Awi Administrative Zone by comprehensive sampling. A five point attitude scale questionnaire consisting of 31 attitude items were used to collect data. Descriptive analysis was used to examine the mean score of teachers attitude& the mean attitude sore is 3.97 which is above the median. The obtained result indicated that teachers have positive attitude towards education of students with sensory impairments in regular classroom. The relationship between teachers attitudes towards education of students with sensory impairments in regular classroom & their demographic characteristics / experience & qualification was not statically significant. But the relationship between teachers attitudes towards teaching students with sensory impairments in regular classroom & training was statically significant a=0.05 level. Difference between the demographic characteristics of teachers such as gender, qualification, & teaching experience and their attitude towards education of students with sensory impairments in regular classroom was checked by- test and teachers and their attitude was not statistically significant at a=0.05 level. Based on the result it was recommended that effective measures needed to be taken to enable teachers to have more positive attitude towards teaching students with sensory impairments in regular classroom as their qualification and experience increases through continuous training by the professionals in the area & further research is also a required to examine the attitude towards teaching students with sensory impairments.

Operational Definitions Of Key Terms: Attitude, Sensory Impaired Students, Visually Impaired Students, Hearing Impaired Students and Regular Class Room

1.0 Introduction
1.1 Background
In Ethiopia, successful inclusive education trails had been done with children having visual impairment and mental retardation in Kokebe Tseba primary School, Gilnesh and Tibebu, (1999) and German Church Primary school Dangne, (2000) as cited in Tirussew, (1999) in Addis Abeba respectively. Furthermore, a study conducted on blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students.

When previous research outcomes are closely examined, for effective inclusion, the available research evidences in the area of teachers attitudes are not consistent (Abate2001; Abebe,2001); it was found that the majority of regular education teachers had a negative attitude toward inclusion. On the contrary, some research findings have indicated that regular education teachers are becoming more positive toward inclusion (Wood, 1992; as cited by abate 2001)

A similar study conducted in Addis Ababa by Tilahun (2007) revealed that the practices of inclusive education for the student with hearing impairment were found to be satisfactory. Studies in Ethiopia, like, Tibebu (1995), Abate (2001) and Tilahun (1991) as cited in Tesfaye (2005) which are small-scale studies (survey- Likert type scale), indicates that the majority of teachers, who were participating in inclusive programs, had strong negative feelings about inclusion.
As we can understand from the above research findings there are contradictory research findings about the attitude of regular teachers towards teaching students with sensory impairments in regular classroom. Thus, this study tried to investigate whether the attitude of teachers towards teaching students with sensory impairments in regular classroom is positive or negative, the relationship between teachers attitudes towards education of students with sensory impairments in regular classroom & their demographic characteristics and difference between the demographic characteristics of teachers & their attitude in Gonder city Administration & in Awi Administrative Zone which are not well researched.

Therefore, the research was entitled as the attitude of teacherstowards teaching students with sensory impairments in regular classroom in Gonder City Administration & Awi administrative Zone.

1.2 Statement of the Problem

Negative attitudes are linked to behaviours such as social rejection and maintenance of higher levels of social distance toward persons with disabilities (Olkin et al. 1994; Wright and White et al., 2006 citing Davis). The vast majority of students with disabilities are not receiving their education in the same environment as their peers and being afforded with the same opportunities to learn and the same quality education as their peers. Teachers attitude has powerful impact on the education of students with sensory impairments. If teachers attitude is negative, the impact on education of students with sensory impairments will be negative and distractive.

When previous research outcomes are closely examined, for effective inclusion, the available research evidences in the area of teachers attitudes are not consistent (Abate 2001; Abebe, 2001); it was found that the majority of regular education teachers had a negative attitude towards inclusion. On the contrary, some research findings have indicated that regular education teachers are becoming more positive toward inclusion (Wood, 1992; as cited by abate 2001)

A similar study conducted in Addis Ababa by Tilahun (2007) revealed that the practices of inclusive education for the student with hearing impairment were found to be satisfactory. Studies in Ethiopia, like, Tibebu (1995), Abate (2001) and Tilahun (1991) as cited in Tesfaye (2005) which are small-scale studies (survey- likert type scale), indicate that the majority of teachers, who were participating in inclusive programs, had strong negative feelings about inclusion.

Based on the above contradictory research findings, the researcher is intended to have tangible or reliable study that can give the clear reflection of teachers attitude towards education of students with sensory impairments in regular classroom, particularly in Gonder City Administration &Awi Administrative Zone where nothing is done on the teachers attitude towards education of students with disabilities in general and students with sensory impairments in particular.

1.3 Objectives

1.3.1 General objective: To explore and describe the general attitude of teachers towards education of students with sensory impairments in regular classroom.

1.3.1.1 Specific objectives

- Evaluate the nature of teachers attitude towards education of students with sensory impairments in regular classroom.
- Evaluate the association between attitudes of teachers towards education of students with sensory impairments in regular classroom & their demographic characteristics (training, qualification& experience)
- Investigate the significance difference between the demographic characteristics of teachers (gender, training, qualification & teaching experience and their attitude towards education of students with sensory impairments in regular classroom

To achieve these objectives the following research questions were designed

1. What is the nature of the attitude of teachers towards education of students with sensory impairments in regular classroom?
2. What is the association between the attitude of teachers towards education of students with SI in regular classroom and their demographic characteristics / training, qualification & experience?
3. Is there significance difference between the demographic characteristics of teachers (gender, qualification, training and experience and their attitude towards education of SwSI in regular classroom?

1.4 Significance of the study

In fact, to materialize inclusion as an effective educational practice in the Ethiopian context, teachers should develop positive attitudes towards the inclusion of hearing & visually impaired students into regular classrooms. Students with sensory impairments are commonly challenged by attitudinal factors in primary schools of Amhara national regional state in general & in Gondar City Administration & Awi Administrative Zone in particular. Therefore, I want to assess the attitude of teachers towards teaching students with sensory impairments particularly in Gondar City Administration & Awi Administrative Zone where nothing is done on the attitude of teachers towards education of students with special needs in general and education of students with sensory impairments in regular class room in particular and also there were contradictory research findings in this issue. Specifically this study is significant because

1. It Provides the necessary information for the concerned bodies like educational sector, and other interested groups, especially for funding purposes that helps to minimize the attitudinal challenges facing students with sensory impairments.
2. Helps to include lessons in curriculum about how students with sensory impairments are attitudeally challenged.
3. Helps the schools to design training for the concerned bodies that enable them to reduce the attitudinal challenges of students with sensory impairments.
4. Helps educational planners to consider the attitudinal challenges of students with sensory impairments in their educational planning and to identify the strategies and solutions to be taken to minimize different challenges that students with sensory impairments face.
5. Students with sensory impairments are beneficiaries from the trainings & different supports provided by different concerned bodies that can minimize their attitudinal challenges and will be provided with different interventions.

1.5 Scope of The study

Geographically the study was delimited only in Gondar City Administration & Awi Administrative zone of Amhara national regional state. And conceptually the scope of the study is focusing onattitude of teachers towards education of students with sensory impairment in regular class room.

1.6 Operational Definitions of Key Terms

Attitude: Refers to teachers positive/negative outlook towards education of students with sensory impairment in regular class room. This variable is measured by attitude scale.

Sensory impaired students: refers to grades 5-8 visual or hearing impairments enrolled in Gondar City Administration & Awi Administrativezone selected governmental primary schools in 2011 E.C.
Visually impaired students: refers to grades 5-8 blind or with low vision students enrolled in Gondar City Administration & Awi Administrative zone selected governmental primary schools of in 2011 E.C.
Hearing impaired students: refers to grades 5-8 deaf or with hard of hearing students enrolled in Gondar City Administration & Awi Administrative zonesselected governmental elementary schools in 2011 E.C.
Regular classes: are classes where the hearing & visually impaired students attend their general education with peers without impairments.

2.0 Review Of Related Literature

This section of the study is about a summary of research findings about the attitude of teachers towards education of students with disabilities in regular classroom in general & students with sensory impairments in particular.
2.1 Research studies related with the attitude of teachers towards education of students with sensory impairments in regular classroom

Different studies noted that attitudes that teachers hold towards education of students with disabilities in regular classroom were different that is teachers hold positive, negative or neutral attitude towards education of students with disabilities in regular classroom. In Sadler’s (2005) study, the majority of teachers appeared to hold positive attitudes toward inclusion, naming more advantages than disadvantages.

Daz Haydar and Franco Media (2010) discovered from interviews that on the positive side, teachers feel students with disabilities are not rejected by other students and that inclusion is important for the society. However, some teachers fear losing control or discipline with inclusion, and some note the anxiety and stress which accompany the additional work of inclusion, as well as the lack of training.

Another study showed that many teachers see the importance and necessity of inclusion, but also feel that their lack of training prevents success. Hwang (2011) determined that while 41.37% of the teachers interviewed in Korea supported the concept of inclusion, 55.16% did not wish to teach students with disabilities in their classrooms.

Dupoux et al. (2006) asked teachers in Haiti about types of disabilities (mobility, visual or hearing, learning disabilities, and emotional problems) that teachers thought they could effectively accommodate (p.7). Learning disability was the category most believed they could effectively accommodate. Mobility impairment was the category next most frequently endorsed by teachers. Less than a quarter believe they could accommodate students with visual or hearing disabilities and fewer thought they could effectively accommodate students with emotional disorders (p.8). Avramidis and Kalyva (2007) found that teachers thought students with learning difficulties, speech and language problems and physical/motor impairments were easiest to accommodate, while students with sensory impairments, autism and brain injury or neurological disorders need the greatest degree of classroom adaptation.

No clear relationship has been established between attitude to inclusion and the education level achieved by the teacher, as Ahmed et al. (2012) found those with a bachelors degree had the most positive attitudes, while Dupoux et al. (2006) found those with graduate degrees had the more positive attitudes. Similarly, a clear relationship between number of years of experience as a teacher and attitudes toward inclusion was not found. Monsen and Frederickson (2004) found no significant relation, however in some cases in Hwang and Evans (2011) and Parasuram (2006), teachers with more years of general teaching experience had more negative attitudes toward inclusion.

This aligns with the theory from the literature review by de Boer et al. (2011) that as teachers get older they become stale and less open to new ideas or change. Also Deng (2008) found no significant difference in teacher attitude as a function of special education training, but theorized that this was due to the minimal training teachers had received, reporting that 69.1% of teachers had not received any training and less than five percent reported more than a week of training (p.478). Batsiou et al. (2008) reported that teachers from both Greece and Cyprus expressed dissatisfaction over what they learned about teaching students with special educational needs in university.

Alquraini (2012) did not find the amount of previous training in inclusive education to have a significant impact on attitudes. Ahmed et al. (2012) showed significant positive correlations between attitudes toward inclusion and training.

In Ethiopia, successful inclusive education trails with children having visual impairment and mental retardation was in Kokebe Tseba primary School Gilnesh and Tibe, (1999) and German Church Primary school Dangwe, (2000) as cited in Tirussey, (1999) in Addis Abeba reported respectively. Furthermore, a study conducted on blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students.

When previous research outcomes are closely examined, for effective inclusion, the available research evidences in the area of teachers attitudes are not consistent (Abate2001; Abebe,2001); it was found that the majority of regular education teachers had a negative attitude toward inclusion. On the
contrary, some research findings have indicated that regular education teachers are becoming more positive toward inclusion (Wood, 1992; as cited by Abate 2001)

A similar study conducted in Addis Ababa by Tilahun (2007) revealed that the practices of inclusive education for the student with hearing impairment were found to be satisfactory. Studies in Ethiopia, like, Tibebe (1995), Abate (2001) and Tilahun (1991) as cited in Tesfaye (2005) which are small-scale studies (survey-likert type scale), indicates that the majority of teachers, who were participating in inclusive programs, had strong negative feelings about inclusion.

Therefor, the researcher tried to investigate the attitude that teachers hold towards education of students with sensory impairment in regular classroom which might be either positive, negative or neutral on the context of Gondar City Administration & Awi Administrative Zone primary schools

3.0 Research Method

Types of quantitative designs which were used in this study are descriptive and correlation. The descriptive method was used to describe the attitude of teachers towards education of SwSIs in regular classroom. But the correlation method was used to show the relationship between demographic characteristics of variables (gender, training, qualification and experience in teaching SwSI) of teachers, and their attitude.

3.1 Source of Data

3.1.1 Study Site

To achieve the purpose of the study, regular teachers who teach students with sensory impairments from grade 5\textsuperscript{th} – 8\textsuperscript{th}, which are 186 and among them m=101, f=85 totally 186 were participated in the study. The participants were selected from by comprehensive sampling. The current study was conducted at Gondar City Administration & Awi Administrative Zone which was purposively selected, because it was the researchers’ current & previous work places respectively. Teachers who teach SwSI in regular class room from grade 5\textsuperscript{th} – 8\textsuperscript{th} were selected by using comprehensive sampling technique

3.2 Sample and Sampling Technique

3.2.1 Sampling Frame

A total of 186 teachers were teaching in these research areas. Of these total number of teachers 101 (54.3%) were male and 85 (45.7%) were female (Gondar city & Awi Education Office, 2011).

3.3 Sampling Procedure

Among schools found in Gondar City Administration Tsadiku & Atse Fasil primary schools & kosober, Dangia, Kessa, Askuna, Chagni and Zigam primary schools were purposively selected from Awi zone b/c of the presence of better number of students with SI than other schools. From these schools all teachers teaching from grade 5\textsuperscript{th} – 8\textsuperscript{th} were selected using comprehensive sampling method.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
<td>N</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>105</td>
</tr>
<tr>
<td>Female</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Diploma</td>
<td>157</td>
</tr>
<tr>
<td>Degree</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
</tr>
<tr>
<td>Teaching experience</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>99</td>
</tr>
<tr>
<td>6-10</td>
<td>34</td>
</tr>
<tr>
<td>11-15</td>
<td>40</td>
</tr>
<tr>
<td>Above 16</td>
<td>13</td>
</tr>
</tbody>
</table>
Table 2 the total numbers of participants for this study are 186 of this, 101 (54.3%) are Male and 85 (45.7%) were female participants.

When we look at their educational levels, 4 (2.2%) are certificate, 157 (84.4%) are diploma & 25 (13.4%) are degree holders respectively. It may be noted that majority (84.4%) of the participants are diploma holders. The Year of teaching experience 99 (53.2%) are in the age range of 1-5, 34 (18.3%) are in the age range of 6-10, 40 (21.5%) are in the age range of 11-15 and the rest 13 (7.0%) were those who do have an experience above the year of 16. And when we see in relation to their training, 41 (22.0%) and 145 (78.0%) are teachers who got & who didn’t get training respectively.

3.4. Data Collection Instrument

Attitude scale (AS), which was developed for this study, was employed to collect data. The questionnaires mainly contained closed & open ended items, mainly to investigate teachers attitude towards education of students with SIs in regular classroom.

The Attitude scale is a Likert scale from strongly agree to strongly disagree (The given scale values were 5=strongly agree, 4=agree, 3=undecided, 2=disagree, and 1=strongly disagree for positively stated items and the reverse one for negatively stated items.) the instrument was administered to the main samples with the same number of items in the case of the reliability test. That is, 31 items in the Attitude scale.

3.4.1 Validity of the instrument

The validity of the questionnaire was measured by Content Validity Ratio, given by Lawshe in 1975. The questionnaire has sent to eight educational experts, who were specialized in special needs and inclusive education. The values of their opinions: essential, useful but not essential and not necessary were noted down. The minimum value should obtain each item in the questionnaire to accept is 0.75, and the obtained value of each item was more than the minimum value, so the questionnaire was accepted to collect the data in the research study.

3.4.2 Reliability of the instrument

Reliability of the questionnaire was calculated by Cronbach’s alpha method, after conducting pilot study to 10 (5%) respondents. The reliability value shown in the following table. The number of items in the questionnaire were 31 and the Cronbach’s alpha was 0.835. The found value 0.835 was greater than 0.65 (which was generally consider for acceptance of the questionnaire) so the questionnaire accepted for usage in the future research.

<table>
<thead>
<tr>
<th>Scale: All Variables</th>
<th>Case Processing Summary</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>186</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| Reliability Statistics |
|------------------------|---------------------|
| Cronbach’s Alpha       | N of Items          |
| 0.835                  | 31                  |
### Table 2 Teachers' Attitude Towards Education of Students with Sensory Impairment in Regular Classroom, Descriptive Statistics of the Scores of Teachers on the Variables in the Study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Minimum possible Score</th>
<th>Maximum possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>31</td>
<td>186</td>
<td>3.968</td>
<td>1.66</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The teachers' attitude towards education of SwSI in regular classroom was examined. Based on the data the mean teachers' attitude towards education of SwSI in regular classroom is 3.968 with a standard deviation of 1.66. It is noted that the higher the mean the positive attitude will be. As we can see from the above table it is possible to say that teacher’s attitude towards education of SwSI in regular classroom is the positive. Since the value of standard deviation is 1.66 which is less than three, by this we can conclude the deviation in the attitudes of the teachers relating to the SwSI in regular classroom is not much.

### Relationships among Variables

Another objective of this research was identifying the between different variables.
Based on this objective the relationship among attitude towards education of SwSI in regular classrooms & teachers qualification, training, and teaching experience have been computed using Spearman correlation and the results are presented in table.

Correlation among teachers attitude towards education of SwSI in regular classroom & qualification, and experience

**Table 3** Attitude of the respondents towards teaching students With sensory impairment (swsi) in rcr relating with their sex

<table>
<thead>
<tr>
<th>Respondents Sex</th>
<th>N</th>
<th>Mean</th>
<th>Stdard Deviation</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>101</td>
<td>4.0</td>
<td>0.72</td>
<td>0.782</td>
<td>0.378</td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td>3.91</td>
<td>0.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their sex: The mean values of male and female were 4.0 and 3.91 respectively, standard deviation values were 0.72 and 0.76 respectively. The value of F was 0.782 and the significance was 0.378. This shows there was no significant difference identified in the attitudes of male and female, but attitudes of male respondents better than female respondents, towards teaching students with sensory impairment (SwSI) in regular classrooms.

**Table 4** Anova Of Attitudes Of The Respondents Towards Teaching Students With Sensory Impairment (Swsi) Relating With Their Sex

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.429</td>
<td>1</td>
<td>0.429</td>
<td>0.782</td>
<td>0.378</td>
</tr>
<tr>
<td>Within Groups</td>
<td>100.929</td>
<td>184</td>
<td>0.549</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their sex: The mean square value between male and female was 0.429 and within male and female was 100.929. The F value was 0.782 and significance value was 0.378. This shows there was no significant difference between male female and within male and female.

**Table 5** Attitudes Of The Respondents Towards Teaching Students With Sensory Impairment (Swsi) Relating With Their Educational Qualifications

<table>
<thead>
<tr>
<th>Respondents Educational Qualifications</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>4</td>
<td>3.88</td>
<td>0.60</td>
<td>1.552</td>
<td>0.215</td>
</tr>
<tr>
<td>Diploma</td>
<td>157</td>
<td>3.92</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>25</td>
<td>4.20</td>
<td>0.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5 Representing the attitudes of the respondents towards students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their educational qualifications. The mean values of: Certificate, Diploma and Degree were 3.88, 3.92, and 4.20 respectively, standard deviation values were 0.60, 0.74, and 0.72 respectively. The value of F was 1.552 and the significance was 0.215. This shows there was no significant difference identified in the attitudes relating with their educational qualifications, but attitudes of respondents with degree were better than certificate and diploma holders, towards teaching students with sensory impairment (SwSI) in regular classrooms. From these we can understand that as their qualification increases their attitude is becoming positive.

Table 6 Anova Of Attitudes Of The Respondents Towards Teaching Students With Sensory Impairment (Swsi) Relating With Their Educational Qualifications

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td>Between Groups</td>
<td>1.690</td>
<td>2</td>
<td>0.845</td>
<td>1.552</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Within Groups</td>
<td>99.668</td>
<td>183</td>
<td>0.545</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their educational qualifications: The mean square value between relating with their educational qualifications: Certificate, Diploma and Degree was 0.845 and within relating with their educational qualifications: Certificate, Diploma and Degree was 0.545. The F value was 1.552 and significance value was 0.215. This shows there was no significant difference between the groups and within the groups relating with their educational qualifications.

Table 7 Attitudes Of The Respondents Towards Teaching Students With Sensory Impairment (Swsi) Relating With Their Training

<table>
<thead>
<tr>
<th>Respondents Training</th>
<th>N (186)</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents with training</td>
<td>41</td>
<td>4.94</td>
<td>0.21</td>
<td>186.57</td>
<td>0.000</td>
</tr>
<tr>
<td>Respondents without training</td>
<td>145</td>
<td>3.68</td>
<td>0.58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their training: The mean values of respondents with training, and respondents without training were 4.94, and 3.68 respectively, standard deviation values were 0.21 and 0.58 respectively. The value of F was 186.57 and the significance was 0.000. This shows there was significant difference identified in the attitudes relating with their training. From these it is clear that training do impact the attitude of teachers.
### Table 8: Anova Of Attitudes Of The Respondents Towards Students With Sensory Impairment (SwSI) And Students With Out Sensory Impairment (SwOsi) Relating With Their Training

<table>
<thead>
<tr>
<th>Respondents Regarding Training</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>51.032</td>
<td>1</td>
<td>51.032</td>
<td>186.578</td>
<td>0.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>50.327</td>
<td>184</td>
<td>0.274</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their training: The mean square value between Respondents with training, and Respondents without training was 51.032 and within Respondents with training, and Respondents without training was 0.274. The F value was 186.578 and significance value was 0.000. This shows there was significant difference between the groups and within the groups.

### Results of One Way Analysis of Variance

To make it suitable for the one way analysis of variance, teachers years of teaching experience were categorized in to different groups. Teachers were grouped in to four years of teaching category as one, two, three, and four teaching group of category respectively.

### Table 9: Attitudes Of The Respondents Towards Students With Sensory Impairment (SwSI) And Students With Out Sensory Impairment (SwOsi) Relating With Their Teaching Experience

<table>
<thead>
<tr>
<th>Respondents Teaching Experience</th>
<th>N (186)</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of teaching experience from 1-5</td>
<td>99</td>
<td>3.9153</td>
<td>0.69678</td>
<td>0.614</td>
<td>0.607</td>
</tr>
<tr>
<td>Year of teaching experience from 6-10</td>
<td>34</td>
<td>4.0588</td>
<td>0.94457</td>
<td>0.945</td>
<td>0.378</td>
</tr>
<tr>
<td>Year of teaching experience from 11-15</td>
<td>40</td>
<td>3.9113</td>
<td>0.66169</td>
<td>0.661</td>
<td>0.378</td>
</tr>
<tr>
<td>Year of teaching experience above16</td>
<td>13</td>
<td>4.1340</td>
<td>0.72141</td>
<td>0.721</td>
<td>0.378</td>
</tr>
</tbody>
</table>

Table 9 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their teaching experience: The mean values of teaching experience from 1-5, 6-10, 11-15 and above16 were 3.9153, 4.0588, 3.9113 and 4.1340 respectively, standard deviation values were 0.69678, 0.94457, 0.66169 and 0.72141 respectively. The value of F was 0.614 and the significance was 0.607. This shows there was no significant difference identified in the attitudes relating with their teaching experience, but attitudes of higher teaching experience respondents were better than other respondents, towards students with sensory impairment (SwSI) to include them in regular classrooms along with students without sensory impairment (SwOsi).

### Table 10: Anova Of Attitudes Of The Respondents Towards Teaching Students With Sensory Impairment (SwSI) Relating With Their Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>0.429</td>
<td>1</td>
<td>0.429</td>
<td>0.782</td>
<td>0.378</td>
</tr>
<tr>
<td>Within Groups</td>
<td>100.929</td>
<td>184</td>
<td>0.549</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 10 Representing the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their teaching experience: Year of teaching experience from 1-5, 6-10, 11-15 and above 16. The mean square value between Year of teaching experience from 1-5, 6-10, 11-15 and above 16 was 0.429 and within Year of teaching experience from 1-5, 6-10, 11-15 and above16 was 0.549. The F value was 0.782 and significance value was 0.378. This shows there was no significant difference between the groups and within the groups.

4.0 Findings Of The Study

1. Teachers attitude towards education of SwSI in regular classroom.

The teachers attitude towards education of SwSI in regular classroom was examined. Based on the data the mean teachers attitude towards education of SwSI in regular classroom is (3.968) with a standard deviation of (1.66). It is noted that the higher the mean the positive attitude will be. As we can see from the above table it is possible to say that teachers attitude towards education of SwSI in regular classroom is the positive. Since the value of standard deviation is 1.66 which is less than three, by this we can conclude the deviation in the attitudes of the teachers relating to the SwSI in regular classroom is not much. Similarly, study conducted in Addis Ababa by Tilahun(2007) revealed that the practices of inclusive education for the student with hearing impairment were found to be satisfactory.

An educational system should help all students to be successful in the regular classroom based on their potential. Teachers must be informed about the characteristics of SwSI in order to have a positive attitude. In real sense schools are the place where the next generations are fabricated and when teachers’ attitudes is becoming positive students with SwSI will be motivated to learn, they may be effective in their future career and they may not repeat and drop out of school.

2. The relationship between teachers attitude towards education of SwSI in regular classroom & their qualification.

When we see the attitudes of the respondents towards students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their educational qualifications. The mean values of: Certificate, Diploma and Degree were 3.88, 3.92, and 4.20 respectively, standard deviation values were 0.60, 0.74, and 0.72 respectively. The value of F was 1.552 and the significance was 0.215. This shows there was no significant difference identified in the attitudes relating with their educational qualifications. Even though the mean difference between teachers who are certificate, diploma and degree holders in their attitude towards education of SwSI in regular classroom is not statistically significant, as their qualification increases their mean attitude also increases and teachers who are degree holders develop slightly positive attitude than those who are certificate & diploma holders. Similar to this study, no clear relationship has been established between attitude to inclusion and the education level achieved by the teacher, as Ahmed et al. (2012) found those with a bachelors degree had the most positive attitudes.

3. The relationship between teachers attitude towards education of SwSI in regular classroom and their training

The mean values of respondents with & without training were 4.94, and 3.68 respectively, & Standard deviation values were 0.21 and 0.58 respectively. The mean difference between teachers who get training in relation to SwSI & those who didn’t get training with their attitude towards education of SwSI in regular classroom is statistically significant at 0.05 levels. From this we can understand that teachers who received training develop more positive attitude than those teachers who didn’t receive training, to the contrary of the current research finding. Alquraini (2012) did not find the amount of previous training in inclusive education to have a significant impact on attitudes but similar to the current research finding, Ahmed et al. (2012) showed significant positive correlations between attitudes toward inclusion and training.
4. The mean differences between teachers attitude towards education of SwSI in regular classroom and their gender

When we see the mean attitude difference between male & female teachers towards teaching students with sensory impairment (SwSI) in regular classrooms. The mean values of male and female were 4.0 and 3.91 & standard deviation values were 0.72 and 0.76 respectively. This shows there was no significant difference identified in the attitudes of male and female, but attitudes of male respondents is better than female respondents.

With regard to gender, studies conducted appears inconsistent; some researchers noted that female teachers had a greater tolerance level for integration and for special needs persons than did male teachers (Aksamit, Morris & Leunberger, 1987; Eichinger, Rizzo & Sirotnik, 1991; Thomas, 1985) as cited by Eavramidis and Brahmnorwich, (2002). On the other hand, research conducted by Abate (2001) confirmed that there is no statistical significant difference in attitudes between male and female regular teachers.

5. The mean differences between teachers attitude towards education of SwSI in regular classroom & their teaching experience

When we see the attitudes of the respondents towards teaching students with sensory impairment (SwSI) in regular classrooms (RCR) relating with their teaching experience: The mean values of Year of teaching experience from 1-5, 6-10, 11-15 and above 16 were 3.9153, 4.0588, 3.9113 and 4.1340 respectively, standard deviation values were 0.69678, 0.94457, 0.66169 and 0.72141 respectively. The value of F was 0.614 and the significance was 0.607. This shows there was no significant difference identified in the attitudes relating with their teaching experience, but attitudes of higher teaching experience respondents were better than other respondents, towards education of students with sensory impairment (SwSI). Similarly, a clear relationship between number of years of experience as a teacher and attitudes toward inclusion was not found. Monsen and Frederickson (2004) found no significant relation. Opposite to the current research finding, in some cases in Hwang and Evans (2011) and Parasuram (2006), teachers with more years of general teaching experience had more negative attitudes toward inclusion. This aligns with the literature review by de Boer et al. (2011) that as teachers get older they become stale and less open to new ideas or change.

5.0 Summary, Conclusions, And Recommendations

5.1 Summary

The purpose of this research was to investigate teachers attitude towards education of SwSI in regular classroom. Based on this general objective three research questions were raised. These were:

1. What is the nature of the attitude of teachers towards education of SwSI in regular classroom?
2. What is the association between the attitude of teachers & their demographic characteristics (qualification, training and teaching experience)?
3. Is there significance difference between the demographic characteristics of teachers (gender, qualification, training and teaching experience) and their attitude towards education of SwSI in regular classroom?

The result of the descriptive statistics suggests that teachers hold positive attitude towards education of SwSI in regular classroom. As the correlation result indicates, teachers attitude towards education of SwSI in regular classroom doesn’t have correlation with their qualification and experience. This means that qualification and experience did not contributeto their attitude but their training has high correlation with their attitude. It is noted that the correlation between teachers gender, qualification, and experience on attitude of the teachers was not significant. The other result of this study was the result of the independentsample T-test that examines the mean difference between different variables (gender & training) and the result shows that there is no significant difference in attitude between male & female teachers. But there was significant difference between teachers who are with & without training. Finally, one way analysis of variance reveals that there was nonsignificant difference between teachers in different categories of qualification & teaching experience in their
attitudetowards education of SwSI in regular classroom. Based on the findings, discussions were made and consequently, summaries, conclusions, and recommendations were forwarded on the bases of the research out comes.

5.2 Conclusion
**Based on the findings of the study the following conclusions were drawn.**

1. Teachers in primary of schools of the research area hold positive attitude towards education of SwSI in regular classroom.
2. The teachers age, qualification and experience did not contribute to the their attitude towards education of SwSI in regular classroom but their training influence the attitude of teachers towards education of SwSI in regular classroom.
3. There is no significant attitudinal difference between male & female teachers, teachers who hold certificate, diploma & degree, teachers who are in different age categories, and their teaching experience.

5.3 Recommendations
**Based on the results of the study and conclusions made the following recommendations are suggested.**

1. The courses which are related to SwSI should be included in syllabus for primary school teachers.
2. Trainings which are related to SwSI should be given to primary school teachers so as to help them develop more positive attitude towards education of SwSI in regular classroom by professionals in the area.
3. The Woreda education office should organize different trainings related to SwSI for primary school teachers.
4. For SwSI to be effective in their future career Ministry of education should give due attention in training teacher in relation with education of SwSI in regular classroom and triple the number of teachers who will train in relation with education of SwSI in regular classroom.

References


---