



INSTITUTION OF PEDAGOGICAL SCIENCES

DEPARTMENT OF TEACHER EDUCATION

***TEACHERS' PERCEPTION AND PRACTICES IN
INCLUSIVE EDUCATION IN MEKELLE PRIMARY
SCHOOLS***

BY

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DECLARATION

The researcher hereby declares that the thesis on the title, a study of teachers' perception and practice in inclusive education in Mekelle primary schools, Mekelle zone of Tigray is original work and that all sources that have referred to and mentioned have been duly indicated and acknowledged with complete references.

Name- Masho Tsehaye

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Date 8/4/2017

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ABBREVIATIONS AND ACRONYMS

CRPD	United Nations Convention on the Rights of Persons with Disabilities
CRC	Convention on the Rights of the Child
GEQIP.	General education quality improvement program
HIV/ AIDS	Human Immune Virus / Acquired Immune Deficiency Syndrome
IE	Inclusive education
IERCs	Inclusive educational centers
ICT	Information & Communications Technology
MOE	Ministry of Education
TDP.	Teacher Development Program
TPB	Theory of Planned Behavior
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

ABSTRACT

This study explored primary school teachers' perceptions and practices regarding inclusive education in selected schools in Mekelle, Ethiopia. Employing a qualitative research approach, data were collected through interviews with teachers, focus group discussions with students, and classroom observations. Findings revealed inadequate teacher awareness, negative perceptions towards inclusive education, and limited implementation of inclusive practices in classrooms. Teachers often viewed inclusion as an additional burden and lacked the confidence and skills to effectively address the diverse learning needs of students. The study highlights a significant disconnect between teachers' knowledge and their actual classroom practices. While some teachers possessed foundational knowledge about inclusive education, their negative attitudes and perceived lack of support hindered their ability to translate this knowledge into effective action. This aligns with Ajzen's Theory of Planned Behavior, which emphasizes the importance of positive attitudes and perceived behavioral control in predicting behavior. The research underscores the urgent need for comprehensive professional development programs that address teachers' knowledge gaps, enhance their skills, and foster positive attitudes towards inclusion. These programs should focus on practical strategies for classroom management, differentiation, and the effective use of assistive technologies. Additionally, creating a supportive school environment with adequate resources, collaborative support networks, and ongoing professional development is crucial for successful implementation of inclusive education practices.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Inclusion in general education is a philosophy of acceptance and belonging to the community so that a class is structured to meet the needs of all its students. Educational strategies and collaboration among educators yield (produce) specially designed instruction and supplementary aids and services for all diverse students as needed for effective learning (Eynat Gal, 2010).

Global acceptance of inclusive education is related with its contributions, such as exercising educational rights to all citizens; and promoting provision of quality education for students with diverse needs and abilities in regular classrooms (Alemayehu, 2020). International support for the provision of equitable education for every child is critical to the success of inclusive education (Christian, 2018).

Inclusive education has emerged as a fundamental principle in contemporary educational systems, advocating for the right of all students, regardless of their abilities or disabilities, to participate fully in general education settings. This approach aligns with international human rights frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD), which emphasizes the importance of inclusive education in promoting equality and social justice (United Nations, 2006). According to Cushner (2012), inclusive education refers to “the practice of including another group of students in regular classrooms: students with physical, developmental, or social-emotional disabilities, and those with chronic health problems”. Inclusive education is a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education (Alemayehu, 2020).

Inclusive education is a process that involves the transformation of schools and other centers of learning to cater for all children. These include boys and girls, students from ethnic and linguistic minorities, rural populations, and those affected by HIV and AIDS. Even the problem includes those with disabilities and difficulties in learning and to provide learning opportunities for all youth and

adults as well. Many countries have recognized inclusion for students with disabilities as a practical way of achieving education for all students (Fraser, 2014).

Teachers are the key players in the teaching learning process that takes place in the classroom. Positive views of teachers in inclusive education increase the likelihood that educators will modify their teaching methods and strategies to meet the needs of learners with different learning styles, establish inclusive learning settings that encourage cooperation and acceptance, and participate in ongoing professional development to strengthen their inclusive teaching abilities (Ramirez, 2023).

Teachers are essential for implementing inclusionary practices in mainstream classrooms (Sharma & Nuttall, 2016). They are essential factors in the delivery of inclusive education and their perceptions of inclusive education also determine the success of implementing inclusive education (Christian, 2018).

The success of inclusive education also depends on teachers who are prepared to work collaboratively. Radziewicz and Tiegerman Farber (1998) argue that “nothing has radically changed in most classrooms when the door is closed.”

To effectively implement inclusive education, the role of teachers is primarily supportive. In this context, teachers have several key responsibilities: 1) Foster a Positive Attitude: Teachers should cultivate a positive perception towards inclusive education, recognizing its importance for all students. 2) Receive Adequate Training: It is essential that teachers in mainstream classrooms are well-trained and equipped with the necessary skills to address diverse learning needs. 3) Skillful Treatment of Students: Teachers must treat their students with skill and understanding, acknowledging individual differences and capabilities. 4) Provide Additional Support: Offering extra help and attention to students who require it is crucial for their academic success and emotional well-being. 5) Prepare Appropriate Resources: Teachers should prepare or acquire materials and resources that are essential for facilitating an inclusive learning environment. 6) Maintain Classroom Discipline: Establishing and maintaining discipline within the classroom is vital to create a conducive learning atmosphere for all students (Melash, 2020).

The dominant belief regarding the role of teachers in educating students with developmental difficulties often reflects a self-centered orientation. This perception suggests that teachers' self-efficacy is pivotal for the success of inclusive education. The interaction of these factors contributes

significantly to the effective organization of inclusion, leading to several beneficial social outcomes: (1) the establishment of a rightful position for primary school pupils within society and their successful social adaptation; (2) the development of interpersonal relationships between teachers and students; and (3) the cultivation of positive attitudes toward the integration of pupils with special educational needs into society (Melash, 2020).

The literature reveals a complex interplay between teachers' perceptions and their instructional strategies. While some educators embrace inclusive education as an opportunity to enrich their teaching and enhance learning for all students, others may harbor reservations due to perceived challenges such as lack of resources, insufficient training, and inadequate administrative support (Horne & Timmons, 2009). These barriers can lead to a reluctance to fully engage in inclusive practices, ultimately hindering the educational experiences of students with disabilities. Moreover, the context in which teachers operate such as school culture, available resources, and community attitudes towards inclusion can significantly affect their perceptions and practices (Sharma et al., 2012).

The shift towards inclusive education is rooted in the belief that every child is entitled to quality education tailored to their individual needs, fostering both academic and social development (Ainscow & Miles, 2008). Despite the widespread endorsement of inclusive education policies, actual implementation within classrooms often falls short of expectations.

A large number of teachers believed that the successful implementation of inclusive practices should be based on a review of the curriculum and of the teaching strategies used in classes of children with special educational needs (Ghergut, 2010). However, various factors could hinder the implementation of inclusive education in primary schools. Found that lack of appropriate infrastructure and non-existence of adapted curriculum were factors that affected the experiences of teachers' inclusion (Alemayehu, 2020).

Teachers perceive students with behavioral or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities (Chhabra et al., 2010). These practices also require the teachers' engagement in adjusting instructional strategies, teaching methods, teaching materials and assessment methods of students' learning. Adaptation and/or accommodation also encompass using individualized educational plans (Ministry of Education, 2014).

Research indicates that in the success of inclusive practices; their attitudes, beliefs, and preparedness significantly influence how inclusivity is realized in educational settings (Avramidis & Norwich, 2002). However, many teachers report feeling inadequately trained or supported to effectively teach students with diverse needs (Forlin, 2010). This gap between policy and practice raises critical questions about the factors that shape teachers' perceptions of inclusive education and how these perceptions translate into classroom practices.

To practice inclusive education well, teachers' participation is the most dominant. So those teachers who practice inclusive education, need 1) Being well trained to develop strategies for their students 2) Periodic training, workshops and seminars to relay information on inclusive education 3) Being policy makers to make certain tools (materials) to success inclusive education. 4) Reducing class size to allow the teachers' time to accommodate all students. 5) To review curriculum to incorporate the special need students will have positive impact to the implementation of inclusive education that will require teachers to prepare lesson that will meet the need of all students. (Alemayehu, 2020).

Over the past two decades, access to education in general has increased rapidly in Ethiopia; and while less than half of all children were enrolled in 2000, almost all children now can access and attend school (MoE, 2020). This expansion of education has also seen improvements in the provision of education for groups who have been historically excluded from the system, such as girls, and children with disabilities. However, improvements in the quality of education have not kept pace, as reflected in students' low learning levels, many of whom fail to acquire even basic skills in reading, writing and numeracy, and leave school without completing a full cycle of education (Iyer, Rolleston, Rose & Woldehanna, 2020).

Ethiopia is one of the countries that accepted international conventions, declarations and legislations policies of inclusive education to get the benefits of inclusive education . Thus, the country has started to conduct teacher training for special/inclusive education. Despite government policy of inclusive education, children with special needs remain amongst the most disadvantaged children in Ethiopia (MoE, 2014).

The genocidal war victimized students, supportive staff and teachers. Female teachers and students were victims of rape and brutal sexual violence. Tigray bureau of education in collaboration with

charity/humanitarian organizations, Tigrian scholars, and Teachers' Association of Tigray conducted damage assessment on Tigray's education to see the scale of damage and destruction in the educational system (Shishay 2021)

Due to the conflict the education sector suffers from trauma, physical injuries, psychological disorder and looting of possessions. Due to the war salary was not paid and no access to banking service which worsened the life of the school community and impacted the effort of school reopening and the right of children to access quality education. Due to the war 1,911 students, 235 teachers, principals and supportive staff totally 2146 members of the education community lost their lives. (Shishay 2021).

According to the Tigray education bureau of special needs offices, in Tigray there were 48 inclusive educational centers (IERCs) which were started in 2011 E.C. In 2011E.C, there were 10 centers (schools) with the support of Finland government, in 2012E.C and 2013 E.C, there were 38 schools (centers) with the support of Finland government by collaborating with the government of Tigray. But because of the genocidal war, 48 of them were looted. After the war, in 2015 and 2016E.C, 72 centers or schools were also created with the help of World Bank and General education quality improvement (GEQIP).

According to Tigray Education Bureau of TDP, teachers who participate in the teaching learning process in Mekelle zone are 485 males and 852 females, totaling 1337 professional teachers of inclusive education. And also 647 male students, 784 female students and totally 1431 are of inclusive education. While some educators embrace inclusive education as an opportunity to enrich their teaching and enhance learning for all students, others may harbor reservations due to perceived challenges such as lack of resources, insufficient training, and inadequate administrative support (Horne & Timmons, 2009). These barriers can lead to a reluctance to fully engage in inclusive practices, ultimately hindering the educational experiences of students with disabilities. Moreover, the context in which teachers operate such as school culture, available resources, and community attitudes towards inclusion can significantly affect their perceptions and practices (Sharma et al., 2012).

From the researchers experience and document observation, lack of proper report to the responsible body totally in Tigray teachers have lack of experiences, (especially in inclusive education), lack of training, lack of well-educated man power towards inclusive practice, low income of teachers, and

lack of transportation basically after the genocidal war number of disability of students (number of need inclusive education and practice is increased. Because of the listed problems teachers are psychological and socially damaged. So teachers can't lead students who have different disabilities even if they could not treat themselves and their family.

From the data that the researcher observed, Due to the conflict the education sector suffers from trauma, physical injuries, psychological disorder and looting of possessions. Due to the war, salary was not paid and no access to banking service which worsened the life of the school community and impacted the effort of school reopening and the right of children to access quality education. Due to the war 1,911 students, 235 teachers, principals and supportive staff total 2146 members of the education community lost their lives. (Shishay 2021), to change the attitude or perception of teachers towards inclusive education and practice, there is a lack of educated man power ,there is a need for teachers psychological initiation, and training, there is low income of teachers to lead their life permanently.

According to the Tigray education bureau, TDP teachers who participate in the teaching learning process in the Mekelle zone are 485 males and 852 females, totaling 1337 professional teachers of inclusive education. And also 647 male students, 784 female students and totally 1431 are of inclusive education.

Finally, according to the data of the Tigray education bureau of the special needs office, in Tigray there were 48 inclusive educational centers (IERCs) which were started in 2011. In 2011E.C, there were 10 centers (schools) with the support of Finland government, in 2012 E.C and 2013, there were 38 schools (centers) with the support of Finland government by collaborating with the government of Tigray. But because of the genocidal war, 48 of them were looted. After the war, in 2015 and 2016E.C, 72 centers or schools were also created with the help of World Bank and General education quality improvement (GEQIP).

According to Tigray Education Bureau of Teacher Development Program (TDP) teachers who participate in the teaching learning process in Mekelle zone are 485 males and 852 females, totaling 1337 professional teachers of inclusive education. And also 647 male students, 784 female students and totally 1431 are of inclusive education, the budget which is given to inclusive practice is not well

implemented, report and practice are not smoothly going on, and stakeholders could take their responsibility to practice inclusive education on the ground. Understanding these dynamics is crucial for developing effective professional development programs and support systems that empower teachers to implement inclusive education successfully. This research proposal aims to explore teachers' perceptions of inclusive education and their corresponding practices in the classroom. By identifying the barriers they face and the strategies they employ, this study seeks to contribute valuable insights that can inform policy and practice, ultimately enhancing the educational experiences of all students in inclusive settings.

The above mentioned and barriers according to the educators' ideas are the reasons why the researcher stood to study about teachers' perception and practice inclusive education in Mekelle elementary schools.

1.2. Statement of the Problem

Teachers' negative perceptions and lack of knowledge about inclusion are also a problem for its establishment in schools (Newton, 2014). Although the theory of inclusionary practices is grounded in the belief of providing equal, accessible education for all, teachers find it difficult to provide a successful foundation for students with disabilities in their general education classrooms (Sharma & Nuttall, 2016).

To enhance inclusionary practices in classrooms, it is crucial for governments and educational stakeholders to intensify efforts aimed at improving teachers' skills and knowledge. This need arises from the increasing demands of diverse student populations, particularly those with disabilities. Research indicates that some teachers harbor negative attitudes towards educating students with disabilities alongside their able peers, which can hinder the effectiveness of inclusive education (Ahsan & Sharma, 2018).

There is a gap between government policy and implementation of inclusive education in many developing countries (UNESCO, 2014). The disparity between government-initiated policies and the realization of inclusive education exists in many developing countries. Ethiopia- Tigray (Mekelle zone) is not alone in this matter.

Despite international and local efforts to provide high-quality, accessible education for all children (UNICEF, 2015), the lack of information on teachers' perceptions and practices regarding inclusion and their willingness to participate in the inclusion process in Tigray (Mekelle zone) has posed significant challenges. Consequently, they are not directly contributing to the inclusion process.

There are few empirical studies related to this research. For instance, Sharma and Nuttall (2016) found that teachers need to be involved in the implementation of inclusive education in India. Similarly, Christian (2018) examined teachers' perceptions and attitudes towards inclusive education in Sierra Leone.

In Ethiopia, there are also limited empirical studies relevant to this research. Zelalem (2017) identified challenges in implementing inclusive education in Ethiopia, while Sewalem (2023) explored the utilization and barriers of inclusive education resource centers at Arba Minch University. When the researcher found in the Google internet and other documents the research itself that is the teacher's perception and practices of an inclusive education in primary school in Mekelle zone in Tigray it cannot be found. The researcher could not find specific studies on teachers' perceptions and practices of inclusive education in primary schools in Mekelle zone, Tigray. Therefore, it is critical to investigate their perceptions towards inclusion to implement it successfully in classrooms. Many countries have struggled to implement inclusive practices in schools partly because teachers, who are leaders in education, do not have the required training (Sharma & Nuttall, 2016). The Ministry of Education in Ethiopia faces similar challenges in implementing inclusive education for children with special needs within general education classrooms. Traditionally, educational services for this population are provided either in self-contained institutions or general education schools.

Scholars have pointed out that negative attitudes among mainstream teachers constrain the implementation of inclusive education (Ahsan & Sharma, 2018). For students with special needs to succeed in general education classrooms, teachers must demonstrate a willingness to provide appropriate instruction and be committed to their success (Ahsan & Sharma, 2018). The attitudes and perceptions of teachers significantly influence the academic success of students with disabilities.

The ongoing conflict has led to multifaceted atrocities affecting the people of Tigray, resulting in loss of life, disabilities, trauma, and widespread destruction of property and infrastructure (Shishay, 2021).

According to data from the Tigray Education Bureau and educators' insights, implementing inclusive education in Mekelle faces significant challenges that hinder its effectiveness and accessibility. Despite the government's commitment to inclusive education, various barriers continue to impact both teachers' perceptions and practices.

1. Attitudinal Barriers: Many teachers and parents hold negative attitudes towards students with disabilities, viewing them as a burden rather than as individuals with potential. This perception often leads to resistance against inclusive practices within schools and communities.

2. Lack of Training: Teachers frequently report inadequate training in inclusive education methodologies. This lack of preparation prevents them from effectively teaching students with diverse needs, limiting their ability to adapt curricula and instructional strategies accordingly.

3. Resource Limitations: Schools in Mekelle often lack the necessary resources both material and human to implement inclusive education effectively. This includes insufficient funding for specialized support services, inadequate classroom materials, and a shortage of trained special education teachers.

4. Inflexible Curriculum: The existing curriculum is often rigid and does not accommodate the diverse learning needs of all students. This inflexibility can alienate students with disabilities, making it difficult for them to engage meaningfully in the classroom environment.

5. Physical Barriers: Many school facilities are not physically accessible to students with disabilities. Inaccessible buildings and lack of transportation options further hinder their participation in educational activities.

6. Community Support: There is often a lack of collaboration between schools, families, and local communities regarding the support for inclusive education. This disconnect can lead to insufficient advocacy for the rights of children with disabilities and a failure to create an inclusive culture within the community.

According to Tigray Education Bureau of TDP (2023) (teachers' development program) teachers who participate in the teaching learning process in Mekelle zone are 485 males and 852 females, totaling 1337 professional teachers of inclusive education. And also 647 male students, 784 female

students and totally 1337 are inclusive education students, the budget which is given to inclusive practice is not well implemented, stakeholders could take their responsibility to practice inclusive education on the ground.

This study may contribute to Mekelle - zone Tigray by investigating teachers' perceptions and practices regarding inclusive education in the region and country. It may also provide meaningful foundation for the of Mekelle - zone of Tigray and other stakeholders to implement a national inclusion program in the Mekelle - zone of Tigray of particular interest in this research is an examination of how teachers' perceptions and practices towards the inclusion of students with disabilities in mainstream classrooms relates to their academic background, teaching experience, gender, and age. And because of the above listed reasons the researcher initiated to study and the researchers' adequacy in this study refers to the ability to identify and would suggest strategies in dealing with the teachers' perception and practice in inclusive education in Mekele elementary schools.

1.3. OBJECTIVES

1.3.1 General objective

The objective of this study was investigate teachers' perception and practice in inclusive education in Mekelle elementary school.

1.3.2 Specific objectives

1. To describe teachers' perceptions and practices of inclusive education in Mekelle primary schools?
2. To identify barriers teachers encounter when implementing inclusive education in Mekelle primary schools?
3. To examine the influence of the teacher's perceptions on their teaching practices in Mekelle primary schools?
4. To propose strategies teachers can employ to overcome these barriers in Mekelle primary schools?

1.4. Research questions

Four main questions would be raised in this study;

1. What are teachers' perceptions and practices of inclusive education in Mekelle primary schools?
2. How do these perceptions influence their teaching practices in Mekelle primary schools?
3. What barriers do teachers encounter when implementing inclusive education in Mekelle primary schools?
4. What strategies can teachers employ to overcome these barriers in Mekelle primary schools?

1.5. Significance of the research

1. Can be useful in planning more for learners and teachers.
2. It can help to change to the teachers the method how to practice inclusive education, to have richer teaching method by giving emphasis for experience to the teachers as well as learning experiences to the students, and
3. It will be used as a secondary source for other researchers.
4. To make the teachers, goals and objectives successful regionally, the country will improve the quality of inclusive education mainly of learners.

1.6. Scope of the study

The research would cover the select primary schools found in the sub cities Mekelle primary schools. These schools involved teachers in the investigation. And it is also restricted to only focus on the teachers' perception and practice in inclusive education in Mekele primary schools.

1.7. Limitations of the Study

This study has faced limitations. One of the main problems during this study was students had a lack of knowledge on how to answer the given questions. Secondly, the shortage of time and permission of the respondents. A third factor was shortage of ICT knowledge on the researcher. In the process, the researcher solved the problems listed from 1-3 that were giving orientation e.g. continuously about the purpose of the research study for students in filling and returning the questions in a group discussion form. Additionally, the problems of time were solved by preparing a program at night time for the research work.

1.8. Operational definitions of key concepts

Inclusion: The program in which students with disabilities fully participate in all the same educational opportunities, celebrate differences, support learning, and respond to individual needs.

Inclusive classroom: An educational setting in which students with disabilities receive education together with their non-disabled peers in a Classrooms.

Inclusive education: The right of all students to gain equal access to high quality education, regardless of their abilities or disabilities. This education recognizes and values students' differences and promotes environments for families and students to take part in making decisions that affect their academic output.

Special education: Instruction aimed at effectively providing education to children with special needs.

Teacher's awareness: How teachers identify classroom differences and treat learners equally in the teaching and learning process.

Teachers' perception: The way a teacher views, believes inclusive education.

Teacher's practices: The actual act of the teacher in handling and supporting diverse learners.

Challenges: problems may encounter teachers in managing and handling differences of students on inclusive education.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. The Concept of Inclusive Education

Inclusive education is a global movement aimed at integrating students with disabilities into mainstream educational settings. Teachers' perceptions and practices are crucial for the successful implementation of inclusive education. This literature review explores various scholarships that examine teachers' perception, knowledge, and challenges related to inclusive education across different contexts

Inclusion entails that students with special needs participate in natural school programs within age-appropriate classes throughout their schooling years, an accepted phenomenon rooted in two primary reasons: first, education is a fundamental right within modern society and second, inclusion promotes democratic values aligned with social justice principles.

The Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) affirm that children with disabilities possess the same rights as others regarding healthcare, nutrition, education, social inclusion, and protection from violence (WHO, 2012).

Inclusive education results from a proactive commitment to eliminating barriers to education while transforming the culture, policy, and practice of regular schools to accommodate all students effectively (Grimes, 2020). This process involves changes in school organization, curriculum, and teaching strategies to meet the diverse needs and abilities of pupils. By building capacity to accept all local community pupils who wish to attend, schools can reduce exclusion. Inclusive practices require significant modifications to mainstream programs' content, delivery, and organization and must be a whole-school attempt aimed at accommodating all students' learning needs. The discourse on inclusion has evolved from focusing solely on individual responses to recognizing how settings, policies, cultures, and structures can value diversity (Winter, 2010). Inclusive education is recognized as a fundamental

human right for all learner a principle that values all students' well-being while respecting their self-respect and independence (Abery, 2019).

Research consistently shows that teachers' attitudes significantly impact the effectiveness of inclusive education. A study by Mango and Mango (2021) emphasizes that a more positive attitude towards students with special needs correlates with successful implementation of inclusive practices in mainstream classrooms. Positive perceptions are often linked to prior training and support, which enable teachers to feel more competent in managing diverse classrooms (Kuyini & Desai, 2007). Conversely, negative attitudes can hinder the inclusion process. Teachers may fear that including students with disabilities will disrupt the learning environment or lower academic standards (Fine-Davis & Faas, 2014). This fear is often rooted in a lack of training and understanding of inclusive education principles (Khursheed et al., 2020). For instance, a study conducted in Ghana revealed that teachers with limited knowledge of inclusive practices exhibited moderate to negative attitudes towards inclusion (Adu et al., 2024).

2.2 Theoretical frameworks supporting inclusive practices

Behaviorism: Behaviorist approaches focus on reinforcing desired behaviors through rewards and consequences. These strategies can help establish clear expectations and promote positive behavior among students (Kemal, 2023).

Cognitive Theory: Cognitive approaches emphasize mental processes and information processing in learning. Strategies such as concept mapping and reciprocal teaching are particularly beneficial for students with special needs, helping them connect prior knowledge with new information (Kemal, 2023).

Constructivism: Constructivist practices advocate for experiential learning where students actively engage with content through real-world contexts and collaborative learning (Suhendi & Purwarro, 2018). This approach fosters critical thinking and problem-solving skills among students with disabilities.

2.3 Teacher Perception on Inclusive Education

Teachers' perceptions of inclusive education are influenced by their training, experiences, and the support they receive from their institutions. Research indicates that many educators have a neutral to positive perception of inclusive classrooms; however, they often feel inadequately prepared to support students with disabilities effectively (McGarrigle et al., 2021). For instance, a study conducted in Malaysia found that while teachers generally held positive attitudes towards inclusive education, their perceived knowledge and training were significant factors affecting their willingness to implement inclusive practices (Ali Ramlee Mustapha & Mohd Jelas, kajaki` 2014).

Moreover, teachers' attitudes towards students with disabilities significantly impact their willingness to adopt inclusive practices. A study by Avramidis et al. (2000) highlighted that teachers' acceptance of inclusion policies is often influenced by the nature and severity of students' disabilities. Teachers who perceive students with disabilities as capable are more likely to engage in effective teaching strategies that accommodate diverse learning needs (Bradshaw, 2003).

Teachers play a central role in providing continuous support to students with various learning disabilities within the support system. Support from colleagues, such as special education teachers, is also vital, although consultation time may be limited. Positive attitudes towards inclusion correlate with more active implementation of inclusive curricula (Shevchenko, 2020).

Teachers are key players in the classroom's teaching-learning process. Understanding their perceptions on the educational realities they face is crucial for successful inclusion. Teaching becomes more effective when educators adopt inclusive principles that emphasize equal opportunities for all students regardless of their backgrounds or abilities. Positive views on inclusive education increase the likelihood that teachers will adapt their methods to meet diverse learners' needs, create inclusive environments that promote cooperation and acceptance, and engage in ongoing professional development to enhance their inclusive teaching skills. Consequently, their commitment not only benefits students with special needs but also positively influences overall classroom dynamics and learning outcomes (Ramirez, 2023). The dominant belief regarding teachers' roles in supporting pupils with developmental difficulties often reflects a self-centered orientation. Teachers' self-efficacy is essential for effective inclusion. The synergy of these factors can lead to significant social effects: 1) Establishing a deserved position for primary school pupils within society, 2) Fostering interpersonal relationships between pupils and teachers, 3) Cultivating positive attitudes towards integrating pupils with special educational needs into society (Melash, 2020).

Building the knowledge and capacity of teachers and other school staff is crucial for developing sustainable inclusion in schools. The evolution of an inclusive school culture depends on aligning staff attitudes and behaviors. Teachers must understand how inclusive education has progressed over time, particularly its meaning within their specific contexts to appreciate its significance fully (Ramirez, 2023). Creating successful learning environments requires a new approach to teaching that utilizes school resources effectively while engaging students in ways that meet diverse learning needs. Co-teaching practices are often employed to achieve this goal (Abery, 2019).

2.4. Teachers Knowledge and Training on Inclusive Education

Training plays a pivotal role in shaping teachers' perceptions of inclusive education. Well-trained educators are more likely to embrace inclusive practices and create supportive learning environments

for all students (Obi & Mensah, 2005). A study highlighted that teachers who received specialized training reported higher confidence levels in their ability to teach students with diverse needs (Burch, 2019). However, many teachers lack adequate training, which results in feelings of inadequacy when faced with the challenges of inclusion. Research indicates that ongoing professional development is essential for improving teachers' attitudes and competencies regarding inclusive education (Costello & Boyle, 2013).

2.5. Effective Practices in Inclusive Education

Effective practices in inclusive education include differentiated instruction and collaborative teaching models. Differentiated instruction allows teachers to tailor their teaching strategies to accommodate varying student needs, promoting engagement and participation (Mastropieri & Scruggs, 2004). Collaborative models, where general and special education teachers work together, have also shown promise in fostering inclusive environments by leveraging diverse expertise to support all students effectively (Heiman, 2004). Professional development plays a crucial role in equipping teachers with the necessary skills for implementing inclusive practices successfully. Continuous training focused on practical strategies for inclusion can enhance teachers' confidence and competence (Norwich, 2002). Additionally, creating a supportive school culture that prioritizes inclusion is essential for fostering positive attitudes among educators (Mustapha & Jelas, 2014).

2.6. Challenges in Implementing Inclusive Practices

Several barriers affect the successful implementation of inclusive education globally. Common challenges include insufficient resources, lack of administrative support, and inadequate teacher preparation (Sharma, 2006). For example, a study found that many teachers felt unprepared to address the diverse needs of their students due to limited access to training and materials (Agbenyega, 2007). Additionally, socio-cultural factors can influence attitudes towards inclusion, often leading to misconceptions about disabilities that further complicate acceptance (Florian, 2008).

Despite positive perceptions, numerous challenges hinder the effective implementation of inclusive education. A common barrier identified in various studies is the lack of training and resources available to teachers. For example, Çelik and Kraska (2017) noted that general education teachers often feel

unprepared for the realities of teaching in inclusive classrooms due to insufficient professional development opportunities. This sentiment was echoed in a study conducted in the United States, where many teachers reported feeling overwhelmed by the demands of accommodating students with special needs within their classrooms (Hwang & Evans, 2011). Additionally, systemic issues such as large class sizes and inadequate support from special education staff further complicate the implementation of inclusive practices. Teachers often express concerns about their ability to provide individualized attention to students with diverse needs when faced with these challenges (Kargin et al., 2010).

2.7. Inclusive Education in Ethiopian context

Ethiopia introduced its first special education program in 1925 aimed at providing alternative education systems for blind individuals; despite interruptions due to historical events like Italian invasions. Since 1994 there have been developments such as establishing special classrooms within regular schools catering specifically towards visual impairment alongside other needs including hearing loss or mental retardation culminating into nine pilot resource centers across six cluster schools nationwide (Kemal, 2023).

Inclusive education (IE) originated in the field of special education for students with disabilities. It aims to reduce exclusion and increase participation by making schools and educational systems more inclusive for all children. IE is understood as an educational service system that integrates children with disabilities alongside their peers without disabilities in schools close to their homes (Kemal, 2023). The foundation of inclusive education lies in having qualified teachers equipped with the necessary support to address diverse pupil needs. In many low- and middle-income countries, teachers often lack experience in teaching children with disabilities and are not trained in inclusive teaching methods or the use of accessible classroom tools and materials. However, teacher quality is the most critical determinant of educational quality and learning outcomes at the school level; thus, preparing teachers to respond to diversity is essential for ensuring positive learning experiences for all children (Tirusew, 2021).

2.7.1 Inclusive Education and Early Childhood Education Relationship in Ethiopia

Ethiopia has ratified several international conventions that promote inclusive education as a fundamental right for all children, including those with disabilities (WHO, 2012). The Ethiopian government is committed to implementing inclusive education policies that ensure children with special educational needs can learn alongside their peers in regular classrooms (MoE, 2012).

According to MOE (2010), preschool education for children with disabilities remains a pressing policy concern in Ethiopia due to public awareness gaps hindering realistic implementation. Early intervention can help mitigate risks by fostering strong relationships among preschools, parents, and communities during critical developmental years- ensuring respect for diversity promotes equity and inclusion essential for all children's success. Genuine inclusion allows individuals with disabilities to participate actively in development processes while reducing dependency syndrome; it leads to broader benefits for families and communities by contributing positively to economic growth-ultimately fostering an inclusive society (Alemayehu, 2020). Inclusion plays a vital role in educating pupils who benefit from it through increased participation by identifying challenges inhibiting engagement within an inclusive educational environment (Kemal, 2023).

2.7.2 Practice of Inclusive Education in Ethiopia

Teacher performance is closely linked to their ability to manage diverse learning needs effectively. High-performing teachers demonstrate competence in creating inclusive classrooms that cater to all students. The ability to implement good learning management strategies is essential for improving educational quality within inclusive settings (Ramirez, 2023).

Research indicates that teachers in Ethiopia have mixed attitudes toward inclusive education. A study by Beyene and Tizazu (2010) revealed that many regular teachers hold negative attitudes towards inclusion, primarily due to a lack of understanding of disabilities and inadequate training. Factors such as the severity of disabilities, gender, and prior training significantly influence these perceptions (Beyene, G., & Tizazu, Y., 2010).

In a more recent study conducted in Saja town, primary school teachers demonstrated a slightly positive attitude overall, although significant differences were noted based on demographic variables and experience with special needs education (Beyene, G., & Tizazu, Y., 2010).

2.7.2 Challenges face in implementing inclusive education in Ethiopia

Understanding and Training: A significant challenge is the lack of understanding among teachers regarding their roles in inclusive education. Many educators report feeling unprepared and lacking adequate training, which hinders their ability to effectively support students with diverse needs. Research indicates that teachers often do not fully comprehend their responsibilities in fostering an inclusive environment, leading to inadequate implementation of inclusive practices (Ethiopian Journal of Education Studies, 2024).

B. Resource Availability: The availability of instructional materials and resources is another critical issue. Teachers frequently report a shortage of appropriate materials tailored for learners with disabilities, which significantly affects their teaching effectiveness. This lack of resources is exacerbated by insufficient support from trained specialists in special needs education, complicating the implementation process (United Nations Development Program & UNESCO, 2012).

C. Community and Parental Involvement: Effective inclusive education requires the involvement of parents and the community; however, there is often a lack of awareness among parents about the importance of inclusive education for their children with disabilities. This disconnect can lead to reduced support for educational initiatives aimed at inclusivity, ultimately impacting students' participation in school activities (Ethiopian Journal of Education Studies, 2024).

D. Institutional Challenges: Institutional barriers such as inadequate policies and funding also affect the implementation of inclusive education. Teachers have expressed concerns about the lack of systematic evaluation of inclusive practices within schools, which could help identify areas needing improvement and ensure accountability (United Nations Development Program & UNESCO, 2012).

E. Commitment and Consistency: Finally, teachers often struggle with maintaining consistent commitment to inclusive practices due to various pressures, including large class sizes and administrative burdens. This inconsistency can lead to a fragmented approach to inclusion, where some students receive adequate support while others do not (Ethiopian Journal of Education Studies, 2024).

CHAPTER THREE

RESEARCH METHODOLOGY

This part of the research presents different sections such as; research methodology, design, research method, source of data, study population, sample size and sampling techniques, data collecting method, data collecting procedure, method of data analysis and interpretations.

3.1. Research approach

According (Creswell, 2012) methodology is strategy or plan of action that links methods to outcomes. There are three types of research methodology (approaches) which are quantitative, qualitative and mixed approaches. From these methods the researcher had taken qualitative approaches. Because it is useful to capture on (“what” Or” how” to search based on its intended consequences) the best qualitative approaches in the case of collecting open-ended ideas make the best understanding of my research problems.

3. 2. Research Design

According to Creswell, (2012) research design is a general and all-inclusive plan that includes the ways of sampling, method and instruments of data collection and data analysis. There are different designs under the three types of research methodology (approaches) which are quantitative, qualitative and mixed method design. The qualitative include Grounded Theory Ethnography, Phenomenological Research, Narrative Research, Action Research etc. This study utilized a qualitative research design, which allows for an in-depth exploration of participants' experiences and perceptions. Qualitative methods are particularly effective in understanding complex social phenomena such as inclusive education, where personal beliefs and practices are influenced by various contextual factors (Creswell & Poth, 2018). From the research designs the researcher applied the grounded theory design. The researcher took three sub cities (woredas) (43%) purposively. from the seven Sub cities the researcher took six governmental schools which are (47%) purposely.

3.3. Population of the Study

The population of the study referred to groups of individuals that share common characteristics from which samples took to conduct the study and to generalize its findings at the given interval of period. Therefore, the population of this research included primary schools from 360 teachers, and 1,060 students which are 1420 population.

3.4. Samples and Sampling Techniques

This study investigates teachers' perceptions and practices of inclusive education in primary schools within the Mekelle Zone, Tigray, Ethiopia. Utilizing a qualitative approach, the study employed a purposive sampling strategy to select the study participants which is a widely used technique in qualitative research that allows researchers to select participants who can provide in-depth information about the phenomenon under investigation (Palinkas et al., 2015). Accordingly, from each of a randomly selected six public primary schools of the city, three teachers were purposively selected for in-depth interviews, totaling 18. The criteria considered for selection were experience in teaching inclusive classrooms variety in terms of teaching different grade levels and subjects.

Additionally, one Focus Group Discussion (FGD) was conducted with a small group of students from each school with each group consisting of 6-8 students. The students for the FGDs were those with disabilities selected based on their ability to express their ideas from across the grade levels.

3.5. Research method

There are different types of research methodology (Creswell, 2012). For instance, Dawson (2002) defined research methods as tools used to collect data such as interviews. Similarly, Neville (2007) defined research methods as the various specific tools or ways of data collected and analyzed, e.g. a focus group discussion; interview; observation, etc. From the above definitions, we can understand that a research method refers to the instruments researchers apply to collect data necessary for their study. Therefore, the researcher used interview, focus group discussions and observation to collect qualitative data in order to collect data necessary for answering the research questions.

3.6. Data collection methods

To conduct this research the researcher used focus group discussion, interview and observation as instruments of data collection.

3.6.1 Focus group discussion

Focus groups are a qualitative research method that involves guided discussions among a group of participants to explore their perceptions, beliefs, and experiences regarding a specific topic. This method is particularly useful for gathering diverse perceptions and fostering interaction among participants, which can lead to richer data collection. This format encourages dialogue and allows participants to build on each other's responses (Krueger & Casey, 2015). The researcher conducted focus group discussion with 36 students with each FGD consisting of 6-8 participants who participated in inclusive education in each of the selected Mekelle primary schools.

3.6.2 Interview

Interview is one of the important research tools which helps the researcher to gather in-depth information from the respondents. According to Dawson, (2002) interviews help the researcher to gather information and understand the perception of teachers towards inclusive education to achieve a holistic understanding of the interviewees' point of view or situation. In line with this, Dawson, (2002) said, "We interview people to find out from them those things we cannot directly observe feelings, thoughts and intentions.

The researcher used in-depth interviews with the purpose of gathering detailed personal insights from individual teachers regarding their perceptions and practices related to inclusive education. The researcher interviewed 18 teachers regarding their perceptions towards inclusive education. This method enables deeper exploration of individual experiences (DiCicco-Bloom & Crabtree, 2006). The interview was recorded using a mobile phone.

3.6.3 Observation

According to Creswell (2012) observation is a vital qualitative research method that allows researchers to gather data on teachers' ~~perception~~ and practices on inclusive educational settings. This method provides direct insights into how teachers implement inclusive strategies and how these strategies affect student engagement and learning outcomes.

In this research, observation was used as a data collection method to examine the actual teaching practices in inclusive settings, providing context to the discussions in FGDs and interviews. The researcher applied both participant and non-participant Observations. In the Participant Observation, the researcher actively engaged in the classroom environment while teaching learning occurred. This method helped build relationships with teachers and students, leading to richer data collection. In the Non-Participant Observation, the researcher observed without direct involvement in the classroom activities (school environment). The Non-participatory or who did not participate in the research observations were conducted in classrooms where inclusive education practices are implemented. Observations focused on teaching strategies, classroom interactions, and the engagement of students with diverse needs (Cohen et al., 2018). The researcher observed in twelve classroom teaching learning how teachers practice inclusive education in Mekelle primary schools.

3.7. Validity and reliability

Orodho (2012) defined Validity focuses on how research findings match reality where we measure what we wanted to measure.

3.7.1 Validity

To ensure the validity of the research, careful consideration was given to both internal and external validity. Internal validity refers to the extent to which the research design and collected data allow for accurate and unambiguous conclusions about cause-and-effect relationships and other relationships within the data. External validity refers to the extent to which the research findings can be generalized beyond the specific sample and research context to a larger population or other relevant settings. To establish internal validity, the researcher carefully considered the research design and ensured that the data collected allowed for meaningful conclusions about the relationships under investigation. To

establish external validity, the researcher carefully considered the representativeness of the sample and the extent to which the research findings could be generalized to other contexts. Throughout the research process, the researcher sought expert guidance from an advisor to ensure the validity of the research instruments and the accuracy of data interpretation. Furthermore, the researcher strived to ensure that the research instruments accurately assessed the intended constructs and that the data collected accurately reflected the research objectives. By carefully considering these aspects, the researcher aimed to ensure that the research findings were both internally and externally valid, providing reliable and generalizable insights into the phenomenon under investigation..

3.7.2 Reliability

Reliability refers to the consistency and repeatability of a measurement. In simpler terms, it is the degree to which a particular measuring procedure yields similar results over multiple trials (Wiersman, 1985). There are several types of reliability, but in this study, the internal consistency of the research instruments were checked by experts in the field. Qualitative tools were reviewed by the researcher's advisor to ensure their suitability for data collection. The critical judgment of experts is crucial in selecting appropriate research questions and ensuring the validity and reliability of the research instruments..

3.8. Ethical considerations

To ensure ethical conduct throughout the research, several measures were implemented. Prior to commencing the study, the researcher established clear communication with the selected primary schools, explaining the research objectives to all stakeholders. Participation in the study was entirely voluntary, and informed consent was obtained from all participants (teachers and students) before their involvement. Participants were informed of their right to withdraw from the study at any time without any repercussions. The confidentiality of all participant information was strictly maintained, and participant identities were kept anonymous throughout the research process and in all research outputs. Participants were also assured of their right to decline to answer any question they felt uncomfortable answering. The study was conducted in accordance with ethical research principles, ensuring the rights and well-being of all participants.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

This research investigated the topic of the teachers' perception and practice on inclusive education which includes influence of perceptions on teachers' teaching practices, barriers teachers encounter when implementing inclusive education, strategies teachers employ to overcome these barriers in Mekelle primary schools. The results are presented and discussed in accordance with the research objectives and questions.

4.1 Background of Respondents

This study involved 54 participants, including 18 teachers and 36 students, selected from six randomly chosen government primary schools in Mekelle, Ethiopia. The sample included teachers with varying levels of experience and students with disabilities.

Data collection involved three methods: interviews, observations and FGDs. The interviews were conducted with all 18 participating teachers using a structured interview guide, with codes of T1, T2, and T3 ... T18). Observations were conducted in 12 classrooms across the six selected schools. Focus Group Discussions were conducted with a group of students from each of the six schools (FGD1, FGD2, FGD3, FGD4, FGD5, FGD6). A total of 36 students with disabilities were identified within the selected primary schools.

4.2 Analysis of the Research Results

During the interviews questions were used to the eighteen teachers and analysis of the teachers' answers is provided. (Verbatim transcription of teachers' interviews is included in the appendix section)

4.2.1 Teachers' perceptions on inclusive education

The twelve teachers interviewed, all student groups, and the researcher's own observations revealed a negative response from some participants regarding their understanding of questions and sub-questions related to beliefs and perceptions on inclusive education. This included questions about their thoughts

and beliefs about inclusive education, their perception of its importance in the classroom, particularly in relation to students with diverse needs, and its potential benefits for all students, including those with disabilities. However, six of the interviewed teachers demonstrated a confident understanding of these questions.

Some teachers expressed concerns that inclusive education complicated their teaching practices. They cited increased workload associated with accommodating diverse learners in their classrooms, particularly due to a perceived lack of resources. Furthermore, some teachers perceived inclusive education more as a policy obligation than a pedagogical philosophy, leading to a belief that it detracted from their ability to effectively deliver instruction to all students. These teachers viewed inclusive education as an obstacle to the teaching-learning process, and some even expressed a lack of understanding of the concept of inclusive education, particularly within the context of their own classroom teaching and learning practices (T1, T3, T5, T6, and T17).

Some teachers expressed skepticism about the benefits of inclusive education for all students. They voiced concerns that inclusion could lead to disruptive behavior in the classroom, potentially distracting both students with and without disabilities. Furthermore, a common belief among some teachers was that including students with disabilities would lower academic standards and weaken the overall quality of education. This perception, prioritizing traditional educational outcomes over the social and emotional benefits of inclusion, hindered their willingness to fully embrace inclusive practices (T4, T7, T8, T9, and T3).

For example, one teacher from Zikre Sematat Primary School defined inclusive education as "forming a group from the lower, middle, and top (clever) students into one group," demonstrating a limited understanding of the concept. This limited understanding of inclusive education was evident among some teachers (T1, T3, T5, T6, and T17), suggesting a need for further professional development and support. This finding aligns with research conducted in Ghana by Adu et al. (2024), which revealed that teachers with limited knowledge of inclusive practices exhibited moderate to negative attitudes towards inclusion.

Moreover, twelve of the participating teachers expressed concerns about providing equal attention to all students. They reported feeling overwhelmed by the demands of addressing the diverse needs of students with disabilities while simultaneously meeting the expectations of other students. This often

led to situations where teachers felt they were unable to provide equal attention to all students, inadvertently prioritizing those who were more academically engaged or less disruptive. These teachers also felt that their efforts in inclusive education were insufficiently recognized or supported by school administration, further exacerbating their feelings of inequity and frustration. In this regard, one of the teachers said;

Teachers' opinion that learners who experience obstacles to learning have different problems, and each of them would need special treatment to meet their needs. The teachers understood that those who use wheelchairs will have no problems because they are normal and are mentally fine (not mentally handicapped). They did not agree with the inclusion of those who, among others, experience blindness and deafness as barriers to teaching (T6).

Similarly, some teachers expressed the concern that students with disabilities might not feel comfortable or experience optimal learning outcomes when integrated into regular classrooms. In this regard, one of the teachers in Gereb Tsedo primary school said;

Students with disabilities often struggle to keep up in integrated classrooms. Physical limitations can hinder their ability to follow instructions, leading to discomfort and social challenges. This can result in bullying or exclusion from peers, affecting their overall learning experience (T14).

The researcher observed that most of the teachers demonstrated a lack of understanding or commitment to inclusive education principles in all of the selected schools. This resulted in a classroom environment that did not fully embrace diversity. There was little evidence that the teachers valued the contributions of students with disabilities, leading to missed opportunities for engagement and collaboration.

Furthermore, all twelve interviewed teachers emphasized the need for professional development workshops and sessions to effectively implement inclusive education. This need arose from several factors, including: first, some teachers demonstrated a limited understanding of the concept of inclusive education, particularly within the context of their own classroom teaching. Second, some teachers held negative perceptions of inclusive education, believing it would lead to disruptions, lower academic standards, and increased workload. They also expressed concerns that inclusion would not benefit all students equally, prioritizing the needs of students without disabilities. Thirdly, teachers reported feeling overwhelmed by the demands of addressing the diverse needs of all students, leading to situations where they inadvertently prioritized students who were more academically engaged or less disruptive. This resulted in perceived inequities in the treatment of students.

The negative perceptions held by twelve of the participating teachers towards inclusive education could potentially create a negative and unsupportive classroom environment. Building the knowledge and capacity of teachers and other school staff is crucial for fostering a truly inclusive school culture. The progress of inclusive education within a school is directly linked to the attitudes and behaviors of its staff. Teachers must possess a deep understanding of the historical and contemporary evolution of inclusive education, particularly within their specific context, to fully appreciate its significance.

Creating successful learning environments for all students requires a shift towards more innovative teaching approaches. This involves effectively utilizing available school resources while simultaneously engaging students in ways that address their diverse learning needs. Co-teaching practices, where two or more teachers collaborate to deliver instruction, can be an effective strategy for achieving this goal (Abery, 2019). Professional development plays a pivotal role in equipping teachers with the necessary skills and knowledge to successfully implement inclusive practices. Continuous training focused on practical strategies for inclusion can significantly enhance teachers' confidence and competence in creating inclusive and supportive learning environments for all students (Norwich, 2002).

In contrast to the negative perceptions expressed by some teachers, six teachers, supported by the researcher's observations, viewed inclusive education as a positive step forward. These teachers understood inclusive education as a commitment to providing equitable learning opportunities for all students, regardless of their abilities or backgrounds. This understanding emphasized the importance of recognizing individual needs and adapting teaching strategies accordingly. They emphasized that inclusive education is not merely about placing students with disabilities in general classrooms. Instead, it involves creating a supportive and inclusive learning environment where all students can thrive through differentiated instruction and personalized support.

These teachers believed that inclusive education benefits all students, including those with disabilities. They recognized that an inclusive classroom fosters a strong sense of belonging and community, enhancing social skills and empathy among all students. Furthermore, they acknowledged that diverse perspectives within an inclusive classroom can enrich learning experiences and contribute to more meaningful discussions and collaborative projects. They further emphasized the importance of creating a classroom environment where all students are accepted, respected, and valued. They believed that this would not only enhance the learning experience for students with disabilities but also foster a sense of

self-worth and belonging in all students (T10, T12, T14, and T15). One of the teachers in Adi Haki primary school explains by saying: “I think they are mentally fine, it is just that they lack certain body parts. Teachers need not discriminate against learners. They need guidance in a human manner. They need to be admired to feel comfortable.... “. (T 11)

The researcher supports the notion that inclusive education plays a vital role in educating pupils. Kemal (2023) emphasizes that inclusive education benefits all students by increasing their participation and identifying challenges that hinder engagement within an inclusive educational environment. Creating a supportive school culture that prioritizes inclusion is essential for fostering positive attitudes among educators. This requires a shift in mindset and a commitment to creating an environment where all students feel valued and respected. Teachers must understand the historical and contemporary evolution of inclusive education within their specific context to fully appreciate its significance and effectively implement inclusive practices.

4.2.2 Teachers’ practices on inclusive education

The concept of inclusive education highlights the significant responsibilities teachers face in effectively integrating students with special needs into regular classrooms. These challenges stem from various factors, including limited knowledge and training, negative attitudes, inadequate resources, and systemic obstacles.

Many teachers reported a lack of adequate training in inclusive education practices. This deficiency significantly impacts their ability to effectively teach students with special needs, often leading to a reliance on traditional teaching methods that may not adequately address the diverse learning requirements of all students (T1, T3, T6, T7, and T9).

The majority of teachers exhibited disinterested or undesirable confidence towards inclusive education. While some recognized its importance, many felt unprepared or unwilling to implement inclusive practices in their classrooms. This ambivalence can stem from a lack of understanding about the benefits of inclusion or fear of additional workload (T10, T11, T12, T14, and T15) and one of the teacher interviewees explained as: “Many teachers, including myself, often exhibit reluctance towards inclusive

education despite recognizing its importance, feeling unprepared and hesitant to implement it due to limited understanding of its benefits and concerns about the additional workload it may create”.

Teachers often hold stigmatizing views towards students with disabilities, perceiving them as burdens rather than as individuals capable of learning alongside their peers. This attitude contributes to social isolation for these students within the school environment (Teacher interviewee T2, T4, T6, T8) and one of the teachers interviewees explained as.

“Moreover, I have noticed that teachers, including me, sometimes hold denouncing views towards students with disabilities, perceiving them as burdens rather than as individuals talented of learning alongside their peers. This mindset contributes to the social isolation of these students within the school environment”. (T17)

The physical environment in schools often lacks the necessary accommodations for students with disabilities, such as inclines and accessible facilities. This inadequacy further discourages teachers from engaging in inclusive practices (T18 and T3).

The implementation of inclusive education faces significant challenges for both teachers and students. Many teachers feel unsupported by authorities, which leaves them unprepared to address the diverse needs of students, particularly those with disabilities. Undesirable attitudes among some teachers can foster a hostile environment, leading to feelings of exclusion among these students. Additionally, large class sizes hinder personalized attention, affecting not only the educational experience of students with disabilities but also shaping their peers' perceptions of them. One student from FDG 3 commented as:

Students perceive a lack of support for teachers, hindering inclusive practices and fostering neglect. Large class sizes complicate individualized attention, leading to emotional disconnection. This environment fosters skewed perceptions, bullying, and social isolation for students with disabilities, harming their confidence and involvement

Teachers face resistance not only from their own attitudes but also from peers, school administrators, and parents, who may hold negative perceptions about including students with disabilities in regular classrooms. This systemic issue creates a challenging environment for implementing inclusive education (T10, T8, T12, T 9, and T15).

As the researcher observed, the selected classrooms were not designed with accessibility in mind, creating significant obstacles for students with mobility impairments. Common issues included narrow

passageways and inadequate pathways that hinder movement for wheelchair users or those facing other mobility challenges. Furthermore, there often is a lack of accessible learning materials, such as Braille or large print books, which restricts the engagement of students with visual impairments in the curriculum. The arrangement of seating was also problematic; it frequently does not promote collaboration among students with disabilities, leading to missed opportunities for interaction and participation in group activities. Additionally, there were no visual aids in classrooms and were not even clear or large enough for all students in a school environment, particularly those with visual impairments, further impeding their learning. One of the teacher interviewees from Hatse Yowhans primary school said; “I had reported that their classrooms often lack a safe and supportive atmosphere conducive to the needs of all students, especially those with disabilities. This includes insufficient encouragement for these students to participate in discussions and activities”. (T12)

In terms of instructional strategies, many teachers face challenges in effectively differentiating tasks based on individual learning needs. Large class sizes and time constraints often prevent them from providing tailored support. Moreover, a significant number of educators feel unprepared to implement inclusive practices due to inadequate training in special education strategies. This lack of professional development can foster negative attitudes towards inclusive education, as teachers may feel overwhelmed by the challenges of accommodating diverse learners. The limited integration of assistive technologies in lessons also hinders engagement and participation among students with disabilities. Additionally, teachers may not provide timely or constructive feedback that is accessible to all students, negatively impacting learning outcomes for those with disabilities. Collaboration challenges further complicate matters, as teachers frequently do not work effectively with special

4.2.3 Influence of teachers’ perceptions on inclusive education

The analysis of respondent responses to questions and sub-questions regarding the influence of teachers' perceptions on their teaching practices revealed varying approaches to inclusive education. These questions explored aspects such as lesson planning, teaching methods for students with disabilities, perceptions of students with disabilities, and teachers' expectations and engagement with students with disabilities in the classroom.

While some teachers expressed support for inclusive education, a dominant belief emerged that it often complicates the classroom environment by demanding unnecessary modifications to lesson plans and resources. This perception suggests that teachers may feel overwhelmed by the need to accommodate students with disabilities, leading to an over-reliance on assistive technologies and increased collaboration with special education professionals. This, in turn, can detract from the overall teaching experience and potentially lead to a one-size-fits-all approach that fails to address the diverse needs of all learners. Consequently, strategies such as visual aids or movement-based activities may not effectively engage all students, potentially hindering rather than enhancing the educational experience for the majority (T1 and T3).

Conversely, teachers who do not believe in the value of inclusive education demonstrated minimal effort in including students with disabilities. These teachers often viewed students with disabilities as a burden, leading to minimal modifications in their teaching practices and a reluctance to collaborate with special education staff. They resisted implementing inclusive strategies due to concerns about their own capabilities or the inadequacy of available resources. This resistance often manifested as a refusal to employ differentiated instruction or utilize assistive technologies, further hindering the inclusion process (T6, T7, T8, and T9).

The researcher argues against the notion that inclusive education detracts from the learning experience of other students. In fact, research indicates that teacher performance is closely linked to their ability to effectively manage diverse learning needs within the classroom. High-performing teachers demonstrate competence in creating inclusive classrooms that provide equitable learning opportunities for all students. The ability to implement effective learning management strategies within diverse learning environments is crucial for improving the overall quality of education (Ramirez, 2023).

However, some teachers expressed uncertainty about the effectiveness of inclusive education, believing it may detract from the learning experience of other students. This skepticism can lead to a lack of commitment in adapting their teaching methods, resulting in a classroom environment that may not adequately support the needs of all students, particularly those with disabilities (T5, T7). One of the teacher interviewees said: “My belief in inclusive education often conflicts with limited resources, making it difficult to meet diverse classroom needs. The overwhelming workload can lead to burnout and concerns that striving for inclusivity may compromise educational quality for some students”. (T17)

The student focus group discussions revealed several challenges teachers face in effectively including students with disabilities in the classroom. One of these is that some teachers displayed undesirable attitudes towards students with disabilities, often stemming from their inability to effectively meet the diverse needs of all learners. These teachers were observed to overlook or neglect students with disabilities during instruction, leading to feelings of isolation among these learners. Communication barriers, particularly for students with speech or cognitive impairments, further complicated interactions between teachers and these students.

Furthermore, the lack of collaboration with specialists, such as special education teachers, meant that many teachers did not receive the necessary guidance and support to effectively address the diverse learning needs of all students. Finally, environmental factors, such as inaccessible classroom layouts and inadequate physical resources, also presented significant challenges for students with disabilities, hindering their full participation and academic progress. In this regard, one of the students in FGD 9 commented as;

A teacher doesn't believe in inclusion, they don't bother trying to include everyone. I rarely see teachers going out of their way for students with disabilities. Most just stick to their usual methods. Teachers are often intolerant with students' disabilities it hard for us to sense included.

Teachers believe that students with disabilities would be better served in specialized settings rather than normal classrooms, arguing that this arrangement allows for more tailored support and resources. This belief can continue a cycle of exclusion and limit opportunities for social integration (T3, T4, T5, T6 T7, T14, T15, T16, T17 and T18) .

Teachers express concerns that including students with disabilities disrupts the learning environment for other students, leading them to arrange the needs of the majority over those of individuals requiring additional support (T1 & T2) and one of the teacher interviewees said:

I sometimes lower my expectations for students with disabilities, impacting their potential and social interactions. This perception limits their independence and opportunities for peer engagement, leading to misjudgments about their capabilities and missed chances for them to shine (T13).

Teachers with destructive outlooks accidentally disregard students with disabilities by not providing them with the necessary support or attention, leading to spirits of isolation and disconnection from

classroom activities (T10, T11, T12, T13 and T15). This idea, however, is not in line with the general literature in the field. Effective practices in inclusive education include differentiated instruction and collaborative teaching models. Differentiated instruction allows teachers to tailor their teaching strategies to accommodate varying student needs, promoting engagement and participation (Mastropieri & Scruggs, 2004).

However, some teacher interviewees believe teachers who hold a positive view of inclusive education are likely to adopt more adaptive teaching strategies, fostering an environment where all students feel valued and supported. They implement differentiated instruction to provide diverse learning needs, which enhances engagement students.

Effective teacher-student relationships are crucial for fostering engagement among students with disabilities. Teachers who prioritize building strong connections tend to see higher levels of engagement from these students, as they feel more secure and understood in the classroom environment (T5 and T16).

Teachers engage less frequently or less positively with students with disabilities compared to their peers, often viewing them through a scarcity lens. This could result in less patience or lower expectations for these students, which can damagingly impact their self-confidence and academic performance. Teachers focus more on the challenges posed by students with disabilities rather than their strengths, leading to a more transactional and less supportive interaction style (T2, T4, T6, and T15). One of the teacher interviewee explained:

“ modifying my teaching practices to include group work, I often feel my efforts are too generic, leaving some students' unique needs unmet. A lack of training in supporting students with disabilities exacerbates my uncertainty about the effectiveness of these adaptations truly.” (T4)

Some teachers reflect that there are many teachers not emphasizing the importance of collaborative learning environments where students can work together regardless of ability. Collaborative learning not only helps students with disabilities feel included but also promotes empathy and understanding among all classmates (T4 and T5). And one of the teacher interviewees explained;

Adjusting my teaching methods for students with disabilities is challenging due to time constraints and classroom dynamics. Inconsistencies arise, and while I rely on assistive

technology, not all students engage effectively, complicating classroom management and detracting from overall learning. (T6)

Teachers often utilize ongoing assessments to gauge student understanding and adjust their teaching methods accordingly. This responsiveness is particularly beneficial for students with disabilities, as it allows for immediate feedback and support tailored to individual needs (T9 and T10).

The researcher observed that the majority of the teachers exhibited perceptions that may hinder the effective implementation of inclusive education. These perceptions can lead to a lack of collaboration with special education staff or related service providers, resulting in poorly planned and inadequately supported inclusive practices. Furthermore, minimal reflection on teaching practices was observed among teachers. Many demonstrated resistance to feedback regarding how to better support students with disabilities. This resistance can manifest in a lack of willingness to adapt teaching methods to meet the diverse learning needs of all students.

The researcher also observed that students with disabilities were not always encouraged to interact or collaborate with their peers, which can foster isolation rather than inclusion. These findings suggest that many teachers require further support and professional development to effectively implement inclusive education practices in their classrooms.

4.2.4 Barriers teachers encounter in implementing inclusive education

This part of the research analyzed the challenges or barriers teachers encounter when implementing inclusive educational practices. These challenges encompass various areas, including curriculum limitations, insufficient resources, inadequate teacher training, and difficulties in classroom management, limited support systems, and systemic barriers.

The challenges faced by teachers in accommodating diverse learning needs within inclusive classrooms are multifaceted and deeply rooted in systemic barriers. Observations and interviews with teachers reveal a significant struggle to differentiate instruction effectively for students with disabilities, resulting in frustration for both teachers and learners. Many teachers report that they were overwhelmed by large class sizes and insufficient resources, which hampers their ability to adapt materials and assessments to meet individual student needs. Additionally, the lack of training in inclusive practices contributes to a limited understanding of how to implement classroom instruction that support all

learners. This situation is exacerbated by external factors such as poverty, socio-economic disparities, and inadequate institutional support, which further complicate the educational landscape. Consequently, without a concerted effort to address these challenges through enhanced training, resource allocation, and collaborative practices, the goal of fostering an inclusive educational environment remains elusive.

Teacher also report that the existing curricula do not accommodate diverse learning needs, making it difficult to differentiate instruction effectively. They struggle with adapting materials and assessments to meet the varied abilities of students with disabilities, which can lead to frustration for both educators and students (T1, T2, T3, T4, T5, T12, T11, T13, T16, T17 and T18).

The researcher observed in all of the selected schools and among the majority of the sample teachers a failure to provide multiple means of presentation, limiting students' access to content through varied modalities such as verbal, visual, and hands-on experiences. Tasks and assignments were not differentiated based on students' individual learning needs, which can hinder the progress of students with disabilities. Assistive devices were either unavailable or not properly integrated into lessons, leading to disengagement and lack of participation from students with disabilities. The language used by the teacher was often unclear or overly complex, making it difficult for students to understand tasks, instructions, and expectations. Insufficient checking for understanding was also observed, as teachers did not consistently encourage questions from students, which can lead to confusion and frustration. Other barriers, such as poverty, low socioeconomic conditions or low income, war, displacement, teenage pregnancy, HIV, risk behaviors, and a lack of human resource development, can significantly impact teachers' perception of inclusiveness and increase the risk of disability and psychological trauma among students.

Teachers believed that shortage of essential resources, such as assistive technology, specialized teaching materials, and trained staff, significantly hampers the ability to provide effective support for students with disabilities they argue that insufficient funding for inclusive education initiatives often results in overcrowded classrooms and limited access to necessary support services (T6, T7, T8, T9, T10, T14 and T15).

Teachers report of feeling unprepared to address the needs of students with disabilities due to inadequate training in inclusive practices during their professional development. They said that learning

in the school situation is a lack of knowledge or discrepancies in the training of teachers. Notice that differences in professional preparation programmers across disciplines can result in disproportionate knowledge and experience in collaboration. This created a barrier for some of the learners in the regular classroom setting because the philosophical differences and lack of knowledge and skills to solve problems often limit the teachers' ability to participate fully in a collaborative partnership. Teachers' talents should be valued and utilized as resources to eliminate barriers to learning. The lack of coordinated training programs can leave teachers without the necessary skills or confidence to implement inclusive strategies effectively. The knowledge barriers pertain to the differences in the knowledge and skills of various teachers about instructing learners who experience barriers to learning, support services, adapting not flexible curriculum and instruction, and structuring the classroom for optimal inclusion. Lack of knowledge, skills and a lack of awareness on the part of teachers may result in serious barriers to learning (T6, T7, T8, T9, T10, T14 and T15).

One of students from the focus group discussion (FGD1) commented:

I think the biggest challenge is that teachers just don't care enough to make changes. They complain about large classes but don't try to find solutions. And it seems like they just give up when it comes to making lessons accessible. They often say they don't have time or resources. I've seen teachers ignore students with disabilities during group work because they don't want to deal with the extra effort.

Teachers face difficulties managing classroom behaviors that arise from diverse needs, which can disrupt the learning environment and hinder inclusive practices. Learners have difficulty in establishing appropriate interpersonal rapport. They often lack interests in and responsiveness to others. The problems amounting to difficulty in relating are that learners avoid eye contact, isolate themselves socially, and avoid situations in which they are accountable. Overcrowded classrooms can limit individual attention and support for students with disabilities, making it challenging to implement effective inclusive strategies (T1, T2, T3, T4, T5, T6, T7, T8, T 9, T10, T14 and T15).

As the researcher observed, the teachers often ignore inclusive teaching methods in the classroom, despite their importance for addressing the diverse learning needs of students in today's classrooms. Many teachers fight with implementing Learner-Centered Teaching, which requires adapting instructional strategies to actively engage all students. This lack of engagement can hinder participation, as varied and interactive methods are not consistently utilized. Formative assessment, while crucial for

evaluating student understanding, is frequently neglected, resulting in missed opportunities for personalized learning experiences that could identify and address barriers to inclusion. Additionally, reflective practices are not always prioritized, leading to a standing teaching approach that fails to enhance inclusivity. Access to professional development and adaptable teaching materials remains limited for many teachers, leaving them ill-equipped to support diverse learners effectively. Finally, the establishment of a classroom atmosphere that promotes respect and collaboration is often insufficient, with Flexible Grouping and Behavior Management Techniques not being adequately implemented to create a safe and inclusive learning environment.

The researcher observed that classrooms in all selected schools lacked accessibility features for students with disabilities. Classroom layouts often lacked wide passageways and clear pathways, hindering mobility for students with physical impairments. Learning materials were frequently inaccessible, with limited availability of Braille, large print, and audio formats. Seating arrangements often did not consider the needs of students with disabilities, hindering collaboration and interaction. Additionally, visual aids were not always fully accessible, with some materials being too small or unclear for all students to see. Visual cues, such as pictures and symbols, were not consistently used to reinforce verbal instructions and concepts, potentially creating challenges for students with visual impairments. Finally, written instructions and information were not always supplemented with sufficient verbal explanations, potentially excluding students with visual impairments from fully understanding the content.

Teachers said that insufficient collaboration among general education teachers, special education staff, and administration can create storage towers that hinder the development of inclusive practices. Pragmatic barriers are usually associated with systemic and logical factors within the school, such as, lack of time for implementation, consultation and collaboration. The fact that schools have been described as segmented, egg-crate institutions in which teachers are isolated, makes it difficult for teachers to work together resulting in some learners experiencing barriers to learning in an integrated school. Inconsistent application of inclusion policies at the school or district level can lead to disparities in how inclusion is passed across different classrooms and schools (T3, T4, T5, T6, T7, T8, T9, T10, T11, T12 and T19) .

Teachers believed that these challenges can significantly affect teachers' confidence and willingness to implement inclusive practices. When faced with inadequate training, insufficient resources, and systemic

barriers, teachers feel overwhelmed and discouraged. This lack of support can lead to a reduced belief in their ability to effectively teach all students, particularly those with disabilities. Consequently, some may hesitate to fully embrace or advocate for inclusive practices within their classrooms or schools (T2, T4, T6, T8, T10, T12, T14, T16 and T18).

If teachers have negative attitudes towards learners, learning breakdown will be at the order of the day. In most cases, change is hard to accept because what happens in the classroom is highly personal. Because of their negative attitudes, teachers resist change and do not even try to implement the basics set out in policy documents regarding inclusive settings. It is important for teachers to try to teach in the regular classroom settings and then come up with views on how to improve teaching in such settings.

4.2.5 Strategies teachers can employ to overcome the barriers

In this part, the researcher analyzed strategies or approaches for overcoming barriers to inclusive education in the classroom, including modifications, resources, and tools that teachers can utilize to create a more inclusive environment. The role of professional development or ongoing training in helping teachers address these barriers was also explored through interviews with teachers and group discussions with students. Observations in all selected schools' classrooms revealed several strategies that can be implemented to overcome obstacles to inclusion. These include collaboration between teachers and special education staff to develop tailored instructional practices that meet the needs of all learners. Effective application of assistive devices within lessons can enhance participation for students with disabilities. Providing clear instructions using simple language and checking for understanding can help ensure that all students grasp the content being taught. Regular feedback should be constructive and accessible, guiding students on how to improve their performance. By reflecting on their teaching practices and remaining open to feedback, educators can continuously adapt their methods to better support inclusive education.

Teachers often emphasize the importance of creating a physically accessible classroom. This includes ensuring that equipment is arranged to allow for easy movement and that materials are within reach for all students. Some teachers also suggest using quiet spaces for students who may become overwhelmed, allowing them to regroup and refocus (T1, T2, T18, T16, T3 and T4)

Many teachers find success in employing multimodal teaching approaches, presenting information through various formats such as visual aids, hands-on activities, and auditory instructions. This strategy helps cater to different learning styles and ensures that all students can engage with the material effectively (T5, T6, T7, T17 and T14).

Teachers encouraging students to express their preferences and make choices about their learning can significantly enhance engagement. Teachers report that when students feel they have a say in their education, they are more motivated and invested in their learning process (T8, T9, T10, T11, T12, T13 and T15).

Teacher suggested using assistive technologies, such as speech-to-text software or specialized communication devices, to support students with disabilities. These tools help level the playing field and allow for greater participation in classroom activities (T8, T9, T10, T1, T2, T14 and T15).

Teachers reflected that implementing visual schedules and clear instructions helps students understand daily routines and transitions better. Teachers note that these supports reduce anxiety and improve focus among students who struggle with changes or unpredictability (T5, T6, T7, T18 and T13).

Teachers suggest for the use of a variety of instructional materials that reflect diverse perceptions. Teachers should often audit their resources to ensure they are inclusive and free from stereotypes, allowing all students to see themselves represented positively in the curriculum (T11, T12, T17, T16, T3 and T4).

Teachers suggest for regular collaboration with special education staff as essential for many inclusive classroom teachers. They have to participate in team meetings to discuss individual student needs, share insights, and develop joint strategies that support inclusive practices in the classroom (T8, T9, T10, T6, T7, T17 and T15).

Teachers also expressed their faith that some teachers emphasize the role of parents as partners in the educational process. By maintaining open lines of communication with families, teachers can gain valuable insights into their students' needs and home environments, which can inform their teaching strategies (Teacher interviewees T1, T2, T12, T13 and T14).

Teachers believed establishing peer support systems where students help each other fosters an inclusive atmosphere. Teachers should often create opportunities for collaborative learning, where students can work together on projects, promoting social interaction and mutual understanding (T5, T11, T18, T16, T3 and T4).

Teacher said many teachers highlight the importance of professional development in enhancing their understanding of inclusive practices. Workshops on differentiated instruction, cultural competency, and behavior management equip them with tools to better support diverse learners (T1, T2, T3, T4, T5 and T7). Teachers engaging in reflective practices allows teachers to assess their own biases and teaching methods continually. Professional development sessions that encourage self-reflection help educators identify areas for improvement in their inclusive practices (T8, T9, T10, T11, T12, T13 and T14). Teachers said professional development programs often provide access to a wealth of resources, including instructional materials and strategies tailored for inclusive education. This access empowers teachers to implement effective practices in their classrooms confidently (T15, T16, T17 and T18).

The students in the focus group discussion that provided the following idea and one of the students in FDG5 said:

“Teachers should create a respectful classroom atmosphere by using positive reinforcement, encouraging participation, and addressing diverse needs. Implementing buddy systems, varied teaching methods, and flexible assignments fosters community and ensures all students can engage and succeed academically.”

These observations highlight systemic issues within learning surroundings that hinder the effective implementation of inclusive education practices, emphasizing the need for improved training, resources, and supportive policies to foster an inclusive learning environment for all students. Many classrooms are not designed to be fully accessible for students with mobility impairments. Common barriers include narrow aisles and inadequate pathways that hinder movement for wheelchair users or those with other mobility challenges. There is often a lack of accessible learning materials, such as Braille or large print books, which limits the ability of students with visual impairments to engage fully with the curriculum. Seating is frequently not arranged to promote collaboration among students with disabilities. This can lead to missed opportunities for interaction and participation in group activities. Visual aids used in classrooms are sometimes not clear or large enough for all students, particularly those with visual impairments, which can impede their learning. Supportive Teachers report that their classrooms lack a

safe and supportive atmosphere conducive to the needs of all students, particularly those with disabilities. This includes insufficient encouragement for students with disabilities to participate in discussions and activities. Teachers often struggle to differentiate tasks effectively based on individual learning needs. Many report that large class sizes and insufficient time prevent them from providing tailored support. A significant number of teachers feel unprepared to implement inclusive practices due to inadequate training in special education strategies. This lack of professional development contributes to negative attitudes towards inclusive education, as teachers may feel overwhelmed by the challenges of accommodating diverse learners. There is often a lack of integration of assistive devices in lessons, which can hinder engagement and participation among students with disabilities. Feedback Mechanisms: Teachers may not provide timely or constructive feedback that is accessible to all students, which can negatively impact learning outcomes for students with disabilities. Teachers frequently do not collaborate effectively with special education staff or service providers, limiting their ability to implement inclusive practices successfully.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

In summary, teachers do not employ a variety of strategies to overcome barriers to inclusive education, including classroom adjustments, multimodal instruction, assistive technologies, collaboration with professionals, and ongoing professional development. These efforts cannot contribute significantly to creating an inclusive environment where all students can succeed academically and socially.

Teachers show a discouraging contradiction towards inclusive education, characterized by a predominantly neutral attitude that fails to translate into effective classroom practices. Despite having a limited understanding of inclusive education principles, most teachers show unwillingness and resistance to fully embrace inclusion, leading to its sparse implementation in their classrooms. This lack of commitment reflects a deeper issue: many teachers perceive inclusive education as an additional burden rather than an opportunity for enriching the learning environment. The findings further reveal that while teachers' knowledge about inclusive education has some influence on their practices, their overall attitudes remain largely unfavorable. This disconnect suggests that even with adequate training, teachers may still harbor negative perceptions, particularly towards students with more severe disabilities. Such attitudes not only hinder the progress of inclusive education but also contribute to an educational atmosphere where students with special needs are often marginalized. Moreover, the study highlights significant differences in practices among city teachers, indicating that those in urban settings may face even greater challenges and exhibit more pronounced negative attitudes towards inclusion. This comparison of teachers' divide underscores the urgent need for context-specific strategies that address these negative responses and foster a more supportive environment for inclusive education.

In general, the research paints a troubling picture of teacher attitudes in Mekelle public primary schools, where negative perceptions and inadequate implementation of inclusive practices pose significant barriers to achieving an equitable educational framework for all students. While teachers possess a limited understanding of inclusive education principles, this knowledge does not translate effectively into practice. Many teachers express feelings of uncertainty and doubt about their ability to implement inclusive strategies, which can stem from a lack of confidence in their skills. According to TPB, this perceived lack of competence can reduce their intention to engage in inclusive practices, leading to minimal action despite their theoretical knowledge.

The overall neutral attitude towards inclusive education indicates a significant lack of enthusiasm or commitment. This uncertainty suggests that teachers do not feel strongly motivated to support inclusion, which is detrimental to fostering an inclusive environment. Ajzen's theory suggests that attitudes influence behavioral intentions; thus, these neutral attitudes result in weak intentions to adopt inclusive practices, ultimately leading to their limited application in the classroom.

The minimal implementation of inclusive practices highlights a critical gap between knowledge and action. Teachers often cite barriers such as insufficient resources and lack of administrative support, which contribute to their reluctance to implement inclusive strategies. TPB emphasizes that perceived behavioral control – teachers' beliefs about their ability to enact these practices – is crucial; if they feel unable to overcome obstacles, they are less likely to attempt inclusion.

Although teachers' knowledge positively affects their potential for implementing inclusive education, the findings reveal that attitudes do not significantly impact practice. This disconnect suggests that even with adequate knowledge, negative perceptions or fears prevent teachers from acting on what they know. According to TPB, if teachers do not perceive themselves as capable or supported in their efforts, their intentions will falter, leading to inaction.

To address these undesirable responses, targeted professional development is essential. Training programs should not only focus on the theoretical aspects of inclusive education but also provide practical strategies for classroom management and differentiation. Additionally, fostering a supportive community among teachers can help alleviate fears and build confidence in implementing inclusive practices.

In summary, while the study acknowledges some foundational knowledge among teachers regarding inclusive education, it also reveals persistent undesirable attitudes that hinder effective implementation. By applying Ajzen's Theory of Planned Behavior, it becomes clear that addressing these attitudes through comprehensive training and support is crucial for fostering a truly inclusive educational environment in Mekelle primary schools.

5.2. Conclusions

The conclusion of the study on teachers' perceptions and practices regarding inclusive education in Mekelle primary schools highlights a troubling reality: while teachers possess some foundational knowledge about inclusive education, their disinterested perceptions and unwillingness to implement inclusive strategies significantly hinder progress. This contradiction can be understood through the lens of Ajzen's Theory of Planned Behavior, which suggests that an individual's behavior is directly influenced by their attitudes, subjective norms, and perceived behavioral control.

The research indicates that many teachers harbor negative perceptions towards inclusive education, viewing it as an additional burden rather than an opportunity for enriching the learning experience for all students. This perception is particularly pronounced among those who lack adequate training or resources, leading to feelings of insecurity and frustration when faced with the challenges of inclusion. Such negative attitudes can stem from various factors, including:

- *Lack of preparedness*: Teachers feel unprepared to meet the diverse needs of students with disabilities, leading to a sense of helplessness and avoidance of inclusive practices.
- *Insufficient institutional support*: Many teachers report insufficient institutional support, which exacerbates their reluctance to embrace inclusion. The absence of resources, training, and administrative backing can reinforce negative attitudes.
- *Concerns about classroom management*: Teachers may express apprehension about managing a classroom that includes students with varying abilities. This concern can manifest as a belief that inclusion will disrupt the learning environment for other students.

According to Ajzen's framework, these negative attitudes contribute to a lack of intention to engage in inclusive practices. The theory suggests that even if teachers possess knowledge about inclusion,

their negative perceptions and fears can lead to inaction. Consequently, this gap between knowledge and practice becomes a significant barrier to effective implementation.

To address these undesirable responses, targeted professional development is essential. Training programs should not only focus on the theoretical aspects of inclusive education but also provide practical strategies for classroom management and differentiation. Additionally, fostering a supportive community among educators can help alleviate fears and build confidence in implementing inclusive practices.

5.3. Recommendations

Based on the findings, several key recommendations are proposed to foster a more inclusive educational environment in Mekelle:

1. Enhance Teacher Capacity:

- a. Implement comprehensive training programs focused on inclusive education that go beyond theoretical knowledge. These programs should equip teachers with practical skills, such as:
 - Differentiated instruction: Strategies for adapting teaching methods to meet the diverse learning needs of all students.
 - Universal Design for Learning (UDL): Principles for creating flexible learning environments that cater to a wide range of learners.
 - Effective use of assistive technologies: Integrating assistive technologies such as text-to-speech software, interactive apps, and alternative communication devices into classroom instruction.
- b. Conduct awareness initiatives to shift teacher attitudes towards more positive perceptions of inclusive education.
 - Emphasize that inclusive education prepares students for real-world interactions by developing essential life skills such as empathy, cooperation, and problem-solving.
 - Share research findings that demonstrate the positive impact of inclusive education on the academic achievement and social-emotional development of all students. For example, "Studies indicate that students in inclusive classrooms often achieve higher academic outcomes due to increased collaboration and diverse learning experiences."

- Acknowledge and address teachers' concerns about managing a diverse classroom. Provide practical strategies for creating a supportive and inclusive learning environment for all students.

2. Create an Accessible and Supportive Learning Environment:

- a. Create an accessible school environment that facilitates inclusion for all students, including those with mobility impairments.
- b. Ensure access to a wide range of accessible learning materials, such as Braille, large print, and digital resources.
- c. Ensure the implementation of inclusive classroom practices through:
 - The utilization of diverse curricular resources that reflect various perspectives and experiences. This includes incorporating literature that features characters with disabilities or stories from diverse backgrounds, fostering a sense of belonging among all students.
 - Offering alternative assessment options that allow students to demonstrate their knowledge in ways that suit their strengths and learning styles.
 - Emphasizing the benefits of peer interactions in an inclusive setting. For example, "When students work together, they learn from each other's strengths and perceptions, which enriches their educational experience."

3. Strengthen Collaboration and Support:

- Foster collaboration between general education and special education staff, including co-teaching models, to provide more tailored instruction and support for students with diverse needs.
- Seek community partnerships with organizations that can provide additional resources, support services, and volunteer opportunities.
- Encourage open dialogue among educators about the challenges faced in implementing inclusive strategies. Create a supportive and collaborative environment where teachers can share best practices, seek advice, and learn from each other.

4. Promote Ongoing Professional Development and Reflection:

- Encourage educators to engage in reflective practices to assess their teaching methods critically and make necessary adjustments based on student feedback and outcomes. This continuous improvement mindset is crucial for fostering an inclusive classroom environment.
- Professional development should also focus on creating a school culture that values diversity and inclusion, promotes equity, and recognizes the unique contributions of every student.

By implementing these recommendations, we can create a more inclusive and equitable education system in Mekelle that empowers all students to reach their full potential.

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Appendix I: Interview Guides
Mekelle University
College of institute pedagogical Science (IPS)
Department of Teacher Education

PART I

Interview guide for teachers

Dear teachers,

The objective of these interviews, observation and by using focus group discussion are to accumulate information about a study of teachers' perceptions and practices of inclusive education in Mekelle primary schools. The information is required for the MSc. thesis which is going to be done on a study of teachers' perceptions and practices of inclusive education in Mekelle primary schools. Your support in providing the needed information plays a vital role for the success of the study. Therefore, you are kindly requested to give in the interview based on the given instructions under each part. Your information is used only for the research purpose and is, thus, kept confidential

***Table 1* backgrounds of teacher's interview**

<ul style="list-style-type: none"> • This regular school is in: <input type="checkbox"/> Gereb tsedo primary <input type="checkbox"/> Hatsey yohannes primary <li style="padding-left: 40px;"><input type="checkbox"/> Zikre Sematat primary <input type="checkbox"/> Adi-Haki primary <li style="padding-left: 40px;"><input type="checkbox"/> Adishnhon primary <input type="checkbox"/> Momona primary
<ul style="list-style-type: none"> • Sex : <input type="checkbox"/> Male <input type="checkbox"/> Female
<ul style="list-style-type: none"> • Age: <input type="checkbox"/> 20~29 years <input type="checkbox"/> 30~39 years <input type="checkbox"/> 40+years
<ul style="list-style-type: none"> • Do you have appropriate education or not? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • For what age level do you teach students with disabilities in regular

class? :
<input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1~3 years <input type="checkbox"/> 3~5 years <input type="checkbox"/> more than 5 years
• For what class are you teaching?: <input type="checkbox"/> Grade 1- <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5
<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
•Where have you taken part in the special education training?
<input type="checkbox"/> Never <input type="checkbox"/> Pre-service <input type="checkbox"/> Aperiodicity & in-service <input type="checkbox"/> Periodicity in-service
• had you done some school-based researches for inclusive education:
<input type="checkbox"/> Yes <input type="checkbox"/> No

- 1) Can you share your thoughts and beliefs about inclusive education?
- 2) How do you perceive the importance of inclusive education in your classroom, especially in relation to students with diverse needs (e.g., students with disabilities, English language learners, gifted students)?
3. In your opinion, how does inclusive education benefit all students, including those with disabilities?
4. What challenges or barriers have you personally encountered when trying to implement inclusive educational practices in your classroom or within the broader school environment?
5. Could you share specific examples of obstacles related to curriculum, resources, training, classroom management, or support systems for students with disabilities?
6. Are there any systemic or school-wide barriers (e.g., lack of collaboration, inadequate resources) that impact your ability to fully include students with disabilities in your teaching?
7. How do these challenges affect your confidence and willingness to implement inclusive practices?
8. How do your personal beliefs about inclusive education influence the way you approach teaching and lesson planning?
9. Can you describe any specific changes you have made in your teaching practices due to your beliefs about inclusive education?
10. How do you adjust your teaching methods for students with disabilities?

11. Do you feel that your perceptions of students with disabilities impact your expectations and engagement with them in the classroom? If so, how?
12. What strategies or approaches have you found effective in overcoming the barriers to inclusive education in your classroom?
13. Are there particular modifications, resources, or tools you use that have helped create a more inclusive environment?
14. How do you collaborate with other teachers, special education staff, or support professionals to overcome challenges in inclusive education?
15. Is there anything else you would like to share about your experience with inclusive education or your thoughts on supporting students with disabilities in your classroom?

Part II

Focus Group Discussion Questions for students

The objective of these focus group discussions on students is to accumulate information about a study of teachers' perceptions and practices of inclusive education in Mekelle primary schools. The information is required for the MSc. thesis which is going to be done on a study of teachers' perceptions and practices of inclusive education in Mekelle primary schools. Your support in providing the needed information plays a vital role for the success of the study. Therefore, you are kindly requested to give on the basis of focus group discussions the given instructions. Your information is used only for the research purpose and is, thus, kept confidentially

Table 2 backgrounds of focus group discussions on students

• This regular school is in:	<input type="checkbox"/> Gereb tsebo primary	<input type="checkbox"/> Hatsey yohannes primary		
	<input type="checkbox"/> Zkere primary	<input type="checkbox"/> Adi-Haki primary		
	<input type="checkbox"/> Adishnhon primary	<input type="checkbox"/> Momona primary		
• Sex :	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
• Age:	<input type="checkbox"/> 10~12 years	<input type="checkbox"/> 13~15 years	<input type="checkbox"/> 16-18+years	
• Do you have appropriate education or not?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
• Students with disabilities in regular class? :				
	<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1~3 years	<input type="checkbox"/> 3~5 years	<input type="checkbox"/> more than 5 years
• Students (respondents) class ?:	<input type="checkbox"/> Grade 1-	<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 4
	<input type="checkbox"/> Grade 5			
	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 8	

1. How do you think your teachers view or understand the idea of inclusive education, particularly in their classroom teaching?
2. Do you feel that your teachers treat all students equally? Why or why not?
3. Do you think your teachers believe inclusive education benefits all students, including those with disabilities?
4. What challenges or difficulties do you think your teachers face when trying to include students with disabilities in the classroom?

5. Are there certain things that prevent teachers from making their lessons accessible to everyone? What are some of the reasons you think teachers might not always include students with disabilities effectively?
6. Have you observed any situations where teachers struggle to include everyone? Can you share some examples?
7. How do you think a teacher's view or attitude towards inclusive education affects the way they teach or interact with students, especially students with disabilities?
8. Do you think teachers who believe strongly in inclusive education make extra efforts to include students with disabilities? How do they do this?
9. How do you feel about the way teachers engage with students with disabilities? Is it different from how they interact with other students?
10. Can you share an example where you noticed a teacher's attitude (positive or negative) influencing their approach to teaching students with disabilities in the classroom?
11. Have you ever seen a teacher make special efforts to include students with disabilities in group activities, discussions, or classroom projects? How did that make you feel?
12. Conversely, have you observed any instances where you felt a teacher did not provide enough support or attention to students with disabilities? What was the situation?
13. What ideas or strategies do you think teachers could use to make their classrooms more inclusive for all students, especially those with disabilities?
14. How can teachers make their lessons and activities more accessible to everyone, including students with disabilities?
15. What kind of support or resources do you think teachers need to be more successful at including students with disabilities in their teaching?
16. Is there anything else you would like to share about your experiences in the classroom regarding inclusive education or how your teachers support students with disabilities?

PART III

Items for observation checklist

The researcher will check information to understand primary mainstream teachers' perception and practical on inclusive education. To create a rating scale for the questions that are provided regarding inclusive education, the following is a Likert scale format. This scale typically ranges from 1 to 5, where respondents can express their level of agreement or satisfaction. Below is a suggestion rating scale along with the questions. Just tick out the responses with 'x' or write down for the two alternatives (yes or no) based on the researchers' observations.

Table 3 backgrounds on items for observation checklist

This regular school is in: <input type="checkbox"/> Gereb tseido primary <input type="checkbox"/> Hatsey yohannes primary <input type="checkbox"/> Zkere primary <input type="checkbox"/> Adi-Haki primary <input type="checkbox"/> Adishnhon primary <input type="checkbox"/> Momona primary
• sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
• Age: <input type="checkbox"/> 20~29 years <input type="checkbox"/> 30~39 years <input type="checkbox"/> 40+years
• Does the teacher have appropriate education or not? <input type="checkbox"/> Yes <input type="checkbox"/> No
• Teacher has services in <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1~3 years <input type="checkbox"/> 3~5 years <input type="checkbox"/> more than 5 years
• The teacher has taken part in the special education training: <input type="checkbox"/> Never <input type="checkbox"/> Pre-service <input type="checkbox"/> Aperiodicity & in-service <input type="checkbox"/> Periodicity in-service

Use the following scale to rate the following items

- 1 = Not Observed
- 2 = Rarely Observed
- 3 = Sometimes Observed
- 4 = Frequently Observed
- 5 = Consistently Observed

No	List of items	rate the following items					Remark
		1	2	3	4	5	
1	Classroom layout is accessible for students with mobility impairments (e.g., wide aisles, clear pathways).						
2	Learning materials (e.g., books, equipment) are accessible to students with disabilities (e.g., Braille, large print, and audio).						
3	Seating arrangements promote participation of students with disabilities, allowing for collaboration and interaction						
4	Visual materials are clear and large enough for all students to see.						
5	Written instructions and information are supplemented with verbal explanations for students with visual impairments.						
6	Visual cues (e.g., pictures, symbols) are used to reinforce verbal instructions and concepts						
7	Classroom layout is accessible for students with mobility impairments (e.g., wide aisles, clear pathways).						
8	Learning materials (e.g., books, equipment) are accessible to students with disabilities (e.g., Braille, large print, and audio).						
9	Seating arrangements promote participation of students with disabilities, allowing for collaboration and interaction.						
10	Visual materials are clear and large enough for all students to see.						
11	Written instructions and information are supplemented with verbal explanations for students with visual impairments						
12	Visual cues (e.g., pictures, symbols) are used to reinforce verbal instructions and concepts.						
13	The teacher provides multiple means of representation (e.g., verbal, visual, hands-on) to present content.						
14	Tasks and assignments are differentiated based on students' individual learning needs (e.g., extended time, simplified language, task modification)						
15	The teacher uses various teaching methods (e.g., group work, one-on-one instruction, peer support) to address diverse learning needs						
16	Assistive devices are available and properly integrated into						

	lessons to support engagement and participation						
17	The teacher uses clear, simple, and consistent language to explain tasks, instructions, and expectations.						
18	The teacher checks for understanding and encourages students to ask questions to ensure clarity. Students with disabilities are actively engaged in lessons and classroom activities.						
19	The teacher provides opportunities for students with disabilities to contribute to class discussions, ask questions, and share ideas.						
20	Students with disabilities are encouraged to interact and collaborate with peers.						
21	Assessments are adapted or modified as necessary to ensure that students with disabilities can demonstrate their knowledge						
22	Feedback is provided in a timely, constructive, and accessible manner, offering students strategies for improvement.						
23	The teacher fosters a safe, supportive, and welcoming classroom environment for all students, including those with disabilities.						
24	The teacher collaborates with special education staff or related service providers to plan and implement inclusive practices						
25	The teacher collaborates with special education staff or related service providers to plan and implement inclusive practices						
26	The teacher reflects on their practice and is open to feedback regarding how to better support students with disabilities						

Part IV

Table 4 Bibliographical data of respondents

No	Names of selected primary schools	Population of sample schools			st ude nts code	T ea ch er s co de	Gr ad e ta ug ht	Tea ching Experi ence	No of learn er in a class	Sectio n	Qualificat ion
		te ac he rs	No St ud en ts	FDG cod e							
1	Adi - Haki	3	2	1	S_{19}, S_1	T_1	1	8 year	62	A ₁	diploma
2	Zikre Sematat	3	2	2	S_{20}, S_2	T_2	1	20 year	61	B ₄	diploma
3	Momona	3	2	3	S_{21}, S_3	T_3	2	14 year	61	C ₇	degree
4	Adi-Shunduhan	3	2	4	S_{22}, S_4	T_4	6	15 year	62	D ₁₀	degree
5	Gereb-Tsedo	3	2	5	S_{23}, S_5	T_5	5	16 year	63	E ₁₃	diploma
6	Hatsey-Yowhans	3	2	6	S_{24}, S_6	T_6	5	20 year	63	F ₁₆	degree
7	Adi - Haki		2		S_{25}, S_7	T_7	2	19 year	61	A ₂	diploma
8	Zikre Sematat		2		S_{26}, S_8	T_8	4	18 year	61	B ₅	degree
9	Momona		2		S_{27}, S_9	T_9	3	21 year	63	C ₈	diploma
10	Adi Shunduhan		2		S_{28}, S_{10}	T_{10}	6	23Year	51	D ₁₁	degree
11	Gereb Tsedo		2		S_{29}, S_{11}	T_{11}	7	20 year	52	E ₁₄	diploma
12	Hatsey-Yowhans		2		S_{30}, S_{12}	T_{12}	7	24 year	54	F ₁₇	diploma
13	Adi - Haki		2		S_{31}, S_{13}	T_{13}	3	10 year	62	A ₃	diploma
14	Zikre Sematat		2		S_{32}, S_{14}	T_{14}	5	11 year	61	B ₆	degree
15	Momona		2		S_{33}, S_{15}	T_{15}	4	16 year	61	C ₉	degree
16	Adi Shunduhan		2		S_{34}, S_{16}	T_{16}	7	12 year	53	D ₁₂	Diploma
17	Gereb Tsedo		2		S_{35}, S_{17}	T_{17}	8	8 year	54	E ₁₅	degree
18	Hatsey-Yowhans		2		S_{36}, S_{18}	T_{18}	8	10 year	55	F ₁₈	diploma

	Total	18	36		36	18			1060	18	
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Part V

ዝተተርጎመ መሕትት

መቐለ ዩኒቨርሲቲ

ሳይኮሎጂካሎክኖሊኮሎጅ (ስርዓተትምህርቲ ዲፓርትመንት)

ንተምሃሮ ዝሉተቱ ሕቶታት

ክቡራት ተምሃሮ፤

ዕለማ እዚ መሕትት ክፍለ ተምሃሮ ኣብ ዘባ መቐለ ዝተመረጹ ቀዳማይ ብርኪ ቤት ትምህርቲ ብዛዕባ ናይ መምህር ዓሚቅ ኣተሓሳስባን ኣብ ተግባርምውዓልን ኣብ ጉዳት ኣካላት ምስ ኩሎም ተምሃሮ ሓዊስካ ኣብ ምምሃር ኣድላይቲ ዝኮኑ ሓሳባት ንምእካብ እዩ። እዚ ሓሳብ (ሓበሬታ) ዘድለዩ ንጊዜ ዲግሪ ትምህርቲ መመረቂ ፅሑፍ ስራሕ ብዛዕባ ዝኮኑ መረዳዘኛታ ንምእካብ እዩ። እቲ ኣድላይ ሓሳብ ብምሃብ ሓገዝኩም ኣብ ምዕዋት እዚ መፅናዕቲ መሰረታዊ ኣስተዋፅኦ ኣለዎ። ስለዚ ብመሰረት ኣብ መምርሒ ዘሎ ሓሳብ ትክክለኛን ሓቃዊን ዝኮነ ሓሳብ ንክትህቡ ይለቦ (ይምሕፀን)። ዝኮነ ይኹን ሓሳብኩም ብምስጢር እዩ ዝታታሓዘእዩ። ንተምሃሮ ኣብ ዘባ መቐለ ክ/ከተማታት ዝቀረቡ መሕትት ንእትገብርዎ ምትሕብባር ኣቀዲመዎ መስግን

ፈ.ቦ፡ ስም ምፅሓፍ ኣየድልን

ስም ሙሉእ 1ይ ብርኪ ቤት ትምህርቲ _____

ፆታ፡ ሀ.ተባ ለ. ኣን

ዕድመ ብዓመት፡ ሀ.ትሕቲ 10 ለ. 11-15 ሐ. 16-20 መ. ልዕሊ 20

ፅንዓት ኣብ ናይ መምህር ኣተሓሳስባ ኣብ ጉዳት ኣካላት ምስ ኩሎም ተምሃሮ ሓዊስካ ኣብ ከይዲ ምምሃር ምስትምሃር ምትግባር /ምልምማድ/ እዩ

1. ናይ መምህር/ኪኣተሓሳስባን ኣረዳድኣን ኣብ ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ምስ ጉዳኣት ኣካላት ዝሓወሰ ትምህርቲ ኣብ ክፍሊ ውሽጢ ከመይ ትሓስቡ/ቢ ?
2. ንስካ/ኪ መምህር/ኪ ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ብማዕረ ከም ዝተስተኣናገዱ ዶይስ ዶስመዐካ/ኪ?
3. ንስካ/ኪ መምህር/ኪ ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ንኩሎም ተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን ምምህር ጠቓሚ እዩ ይኣምን ?

4. መምህር/ኪ ንኩሎም ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ንኩሎም ተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን እንታይ ፀገማት ወይ ከበድቲ ነገራት ይራኣዩ ?
5. ዝተወሰነ ነገራት ንመምህራ ዝክልካል ለሰን ፕላን ንምግባር ንምዕዋት ንሕድሕድ ኣለውዶ ?
6. መምህር/ኪ ንኩሎም ተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ውፅኢታዊ ንምኻን ኩሉ ዘዩጠቓለሉን እንታይ እዮም መክንያት ኢልካ /ኪትሓስብ/ቢ ?
7. ብዝከነ ኩነታት መምህር/ኪ ተቃሊሲ ንኩሎም ተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ከጠቓልሎ ዶ ተዓዚብካ/ኪ ? ሓደሒይ ኣብነት ክትነግሩኒ ዶ ትክእሉ ?
8. ናይ መምህር ኣተሓሳስባን ኣረዳድኣን ኣብ ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ምስ ጉዳኣት ኣካላት ዝሓወሰ ትምህርቲ መምህር ኣቲ ሜላ ከይዲ ኣመሃህራ ርክብ ምስ ተምሃሮ በተለይ ምስ ጉዳኣት ኣካላት ከመይ ትሓስቦ ?
9. መምህር/ ኪ ኣብ ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ምስ ጉዳኣት ኣካላት ዝሓወሰ ትምህርቲ መምህር ነቶም ተምሃሮ ብፍላይ ምስ ጉዳኣት ኣካላት ዘጠቓለሎ ተወሳኪ ፃዕሪ ዝሓትትን ጠንካራን ኢሉ ዶ ይኣምን ኢልካ/ ኪ ትሓስቦ/ቢ ? መምህራን ብከመይ የተግብሩዎ ?
10. መምህር እቲ ሜላ ዘጠቓልሎ ወይ ዝሓወሰሉ ተምሃሮ በተለይ ምስ ጉዳኣት ኣካላት ተምሃሮ ከመይ ይስምዑካ/ኪ ? ብከመይ ምስካልኣት ተምሃሮ ዝራከብሉ ይፍለ ድዩ ?
11. ናይ መምህር ኣተሓሳስባን ኣረኣእያን ኣሉታ ይኩን ኣውንታ እቲ ሜላ ኣመሃህራ ዝጥቀሙሉ ወይ ኣቀራርባ ተምሃሮ ብፍላይ ምስ ጉዳኣት ኣካላት ተምሃሮ ኣብ ውሽጢ ክፍሊ ዘስተውዑልካዮ/ኪ ክትጠቅሱ ትክእሉ ዶ ?
12. መምህር ፍሉይ ፃዕሪ ንተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን ጉጅለ ስራሕቲ፣ ምይይጥ ወይ ናይ ክፍሊ ዕዮታት ተዓዚብካ/ኪ ዶ ? ብከመይ ተሰሪሑ ስምዒት ሂብካ/ ?
13. ብኣንፃሩ መምህር እኩል ሓገዝን ፃዕሪ ኣትኩሬት ዘይገብር ንተምሃሮ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን ከመይ ተዓዚብካ ዶ ? እንታይ ነይሩ እቲ ስምዒት ?
14. መምህራን ንኩሎም ንተምሃሮ ብፍላይ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን ኣብ ውሽጢ ክፍሊ ንኩሎም ንተምሃሮ ዝያዳ ዘጠቓለሎ ክከውን እንታይ ሓሳብን ስትራተጂ ?
15. መምህራን ንኣብ ኩሎም ተምሃሮ ብሕልፊ ምስ ጉዳኣት ኣካላት ተምሃሮ ዘጠቓለሉን ብዝያዳ ዕውታት ከይኖም ንክማሃሩ እንታይ ሓገዝ ወይ ምንጪ የድልዮ ኢልካ/ኪ ትሓስብ/ቢ ?
16. መምህራን ንኩሎም ተምሃሮ ዝተፋላለዩ ድልዎት ዘለዎም ተምሃሮ ምስ ጉዳኣት ኣካላት ዝሓወሰ ትምህርቲ ንተምሃሮ ከመይ ከም ዝሕግዝ ዝከነ ይኩን ተሞክሮ ልምዲ ክትህቡኒ ዶ እንተደልዩ ?