



BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

**TEACHERS' ATTITUDE TOWARDS STUDENTS WITH
INTELLECTUAL DISABILITIES: THE CASE OF PRIMARY SCHOOLS
OF DERA WOREDA**

BY

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EDUCATION

Teachers' Attitude towards Students with Intellectual Disabilities: The case
Primary Schools of Dera Woreda

BY
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A Thesis Submitted for the Partial Fulfillment of the Requirements for the
Degree of Masters of Arts MA in Special Needs and Inclusive Education

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Declaration

This is to certify that the thesis entitled “Regular Schools Teachers’ Attitude towards Students with Intellectual Disabilities: in the Case of Primary Schools of Dera Woreda” submitted toin partial fulfillment of the requirements for the degree of Masters of Arts in college of educational and behavioral science of department of special needs and inclusive education, Bahir Dar University, is are cored of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance help I received during the course of this investigation have been appropriately acknowledged.

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Abstract

Intellectual disabilities are a sub-average/ significant limitation in both functional and adapted daily living activity. Attitude problems, lead to psychological and emotional difficulties and hindering student with intellectual disabilities integrated education. This study focused on examining teachers' attitudes and the factors that affect their attitude. This study was conducted in Amhara regional state of south Gonder, Dera Woreda Primary School. The study used a mixed research approach explanatory sequential mixed research design was employed; Regular teachers were the targeted population. purposive sampling were employed to select key informants, comprehensive sampling for schools, and stratified simple random sample was administered to select quantitative respondents. The data are obtained from regular teachers; data collected from primary sources, the primary data collected through in-depth interviews and questionnaires. The questionnaires consist of 30 Likert scale items' validity and reliability certified by educational experts. Qualitative data was collecting next to quantitative data. Descriptive and inferential statistics were administered to analyses quantitative data (statistical package of 20 versions) whereas, thematic case-by-case analysis method was employed for qualitative data . Teachers had a neutral attitude. There was no significant mean score difference between sex and among age and teaching experience but there was in educational qualification. Students and teacher-related factors were affects teachers' attitudes towards SWIDs. Qualitative finding showed that teachers' had negative attitude. The school should be provided training for awareness creation and emphasis educational qualification.

Key word: Attitude Formation, Attitude Change, Intellectual Disability, Teachers' Attitude

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Acronym

AAIDD	American Association of Intellectual and Developmental Disabilities
AEB	Amhara Education Bureau
ANOVA	Analysis of Variance
APA	American Psychology Association
DWEO	Dera Woreda Education Office
EMIS	Education Management and Information System
IDEA	Individual with Disabilities Education Act
IE	Inclusive Education
IQ	Intelligence Questioned
MOE	Minister of Education
PHE	Physical Education
SWHIs	Student With Hard Of Hearing
SWIDs	Student with Intellectual Disabilities
SWVIs	Student with Visual Impairments
WAO	Woreda Administration Office
WAO	Woreda Agriculture Office
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

This chapter has highlighted the background of the study, statement of the problem, leading question of the research, objective of the study, the significance of the study, and conceptual definitions of basic terms of the study were treated

1.1 Background of Study

Intellectual disability is a significant limitation in a student's cognitive functioning and daily adaptive behaviors (Schalock & Luckasson, 2004). Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. [AAIDD] intellectual disability means "significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. [IDEA, 2004] Intellectual disability is a condition diagnosed before age 18 that includes below-average intellectual function (Below 70 IQ) and a lack of skills necessary for daily living. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning. There are four levels of intellectual disabilities (APA, 2000).

Worldwide, an estimated 650 million people live with disabilities and about a quarter of them are younger than 18 years. Just about 1-3 percent of the universal population has intellectual disabilities as many as 200 million people. (World Health Organization, 2011). Similarly in Africa, the world estimated people with intellectual disabilities, 16.41 in every

1,000 people have intellectual disabilities are significantly more common in underdeveloped countries (World Health Organization, 2011). Unlike industrialized countries, developing countries could have low concentrations (attention) about access to education, medical care, independent living, social skills, and the rights of students with intellectual disabilities as their peers. Students with intellectual disabilities globally face inequalities in healthcare treatments, transport, education, employment, and other aspects of the human industry. Students with intellectual disabilities live in developing countries could often suffer neglect, stigma, and discrimination (United Nations Children's Fund, 2005).

Likewise, in Ethiopia, based on the minister of education (MoE, 2005) annual statistic (education abstract) primary education level (7-14) can access education service those who have special educational needs (disabilities) were 68,404. But those whose ages are reaching to and enroll in primary schools are 2.5% from the total. As based on the minister of education and education management and information system (EMIS, 2005) students with special educational needs following their primary schools' grades (1-8) are 68,404. As world health organization (WHO, 2005) reports students with intellectual disabilities are 17,855. Among this number 10,247 are males and 7,608 are female students those who had to get access to primary education.

According to the Amhara education bureau (AEB, 2007) report students with special educational needs, those who followed their primary education were 5571 males and 4439 female students followed their primary education. Totally in the Amhara region, 10,010 students with special educational needs were enrolled and followed their primary education. Among this number 1,123 males and 826 female students were intellectual disabilities and access to their primary education.

According to Nowicki, (2006) as long as teachers' negative attitudes towards students with intellectual disabilities persevere; the absolute unbiased acceptance of them is improbable. Students labeled as mildly intellectually disabled demonstrate delays in cognitive, social, and adaptive behavior skills within typical classroom settings. Attitude can be defined as accepted internationally, a positive or negative measurement (evaluations) of people, objects, beliefs, opinions, and activities (Glergemaio&Geoffrey haddock, 2010). Attitude is a psychological construct, a mental and emotional entity that inheres in or characterizes human beings (individuals). According to Gall, Borg, and Gall (1996), an attitude can be defined as an individual's viewpoint or disposition towards a particular object (a person, a thing or an idea, etc). Attitude includes three components; affective, behavioral, and cognitive (Mishra 2006, 8). Affective is shown by positive or negative emotional expression towards people, events, or objects. Behavioral is the tendency to behave in a particular way towards people, events, and actions.

Attitudes guide and influence people's behaviors in their daily lives (Parasuram, 2006). Since it is believed that teachers they said to and their attitude towards students with intellectual disabilities are important variables in the welcoming of them into regular education schools (Avramidis& Norwich, 2002; Larrivee & Cook, 1979; Parasuram, 2006). Berry, (2010), "a teacher who believes that integrated students in the regular class are unfair to typically achieve students may act in indirect (or not so subtle) ways that negatively affect students with intellectual disabilities in that classroom. It may be that the presence or absence of positive attitudes and a sense of commitment to principles of integrated can tip teachers toward making or avoiding efforts to effectively teach students with intellectual disabilities. Teachers who have favorable attitudes toward students with intellectual disabilities generally believe that students

with intellectual disabilities belong in general education classrooms, that they can learn there, and that the teachers have confidence in their abilities to teach students with intellectual disabilities (Berry, 2010).

Many factors can determine teachers' attitudes towards the integration of students with intellectual disabilities. Some of the determinant factors that affect teachers' attitudes toward students with intellectual disabilities are a limited understanding of the concept of intellectual disability, lack of awareness. Since it is believed that teachers they said to and their attitude towards students with intellectual disabilities are important variables in the welcoming of them into regular education schools (Avramidis & Norwich, 2002; Larrivee & Cook, 1979; Parasuram, 2006). Berry, (2010). It may be that the presence or absence of positive attitudes and a sense of commitment to principles of integrated can tip teachers toward making or avoiding efforts to effectively teach students with intellectual disabilities. Teachers who have favorable attitudes toward students with intellectual disabilities generally believe that students with intellectual disabilities belong in general education classrooms, that they can learn there, and that the teachers have confidence in their abilities to teach students with intellectual disabilities (Berry, 2010). Lack of training, lack of opportunities to meet with them and severity of the problems are factors that affect general education teacher's attitude towards students with intellectual disabilities (IDDC, 1998; as cited by Tirussew 1999). Particular concern is the fact that regular teachers' attitudes are seen as the decisive factors for the welcoming of students with intellectual disabilities in a regular education setting.

The nature and severity of disabilities negatively influence regular education teachers' attitudes toward students with intellectual disabilities. Florin (1995), found that acceptance of students with intellectual disabilities was lower than children with a physical disability.

Teaching experience is cited by several studies as having an influence on regular education teachers' attitudes, towards students with intellectual disabilities. Clough and Lindsay (1991) also, found that younger teachers and those with fewer years of experience have been found to be more supportive than others for students with intellectual disabilities. Similarly, results indicated by Leyser et al... (1991) also found that teachers with less teaching experience had a significantly better positive score attitude to SWIDs than those with had more teaching experience.

Another factor that has attracted considerable attention is the knowledge about students with intellectual disabilities during pre-and in-service training. This was an important factor in improving teachers' attitudes towards students with intellectual disabilities. Schroth, Moorman, and Fulllwood (1997) suggested that teachers' concerns about moving towards students with intellectual disabilities can be minimized using a number of barriers. According to the existing literature, teachers' attitudes differ as a result of various variables, such as gender and age are the key demographics controlled in each and every investigation. Beh-P (1992) and Leyser et al., (1994), found that female teachers expressed more positive attitudes towards the idea of integrating students with intellectual disabilities than male teachers.

The majority of people in every society prefer to lead a harmonious life. They try to avoid unnecessary friction of conflicts with people; naturally, they are inclined to develop positive attitudes towards most of the people and issues. Our attitudes may facilitate and maintain our relationships with members of positively valued groups. Social roles and social norms can have a strong influence on attitudes; Social roles relate to how people are expected to behave in a particular role or context.

1.2 Statement of the Problem

Stoneman, (1993) states that negative attitudes may be just as hindering as physical barriers, limiting those students with intellectual disabilities from participating fully in schools and communities. Nowicki and Sandieson (2002) suggest that the attitudes of regular teachers towards students with intellectual disabilities are one of the major problems to welcoming, addressing the unique needs of them to use their maximum potential and the holistic development of the students with intellectual disabilities: such as, cognitive, social, and language. According to Hergenrather and Rhodes (2007), Chubon (1982), and Offergeld (2012), research over the past forty years, suggest that attitudes toward students with intellectual disabilities were negative and served as undistinguishable barriers for students with intellectual disabilities to participate in society.

Due to these issues to conduct a study about teachers' attitude is essential to provide services, welcome of SWIDs, addressing and respond their unique needs, use their maximum ability and facilitate the development of their all aspects.

Teachers' negative attitudes contribute greatly to the failure of students with intellectual disabilities as they practice opportunities to work, live independently and participate in community life and there are indications that attitudes towards students with intellectual disabilities are continuing. National Disability Authority ([NDA], 2001) and NDA (2007), found that worldwide, negative attitudes toward students with an intellectual disability still continue and there is an obvious connection between the personal experience of students with intellectual disability and attitude.

According to Linton, (1998) limitations in intellectual and adaptive behavior functioning often experienced by students with intellectual disabilities, teachers do not provide direct instruction in a number of skill areas outside of the general curriculum, because of lack of good attitude for SWIDs. Current national and international policies have attempted to maximize social inclusion and acceptance of students with intellectual disabilities. Even though these efforts students with intellectual disabilities continue to face negative attitudes from the teachers and the public. So conducting research about attitude is crucial, because it plays a great role in increment enroll and follow of their primary education.

Negative attitudes are experienced as societal barriers such as a lack of opportunity in education, employment, and reduced access to services stopping them from being equal and active members of society (Seewooruttun&Scior, 2014). This is a significant social problem, which can be disabling; this leads to psychological and emotional difficulties and hindering to implement integrated education. Muhamed (2009), studied teachers' attitudes towards inclusive education in JordialSchool, he used a qualitative approach; the finding indicated that they had positive, but missed to assess the extent of the phenomena. Similarly, Nicoleta and Anca (2013) also studied teacher's attitudes for students with intellectual disability (SWIDs) they conclude that they have a negative attitude likely to other many studies. But they also missed assessing attitude in terms of gender, age, educational level.

Lubaba (2014) and X and Y (2019), in the Silte zone, Saja town southern Ethiopia have studied teacher's attitudes for students with disabilities (SWDs) in physical education (PHE)and inclusive education (IE) respectively. As the researcher has observed and reviewed some recent studies, they were missed the effect of a demographic variable and used a single approach (either quantitative or qualitative) and some other factors that affect regular education teachers' attitudes

towards students with intellectual disabilities together. There are many studies conducted on teachers' attitudes in different areas but they were missed to assess the attitude of remote/rural area teachers, so this study was tried to fill the information gaps left out by these studies. Furthermore, in the Amhara region including DeraWoreda, there is no more research conducts about regular education teacher's attitudes towards SWIDs and some other factors. Hence, and the researcher motivated and initiated to study were, regular education teachers were talking, making friendships, happily supporting, playing puzzles, encouraging and giving attention for students with visual impairments (SWVIs), and so-called students with hard of hearing (SWHIs) but they were not with students with intellectual disabilities (SWIDs).

The situation of SWIDs are in many ways affected by the teachers' perception of intellectual disabilities, how intellectual disabilities are understood or misunderstood can have a great impact on all aspect of life for SWIDs at all level, therefore, this reason and more that this study sought to assess and explain regular-education teacher's attitude towards students with intellectual disabilities and factors that affect regular education teachers in Dera Woreda, some selected location integrated school.

1.3 Objective of the Study

1.3.1 General Objective

This study was to examine and investigate the attitude and some other factors which affect general (regular) teacher's attitude towards students with intellectual disabilities some selected physical integrated primary schools, in DeraWoreda

1.3.2 Specific Objective

This study is intended to:

- ✚ Assess teachers' attitudes toward students with intellectual disabilities.
- ✚ Examine the significance mean score difference among teachers based on demographic variables (age, teaching experience, and education status) of the teachers' attitude towards students with intellectual disabilities.
- ✚ Factors factor affecting the teachers' attitude towards students with intellectual disabilities

1.4 Research Questions

Q1. What is teachers' attitude towards students with intellectual disabilities?

Q2. Does the attitude of teachers mean score differences significantly vary across their sex, age, teaching experience and educational level?

Q3. What are the factors that affect the teachers' attitude towards students with intellectual disabilities?

1.5 Significant of the Study

This study result will be significant for students with intellectual disabilities to ensure, address and obtain equity and quality education, policymakers, and governmental and non-governmental organization working on the education of students with intellectual disabilities. It will also help institution and organization like the minister of education, youth and children association, education bureau, disability associations and other concerned bodies to work in collaboration, to create inclusive school environment through addressing the needs and benefits

of students with intellectual disabilities. This study was providing information for those who are debating about disabled students' rights.

1.6 Scope of the Study

Geographically, this study was delimited to Dera Woreda located in South Gondar Zone, Amhara National Regional State of some selected primary schools. The populations of the study participants were some selected primary regular education teachers, and school principals in Dera Woreda including their demographic variables such as gender, age, educational level, teaching experience and some other factors. Conceptually, this study was delimited to examine primary regular education teachers' attitude towards students with intellectual disability and factors that affect their attitude towards SWIDs.

1.7 Operational Definition of Terms

Regular education teachers: the study participant teachers who teach regular students in Dera Woreda of some selected primary schools that have special class for students with intellectual disabilities.

Primary School: Education sites which include grade one-five and students with intellectual disabilities in the school compound, that have special need (trained) teachers who teach students who have special needs in the physical integrated school setting in Dera Woreda some primary schools.

Attitude: The study participants teachers thinking or feeling, a positive or negative evaluations or judgment for students with intellectual disabilities.

Intellectual disability: students with mild and moderate intellectual disabilities who learn in a physical integrated school environment of some selected primary school of for this study at DeraWoreda.

CHAPTER TWO

REVIEW AND RELATED LITERATURE

Introduction

This section of the study deals with review of related literature and concepts under the study. Accordingly, in this part the researcher assessed review of empirical works concerned with the study variable, research questions and research objectives' concerns conceptual and theoretical approaches to enable to do.

2.1 Definition of Attitude

According to R.Jeffress attitude is a mental and emotional response to the variety of circumstances that occur in life. They are not specifically behaviors but modes or forms of conduct or performance. It is expressed externally, through gestures, movements, words, cries, laughs, tears, or sometimes silence and apathy, but it responds to internal, cognitive and affective stimuli. An attitude to what is not known or is not valued as good or bad. It means taking a body and/or evaluative position on certain objects or facts, based on knowledge gained from them. A positive attitude is a strong-willed and optimistic reaction to difficulty, and a negative attitude is a disturbing vision, with the consequent reaction uninterested or aggressive. Attitude refers to an evaluation of some object, idea, situation, group or person ranging from extremely negative to positive, what we are evaluated are referred to as the attitude of an object.

According to Eagly and Chaiken, attitude is a psychological inclination that is expressed by an evaluating of a particular object with some degree of favor or disfavor. Jung's define

attitude is a readiness of the psych to act or react in a certain way, often come in to pairs, in psychology attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person, it is complex and an acquired state through experience.

2.2 Components of Attitude

Attitude is a collected of three components, which include a cognitive, affective or emotional and a behavioral component. Basically, the cognitive component is based on the information or knowledge whereas; the affective component is based on feelings. While the behavioral component reflects who attitude affects the way we act or behave. It is helpful in understanding their complexity and the potential relationship between attitude and behavior. Attitudes are simply expressions of much we like or dislike various things. Attitude may be defined as ‘anpermanentinclination or readiness to react or behave in a particular manner to a given object or situation, idea, material or person. Component of attitude are closely related to each other, in other words one component is depend on or influence by the other component.

2.2.1 Cognitive: It involves the knowledge or information about a person or object, etc., and our belief about an object.

2.2.2 Affective: refers to feeling aspect, i.e. how we feel about an object.

2.2.3 Behavior: refers to action tendency, i.e. how we behave with an object.

2.3 Formation of Attitude

Attitudes are not biologically inherited but built out of continuous experiences of the world around. They are the outcome of complex function of both cultural and functional factors. From birth onwards, every individual is exposed to direct and indirect stimuli of the environment

which teach us to hold certain ideas, values and beliefs. Through the process of socialization when one is taught to associate good or bad feelings, favorable and unfavorable experiences with certain actions or behavior patterns, we develop/form certain consistent attitudes. When some actions are rewarded one develops a favorable attitude towards an object and any action or view which is punished one develops an unfavorable attitude towards it.

Attitude also formed when someone imitates his/her parents and other intimate friends, relations. Children and adults form attitudes very often based on suggestions and second hand experiences. Many adults are also found forming attitudes spontaneously based on their own personal and first hand experiences. Parents, family members, media and press, peers, teachers and well-wishers associates, all play a great role in the formation and growth of attitudes. Some studies relating to attitudes and values of American, British and Indian students and Indian and Western Children are quite simulating. Through attitudinal socialization experiences, people come to learn appropriate attitudes towards certain people, different types of food, game, and playmates, play materials and develop negative attitudes towards others. According to Sheriff, our attitudes are centralized in the objects of values which may be social institutions, individuals, neutral objects, parties etc.

Stagner and Osgood conducting experiment on college students for various groups on an eight point scale just before the Nazi invasion of Norway observed that attitudes were formed from radio, newspapers and other mass media as well as from norms of the individual membership groups. In sum, lots of attitudes grow out of satisfaction or dissatisfaction of needs. Attitude towards Jews, Blacks, and Whites, socio-economically backward classes, objects and persons grow out of this. The hostility of the in group towards the out group is manifested in his behavior verbal or nonverbal and directly linked with the frustration of their needs.

2.4 Attitude Change

It is obvious, attitude are relatively permanent, meaning thereby that they are subject to change but slowly over time. As psychologists claim that attitude change can be take place in two ways: 1, the favorable attitude becomes more favorable after an event happening, it is called congruent/similar change. While attitude change is unfavorable that is direction of change is opposite of the already held attitude is called incongruent change. There are many factors that affect attitude change, as psychologists have identified, changing reference groups, affiliation groups, additional information and way of communications are factor that affect attitude change. Newcomb (1950) found that a group of fresh entrants of girls were conservative as they were coming from a family of conservative parent, but after a promotion in the environment of the college, girls had change from conservatism to liberalism. Similarly affiliation of groups is very important to adopt and change attitude, believe, value, and norms of new groups. Beside this, additional information and way of communication had a great value for attitude change.

2.5 Attitude Measurement

Attitude measurement manly used different scales which are standardized to measure attitude of an individual towards a certain object, to measure attitude is very difficult, because the measurement is arbitrary and attitude is hypothetical constructed that cannot be observed directly. Attitude can be examined/ measure explicitly or implicitly through direct or indirect measurement.

2.5.1 Explicit Measurement

These measurements tend to one-self report or easily observed behavior, it tends to a bipolar such as like or dislike, favorable or unfavorable. Self-report measure of attitude is an

automatically assessment of information through reflect mental association, through early socialization experience. Likert scale and other self-reports are commonly used to measure attitude explicitly, to measure attitude the instruments should be valid and reliable (questionnaire, interview, observation and written report help to the researcher to measure attitude.

2.5.2 Implicit Measurement

These measurements of attitude are not direct consciously/intentionally and are assumed to be automatic which may make implicit measurement is more valid and reliable than explicit measurement. It usual rely an indirect measurement of attitude.

2.6 Teachers' Attitude towards Student with Intellectual Disabilities

Attitudes guide and influence peoples behaviors in their daily lives (Parasuram, 2006). According to Avramidis and Norwich (2002); Larrivee and Cook (1979); Parasuram (2006), a lot of research has been conducted on teachers' perceptions of and attitudes towards studentS with intellectual disabilities and their beliefs about their ability to teach children with intellectual disabilities in regular education classrooms. Attitudes are important in so far as they predict behavior. According to Berry "a teacher who believes that students with intellectual disabilities are unfair to typically achieving students may act in indirect ways that negatively affect students with intellectual disabilities in the classroom. It may be that the presence or absence of positive attitudes and a sense of commitment to support of may be incline teachers towards making or avoiding efforts to effectively teach students with intellectual disabilities. Teachers who have favorable attitudes toward students with intellectual disabilities generally believe that students with intellectual disabilities are belonging in regular education classrooms, that they can learn

there, and that the teachers have confidence in their abilities to teach students with intellectual disabilities in integrated classroom (Berry, 2010).

2.7 Factors Affecting Attitude

According to various literature attitudes, can be defined a means of the beliefs, feelings, and action tendencies of an individual or group of individuals towards objects, ideas, and people. Quite often persons and objects or ideas become associated in the minds of individuals and as a result, attitudes become multidimensional and complex. Research has suggested that teachers attitudes might be influenced by a number of factors, these are discussed below.

2.7.1 Teacher Related Factors

2.7.1.1 Age

Factors influencing the attitudes of teachers according to the existing literature, teachers' attitudes differ as a result of various variables. Ages are the key demographics controlled in each and every investigation. Regarding age, the youngest and the oldest teachers appear to express the most positive perceptions regarding to intellectual disabilities (Parasuram 2006; Rakap and Kaczmarek 2010). However, there are several studies that fail to detect differences based on the participants' gender or age (Avramidis, Baylis & Burden 2000; Jerlinder et al., 2010).

The implementation of an inclusive practice or being in contact with students with disabilities appears to help teachers to familiarize with them and consequently shape positive attitudes towards students with intellectual disabilities (Avramidis & Kalyva 2007; Batsiou et al., 2008; Kurniawati et al., 2012). Small differences are found in relation to the grade they teach, where primary education teachers are found to represent more positive opinions (Ross-Hill,

2009). Moreover, perceptions of teachers have been linked to self-efficacy, in view of teachers with high self-efficacy levels expressing more positive attitudes (Avramidis et al., 2000; Emam & Mohamed, 2011; Lambe, 2011; Tsakiridou & Polyzopoulou, 2014; Vaz et al., 2015). Educators' willingness is also measured as an independent variable in research with regard to teachers' perceptions. Namely, positive perceptions of teachers have been associated with elevated levels of willingness and their acceptance of even the most severe forms of disability (Monsen, Ewing, & Kwoka, 2014; Rakap & Kaczmarek, 2010).

2.7.1. 2 Teaching Experience

Teaching experience is cited by several studies as having an influence on teachers' attitudes; Clough and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of students with intellectual disabilities. Florin, (1995) study, showed that acceptance of students with an intellectual disability was less than six years of teaching for those with six to ten years of teaching. The most experienced teachers more than 11 years of teaching were the least accepting. Similar results found by Leyser et al., (1994) also found that teachers with 14 years' or less teaching experience had a significantly higher positive score in their attitudes towards students with intellectual disabilities than those with more than 14 years.

2.7. 1. 3 Qualification

Social psychologists have noticed that people respond to objects (ideas) with different degrees of positive to negative evaluations. Responses could be affective (e.g. frown or smiling); cognitive (e.g. stating rational thoughts) or behavioral (clapping or running away). Social psychologists conceived a driving force behind these responses and name it attitude. They

proceeded to measure attitude by measuring what they conceived to be the effects of its (Ajzen, 1989). Gagne (1979) explains, attitude as an internal state that influences the personal actions of an individual; he recognized attitude as a major factor in subject choice. He considers attitude as a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's responses to all objects and situations with which it is related.

2.7.1.4 Perception

Teaching methodologies that are chosen to be used by teachers in their daily work are highly impacted by their attitudes and perceptions. According to Schoenfeld (1992) attitudes and perceptions influence teachers not only how, but what, he or she teaches. As such, teachers' attitudes and perceptions impact their teaching style, selected resources, as well as classroom establishment. It is of great importance to be noted that oftentimes teachers' attitudes and perceptions are passed on to the students through their teaching (Barnyak & Paquette, 2010). Therefore, attitudes and perceptions of teachers can impact not only students' motivation to learn, but also impact the entire environment in which students learn (OECD, 2009). From the perspective of education policy, it is very important to look at the impact of background factors such as type of training, professional development, subject taught employment status, etc. on teachers' attitudes and perceptions. Regardless of that fact, teachers have different perception about intellectual disability.

2.7.1.5 Training

Positive attitudes in schools can be fostered both through training in inclusive education and constructive experiences with students with intellectual disabilities (Avramidis et al., 2002;

Subban& Umesh, 2006). Pre-service training period may be an appropriate time to address teachers' concerns and possibly modify attitudes towards students with disabilities. The results of the studies investigating the influence of training on teachers' attitudes towards students with intellectual disabilities indicates that training is an important factor in the formation of more positive teacher attitudes towards (Avramidis & Norwich, 2002). According to research conducted by Avramidis and Kalyva, (2007) found in their study that teachers with training were significantly more positive towards students with intellectual disabilities compared to those who had no training at all.

2.7.2 Students Related Factors

2.7.2.1 The Nature and the Severity of the Disabilities

The nature and the severity of the disabilities influence the attitudes of the teachers. Florin (1995) found that acceptance of students with intellectual disabilities were lower than student with a physical disability. This looks to be a tendency also in other studies (Sodak, Podell and Lehman, 1998, AL-khatteeb, 2002, Al-Khatteeb, 2004, Al-khatani, 2003). Whereas, in the Clough and Lindsay (1991) study, the majority of teachers surveyed ranked the needs of students with emotional and behavioral difficulties as being most difficult to meet, followed by students with learning difficulties, followed by children with visual impairment, and followed by students with a hearing impairment. They attributed the low ranking of children with sensory and physical impairments to the relatively infrequent existence at that time of these children in mainstreams classes. Teachers' attitudes appear to vary with their perceptions of the specific disability, as well as the demands that students' instructional and management needs will place on them.

2.7.2.2 Behaviors

Students misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, disrespect to teacher, disobedience, and hostility. D.F. Reed and C. Kirkpaterick, (1998) ranging from infrequent to frequent, mild to severe, is a difficult issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable. H. L. Johnson and H. L. Fullwood, (2006) and stress-provoking R. Lewis, (2001) and they had to spend a great deal of time and energy to manage the classroom. J. Leung and C. Ho, (2001) evidently, students misbehaviors retard the smoothness and effectiveness of teaching and also hamper the learning of the students and his/her classmates. Moreover, research findings have shown that students misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior.

2.7.2.3 Self- Esteem

Self-esteem refers to one's overall evaluation of one's self-worth or self-image (Maslow, 1954; Rogers, 1980). Self-esteem is influenced by whether the culture around an individual values one's particular characteristics and capabilities (Bandura, 1997). Adequate level of self-esteem would elevate students' beliefs in their own ability, which in turn, would elevate their performance, both academically and non-academically (Rendall et al., 2009). Students' self-esteem refers to students' overall evaluation of their self-worth, including their beliefs on how well they would perform as individuals or as a member of society, both academically and non-academically referring to a statement that a person with high self-esteem in one area also tends to have high self-esteem in the other areas as well (Larsen & Buss, 2008), it could be concluded

that in a significant degree, self-esteem would give an impact on the students' academic achievement and their future success. Therefore, it seemed to be critical to explore the influence of teachers' behavior in the classroom on students' self-esteem.

2.8 Theoretical Framework

Cognitive consistency theories are concerned with inconsistencies that arise between related beliefs, bits of knowledge and evaluation about an object or an issue. Though various consistency theories differ in several respects, all of them have a common object that is reducing the inconsistency and returning the individual to the equilibrium state. Research has generally fulfilled that people seek consistency among their attitudes and between their attitudes and their behavior. This means that people look for to settle divergent attitudes and align their attitudes and behavior so that they appear rational and consistent. When there is an inconsistency, forces are initiated to return the individual to an equilibrium state where attitudes and behavior are again consistent. This can be done by either altering the attitude or the behavior or by developing a rationalization for the difference.

Functional theory considers how attitudes and efforts are related to the motivational structure of the individual. An understanding of the functions served by attitudes is important for attitude change procedures since a particular method may produce change in individuals whose attitudes serve one particular function, but may produce no change in individuals for whom the attitudes serve a different function.

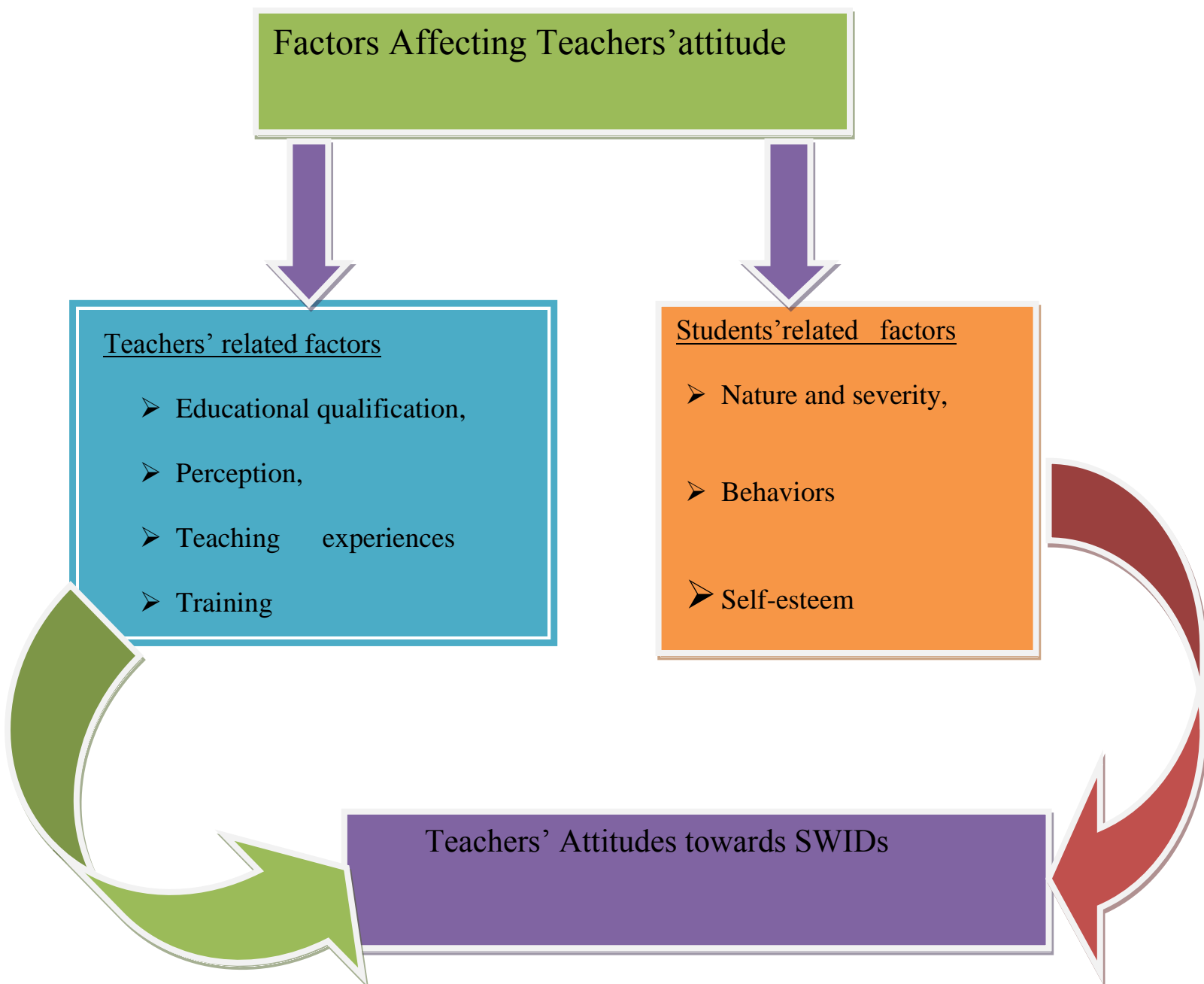
The most famous person who visualized functional theory is Katz and he optional four functions of attitudes. However, Katz functional theory has not stimulated much research except for the work on changing ego defensive attitudes. Kelman has given another approach about the

functional approach of attitudes. He has distinguished three processes of attitude formation and change. This theory is directed towards the types of social relationships that occur in social influence situations. 1, conformity occurs when an attitude is formed or changed in order to gain a favorable feeling from other person or group. 2, classification occurs when a person forms or changes his attitude because this adoption helps him establish or maintain a positive self-defining relationship with the influencing agent. 3, Internalization involves adopting an attitude because it is congruent with one's overall value systems. This approach makes an important contribution towards an understanding of the conditions that influence the maintenance and stability of attitude.

The social judgment theory was in the beginning formulated by Sherif and Hoveland. This theory attempts to explain how existing attitudes produce distortions of attitude related objects and how these judgments arbitrate attitude change. Thus, a persons initial attitude towards an issue, serves as an attach for the judgment of attitude related stimuli. The persons initial attitude on an issue provides a point of reference against which he evaluates other opinions.

2.9 Conceptual Framework

In the conceptual framework of this study shows that, the teachers attitude towards students with intellectual disabilities in the figure below is clearly indicates the factors affecting teachers attitude about students with intellectual disabilities. Those factors can be classified teacher, and student related variables. As you can refer the figure below teacher related variables which includes: teaching experiences, educational qualification, and perception and training teachers'. Align factors related to the students himself contains the nature and severity of the problems, behavioral characteristics and their self-value of the students briefly indicated below.



CHAPTER THREE

RESEARCH METHODS

Introduction

In this section the researcher was highlighted the methodological parts of the study. Accordingly, this chapter was containing research approach, research design, study site, study population, sample size and sampling techniques, source of data, data collection instruments, validity reliability of instruments, data collection procedures, & data analysis.

3.1 Research Design

In this study, mixed research approach was employed. This approach is important to interpret and provides a better understanding of the research problem than either of each alone. Conducting mixed methods of research approach help the researcher to get opportunities of possibility to triangulation through use of several means such as methods, data sources, data collection instruments and data record to examine the same phenomenon (Creswell & Plano, 2011). The researcher employed Explanatory sequential mixed method research design, because, this mixed research design is an appropriate choice for this study. The purpose of explanatory sequential research design is to collect qualitative data next to quantitative data. In this mixed research design the researcher was given a place of priority for quantitative data. The rationality of this design is the quantitative data and results provide a general image of the research problem. In this, design qualitative and quantitative parts were clearly identified to the readers to design and conduct the study (Creswell & Plano, 2011).

This design is the best of both quantitative and qualitative data to obtain quantitative data from the population in the first phase and qualitative data in the second phase to purify or elaborate findings through an in depth qualitative explorations. In this, design the researcher was used qualitative data for the support (help) to explain or elaborate quantitative data. Quantitative data was collect first then qualitative data was gathering. The reason for collecting the second form of data is that it augments or supports the primary form of data. Quantitative data examine the respondents' attitude towards students with intellectual disability and qualitative data was help to investigate the factors that affect the participants' attitude towards students with intellectual disabilities (Creswell, 2006). The researcher used cross-sectional research design of descriptive survey for quantitative approach, because this design can examine the current attitude, practice, believes and opinions on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables and also it can be collect a huge number of data from a large number of sample of the study at a time. Qualitative research approach and data, helps to the researcher gains in breadth and depth of understanding and validation.

For qualitative approach the researcher employed case study research design. A case study is an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units and it has also been described as a serious, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables (Y RK, 2003). Qualitative data were consisted of open-ended information that the researcher usually gathers from the study participants. The analysis of the qualitative data (words, text or behaviors) typically follows the path of aggregating it into

categories of information. Qualitative research approach is important to find out the factors that affect regular education teachers' attitude towards students with intellectual disabilities.

3.2 Study Site (Area)

This study was delimited DeraWoreda located in south Gondar zone, Amhara National Regional state. In DeraWoreda there are five physical integrated schools such as Anbesamie, Shimie, Hamusit, Wefargif and Sanaprimary schools are providing (practice) special needs education in Dera Woreda (DWEEO, 2019). DeraWoreda is 49 km distant from Bahir Dar. It is bordered on the west by Lake Tana, on the south by the Abay river, on the east by Estie Woreda, on the south east by Andabet Woreda and, on the north by Fogera Woreda.

It is established in 1939 E.C. The Woreda lies between $37^{\circ}25'45''\text{E}$ - $37^{\circ}54'10''\text{E}$ longitude and $11^{\circ}23'15''\text{N}$ - $11^{\circ}53'30''\text{N}$ latitude (Ebrahim, 2013). Based on the 2007 national census conducted by the Central Statistical Agency of Ethiopia, Dera district has a total population of 248,467, of whom 126,961 are men and 121,503 women. DeraWoreda is potential by the agricultural outputs and it is comfortable environmental conditions for the living standard. The Woreda consist of 36 rural kebeles and 3 urban kebeles (WAO, 2019) In DeraWoreda most of the populations are practices, agricultural activities the remaining are commercial trade an activity to be practiced (WAO, 2019). The study area has two climatic zone, which includes Woynadega (midlands), and Dega (highland). The altitude of the Woreda ranges from 1560 to 2600 meters above sea level. The mean annual rainfall is 1000-1500 mm and the mean annual temperature is 20 degree centigrade (Woreda Agriculture Office, 2018).

3.3 Study Population

The study population is a group of individuals selected on the basis of inclusion and exclusion criteria which relate to the variables being studied. The target population of the study was included regular education teachers and principals of the schools. According to information obtained from DeraWoreda education office, there are 68 males and 80 female general education teachers. The target population of this study was including 40 males and 47 females, and 31 males and 34 females' regular/general education teachers in Anbesamie and Shimie regular primary schools respectively and 9 teachers were the study population. The researcher was had 78 male and 83 female. Totally 161 population was find in the study site. The study was not incorporated special needs education teachers. From the total sample size 109, of 97 (89%) were present in the study area, when the researcher distributed the questionnaires, among the presented 97 participants only 79 (81.44) were return questionnaires. The remaining hasn't returned.

Table 1. Study population summary

Participants	Male	Female	Total
Regular education teachers for quantitative	71	81	152
Regular education teachers for qualitative	7	2	9
Total	78	83	161

3.4 Sample Size and Sampling Technique

In this study purposive sampling was administered to select DeraWoreda, the reason why the researcher selected DeraWoreda includes 1, in terms of location it is approximate, 2, The researcher birth place is around the push, 3, the researcher have a peace full relationship with the DeraWoreda education headoffice and 4, the researcher awareness about norms, traditions and habits of the population found around the push (study area). To select, two primary schools comprehensive sampling was employed based on, they are the only schools in DeraWoreda they implement and practice special needs education with incorporating students with intellectual disabilities, they are nearby the researcher and at have good accessibility of the road, they are Anbesamie and Shimie regular primary schools.

The researcher was used stratified simple random sampling method to select regular education teachers' for the sample of study. Because stratified simple random sampling is simple to accomplish, it is easy to explain to others, it is a fair way to select a sample, it gives equal opportunities to the population to be a sample of the study and it is reasonable to generalize the results from the sample back to the population and keep sex proportionality (Gravette & Forzano, 2011). Purposive sampling was employed to select 9 regular primary schools teachers based on those bodies have more contact with those students, they have a chance to visits other location ally integrated schools and they also supervise the teaching-learning process of those students with intellectual disabilities.

The sample sizes of the study were 109 by using sample size formula:

$$n = \frac{N}{1 + N(e)^2}$$

Developed by, Yemane, 1997.

Where: n = Sample size

N = Total population of the study

e = Proportion of sample error

Therefore: $N = 149$

$e = 0.05$

$N / (1 + N(e)^2)$

$n = 149 / (1 + 149(0.05)^2) = 109$

In this study the sample size for qualitative data was included 9 informants up to the data were saturated.

Table 2. Study sample size summer

Participants	Male	Female	Total
Regular education teachers for quantitative	48	1	109
Regular education teachers for quantitative	7	2	9
Total	55	63	118

3.5 Source of Data

In this study the researcher obtained primary data from participants of the study. The researcher collected primary data from regular education teachers and key informants (school principals). Primary quantitative data collected from general education teachers. Similarly, primary qualitative data gathered from key informants.

3.6 Data Collection Instruments

Instruments/ tools are important to gather data/information for the purpose of making analysis based on the data that the researcher was collects from the respondents and participants' responses without any involvements of the researcher for the sake of validity and reliability of the study. Questionnaire, and Interviewguide was employed to collect data from the participants of the study. Interview was taken notes questions to make possible the interview (Creswell, 2007) are asked to assist the participants to elaborate on a particular point and to gain an understanding of their attitude and factors that affect the attitude of general education teachers towards students with intellectual disability.

3.6.1 Questionnaire

Questionnaire is the primary tool for the researcher was used to collect quantitative data from the respondents of the study sample. In this study the researcher was used questionnaires as a primary data collection tools because, it can be collecting data on a large-scale basis efficiently at a time, it can be distributed simultaneously to a great number of people, it is easily to gather data in the study site ,it is easily administered simultaneously to a large number of people to collect relevant data, it is also a time-efficient way of collecting data from many people, Closed-ended questionnaires can easily be analyzed in a straight forward way and they are cost-efficient (Blaxter et al. 2006).

Initially the questionnaire was used to measure regular education teachers' attitude towards students with intellectual disabilities. The researcher was adapted questionnaires frequently used in quantitative market and social research. After adapting, the researcher was modified, according to the study objectives and research questions. In this study, the researcher

was had 30 closed-ended item questionnaires that were designed to obtain data from the study respondents (samples). The closed-ended items represent the Likert scale and each question having five options. Attitudes was measured on a five-point Likert scale (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree).

3.6.2 Interview

In this mixed method research design interview was the second main type of data to be collected. Burns, (1999) contends that interviews are a popular and widely used means of collecting qualitative data.” To this end, interview was administered to get firsthand information directly from some key informants. The researcher was aimed to obtain a special kind of information Merriam, (1998) and investigates for him/her what is going on in the participants mind. This study was employed semi - structured interview Burns, (1999) the researcher was developed semi-structure interview questions because it is very important to bring in-depth and first-hand information from the participants, to make elaborate the ideas and increase the opportunity of the participant to express their feeling appropriately. The point is that the researcher cannot observe the informants’ feelings and thinking, so that interviewing is a key to understand what and how people perceive and “interpret students with intellectual disabilities in the world around them (Burns, 1999).

In this study, interview guides approach was used to collect data from the sample participants of the study. In this interview guide approaches, the researcher was made the topics and questions specific and can be rewrite any sequence based on the situation. In this approach data collection was moderately systematic and conversational. The researcher was developed interview questions for nine school principals such as (directors, vice principals and unit leaders)

related to the research question and the objectives of the study. Interviews were conducted in their office and continue until the data obtained was saturated (Creswell 2008).

3.7 Validity and Reliability of Instruments

To understand within the context of judging the quality or merit of a study is often referred to as research validity (Gliner& Morgan, 2000; Morgan, 2000). As a measure of a research instrument or tool, validity is the degree to which it actually measures what it is supposed to measure (Wan, 2002). The researcher was used to keep the validity and reliability of the questionnaires, by inviting masters' 2nd year psychology students, special needs and psychologist experts' to evaluate for the acceptance and quality of the questionnaires to examine the attitude of regulareducation teachers. The researcher was invited language experts to check the grammatical errors of questionnaires. To design the questionnaire, the researcher was considered the critical points that were ensured its validity, reliability and unambiguous are vital (Richared& Schmidt, 2002).

After gaining valuable comments from post graduate psychology students' special needs experts and language experts the researcher was identified vague and ambiguous items and to modify the shortcomings of the instruments on participants which are observe from the main study. Thenthe researcher was revised unclear and obscure questions, rewrite complex items, and reject inefficient and nonfunctional questions based on the comment that the researcher was gained from the evaluators. Finally the questionnaires was revised and approved by experts in the field of educational researchers. To increase the validity of interview questions, the researcher was used translation in to Amharic, invite three my class mates to evaluate each interview questions and take correction then the researcher was taken the questions that are the evaluators

reach rater agreement. The researcher was invited qualitative research experts. Finally interview questions was revised and approved by experts in the field of educational research.

3.8 Data Collection Procedure

The collection of data was followed based on basic strategies or steps of data collection procedure. Firstly, the researcher was received permission letter from department of special needs and inclusive education, then the researcher was communicated and made harmonic relationship with the school director to get permission to collect data. After check the voluntariness of the target population by the help of the school principals, the researcher was discussed the two school directors independently for the purpose for facilitate and to give appointment for the date, time and place where the participants were found collectively together for the orientation of the study. After permission, the researcher was informed the purpose and nature of the study to the targets population including its advantage of the outcome for every society. After the researcher was informs the general aspect of the study, the researcher was checked the permission/ voluntariness of the target population to be sample of a member of the participant /respondent. After the orientations were forward to the target population, then the researcher was informed the date, time and place of the questionnaires and interviews.

Secondly, the researcher was given freedom to the participants and respondents to choice their best to actively involving in the work of this study, and then the researcher was ensured that the researcher was had keep their data would be confidential and not harass them. After the researcher was promised, the researcher was selected the respondents and informants and give clear information the way of filling each part of the questionnaire, taking personal or individual interviews take place in order to collect the required data. Third, the researcher was distributed the

questionnaires for the sample of the target population of the study in their school staff (office). The researcher was distributed parallel for the two primary regular schools by the help of the school directors. The questionnaires return for a week for individuals who assign to collect the questionnaires. Interview was continued immediately when the questionnaire return to the researcher. Interview was achieved with three days and the researcher was used tape recorder and writing ideas rise from the participants.

Fourth, the interview is taken place in the office of the principals for the confidentiality, quietness of the environment and to bring quality data from the participants. The researcher' was used two-way communication (asking and responding) with starting from the leading questions. The researcher was used writing and tape audio recorder (digital recorder) for the accuracy of the data. The researcher was interviewed each participant individually. To keep the confidentiality and considers the uncomforted things for the participants, the researcher was used to 1:00 hour for each participant. The interviews are a face to face goal oriented conversation (Merriam, 1998). Because the purpose of interview is to description existing attitudes and factors that can be affect general education teachers' attitude towards students with intellectual disabilities in some selected regular primary physical integrated schools in Dera Woreda. It can provide in-depth information and can make good interpretative validity (Johnson& Turner, (2003).

3.9 Data Analysis

According to LeCompte and Schensul, research data analyses are a process used by researchers for reducing data to a story and interpreting it to arise understandings. Quantitative data analyses are process helps to the researcher to reducing a large amount of data into smaller fragments, which makes sense. Inferential statistics are used to make predictions about a larger

population after research and data analysis of the collected sample of the representation of the population. Descriptive statistics is to describe the basic features of useful types of data in research. Marshall and Rossman, (2005) describe that data analysis as a confused, ambiguous, and time-consuming, but a creative and attractive process through which a mass of data is collected data is being brought to order, structure and meaning. We can say that “the data analysis and interpretation is a process representing the application of deductive approach for quantitative data and inductive logic for qualitative data analysis.

In this study, the researcher was used descriptive statistics to analyses quantitative data. The researcher presented the data in a meaningful way that pattern in the data starts making sense. In this study, the researcher was administered percentage of table, mean and standard deviation to analyses and measuring the level of the phenomenon, to know how many (average) numbers of the samples have positive or negative evaluation towards SWIDs. The respondents responses are below average are grouped under negative and above average are grouped under positive looking towards students with intellectual disabilities. In this study, the researcher was administered independent sample t-test and one way ANOVA to analyses quantitative (numerical) data to measure attitude statistically significant mean score difference between demographic variables of the study participants. Independent sample t-test is crucial to examine one dependent and independent variables significant mean score difference of the study participants and one way ANOVA was used to examine the statistically significant mean score difference between educational level, age categories and teaching experience of primary regular education teachers attitude in some selected regular primary schools, because one way ANOVA is an appropriate to analyses that the study has one independent and two and more than dependent study variables.

Qualitative data are presented by words and descriptions, and it represents everything describing taste, experience, texture, or an opinion is considered as a quality data. A wide ranges of non-quantifiable elements such as events, behaviors, activities, meanings, etc. To collect this type of data, the researcher was usually employed through personal interviews. In this study, the researcher was used case-by- case thematic analysis because, case-by- case thematic analyses are considering each case individually used to describe and take decisions that are made separately, each according to the facts of the particular situations (Marler, 2012). Thematic analyses are vital to analysis cases that affect primary regular education teachers' attitude towards SWIDs thematically in some selected primary schools in Dera Woreda. To analysis qualitative data the researcher was respect to the following three qualitative data analyses steps.

Firstly, the researcher was developed and applied to represent and can be explained as categorization of data. A 'code' was a word that represents a theme or an idea that has same feedback. Secondly, the researcher was identified themes; patterns and relationships come from the data collected from the participants of the study samples. The researcher was considered analytical and critical thinking skills of himself in qualitative data analyses, because; no qualitative study can be repeated to generate the same results. Finally, the researcher was summarized the data, at this stage the researcher was trying to link research findings to research aim and objectives. The researcher was used important quotes (speech marks) from the record in order to highlight major themes within findings and possible contradictions. The researcher was kept and applied the following methods recommended to validate qualitative data (Merriam, 1998). The researcher was used triangulation, member checks, and save him from the involvement of the study to keep bias was done for, to keep and check the validity of qualitative data.

3.10 Ethical Consideration

Ethically the researcher was granted three core principles, originally articulated in the Belmont report, form the universally accepted basis for research ethics. The researcher was respected the participant needs a commitment to ensuring the independence of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants was respected. Loyalty to this principle ensures that people were not used simply as a means to achieve research objectives. Kindness requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that the result of research participants.

The researcher must articulate specific ways to this study was achieved;Justice requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained or to put it another way, the people who are expected to benefit from the knowledge should be the once who are asked to participate.The researcher was respected communities' custom, discussing on the obligation of the researcher to respect the values, norms, traditions, cultures and interests of the community during data collection in the study site. And whatever, possible to protect the study participants from harm.

CHAPTER FOUR

RESULT AND PRESENTATION

4.1 Quantitative Study Result

This chapter presents the analyses and interpretation of the data acquired through quantitative and qualitative methods which comprises questionnaires and key informants in depth interviews respectively. This chapter considered teachers' attitude and factor affecting their attitude towards students with intellectual disabilities in Dera Woreda primary school, South Gondar of Amhara National Regional State. Analyses are the breakdown of raw data into smaller and meaning full information through quantitative and qualitative method of research analyses, based on this; the researcher was analyzed according to the research questions and objectives of the study. The researcher was analyzed quantitatively and qualitatively. In quantitatively the researcher analyzed, the level of regular primary education teachers' attitude, is there attitude statistically significant mean score difference between gender and among age, teaching experience and educational qualification of regular primary education teachers' attitude towards students with intellectual disabilities through independent sample t-test and one way ANOVA respectively. Similarly, the researcher was used qualitative data analysis through theme analysis.

As Table 3; below shows us, demographic variables of the study participants, gender and age of the participants, from the total respondents of 79 in the study, 40 (50.63 %) of males and the remaining 39 (49.37 %) of females. 28 (35.4 %) respondents their ages located between around 23-30, ages around 31-38 are 32 (40.5%) of the study, 16 (20.3%) of the participants had

found in between 38-43 and the remaining 3 (3.8%) from the total participants of the study have age greater than 43.

Table 3. Demographic Variables of the Study Participants

Variable	Categories	N	Percent
Sex	Male	40	50.6
	Female	39	49.4
	Total	79	100
Age	23-30	28	35.4
	31-37	32	40.5
	38-43	16	20.3
	>43 years	3	3.8
	Total	79	100
Teaching Experiences	1-3	22	27.8
Experiences	4-6	26	32.9
	7-9	28	35.4
	Above 9	3	3.8
	Total	79	100
Educational Qualification	Diploma	29	36.7
Qualification	Degree	44	55.7
	Masters'	6	7.6
	Total	79	100

As Table 3; below shows us, demographic variables of the study participants, gender and age of the participants, from the total respondents of 79 in the study, 40 (50.63 %) of males and the remaining 39 (49.37 %) of females. 28 (35.4 %) respondents their ages located between around 23-30, ages around 31-38 are 32 (40.5%) of the study, 16 (20.3%) of the participants had found in between 38-43 and the remaining 3 (3.8%) from the total participants of the study have age greater than 43. From the total respondents of 79, 22 (27.8%) of participants had 1-3 years of teaching experience. Similarly, 26 (32.9%) of the respondents of the study have 4-6 years of teaching experience. Teachers who have 7-9 years of experience cover 28 (35.4%) and the remaining 3 (3.8%) of participants have a teaching experience greater than 9 years. As we can see, in the above table, 29 (36.7%) of have diploma educational qualification 44 (55.7%) of the participants have degree educational qualification, the remaining 6 (7.6%) of respondents have master's degree of qualifications.

Descriptive Statistics Analysis

Table 4. Teachers' Attitude towards Students with Intellectual Disability based on Teacher Related Variables

	Items	M	SD
1	I believe that teaching student with intellectual disabilities makes them productive	3.25	.980
2	I believe that students with intellectual disabilities are good achiever	3.23	.973
4	I believe that SWIDs can perform their daily living activities	3.43	.915
5	I believe that SWIDs can bring a new change in their life	3.38	.924
6	I believe that education has its own advantage for SWIDs.	3.29	1.052
9	I would mind allowing my child to benign close to friends who have ID	3.46	1.010
10	SWIDs can process message quickly	3.38	.991
11	SWIDs can be understand abstract ideas	3.57	.915
12	SWIDs can identify colors easily.	3.38	.951
13	SWIDs can attend their learning actively	3.56	.828
16	Isolation in special class has a beneficial advantages for social development of SWIDs	3.43	.929
17	I have a feeling of comfort to teach SWIDs	3.42	.887
18	I feel that to work with SWIDs in collaboration is better	3.43	.983
19	I feel good to give advice for SWIDs	3.27	.970
20	I feel happy to teach SWIDs	3.33	.902
21	I feel that SWIDs can learn in integrated classroom.	3.44	.939
22	I feel that SWIDs can receive an appropriate education in integrated class	3.39	.875
	Grand Average	3.39	1.74

As we can view in Table 4 above the descriptive data demonstrated that teachers had neutral attitudes associated with teacher related variables on the suggested statement below. However, teachers had positive attitude related with: understand abstract ideas at a mean of (M 3.57, SD = .915 and has a beneficial advantage for their social development at a mean of (M = 3.56, SD = .828) respectively. The grand mean suggest that teachers' had neutral attitude with teacher related variables at a mean of (M = 3.39, SD = 1.74). Neutral attitude is neither positive nor negative attitudes towards those students with intellectual disabilities.

Descriptive Statistics and Analysis

Table 5. Teachers' Attitude towards Students with Intellectual Disability based on Student Related Variables

	Items	M	SD
3	Children with intellectual disabilities can perform physical exercises	3.42	.886
7	I believe that SWIDs should be learn in a separate class	3.49	.845
8	I would mind allowing to my child to begin close to friends who have mental deficiency	3.47	.918
14	Student with intellectual disabilities can be group leaders	3.56	.797
15	Student with intellectual disabilities are sociable	3.44	.957
24	I feel that extra attention needed by SWIDs will be disadvantage for others	3.49	.972
25	I feel that SWIDs show behavior problem in the regular classroom	3.37	.908
26	I feel good to give basic skill training for SWIDs	3.39	.926
27	Student with intellectual disabilities can keep their personal hygiene	3.57	.887
28	I feel that SWIDs can wear their cloth properly	3.51	.946
29	I feel that student with intellectual disabilities can use toilet appropriately	3.53	.918
30	I feel that SWIDs can play with other non-disable students	3.47	.889
	Grand Mean	3.47	904

As it can see in Table 5 above the descriptive data demonstrated that teachers had approximately positive attitudes towards students with intellectual disabilities associated with student related variables. Some mean value of each suggested statement related with students himself tells us teachers had somewhat neutral attitudes towards students with intellectual disabilities. However as a whole teachers had positive attitude towards student with intellectual disabilities related students variables at the grand mean of ($M = 3, 47$, $SD = 904$). Positive attitude is admit the students with intellectual disabilities and accept the implementation of integrated education in a mainstream class rooms.

Descriptive Statistics Analysis

Table 6. Teachers' Attitude towards Students with Intellectual Disability based on the Two Related Variables

Variables	<i>M</i>	<i>SD</i>
Teachers related variables	3.39	1.74
Student related variables	3.47	.904
Grand Average	3.43	1.32

As it can be seen from the above Table 6 the descriptive data revealed that teachers had neutral attitude towards students with intellectual disabilities related with both teacher and student related variables at ($M = 3.39$, $SD = 1.74$) and ($M = 3.47$, $SD = 904$) respectively. The attitude of teachers were had neutral related to variable above at a grand mean of ($M = 3.43$, $SD = 1.32$). This grand mean implies that teachers were had neither positive nor negative attitude towards those students with intellectual disabilities.

Independent t-Test Analysis

Table 7. The Participants' Attitude towards Students with Intellectual Disability Mean Scores Differences by Sex

Category	Response to ...	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i> -values	<i>Df</i>	<i>P</i>
Sex	Attitude	M	40	101.6	11.69	-1.073	2	.287
		F	39	104.1	8.795			

(*)The mean difference is significant at $\alpha .05$ levels

As we can see in Table 7, output labeled of independent sample t-test, contains the statistics that are critical to evaluate the current research question. Result shows at a t-value for male and female participants are, $t(77) = -1.07$ and $p .287$ for attitude of regular teachers' towards students with intellectual disabilities. This shows that, there was no statistically significant mean score difference between gender. Male, ($M = 101.6$, $SD 11.7$ and female ($M = 104.3$, $SD 8.8$) of the participants for their attitude towards students with intellectual disabilities. From the independent sample t- test result, gender is not having either positive or negative contribution for attitude formation and change for primary school teachers. So, it implies that attitude does not significantly associate with gender and the result of it and gender is not the predictor variable for making regular teachers' attitude significant mean score differences towards students with intellectual disabilities and no give more attention for gender.

One way ANOVA Analyses

Table 8. One-way ANOVA Results for the Participants' Attitude towards Students with Intellectual Disabilities Scores Differences across their Demographic Variables:

Variables	Group Category	SS	Df	MS	F	P
Age	Between groups	.377	3	.126	1.052	.375
	Within groups	8.953	75	.119		
	Total	9.330	78			
Teaching Experience	Between groups	.022	3	.007	058	.981
	Within groups	9.308	75	.124		
	Total	9,330	78			
Educational Qualification	Between groups	3.099	2	1.549	18.89	.000
	Within groups	6.231	76	.082		
	Total	9.330	78			

(*) The mean difference is significant at α .05 level

As it can be seen in Table 8, the one way ANOVA result indicated that the participants' age category level have resulted shows that, there are statistically insignificant mean score difference about teachers' attitude towards students with intellectual disabilities, at $F(3, 75) = 1.052, p .375$. As one way ANOVA result criterion of significant indicates that at $F(3, 75) = 1.052, p .266, F(3, 75) = 1.052, p .620$, the respondents who found under age category 23-30 and 31-37 is not statistically significant mean score difference of participants' attitude towards

those students ($M = 1.25$, $SD = .441$) and ($M = 2.44$, $SD = .564$). At $F(3, 75) = 1.052$, $p = .266$, $F(3, 75) = 1.052$, $p = .517$, and $F(3, 75) = 1.052$, $p = .149$, of the participants who found under age category ($M = 1.25$, $SD = .441$) 23-30, 38-43 ($M = 2.87$, $SD = .500$) and age above 43 ($M = 3.67$, $SD = .577$) respectively also shows that, there statistically insignificant mean score differences between who found under-age grouped 23-30 and the remaining. Similarly, the one way ANOVA analysis result indicated that there is no statistically significant mean score differences among the participants who found under each age groups 31-37, ($M = 2.44$, $SD = .564$) 38-43, ($M = 2.87$, $SD = .500$) and ($M = 3.67$, $SD = .577$) respectively have insignificant mean score differences among each age categories.

Besides, one way ANOVA analysis result showed that participants who found under age category, 38-43 ($M = 2.87$, $SD = .500$) insignificant mean score differences between participants who found under age category above 43 ($M = 3.67$, $SD = .577$). So the one way ANOVA analyses result, we can generalize that, there are statistically insignificant mean score differences among each age categories' of teachers' attitude towards students with intellectual disabilities and it implies that, age does not predictor variable for making significant mean score differences among each participant and not factors to affect attitude formation and change.

As we can observe in the above Table 8 the one way ANOVA result indicates that, the participants teaching experience category level differences have statistically insignificant mean score differences of teachers' attitude towards students with intellectual disabilities among their categories of teaching experiences at $F(3, 75) = .058$, $p = .981$.

At $F(3, 75, = 51.986$, $p = .970$), $F(3, 75, = 51.986$, $P = .991$) $F(3, 75, = 51.986$, $P = 1.000$) and $F(3, 75, = 51.986$, $P = .970$) respectively. The analysis of one way ANOVA using the criterion of

evaluating of significant indicates that the respondents who have found under category of teaching experience 1-3 years, 4-6 years, 7-9 years and above teaching experiences is statistically insignificant mean score difference of attitude, of teachers' towards students with intellectual disabilities.

As it can be seen in Table 8 the one way ANOVA result indicates that, the study participants' educational qualification category level differences have resulted a statistically significant mean score difference towards students with intellectual disabilities in $F(2,76) = 18.89, P, .000$. The post-hoc analysis using Scheffe's post-hoc criterion for significant indicates that, the participants between who found under diploma education qualification and degree education qualification at $F(3, 75) = 1.910, P .001, F(3, 75,) = 1.910, P .000$, have a statistically significant mean score difference of attitude towards students with intellectual disabilities, ($M = 2.03, SD = .906$) and ($M = 2.18, SD = .896$) respectively. Similarly, Scheffe's post-hoc analysis result indicated that there is statistically significant mean score difference at $F(3, 75) = 1.910, P .001, F(3, 75) = 1.910, P .000$ of the participants who grouped under diploma education qualification and masters education qualification ($M = 2.03, SD = .906$) and ($M = 2.50, SD .548$). Besides, the post-hoc analysis criterion for a significance pointed out that the participants who have degree educational qualification and masters educational qualification ($M = 2.18, SD = .896$) and ($M = 2.15, SD = 548$) have statistically significant mean score difference of attitude towards students with intellectual disabilities.

As it implies that participants those who have diploma educational qualification have positive attitude next to degree and masters qualification and degree qualification is hadless positive attitude than masters qualification.

4.2 Qualitative Study Findings

4.2.1 Teachers' Attitude towards Students with Intellectual Disabilities

According to the study participants nearly all the informants have negative attitude towards students with intellectual disabilities so that, the current study is possible to say, the majority of the study participants' results indicate that teachers' have a negative attitude about students with intellectual disabilities. it was indicated that the majority of regular teachers had negative attitude towards students with intellectual disabilities

My name is De;

I hated to teach, support and play with students with intellectual disabilities, because, I thinks, those students may attack me, theclass is very dull and have a bad suspicion and afraid of them; especially I have more worries about their attacking. Even if I don't like to see them because, they are crazy, flush,charity, Generally, they are stupid (De, 29, M, May, 2012).

4.3. Factors that Affect Teachers' Attitude towards Students with Intellectual Disabilities

As the most participants' response, the surrounding communities havea great influence on teachers' attitude. According to them, the general idea of the study participants and school directors (key informants) knowledge and believes, understanding about students with intellectual disabilities and culture of the societies have an influence to form and bring supportive attitude forthem.

Besides, as the study participants and school unit leaders states that, student'sbehavior who is demonstrated in the class and out, severity of the problem and self-values have an influence on teacher attitude, accessibility of all over the school and its principals play a great role for attitude formation and change. Generally, as they stated that, teacher'sattitude isinfluence at different direction including their educational qualification. Based on the study

review literature and participants' explanation, the analyzed themes are derived/ developed for qualitative analyses depending on the study objective, research questions and the responses of the participants, which are grouped under teacher, school and child related factors of the study participants are analyzed qualitatively to support or contradict findings.

4.3.1 Teachers' Related Factor

Research has been indicated that teachers' attitude might be influenced by various factor which are in many ways. The recent attitude studies review appeared to vary according to the participants' demographic variable. A great deal of research concerning teacher individuality has sought to determine the relationship between those characteristics and attitude towards students with intellectual disabilities. Most of all the study participants explained a number of teacher related variables such as: perception, culture, qualification, teaching experiences and training and student related variables like, behaviors' and self-values might influences teachers' attitude towards students with intellectual disabilities. Besides the school director and selected participants for interview certify that the above teacher related and student related variables have an influence on teachers' attitude towards students with intellectual disabilities According to their explanation perception, culture, training, teaching experiences and student behaviors', and self-value are a predictor variable attitude formation and change towards SWIDs.

Teaching experiences

Mainly the participants' explanation notes that, teaching experiences haven't shown attitude differences among the study participants teaching experience categories. As informants, inform to the researcher during the interviews' majority of the participants answer imply that,

teaching experiences by itself, not a predictor variable for attitude of teachers towards students with intellectual disabilities, for example one interviewee is explained as follows:

My name is Es; I am a teacher and 7 years of teaching experience;

Still, now I haven't taught students with intellectual disabilities. By the way even what I will have get a chance to teach them, I am unhappy. Because, I have afraid of them, they may attack me. Due to this suspicion I have hated, dislike, and low commitments and motivation to teach those students (Es, 34, May, 2012).

Besides, another participant's interviewee discussed as follows:

My name is De; I have 3 years of experience,

I believe students with intellectual disabilities cannot learn as others, because they are foolish, unwise, crazy, can't keep their personal hygiene and boring to teach them, so I am unhappy to teach them (De, 29, M, May, 2012).

This implies that, teachers' haven't enough information about intellectual disabilities, the way how they teach, never taken training, so the school should provide some short and long term training for the teachers about the issue.

Qualification

Almost below half (1/3) of the study participants provide some kind of supports, encouragements, and use appropriate terms for calling them, debate with other teachers about the issues of students with intellectual disabilities. Because according to the informants stated that when educational qualification increases their knowledge and understandings also increase due to they may be able to get a chance to take training and courses about the concept and philosophy of intellectual disabilities. For example, one interviewee informants discussed as follows:

My name is Ew; I am a teacher;

“I have degree educational qualification, I have interest to support students with intellectual disabilities because, they are a human being, I have supported them as much as I can and respect their right and I try to communicate with them (Ew, 34, May, 2012)”

In addition to this another interviewee stated as follows:

My name is De; I am a teacher PHE;

“I have Diploma educational qualification; I believe that to teach students with intellectual disabilities are difficult. Because they are passive and consume long time to change them, though, I have interest to help them (De, 29, May, 2012).”

This indicates that qualifications are one of the most determinant variables for attitude formation and change, and education is an important instrument for brings positive attitude. Leigh and Mead (2005), argue that the knowledge and skills of teachers are the most important factors influencing children’s learning. Omo (2011) notes that, the dramatic effects that teachers have on students’ achievement are largely undisputed and Goe (2007), maintains that teacher quality influences, student performance and highlights academic qualification and experience as some qualities of a teacher.

Training

According to all the study participants they were not take training about the issues of students with intellectual disabilities such as: the cause, nature, characteristics, educational intervention of those students. Due to this limited training accessibility teachers were having

unsupportive attitude for students with intellectual disabilities, Example one informant discussed as follows:

I am Zu; I am a teacher;

Still now I haven't taken training about the issues of students with intellectual disabilities, but I have taken other trainings how to accommodate regular students, how to manage them, how to meet their educational needs of them and the way of assessing them. But I haven't taken one day training about student with intellectual disabilities, this makes me to build a great frustration for students with intellectual disabilities because, I believe that those students can't understand and don't think like as others. Though, I frustrate to help them in the school and out to keep them injury when they across the road may push by vehicles, because they can't identify the foot cross/zebras' (Zu, 42, May 2012).

Besides, another participant interviewee response certifies it as follows:

I am He; I am a teacher

I haven't taken enough conceptual training about students with intellectual disabilities, but I have taken little for students with visual and hearing impairments due to this I have tried to use appropriate words. But, due to at all not take training about students with intellectual disabilities makes me to perceive those students with intellectual disabilities are unwise. and I have used derogatory words to call them like ratardid, crazy and so on, because I believe that they can't keep themselves from harms, having low self-value, can't use the materials properly and they are idiot (De, 29, May 2012).

Perception

According to the study informants' who participated in the interviews' response indicated that, their understanding and feeling about students intellectual disabilities are limited because, they believe that it caused by evil, punishment of god and witchcraft etc. due to this misunderstood about the nature and causes of intellectual disabilities they are used derogatory words such as, unwise, foolish, crazy and senseless. Example one informant explains as follows:

I am Es; and a teacher;

“I have not information about the causes, characteristics, and ways of providing intervention for students with intellectual disabilities(Es, 3, 9, and 2012).”

According to his statement, he used derogatory terms to call students with intellectual disabilities such as, crazy, foolish, and also he believes that they are incapable to do any activities and have poor social relationships.

4. 3.3 Students Related Factors

According to the majority of the study participants’ answer indicated that factors that affect regular teachers’ attitude towards students with intellectual disabilities which are mostly related to the students themselves such as: nature and severity of the problems, their behavior and self-value are the major one that have an influence on teacher’s attitude and have value for attitude formation and change. The greatest parts of the participants, who are participating with the interview are discussed, that level of problems, student’s desire and undesired behavior and his/her self-esteem have a positive or negative influence on teachers’ attitude towards them. Key informants also certify this directly.

Nature and Severity of Problems

As most of the study participants who are participated during interview discussion answer showed that severity of problems has a power to influence teachers’ attitudes towards SWIDs. Teachers view and value for students with intellectual disabilities who grouped under mild level are better than those who have categorized under the remaining. Example, of one participant interviewee stated as follows:

My name is Mu; I am a teacher in this school

I prefer to teach students with mild intellectual disabilities than the other because, to teach them with mild intellectual disabilities are easier than moderate and severe, because students with moderate and severe intellectual disabilities are passive. Due to this I have interest and motivation to help students with mild intellectual disabilities. I dislike and low motivation to help and teach students with moderate and severe intellectual disabilities, because I hate their personal characteristics (Mu, 33, May, 2012).

Addition to this one participant interviewee discuss as follows:

I am Es; I am a teacher and unit leader of the school;

I chose to teach students with visual impairment than students with intellectual disabilities, because students with visual impairment can understand the concepts of the issues easily, there have learning options than students with intellectual disabilities such as: teaching materials; Braille, jaws, tape recorders. Due to this I prefer to teach students with visual impairments than SWIDs (Es, 34, May, 2012).

Behavior

According to approximately all the study participants discussed that, during interview student's misbehavior in the classroom and out intolerable, stress-provoking, and they have to spend time and energy to manage them, due to this, teachers' develop a negative attitude towards students with intellectual disabilities and the inverse is true. For example, one interviewee informant was discussed as follows:

My name is Be; is am teacher with 4 years experiences;

I hate those students' undesired behaviors, because it is difficult to manage them in class and out, they act as foolish, no respect each other, totally they are demonstrating undesired behavior; such disturbing activities, insulting, movement of their physical body. Due to this I am not happy and will satisfy to teach students with intellectual disabilities (Be, 37, May, 2012).

Self-Value

As most all the study participants who are participating with interview discussion student low self-care, personal hygiene, inappropriate dressing and low self-image have highly affected

regular teachers' attitude towards students with intellectual disabilities. Interviewee participant expresses as follows:

I am Ta; I am a teacher; "I like to teach and support students who have good self-valued, but students didn't keep their personal hygiene, did inappropriate dressing and no confidence at all.

Due to this, I hate, to teach them (Ta, 38, May, 2012).

CHAPTER FIVE

DISCUSSION

Attitudes are not biologically inherited, rather than the outcome of complex function of both cultural and functional factors. Attitude can be formed through the process of socialization that one is taught the child associate good or bad feeling and when someone imitates from his/her parents, friends and others. There are a number of factors that are influencing the attitude of regular teachers which are variables related to teachers and students themselves.

Teachers' Attitude towards Students with Intellectual Disability based on Teachers' Related Variables

Participants of the study had neutral attitudes for students with intellectual disabilities at a grand mean of ($M = 3.39$, $SD = 1.74$) due to lack of good perception about the concept of intellectual disabilities, no training taken at all, low educational qualification and no had teaching experience for students with intellectual disabilities. While, the current study result contradicts studies done by (Arvamidis & Kalyva, 2007; Batsiou et al., 2008; Kurniawati et al., 2012) they found that regular teachers had positive attitude towards students with intellectual disability. According to research conducted by Avramidis and Kalyva, (2007) found in their study that teachers with training were significantly more positive attitude towards students with intellectual disabilities compared to those who had no training at all. In fact no evidences that to support teachers had neutral attitude towards students with intellectual disabilities. The study result implies that training will be needed and crucial, to improve teachers' qualification, awareness creation and open opportunities to meet those students with teachers are interesting to construct positive attitude towards those students.

Teachers' Attitude towards Students with Intellectual Disability based on Students' Related Variables

Nearly all the study participants had positive attitude towards students with intellectual disabilities because of the nature and severity of the problems, students' behavior and self-esteem at a grand mean of ($M = 3.47$, $SD = .904$). Though, there were few teachers who had neutral attitude for those students. Whereas, the current study result controverts studies done by (Arvamidis & Kalyva, 2007; Batsiou et al., 2008; Kurniawati et al., 2012) they found that regular teachers had positive attitude towards students with intellectual disability. In fact no evidences that to support teachers had positive attitude towards students with intellectual disabilities needs further research to conduct teachers' attitude for those students on students related variables.

The result implies that student behavior, nature and severity and students self-values are needs special attention to implement integrated education, ensure equity of education and to assure education for all students keep their personal hygiene and make their behavior undistractiv.

The Participants' Attitude towards Students' with Intellectual Disability Mean Scores Differences by Sex

There was no statistically significant mean score attitude difference between genders at a mean of $t(77) = -1.07$, $p = .287$. Similarly, many recent studies out cameto indicate that there is no statistical significant mean score differences between male and female teachers' attitude towards students with intellectual disabilities. Contrary to this, results that were studies conducted by Beh-Pajoo (1992) and Leyser et al., (1994) and Hannah (1998) and other studies result summarized that female teachers held a positive attitude towards students with intellectual disabilities then male colleagues.

The implication of this contradicts result suggested that attitude vary across different areas and situations mixed results about the impact of gender on teachers' attitude towards for those students will be needed to conduct further research for the inconsistent result of teachers' attitude towards SWIDSs and no need more attention to gender for the implementation of integrated education.

One way ANOVA Results for the Participants' Attitude towards Students' with Intellectual Disabilities Scores Differences across their Age

The result of the current study report indicated that no statistically significant mean score differences of the study participants attitude towards students with intellectual disabilities among each age groups at $F(3, 75) = 1.052, p .375$. While, some study findings conducted by Parasuram, (2007); Rakap & Kaczmarek, (2010) were indicate us regarding age, the youngest and oldest teachers appear to express the most positive attitude for those students. On the other hand, the youngest had constructive than oldest and adult teachers. This may not be surprising us, young and old teachers have either limited knowledge or not take training on the concept of intellectual disabilities or each age group to have some sort of concept or take training on the issue.

The result of one way ANOVA attitude of the study participants across their age implies that it does not need special attention for the realization of integrated students with intellectual disabilities in the mainstreams class room.

One way ANOVA Results for the Participants' Attitude towards Students' with Intellectual Disabilities Scores Differences across their Teaching Experiences

Teaching experience tells us there was insignificant mean score differences of study participants' attitude among each category of teaching experiences at $F(3, 75) = .058, p, .981$. While, research result conducted by Clough and Lindsay, (1991); Florin, (1995) indicated that the younger and those who had a few years of teaching experience had more support and acceptance of students with intellectual disabilities. Similar finding by laser et al., (1994) also concluded that, those teachers with 14 years' or less teaching experience had a significance higher positive score in attitude towards those students than those with more than 14.

This study result implies that teachers attitude towards SWIDs across their teaching experiences tell us there were inconsistent outputs across teaching experiences of the study participants and it occurs due to, no teachers who have many years of teaching experiences and no more gaps between the study participants teaching experiences.

One way ANOVA Results for the Participants' Attitude towards Students' with Intellectual Disabilities Scores Differences across their Educational Qualifications'

Teachers' educational qualifications had a statistically significant mean score difference among teachers' attitudes towards students with intellectual disabilities at $F(2, 76) = 18.89, P, .000$. It indicates that there were statistically significant mean score differences among the education level of teachers' attitudes towards students with intellectual disabilities. Likewise, study conducted by Geo. (2007) and Marchesi, (1998) were found that teacher quality was influenced students' performance and their attitudes, because, academic qualification is a quality of teachers' and one of the key factors for the successfulness of those students' integration.

So it implies that education is a key instrument for attitude formation and change, whatever the education will provide through a formal or informal way, and educational

qualification needs attention and responsiveness for the realization of integrated students with intellectual disabilities in the mainstream classrooms.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

In this chapter, the researcher concluded that the overall of the study results/ and findings based on the objectives seated with its implication and try to put the feature solution based on the results are indicated.

Teachers had neutral attitudes for students with intellectual disabilities in related to teacher related variables. This result attributed to limitation in taking training, lack of good perception, lower educational qualification and no teaching experiences with students with intellectual disabilities. Moreover, nearly all teachers had positive attitudes student related variables credited to student behavior and their self-esteem, only few participants had positive attitude towards students with intellectual disabilities. However, qualitative result indicated that the teachers had a negative attitude which indicates that there was a contradiction.

The study result implies that the teachers' neutral attitudes which mean (none of the two) neither support nor reject students with intellectual disabilities. So, this is difficult to realize and practically implement integrated education in a mainstream classroom of each student who have special educational needs.

Demographic variables of the study participants like gender, age, and teaching experiences were statistically insignificant mean score differences of teachers' attitudes towards students with intellectual disabilities at $t(77) = -1.07, p .287$, $(3, 75) = 1.052, p .375$ and $(3, 75) = .058, p .981$ respectively. However, the educational qualifications of the participants were

having statistically significant mean score differences at a $(2, 76) = 18.89, p .000$ in the present study.

The results of this study imply that demographic variables of the participants were not strong enough to say a predictor variable to make for the successful implementation of integrated education in a mainstream classroom except educational qualification of the participants. It doesn't worry about the gender, age and teaching experiences of the participants for the realization and implementation of integrated education. However educational qualification needs special concern, because it indicates that there were observed statistical significant mean score differences of the study participants' educational qualifications towards SWIDs. Due to this, it also implies that empowerment of teachers and provides training is interesting to address, respond and implements integrated education.

6.2 General Implication of Results/Findings of the Study

The result of this study implies that teachers had neutral attitude associated with teachers' related variables like: Misperception about intellectual disabilities, no training taken, low educational qualification, and no experiences to teach them. This implies that neutral attitude of teachers may difficult to accept the philosophy of integrated education and implement integrated education in a mainstream classroom. Moreover, teachers had a neutral attitude for student with intellectual disabilities related to student related variables such as: student behavior, self- esteem and nature and severity of the problems. It also makes challenges to implement integrated education in a mainstream classroom.

In terms of demographic variables of the participants' gender, age and teaching experiences had statistically insignificant mean score differences of their attitude towards

students with intellectual disabilities. This implies that no more attention be given to gender, age and teaching experiences for the implementation of integrated education. However, educational qualification had significant mean score differences among the study participants, so it implies that the school should empower educated manpower to implement integrated education in a mainstream classroom.

6.3 Limitation of the Study

It is obvious that research by nature, have faced limitation, in this study, the researcher has faced some limitations to challenge the quality of the paper-like corona (covid19) virus. Due to this, researcher to be used a limited number of participants due to this it is difficult to generalize the results and finding the participants' self-administration may make the data abused and it's limit's the researcher to collect data through FGD.

6.4 Recommendation

Based on the result/finding of the study, the researcher recommends as follows:

- Participants of the study had a neutral attitude towards students with intellectual disabilities with, associated with teacher related variables. This may challenge to implement integrated education, so the school should provide sustainable training, empower and improve educational qualification and open the opportunities for both the teachers and SWIDs to meet for making good relationship between each other to bring a positive attitude for students with intellectual disabilities.
- The attitude of the teachers' had a neutral attitude student related variables like students behaviors and self-esteem, due to the presences of neutral attitude it is imposible to run

integrated education, to solve the problems the school should be created awareness the personal characteristics of the SWIDs.

- Teachers had neutral attitude generally, so further research should be conducted to find out the many reasons and suggest further possible solutions for the phenomenon.

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Appendices
BAHIR DAR UNIVERSITY
College of Education and Behavioral Sciences
Department of Special Needs and Inclusive Education
Post Graduate MA Program

Appendix A; Questionnaires Guide

A questionnaire collects data on the attitude of regular primary school teachers towards student with intellectual disabilities. Your participation is requested to provide to your attitude for student with intellectual disabilities. Your participation is vital/very important for this research, but your voluntariness is taking the priority. The researcher will be providing a report that is requirement for MA degree for special needs and inclusive education at Bahir Dar University. The questionnaires will take 35-45 minutes to fill out the sheet space provided. Your name will not include, as far as can put pseudo/ artificial name is possible. Hence you're genuine and timely response is quite vital and the information you are going to provide is used purely for research purpose and will be kept confidential.

Thank you very much!!

General direction

- ✓ There is no requirement writing your name on the questionnaire, but pseudo name is possible.
- ✓ Put a (x) mark on your choice on the boxes provided in front of the question and to write others, you can describe.

- ✓ Give your answer by writing for questions which require a written answer.
- ✓ Questionnaires will be filled by regular primary school teachers

Appendix B: background information of the study respondents

Sex: Male Female

Age

Educational level

Teaching experience

questionnaires willfilled by the respondents

1. Strongly agree 2. Agree 3 Neutral 4. Disagree 5. Strongly disagree

No	Lists of items	Put “ x “ mark				
1	I believe that teaching student with intellectual disabilities makes them productive.					
2	I believe that student with intellectual disabilities are good achiever.					
3	Children with intellectual disabilities can perform physical exercises					
4	I believe that student with intellectual disabilities can perform their daily living activities.					
5	I believe that teaching student with intellectual disabilities brings a new change in their life.					
6	Education has its own advantages for student with intellectual disabilities.					
7	I believe that student with intellectual disabilities should learn in a separate (special) schools/classes					
	Assignments activities provide opportunities for student with intellectual disabilities to develop their daily basic skills.					
8	I would mind allowing to my child to begin close to friends who have mental deficiency					
9	Student with intellectual disabilities can process message quickly					

10	Student with intellectual disabilities can understand abstract ideas					
11	Student with intellectual disabilities can identify colors easily					
13	Student with intellectual disabilities can attend their learning actively					
14	Student with intellectual disabilities can be group leaders.					
15	Student with intellectual disabilities are sociable.					
16	Teaching students with intellectual disabilities is only given to a specially trained teachers					
17	Isolation in a special class has beneficial effect on the social and emotional development of a student with intellectual disability					
18	I have a feeling of comfort to teach students with intellectual disabilities.					
19	I feel that working with student with intellectual disabilities is collaboration in better.					
20	I feel good to give advices for student with intellectual disabilities					
21	I feel happy, when I teach student with intellectual disabilities.					
22	I feel that student with intellectual disabilities can learn in the integrated classrooms as equal as other students					
23	I feel that students with intellectual disabilities can receive an appropriate education in integrating regular education classrooms					
24	I feel that extra attention needed by a student with intellectual disabilities will be to the disadvantage of the other students					
25	I feel that the student with an intellectual disability will show behavior problems in a regular classroom					
26	I feel good to give basic skills training to/for student with intellectual disabilities					
27	Students with intellectual disabilities can keep their personal hygiene.					
28	I feel that student with intellectual disabilities can wear their cloth properly					
29	I feel that student with intellectual disabilities can use toilet appropriately					
30	I feel that student with intellectual disabilities play with other non-disability students					

Appendix C: study participants of demographic informations

Interview questions for some selected primary regular teachers and their Demographic background of the study participants

Name Age Sex

No	Name	Age	Sex	Interview Date	Interview Questions
1	Es	34	M	May, 3, 2012	<p>What do you think about regular teacher's attitude towards student with intellectual disabilities?</p> <p>What are the factors that affect regular teachers' attitude towards student with intellectual disabilities?</p> <p>How they affect the teachers' attitude towards student with intellectual disabilities?</p> <p>How much do think those factors affect the teachers' attitude towards student with intellectual disabilities?</p> <p>Do you think those factors have negative impact on the student with intellectual disability holistic development? How?</p>
2	De T	29	M	May, 3, 2012	
3	Zu	42	F	May, 4, 2012	
4	Mu	33	M	May, 4, 2012	
5	De	29	M	May, 4, 2012	
6	He	34	F	May, 4, 2012	
7	Be	37	M	May, 5, 2012	
8	Ta	38	M	May, 5, 2012	
9	Ew	39	M	May, 5, 2012	

አጠቃላይ አቅጣጫ

- መጠይቅ ላይ ስም ህንፃ መዳፍምንም አይደለም ፣ ግን የሐሰተኛ ስም ሲኖር ይችላል ።
- በጥያቄ ውጭ በተሰጡት ሣጥኖች ላይ በመረጡት ላይ የ (x) ምልክት ያድርጉ እና ሌሎችን በመፃፍ መግለጻችላቸው ።
- በጽሑፍ መልስ ሲሰጡ ፈጠራ ጥያቄዎች መልስ በመዳፍ መልስ ይስጡ ።

መጠይቅ አባሪ ስ: የጥናቱ መልስ ለምሳሌ ያረጋግጡ:-

ዎታ ወንድ ሴት

ዕድሜ

የትምህርት ደረጃ

የማስተማር ስምድ

1. በጣም አስማማሁ 2. አስማማሁ 3. ገሰጠኝ 4. አልሰማም 5. በጣም አልሰማም

📌 በመደበኛ የመጀመሪያ ደረጃ ት / ቤት መምህራን ይሞላሉ ።

N		የ “ X ” “ ያስቀምጥ ”				
1	የአእምሮአዊ እድገት ውስንነት ተማሪ ጥሩ አፈፃፀም ያሰው ተማሪ ነው ብዬ አምናለሁ።					
2	የአእምሮአዊ እድገት ውስንነት ሳለባቸው ልጆቻቸውን ለማስቀመጥ ስቃይ ስቃይ ማድረግ ይችላሉ።					

3	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
4	አክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
5	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
6	ትምህርት የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
7	አክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
8	የምደባ እና ስርዓቶች ለማሳደግ ይቻላል።						
9	ልጅ የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
10	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
11	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
12	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
13	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
14	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
15	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
16	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
17	በልዩ ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
18	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
19	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
20	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
21	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
22	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
23	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						
24	የአክሱም ስርዓት ውስጥ ስርዓቶች ለማሳደግ ይቻላል።						

25	የአእምሮአድገት ውሰንነት ያሰበት ተማሪ በመደበኛ ክፍል ውስጥ የባህሪ ችግር ንጹህ ደረጃ ያሳይ ይሰማኛል።						
26	ሰአእምሮአድገት ውሰንነት ሳሰባቸው ተማሪዎች መሰረታዊ የችሎታ ስልጠና መስጠት ጥሩ ነኝ።						
27	የአእምሮአድገት ውሰንነት ያሰባቸው ተማሪዎች የግል ንፅህናቸውን መጠበቅ ይችላሉ።						
28	የአእምሮአድገት ውሰንነት ያሰበት ተማሪ ልብሳቸውን በትክክል ሲሰብስብ ንጹህ ደረጃ ያሳይ ይሰማኛል						
29	የአእምሮአድገት ውሰንነት ያሰበት ተማሪ በተገቢው ሁኔታ መጽዳጃ ቤት ሲጠቀም ንጹህ ደረጃ ያሳይ ይሰማኛል						
30	የአእምሮአድገት ውሰንነት ያሰበት ተማሪ ከሌሎች የአካል ጉዳት ከሌሎባቸው ተማሪዎች ጋር ንጹህ ደረጃ ያሳይ ይሰማኛል						

ክፍል ሶስት-

ስተመረጡት የመጀመሪያ ደረጃ መምህራን ቃሰመጠይቅ ጥያቄዎች እና የጥናቱ ተሳታፊዎች ስነ-ልቦናዊ ዳራ

ስም ቃሰደ

የአእምሮ አድገት ውሰንነት ሳሰባቸው ተማሪዎች ረስዎ ስመሰካከት ላይ ተጽዕኖ የሚያሳድሩ ምክንያቶች ምን ይሆናቸዋል?
የአእምሮ አድገት ውሰንነት ሳሰባቸው ተማሪዎች ረሰው እንዴት ይመሰክቱታል?
እነዚህ ምክንያቶች የአስተማሪዎች አድገት ውሰንነት ሳሰው ተማሪ መምህራን ያሳቸውን ስመሰካከት የሚነካው ምን ይሆናል ነው?
እነዚያ ነገሮች በአእምሮአድገት ውሰንነት ስጠቃ ላይ አድገት ተማሪው ላይ ስራታዊ ተፅእኖ አላቸው ብለው ይምናሉ? እንዴት?
እነዚያ ነገሮች በአእምሮአድገት ውሰንነት ስጠቃ ላይ አድገት ተማሪው ላይ ስራታዊ ተፅእኖ አላቸው ብለው ይምናሉ? እንዴት?