

## Research Article

# Teacher Related Factor That Affecting the Implementation of Inclusive Education; Yekegat Primary School, Debre Elias, Ethiopia

**Habtamu Debasu Belay\*** 

Department of Special Needs and Inclusive Education, College of Social Science and Humanities, Bonga University, Bonga, Ethiopia

## Abstract

Inclusive education promotes education of all learners in mainstream schools including those with special needs. Teachers play a critical role towards realization of this process. This study was conducted to assess teacher related factor that affecting the implementation of inclusive education. The study used descriptive survey design. The target populations were 4 head teachers, 78 teachers and 3754 pupils. The researcher employed simple random and purposive sampling techniques especially lottery method to select 2 head teachers, 40 teachers and 25 pupils. Teachers completed questionnaires while pupils participated in focus group discussions and principal participated in interview. Percentage and content analysis used to analysis the data. This study finding indicated that teachers' age, gender, academic, professional qualifications, teaching experience, teaching styles and perceptions hinder implementation of inclusive education in Yekegat primary school. The study reflecting the pragmatic factors such as lack of instructional materials, unavailable of teachers trains in Special Needs Education, lack of commitment and skill among the teachers, costly equipment's for children with disabilities, lack of curriculum modification, and lack interest to teach the students with disability. Isolation and negative attitude toward children with disabilities that hindered the effective implementation of inclusion at Yekegat Primary School. The teachers' academic and professional qualification influence the implementation of inclusive education in public primary schools as it was evident that qualified teachers handled the pupils with special needs well. The professionally trained teachers also proved better in handling the learners with learning disabilities compared to the untrained teachers. The teacher experience positively influenced the implementation of inclusive education at Yekegat Primary Schools. The researcher recommended that head teachers ought to assign older and young teachers inclusive classes for effective implementation of inclusive education.

## Keywords

Implementation, Inclusive Education, Related Factors, Teachers

## 1. Introduction

Background of the Study

Inclusive education is a global concept that aims to promote

the rights of all children to participate in the education system.

The implementation of inclusive education in Ethiopia is

\*Corresponding author: [debasuhabtamu@gmail.com](mailto:debasuhabtamu@gmail.com) (Habtamu Debasu Belay)

**Received:** 21 May 2025; **Accepted:** 10 June 2025; **Published:** 30 June 2025



Copyright: © The Author(s), 2025. Published by Science Publishing Group. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

guided by national policies such as the Education and Training Policy (1994) [10], which highlights the importance of education for children with special needs. Furthermore, the country ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2010 [25], signaling a commitment to inclusion and equal access to education for children with disabilities. However, challenges remain in fully implementing inclusive education in many Ethiopian schools, particularly in rural areas like Debre Elias.

Yekegat Primary School, located in Debre Elias, faces various challenges in implementing inclusive education, with teacher-related factors playing a central role. These factors include teachers' attitudes towards inclusive education, their level of training and preparedness to handle diverse learners, and the availability of teaching resources [3]. Additionally, socio-cultural factors, such as the societal stigma associated with disabilities, further complicate the effective inclusion of all students in the learning process. Research indicates that teacher preparedness is a key element in the success of inclusive education. According to studies in similar contexts, many teachers in Ethiopia lack sufficient training and support to implement inclusive practices effectively. Furthermore, teachers often face challenges in managing classrooms that include students with different learning needs, leading to a lower quality of education for these children [28, 12].

The education of children and young people with special education need and disability is now establishing key policy objective many countries [15]. In Ethiopia, recently the development of the provision for special education to children with physical disability, student with hearing impairment and person with partially sight appear to be at a growing rate. Many researchers emphasize teacher's attitudes as a decisive component in ensuring the successful inclusion of special need students. International legislation in many European countries promotes inclusive education for students with special needs by educating them together with their peers in a regular school, instead of sending them to special schools or special classes [20]. The implementation of inclusive education differs considerable from one national and local context to another. Generally, support for inclusion rests on the following two basic presuppositions: the right of children to inclusion in regular schools, and the fact that inclusive education is more effective than segregated education [15].

In Africa, it encompasses the process of school transformation and a focus on children's entitlement and access to education. Inclusive school have been defined as schools in which all children, learn together, receiving quality education and support through appropriate curricula, organizational arrangements, teaching strategies, use of resources and partnership with their communities [31].

In the present paper [29], the term "inclusive education" emphasizes the equal opportunities that are related to the education of children with special needs as close to their homes as possible. Inclusion is understood as the placement of children with special needs in regular schools with the allo-

cation of additional professional support and this can take place in the class room, outside the class room, in groups, or individually [7]. However, many solutions proposed by the legislation do not guarantee quality implementation of inclusion in schools. One of the most burning issues accompanying the implementation of inclusive schooling is teacher training [4], because not all the conditions have been met to ensure that children with special need are taught by teachers with appropriate professional expertise who can adapt their teaching to children's special need [33]. Many professionals and head teachers warn of problems in the realization of various forms of support for students and teachers in practices [26].

The concept of Inclusion is far from new and has origins in the field of special education and disability [19]. The education of children and young people with special educational need and disability is now established key policy objective in many countries [15]. It is possible to say that inclusive education is a new training in Ethiopian educational context in contrast to integration. Inclusion is about the people's right to participate fully in school life and the school duty to well come and accept them [5]. "Inclusive education is now seen as a principal that all children regardless of ability or disability has a basic right to be educate alongside their peers in their local school. Inclusion as a process of increasing the participation in and reducing exclusion from the cultures, curriculum and communities of local school" [30] "P. 13" originally the inclusive education will focus primarily on people with physical disability and student with hearing impairment and also partially sighted.

Negative attitude of teachers is a major barrier to inclusion [30]. Studies carried out in Yekegat Primary School show that drop out from inclusive schools by primary school students is largely caused by difficulty in learning, corporal punishment, repetition and harsh attitude of teachers [23]. They point out that inclusive education looks at both the right of students and how education systems can be transform to respond diversify group of learners. The reasons are associated with disability, gender, race, ethnicity, language, care status, socio economic status, sexuality or religion [13]. Some mainstream teachers have considerable reservation about the feasibility of inclusion in reality.

In [30] reports Ethiopia include in the list being one of the countries with policy that encourage inclusive education. The factors that are related to teachers on implementing inclusive education in Yekegat Primary School is mainly concern about more of it are teacher qualification on academic performance, teaching style, class room depth, teacher-student interaction and ratio, teaching experience in length of service, teaching demographic factors on age and gender, as well as teacher perception on acceptance and respect for student, and curriculum adaptation. A teacher attitude with regard to inclusive education indicates that the success of inclusive education program is depends on teachers attitude toward inclusion. Accessible and flexible curriculum [6] will be and key to creating school that meet the needs of all student in line with

mention point study in attempt to identify describe the factor affecting the implementation of inclusive education in Yekegat Primary School, the study will aim at answering the following questions.

1. What are the major factors teachers related affecting inclusive education practices at Yekegat Primary School?
2. By what extent the factors that affecting the practice (training) of teachers in Yekegat Primary School?
3. How does teaching styles of teachers influence implementation of inclusive education in Yekegat Primary School?
4. How to minimize the teacher's related factors that affect implementation of inclusive education in Yekegat Primary School?

## 2. Review of Related Literature

### 2.1. Concept of Inclusive Education

Over the years the purpose of special education has and still is to provide needs, support, service, adaptation and accommodation to student with disabilities. These supports are giving to preserve and enhance a child's educational participation in the lies restrictive environment. The special educational changes over the years with the passage 1975 individually with disabilities educational acts (IDEA) and its 1997 amendments. The land mark legislation moves children with special need from segregate class room into regular class room. Inclusive education has emerged as a key priority in educational systems worldwide, particularly in developing countries like Ethiopia, where children with disabilities and special needs face significant barriers to accessing quality education. However, the successful implementation of inclusive education is highly dependent on various factors, among which teacher-related factors play a crucial role [18]. This literature review explores the key teacher-related factors that influence the effective implementation of inclusive education, including teacher attitudes, training, teaching strategies, and support mechanisms.

#### 2.1.1. Teacher Attitudes

Teacher attitudes are a significant determinant of the success of inclusive education. Several studies have shown that teachers' willingness to adopt inclusive practices depends largely on their perceptions of students with disabilities and their perceived ability to manage diverse classrooms [14]. Teachers who hold negative or stigmatizing attitudes towards students with disabilities are less likely to implement inclusive practices effectively. For instance, according to [28] teachers in Ethiopian schools often exhibit a lack of confidence in managing students with special needs, which can negatively impact the learning experience for these students. Similarly, a study by [24] found that teachers' attitudes in Indonesia towards inclusive education were influenced by cultural beliefs and social stigma, hindering their ability to

create inclusive classrooms.

#### 2.1.2. Teacher Training and Professional Development

Adequate teacher training and professional development are critical for the successful implementation of inclusive education. Many teachers in developing countries, including Ethiopia, lack the specialized knowledge and skills required to address the diverse needs of students in inclusive settings. Research by [12] highlights that the lack of formal training in inclusive education strategies is a major challenge for Ethiopian teachers, leading to inadequate support for students with disabilities. Furthermore, inadequate in-service training and a lack of practical teaching materials exacerbate this challenge [28].

Teachers who receive specialized training in inclusive education are more likely to implement inclusive teaching strategies and show greater confidence in managing mixed-ability classrooms [1]. A study by [8] on Nigerian teachers emphasized that comprehensive training programs, which incorporate both theory and practice, significantly improve teachers' skills in differentiating instruction and creating an inclusive learning environment.

#### 2.1.3. Teaching Strategies and Classroom Management

The ability of teachers to use appropriate teaching strategies is another critical factor in the successful implementation of inclusive education. Inclusive education requires teachers to employ differentiated instructional strategies to meet the diverse needs of their students [11]. Research has shown that many teachers struggle to use these strategies effectively, particularly when they have large class sizes and limited resources. For example, a study conducted in Zimbabwe by [21] revealed that teachers often find it challenging to differentiate their teaching to accommodate students with varying learning needs, which results in students with disabilities being marginalized in the classroom.

In addition to teaching strategies, classroom management is crucial for maintaining an inclusive environment. Teachers must be able to create a safe and supportive atmosphere that fosters learning for all students, including those with special needs. According to [12] inadequate classroom management skills, along with large student-teacher ratios, further complicate the implementation of inclusive education in Ethiopian schools.

#### 2.1.4. Support Mechanisms and Resources

Another significant factor that affects the implementation of inclusive education is the availability of support mechanisms and resources. Effective inclusion requires teachers to have access to specialized resources such as assistive technologies, adapted learning materials, and support staff like teaching assistants [32]. However, in many Ethiopian schools,

resources for inclusive education are severely limited [28]. The absence of such resources can prevent teachers from fully implementing inclusive practices and limit their ability to support students with disabilities adequately.

Ainscow, M. [1] emphasizes that for inclusive education to be truly effective, schools need a supportive infrastructure that includes not only trained teachers but also sufficient learning materials and a conducive learning environment. The lack of such resources, along with a lack of coordination among teachers, special educators, and other support staff, can undermine the effectiveness of inclusive education programs [24].

## 2.2. Teacher Demographic Factors and Their Influence on Inclusion

Teacher demographic factors, such as age, gender, years of teaching experience, educational qualifications, and cultural background, have been shown to influence the successful implementation of inclusive education. These factors play a critical role in shaping teachers' attitudes, pedagogical practices, and the ability to manage diverse classrooms effectively. Research indicates that demographic characteristics significantly impact how teachers perceive and respond to inclusive education, influencing their ability to implement inclusive teaching strategies. This section explores the relationship between teacher demographic factors and the success of inclusive education, with a focus on recent studies.

### 2.2.1. Age and Experience

One of the most widely discussed teacher demographic factors is the age and teaching experience of educators. Generally, teachers with more years of experience tend to have more established teaching methods and may be less adaptable to new approaches, including inclusive education practices. However, this does not necessarily imply that experienced teachers are resistant to inclusion. Studies have shown that older teachers may be more hesitant to adopt inclusive practices, particularly if they were trained in traditional, non-inclusive educational systems [24].

Conversely, younger teachers, particularly those with more recent training, may exhibit greater enthusiasm for and awareness of inclusive education strategies [1]. A study by [12] on Ethiopian teachers highlighted that teachers with more years of experience often found it challenging to incorporate inclusive teaching methods due to the lack of initial exposure to special needs education during their teacher training programs. Meanwhile, teachers with less experience, especially those who recently graduated, were found to be more open to the principles of inclusive education but lacked practical classroom management skills necessary for inclusive settings [28]. The combination of experience and age can thus create diverse attitudes and practices among teachers, with younger, less experienced teachers often being more willing to adopt inclusive education but needing more support and training to do so effectively.

### 2.2.2. Educational Qualifications and Professional Development

Educational qualifications and access to professional development opportunities are closely linked to the success of inclusive education. Teachers who have higher levels of education, particularly those with specialized training in inclusive education, are generally more capable of implementing inclusive teaching practices effectively. Research by [21] found that teachers with specific qualifications in special education or inclusive teaching methods were better able to adapt their teaching strategies to meet the diverse needs of all students in the classroom.

In contrast, teachers with lower levels of education or those who have not received formal training in inclusive education may struggle to implement inclusive strategies effectively. [12] points out that many teachers in Ethiopia, particularly in rural schools, have limited access to professional development opportunities and therefore lack the necessary skills to cater to students with disabilities or special educational needs. Even though the government's policies may support inclusive education, the absence of specialized training for teachers at the grassroots level remains a major challenge. Furthermore, ongoing professional development is essential to ensure that teachers stay updated on inclusive education strategies and practices. [1] emphasizes that continuous professional learning is crucial for fostering the competence and confidence of teachers in inclusive classrooms, especially as inclusion involves constant adaptation to meet the needs of diverse learners.

### 2.2.3. Gender

Gender is another demographic factor that has been shown to influence teachers' attitudes toward inclusion. Some studies have found gender differences in teachers' perceptions of inclusion, particularly in contexts where gender roles and expectations shape educational practices. For instance, female teachers have sometimes been found to display more empathy and patience toward students with disabilities, which can make them more open to adopting inclusive teaching methods [24]. In contrast, male teachers may, in some cases, exhibit more rigid teaching styles, which could influence their approach to inclusive education.

In a study conducted by [8] it was revealed that female teachers in Nigerian schools were more inclined to adopt inclusive education practices, as they demonstrated a stronger sense of compassion and willingness to support children with special educational needs. This finding aligns with broader research suggesting that gender may impact teaching styles and attitudes toward children who require additional educational support.

### 2.2.4. Cultural and Socioeconomic Background

The cultural and socioeconomic background of teachers is also a critical factor in shaping their approach to inclusive



education. Teachers from culturally diverse or economically disadvantaged backgrounds may encounter additional challenges in implementing inclusive education, especially if they have limited access to resources or support systems. Cultural norms and societal attitudes towards disabilities can also affect teachers' willingness to embrace inclusive education. For example, in some cultures, there may be significant stigma surrounding disability, which can influence how teachers engage with students with special needs [28].

Teachers' cultural beliefs and values can impact their interactions with students from different backgrounds, including students with disabilities. According to [24] teachers in countries with strong traditional beliefs may be less likely to view inclusion as a positive or necessary approach, often due to deeply ingrained societal norms. Teachers from more urbanized or progressive areas may have more exposure to inclusive education and be more receptive to its implementation [27].

The demographic factors of teachers such as age and gender have been found to have an effect on inclusive education. Research conducted in Dubai by [2] concurred with findings that teachers' gender influenced implementation of inclusive education. Female teachers were found to be more positive towards inclusion than male teachers. In South Africa research indicated that principal's gender had no influence on management of inclusive education as either gender managed inclusive institutions well. In another study in South Africa, it was noted however that when it came to handling learners in lower classes who cry often and relieve themselves in class, female educators were preferred to male teachers [21]. Research conducted in Kenya that disparities in favor of males in general composition of head teachers and teachers had a negative influence on inclusion since male teachers were less tolerant to inclusive education compared to female teacher's thus debilitating enrolment of pupils with special needs in mainstream schools [17].

Research by [16] in Georgia showed that teachers' age influenced implementation of inclusive education in that older teachers were more negative towards inclusion than younger teachers. Studies conducted in United Arab Emirates however asserted that teachers' age did not in any way influence how they implemented inclusive education.

### 2.3. Influence of Teacher's Qualifications on Inclusive Education

Teachers' academic and professional qualifications are prerequisite to effective of inclusive education [31]. In an attempt to understand what makes a high quality teacher, researchers have investigated the relationship between various teacher characteristics and students' achievement.

Teacher qualifications, including academic degrees, specialized certifications, and professional training, significantly impact teachers' ability to effectively implement inclusive education practices. Inclusive education involves accommo-

dating the diverse learning needs of students, which requires teachers to have a deep understanding of various disabilities, learning strategies, and differentiated instruction methods. Research suggests that teachers who possess qualifications specific to special education or inclusive teaching methods are more confident and competent in managing classrooms with students who have disabilities or special educational needs [1].

A study by [24] on Indonesian teachers found that those with specialized qualifications in special education were more likely to implement inclusive practices successfully. Teachers with training in inclusive education were found to be better equipped to modify their teaching approaches to cater to the diverse needs of students, ensuring that all students, including those with disabilities, had the opportunity to learn. Similarly, a study by [12] in Ethiopia revealed that teachers with specialized training in inclusive education demonstrated more effective teaching practices and higher levels of student engagement, particularly for students with special needs. While general teaching qualifications are necessary, specialized training in inclusive education is particularly crucial for effectively implementing inclusive practices [9]. In many countries, including Ethiopia, teachers may receive limited exposure to inclusive education during their pre-service training, which affects their preparedness to teach in diverse classrooms. Without exposure to strategies for differentiation, classroom management for mixed-ability learners, and the use of assistive technologies, teachers may struggle to meet the needs of students with disabilities or learning challenges [28].

## 3. Research Method

### 3.1. Research Design

The major intent of the study was being to assess teacher related factors that affect the implementation of inclusive education in Addis ketema primary school. The study was using both qualitative and quantitative research design. In this study descriptive survey design were used. [22] state that survey is an attempt to collect data from members of a population with respect to one or more variables. Descriptive survey designs were preferred for this study because the design explores incidences, opinions, attitudes and relationships between variables. Teacher variables such as; attitudes, demographic factors, experience, teaching styles and professional qualifications will survey to see how they influence implementation of inclusive education.

### 3.2. The Study Population

Yekegat primary school is one of the most powerful schools for student learns in inclusive education in Ambo Town. The total population in Yekegat primary school number of students 3754, teachers 78, and principals 4 are there.

### 3.3. Sampling Size and Sampling Technique

To select and determine the sampling size of school in Yekegat. We were use simple random and purposive sampling technique which is necessitate effectively gain the information Lottery method so as to select teachers from the selected school. Sampling size in this study we was use as a sample of population to select 25 students by using simple random sampling method especially lottery method because to gain more information about the factors to implement on inclusive education that are related to teacher for effective perform by encouraging inclusive education of all students without any segregate based on the factors that can be formulate. We were use 40 teachers because to gate enough information regarding to teachers related factors in inclusive education. As well as we was use 2 principals because the most contributor in the school for teacher and know about teachers related factors in inclusive education.

### 3.4. Data Gathering Instrument

The data was being gathered from teachers and students with disability as well as peers of the students, that means data gathering instrument of the study was use both close and open ended questionnaire from teachers because the students give more information about teacher related factor that perform in the class, we uses 3 open ended question and 25 close ended question in total 28 questionnaires we use one times by using English language, and using of both structured and unstructured interviews from teachers by using English language, because teachers have awareness about how the teacher factors to perform in inclusive education. The researcher use 8 structured interviews and 12 unstructured interviews in total 20 interviews we use in one times.

### 3.5. Data Analysis

Questionnaire was analyzes descriptive statistical technique such as frequency and percentage and thematic analyses.

### 3.6. Procedure of Data Collection

First of all, we were gathered the data set the procedure what we use the steps. First, we collect ourselves to go to director office of our department and ask by informed consent to write the paper about describing gating ways of permission. Then, we take a permission paper from our department and then us goes to Yekegat primary school and give that paper to director of that school. After that we start process to collect a data.

## 4. Data Analysis and Presentation

### 4.1. Questionnaire Return Rates

The researcher received all questionnaires from the 40 teachers and 2 head teachers (principals). Further, 25 pupils took part in the focus group discussion. This gave a response rate of 100%. This was considered adequate since the recommended return rate for analysis and reporting is 50% and above [22].

### 4.2. Respondent's Demographic Information

In this section the researcher sought to determine the respondent's demographic information which included gender, age, marital status, academic qualification and professional qualification to find out whether there is any relationship with the implementation of inclusive education.

**Table 1.** Demographic characteristics of the respondents.

Items		Frequency	Percentage
Please indicate your sex	Male	13	27.5
	Female	27	67.5
	Total	40	100
your age in years	Below 24	14	35.0
	25-34	19	47.5
	35-44	6	15.0
	Above 45	1	2.5
	Total	40	100
your marital status	Married	16	40
	Single	10	25
	Divorced	14	35

Items		Frequency	Percentage
What is your highest academic qualification	Total	40	100
	diploma	16	40
	degree	16	40
	Masters	8	20
	Total	40	100

In the above [Table 1](#), there are 11 (27.5%) of male are found and 27 (67.5%) of female teachers are found in Yekegat primary school. This indicates female teachers dominated the school. As we conclude that female teachers are much of greater than male teachers found in Yekegat Primary School. Regarding with the distribution of respondents by age, the teachers and the head teachers were asked to state their ages to find out whether age of the respondents had any influence on the implementation of inclusive education. The above table revealed that there are 42.5% of the teachers are below 24 ages, 35% of the teacher is 25-34 age, 15% of the teachers are 35-44 age and 2.5% of the teachers are above 45 ages. As we concluded that the most teachers found in Yekegat Primary School are the age of below 24 ages, these indicate that those teachers are giving a service for more times in education. So teachers found in Yekegat Primary School more of those are young.

In regards with Respondents marital status, the researcher sought to determine the marital status of the teachers and the head teachers to find out whether the marital status influenced implementation of inclusive education and place the study into context. The above table indicates that, there are 40% of teachers are married and 20% of the teachers are single 37.5%

of teachers divorced. Much amount of teachers found in Yekegat Primary School is married. We conclude that married teachers are greater than single teachers as well as divorced teachers.

In regards with teachers' level of education, the head teachers and teachers were asked to indicate their highest academic qualifications to establish whether the academic qualification of the respondents had any influence on the implementation of inclusive education and put the study into context. The study findings show that majority of the teachers 14 (35%) are graduated while 8 (20%) of teachers are ten completed education as well as 16 (40) of teachers 0 level or stay with other jobs. The results also show that the findings mean that teachers in Yekegat Primary School division have furthered their education as were 0 levels which may have influenced effective implementation of inclusive education.

#### 4.3. Influence of Age and Gender on Implementation of Inclusive Education

In this section the researcher sought to determine the extent to which age and gender influenced implementation of inclusive education.

**Table 2.** Influence of age on implementation of inclusive education.

Items	Response	Frequency	Percentage
Do you think teacher's age influences that implements inclusive education	Yes	30	75.0
	No	10	25.0
	Total	40	100
Do you think teacher's academic qualifications can influence effective implementation of inclusive education	Yes	30	75
	No	10	25
	Total	40	100
Do you consider yourself professionally qualified to handle inclusive education	Yes	35	87.5
	No	5	12.5
	Total	40	100
Do you think teaching experience influences effective implementation of inclusive education	Yes	34	85
	No	6	15

Items	Response	Frequency	Percentage
Do you think teaching methods can influence effective implementation of inclusive education	Total	40	100
	Yes	28	70
	No	12	30
	Total	40	100
Do you think your teaching methods meet the needs of all learners including those with special needs	Yes	22	55
	No	18	45
	Total	40	100

As this table revealed that 30 (75%) of the teachers said that teachers age can influenced the implementation of inclusive education while 10 (25%) of teachers said that teachers age cannot influenced the implementation of inclusive education. Therefore, teacher's age can influence the implementation of inclusive education more. So, teacher's age is one of teacher's related factors.

Regarding qualifications 30 (75%) are teachers qualification can influence effective implementation of inclusive education while 10 (25%) teachers qualification cannot influence effective implementation of inclusive education. Therefore, we concluded that teacher's qualification can influenced effective implementation of inclusive education. So teacher's qualification is the major influence effective implementation of inclusive education.

In regards with professional qualified 35 (87.5%) of the respondents responds considering yourself professionally qualified to handle in inclusive education while 5 (12.5%) of the respondent responds considering yourself doesn't qualified to handled inclusive education. So, we concluded that considering yourself professionally qualified to handle the inclusive education in concerning about students with and without disabilities learners by teachers suggestion by which methods we use appropriately to guide those students in Yekegat Primary School.

Regarding of teaching experiences 34 (85%) of the respondents respond teaching experience influences effective implementation of inclusive education while 6 (15%) of the respondent responds teaching experience can influence effective implementing of inclusive education. So, we can conclude those teaching experiences can influence the effectiveness of implementing in inclusive education. Concerning with teaching methods, 22 (55%) of the respondents respond teaching methods can influence effective implementation of inclusive education while 18 (45%) of the respondent responds teaching methods cannot influence effective implementation of inclusive education. Therefore, teaching methods are one of teacher related factors that affects the implementation of inclusive education.

**Table 3.** Influence of gender on implantation of inclusive education.

Which gender of teachers handle learners with disabilities effectively			
		Frequency	Percent
Valid	Male	4	10.0
	Female	15	37.5
	Both	21	52.5
	Total	40	100.0

As the above Table 3, indicated that 15 (37.5%) of female teachers handle learners with disabilities effectively while 4 (10%) of male teachers handles learners with disability effectively and also 21 (52.5%) of both female and male teachers are handle learners with disabilities effectively. Therefore, both male and female teachers are the major contributed for handling learners with disabilities effectively as compared with lonely male teachers and female teachers in Yekegat Primary School.

**Table 4.** Influence of years in experience on implantation of inclusive education.

How many years have you been in teaching profession			
		Frequency	Percent
Valid	Below 5	16	40.0
	5-10	13	32.5
	11-15	4	10.0
	Above 16	7	17.5
Total		40	100



As the table 4, revealed that 7 (17.5%) of teachers above 16 years have been in profession, 16 (40%) of teachers below 5 year have been profession while 13 (32.5%) are 5-10 years have been profession and 2 (5%) are 11-15 years have been profession whereas 4 (10%) of teachers above 16 years have been in profession. Therefore, when we concluded that many of teachers that have in profession below 5 years in education, so the majority of the teachers have less teaching profession in education in Yekegat Primary School.

**Table 5.** Influence of experience on implantation of inclusive education.

How many years of experience do you have in teaching learners with Special Needs			
		Frequency	Percent
Valid	0	15	37.5
	1-2	18	45.0
	3-5	3	7.5
	above 6	4	10.0
	Total	40	100.0

#### How many years of experience do you have in teaching learners with Special Needs

	Frequency	Percent
Total	40	100.0

As the above table 5, revealed that 15 (37.5%) of the teachers haven't an experience for teaching learners with special need while 18 (45%) of the teacher have an experience in 1-2 years for teaching learners with special needs and 3 (7.5%) of teachers experience 3-5 years as well as 4 (10%) of the teacher have an experience above 6 years for teaching learners with special needs. When we concluded that majority of the teachers have an experience for teaching learners with special need have 1-2 years. Therefore, those teachers found in Yekegat Primary School are no more experience about teaching learners with special needs.

#### 4.4. Teaching Methods Used by Teachers

Respondents were asked to select the teaching methods they used in class.

**Table 6.** Teaching methods used by teachers.

Which methods do you usually used in the class			
		Frequency	Percent
Valid	Peer tutorial	2	5.0
	Cognition	11	27.5
	multilevel instruction	4	10.0
	team teaching	23	57.5
	Total	40	100.0

The results of the study show that 23 (57.5%) of the teachers normally used team teaching method, 11 (27.5%) of teachers used cognition method, 4 (10%) of teachers used multilevel instruction and also 2 (5%) of teachers used pear tutorial. Therefore, the result also shows that teachers used team teaching methods usually in the class. The principal on

interview responds that teachers mainly used teacher centered methods like talk and chalk and student cantered. Therefore, the teaching methods influenced the implementation of inclusive education as the learners' needs may have been neglected. So, most of teachers were used a team teaching (co-operative learning).

**Table 7.** Awareness of teachers on implementation of inclusive education.

Items	Response	Frequency	Percentage
Are you aware of teachers who are trained in special needs in your school	Yes	10	25.0

Items	Response	Frequency	Percentage
Between trained teachers on special needs and those not trained, which category help learners with disabilities more	No	30	75.0
	Total	40	100
	Experienced	30	75
	Non-experienced	10	25
	Total	40	100
	Yes	40	100
Are there untrained teachers in the school about special needs	No	-	-
	Total	40	100
	Yes	34	85
Do you think teachers who have taught for many years handle children with disabilities better than those who are newly employed	No	6	15
	Total	40	100
	Yes	28	70
Do teachers involve every learner equally in class regardless of disability	No	12	30
	Total	40	100

As the above Table 7, revealed that 100% of respondents there is no trained teachers in special needs in Yekegat Primary School. So the result showed that teachers trained are the most affected areas of which cover teacher related factors to implementing inclusive education in Yekegat Primary School. But principal on interview responds in the previous there is no trained teachers but now there is a teacher takes training as nearly. As the above table revealed that 100% of respondents respond trained teachers on special needs help learners with disabilities more. So simply we concluded that teachers training are the necessary to help or support for learners with special needs. The result shows that teachers experience is one of the factors teacher related factors that affect the implementation of inclusive education. In regards with untrained teacher lives shows that 40% of the respondents there are untrained teachers are there in Yekegat Primary School about special needs while none of the respondent there are no untrained teacher in Yekegat Primary School about special needs. Therefore, there are untrained teachers in Yekegat Primary School. But when we contrast to principal responds on interview their teachers are trained about special needs.

In regards with years of taught revealed that 34% of the respondents are teachers who have taught for many years handles children with disabilities better than those who are newly employed while 6% of the respondents were responding that teachers who have taught for many years handles children with disabilities better than those who are newly employed. Therefore, the result showed that teachers who are live many years in education are a better to handled student with disabilities. But the principal responds on interview

those teachers found either many years leave or new employed are handled a better of students with disabilities. Regarding with learners learnt showed that 80% teachers involve every learners equally in class regardless of their disabilities while 20% teachers are not involves learners equally in class. So the result showed that most of the teachers involve every learner equally in class regarding about disabilities. Teachers are equally participating in class students with and without disabilities to avoided discrimination and stigma and also to increase social life and to share their experience and to enhance their capacity.

## 5. Conclusion and Recommendation

### 5.1. Conclusion

The finding in relation to teachers to attitude towards inclusive education indicated teachers of Yekegat School had no negative attitude in the inclusion of children with disability in regular classroom. Most them were fully committed while teaching in inclusive seating, believed inclusion as a useful activates for them and they enjoy more and show enthusiasm in teaching when children with disability are team together with others. Thus the attitude of teachers, as the percentage in the analysis indicates, towards inclusive education found more favorable. The study revealed that school the adequacy of facilities, for the learning progress of children with disabilities, was questionable. There is no provision of sufficient instruction materials and resources and text book particularly for children with disabilities. In addition to this each classroom in the school

are not in a position of having adequate space to mobilize from place to place and the compound of the school were not made to consider the physical, psychological and emotional state of children with disabilities. Although students with disabilities are already placed in regular school in Ambo town, a number of challenges have been faced. The finding of the present study reflecting the pragmatic factors such as lack of instructional materials, unavailable of teachers trains in Special Needs Education, lack of commitment and skill among the teachers, costly equipment's for children with disabilities, lack of curriculum modification, and lack interest to teach the students with disability. Isolation and negative attitude toward children with disabilities that hindered the effective implementation of inclusion at Yekegat Primary School.

From the findings of the study, the researcher concludes that both age and gender of the teachers influence the implementation of inclusive education as they contributed in the implementation of inclusive education. The teachers' academic and professional qualification influence the implementation of inclusive education in public primary schools as it was evident that qualified teachers handled the pupils with special needs well. The professionally trained teachers also proved better in handling the learners with learning disabilities compared to the untrained teachers. The teacher experience positively influenced the implementation of inclusive education at Yekegat Primary Schools.

## 5.2. Recommendations

The study acknowledges that the success or failure of inclusive education is a product of the interaction between and among agents such as teachers, learners, context and other children with disability. Thus from the ongoing discussion the following are the proposed recommendation in order to improve access to the implementation of inclusive education. There should be an improvement in assessing resource within the school cluster to cater for special needs education. Inclusive education should be the responsibilities every stakeholders in the school.

There is a need to involve teachers through creating awareness on disabilities especially on the importance of teaching children with disabilities in inclusive setting and how to use special strategies to facilitate and promote the overall development of children with disabilities during their day to day encounters at the school.

Teaching curriculum in such school should be modified from time to time as the specific needs of all the students are diversified. As much as possible the teachers in inclusive setting should integrate the needs of children with disabilities with that of nationally designed curriculum.

## Abbreviations

CRPD    Convention on the Right of Persons with Disabilities

IDEA    Individual Disability Education Act

## Author Contributions

The author do all over the research from starting to the end.

## Funding

No funding was received for the study.

## Conflicts of Interest

The author declares no conflicts of interest.

## References

- [1] Ainscow, M. (2016). *Striving for Equity in Education: The International Experience*. Routledge.
- [2] Alghazo, E. & Gaad, E. (2004). General education teachers in the UAE and their acceptance of April, 15.
- [3] Avmaridis, E. & Norwich, B. (2010). Teacher attitudes towards integration: A review of literature, *European Journal of special education*, 1: 2129- 147, 7, <https://doi.org/10.1080/08856250210129056>
- [4] Booth. T & Ainscow, M (2002). *Index for inclusion: Developing learning and participation schools*. Bristol; center for studies on inclusive education.
- [5] British psychological society (2002). *Inclusive education: position paper UK*; available at [www.bps.org.uk](http://www.bps.org.uk)
- [6] C. Tilestone & R. Rose (Eds), *strategies to promote inclusive practice*. London:
- [7] Davies, J., & Green, L. (1998). Mainstream teachers' attitudes to the mainstreaming of learners with special educational needs in primary classroom: A Western Cape Study. *South African Journal of Education*, 18(2): 97-1.
- [8] Eniola, A. (2020). "Teacher Preparation and Inclusive Education in Nigeria: Addressing the Challenges." *International Journal of Special Education*, 35(2), 123-137.
- [9] Farrell, & Ainscow, (2002). *Making special education inclusive; from research to practice*.
- [10] Federal Ministry of Education (FMoE), Ethiopia. (1994). "Education and Training Policy." Addis Ababa: FMoE.
- [11] Florian, L., & Black-Hawkins, K. (2011). "Exploring Inclusive Pedagogy." *British Journal of Educational Studies*, 59(4), 400-417.
- [12] Gashaw, T. (2020). "The Role of Teacher Training in Promoting Inclusive Education in Ethiopian Schools." *International Journal of Educational Development*, 45(2), 102-110.

- [13] Gerschel L. (2002). *Connecting the disconnected: Exploring issues of Gender, Race and SNE with in an inclusive context*, London: David Fulton publication.
- [14] Horne, M., & Timmons, L. (2015). "The Impact of Teachers' Attitudes on Inclusive Education." *Journal of Inclusive Education*, 37(4), 241-255.
- [15] Lindsay G (2007) Educational psychological and the effectiveness of inclusive educational/Mainstreaming, *Bri J. Educ. Psychol.* 50(4): 482-502.
- [16] Mambo, J. (2011). *Exploring teacher perception of the implementation of inclusive education in regular primary schools: A Papua New Guinea study*. Published thesis: Victoria University of Wellington.
- [17] Margaret, P. (2011). *Teacher understands of girl's inclusion in Tanzania secondary schools*. Published thesis: University of Stellabosch.
- [18] Meijer, J., & Pijl, S. (1996). *Inclusive education: A global agenda*. London, Great Britain: Routlegde.
- [19] Ministry of education (1994)"the new education and training policy of Ethiopia "Addis Ababa:
- [20] Ministry of Education. (2009). *The National special needs education policy framework*, Nairobi: MOE.
- [21] Mthembu, T. (2020). "Classroom Management and Inclusive Education: The Zimbabwean Context." *Journal of Education for Teaching*, 46(3), 274-289.
- [22] Mugenda (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Act press.
- [23] Muhammad, S. (2013). *An inclusive schooling model for prevention of drop out in primary schools in Pakistan*, Institute of education and research: Lohre University of Punjab.
- [24] Mulyono, H., Marjohan, & Rosniati, F. (2020). "Teachers' Attitudes and Challenges in Implementing Inclusive Education in Indonesia." *International Journal of Special Education*, 35(1), 55-66.
- [25] Najjango, H (2004). *Challenges of accessing all-inclusive education service by children with disability (CWDs)*.
- [26] Opera, et, al (2010). *Participation of teacher and student's in practice*. Rutledge Falmer.
- [27] Subrahmanian R (2003). *Exploring processes of marginalization and inclusion in education*,
- [28] Teshome, W. (2017). "Challenges of Implementing Inclusive Education in Ethiopia." *Journal of Inclusive Education*, 32(4), 34-45.
- [29] Tirusew T (2005). *Disability in Ethiopia: Issues, Insights and Implications. Contextualizing Disability, Early intervention, Inclusive education, Gender and Disability, Resilience and success*.
- [30] UNESCO ((2005)."P, 13"). *The Salamanca declaration and framework for action*. Paris: Author UNESCO (2005).
- [31] UNESCO, (1994). *Salamanca statement and framework for action on special need education, special education program*. Paris; 7. Place de Fontenoy, UNESCO.
- [32] UNESCO. (2017). *"Education for All 2015: Achievements and Challenges"*. Paris: UNESCO Publishing.
- [33] White paper, (2011). *Teaching to children's with special need*.