



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND
MANAGEMENT

**Prospects and challenges of school leadership in mainstreaming inclusive education in
selected schools of Addis Ababa**

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**PROSPECTS AND CHALLENGES OF SCHOOL LEADERSHIP IN
MAINSTREAMING INCLUSIVE EDUCATION IN SELECTED SCHOOLS
OF ADDIS ABABA**

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Declaration

I declare that this thesis entitled “Prospects and challenges of school leadership in mainstreaming inclusive education in selected schools of Addis Ababa”. submitted in partial fulfilment of the requirement for the degree of masters of educational leadership and management is my original work carried out by me and has not been submitted for any degree in any university. All sources of materials used for this thesis have been properly acknowledged.

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Contents

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
ACRONYMS	vi
ABSTRACT	viii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	5
1.3 Objectives of the study.....	7
1.3.1 General Objectives of the study	7
1.3.2 The specific objectives of the study	7
1.4 Research questions	8
1.5 Significance of the Study	8
1.6 Delimitation of the Study	9
1.7 Operational Definition	9
1.8 Organization of the Study	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Inclusive education	11
2.2 Leadership and inclusion	12
2.3 Inclusive Leadership Strategies.....	13
2.3.1 The Influence of the Principal on Inclusive School Environments.....	13
2.4 What is Inclusive Leadership?	14
2.5 Obstacles for Inclusive Leadership	15
2.6 Strategies Inclusive Leaders use to Overcome Obstacles and Promote Inclusion	16
2.7 Communication Strategies	16
CHAPTER THREE	23
RESEARCH DESIGN AND METHODOLOGY	23
3.1 Introduction.....	23
3.2 Research design	23
3.2.1 Mixed Method research design	23
3.3 Sources of Data.....	24
3.3.1. Primary Sources of Data	24

3.3.2. Secondary Sources of Data	24
3.4 Sample and sampling procedures	24
3.4.1 Purposive sampling	25
3.4.3 Simple random sampling.....	26
3.5 Data Collection Instruments.....	26
3.5.1 Questionnaires	26
3.5.2 Semi-structured interviews.....	27
3.5.3 Focus group discussion	27
3.5.4 Document analysis Guide	27
3.6 Method of Data analysis and presentation.....	28
CHAPTER FOUR	29
DATA PRESENTATION, DATA ANALYSIS AND DATA INTERPERTATION	29
4.1 demographic characteristics respondents	29
4.4. Responses of Teachers’ on Attitudes and understanding on implementation of inclusive education .	32
4.5 Students’ attitudes and understanding on inclusive education.....	35
4.6 Challenges of school leadership in mainstreaming inclusive education	38
4.6.1 Policy challenges	38
4.6.2 Institutional challenges.....	39
4.6.3 Social challenge	41
4.7 points needs to be improved to overcome challenges in mainstreaming inclusive education.....	42
4.8 Prospects of school leadership in mainstreaming inclusive education	42
4.9 Enabling conditions of school leadership in mainstreaming inclusive education	43
CHAPTER FIVE	45
SUMMARY, CONCLUSION AND RECOMMENDATION	45
5.1 Summaries of the findings	45
5.2 Conclusion	46
5.3. Recommendation	48
References	50
APPENDICES	52

LIST OF TABLES

Table 1 Background Information of the Teacher, principals and students with disability	
Participants of the Study	29
Table-2 Responses of Teachers' on Attitudes and understanding on implementation of IE.	32
Table-3 The launching of inclusive education in the school has provided opportunity for children with special needs to access education	34
Table -4 In the school, Principals participates special need teachers during annual activity and budget planning.....	35
Table -5 Students' attitudes and understanding on inclusive education	35

ACRONYMS

EFA	Education For All
ESDP	Education Sector Development Program
GTP	Growth and Transformation Plan
IE	Inclusive Education
MOE	Ministry of Education
PTSA	Parents, Teachers and Students Association
SNE	Special Needs Education
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nation International Children’s Education Fund

ABSTRACT

The purpose of this study was to assess the prospects and challenges of school leadership in mainstreaming inclusive education in three selected primary schools of Addis Ababa. To undertake this study, both quantitative and qualitative methods were used. Descriptive survey was employed for the study and a total of 54 teachers, 93 students 6 principals and vice principals were selected using random and purposive sampling. Questionnaires containing close ended questions were designed and distributed to students and teachers again interview was also conducted with, school principals and vice principals. The stakeholders were asked various questions on the different aspects of the prospects and challenges of school leadership in mainstreaming inclusive education and the data was analyzed using SPSS 22. The findings revealed that lack of knowledge and experience of teachers, principals and vice principals about an inclusive education, shortage of supportive teaching materials, insufficient supervision form the government bodies are some of the shortcomings and Regarding the measure achievement on implementing inclusive education, students with different impairment do not recognize their disabilities because all students are attending together. Again their social interaction maximizes with no stigma and discrimination. Based on the analysis of the data, the following conclusions were made: Teachers and principals are the main responsible for placement of students with special needs. Principal's knowledge and understanding on inclusive education has the central role for accessibility and comfortability of an inclusive learning setting for all students. There is no structure for inclusive education from MOE to werda education offices. In order to make the nature of inclusive schools favorable for the students, it needs to be revisited. And teachers should take continues professional training about inclusive education to promote quality education. The following major recommendations were made to the results of the study. The government must have to prepare education law in order to maximize inclusive education, Education bureau should provide continuous short and long term training that can assure the quality and accessibility of inclusive education.

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Key words: - inclusive education and primary schools

CHAPTER ONE

INTRODUCTION

This research intends to assess the prospects and challenges of school leadership in mainstreaming inclusive education in some selective primary schools in Addis Ababa this chapter includes background of the problem, statement of the problem, general objectives, specific objectives of the study, research questions, significance of the study, scope of the study, definition of terms

1.1 Background of the study

The intent of Inclusive education (IE) policy is to address and to respond equitably and appropriately to the diverse needs of all children irrespective of disability, gender, ethnicity or other disadvantages (Ainscow, Booth, & Dyson, 2006; Booth & Ainscow, 1998). It refers to a continuous process that is concerned with the identification and removal of barriers. It also focuses on presence, participation and achievement of all students with a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement (UNESCO, 2005). Inclusive education is in an early stage of development in Ethiopia Education for All (UNESCO, 1990), Salamanca Statement and Framework of Action (UNESCO, 1994) and Dakar Framework for Action (UNESCO, 2000).

“Inclusive education means welcoming all children without discrimination in to regular or general schools” (Tirussew,2005:p.100). The issue of inclusion has to be framed within the context of the wider international discussions around the United Nations organizations’ agenda of “Education for All” (EFA), stimulated by the 1990 Jomtien Declaration. “The Salamanca Statement on Principles, Policy and Practice in Special Needs Education” (UNESCO 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this Statement, and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education. It argues that regular schools with an inclusive orientation are: “...the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all.”

Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable.

UNESCO views inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.” Therefore, the move towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy. In order for inclusion to be implemented effectively, countries need to define a set of inclusive principles together with practical ideas to guide the transition towards policies addressing inclusion in education. The principles of inclusion that are set out in various international declarations can be used as a foundation. These then can be interpreted and adapted to the context of individual countries. At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1948 which states, “Everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.” (art.26 - Universal Declaration of Human Rights) Equally important are the provisions of the Convention on the Rights of the Child (UN, 1989), such as the right of children not to be discriminated against, stated in Article 2 and Article 23. Article 23 stipulates that children with disabilities³ should have: “effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.” (Article 23)

Article 29 on the “Aims of education,” expresses that the educational development of the individual is the central aim and that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. In addition, the UNESCO Convention against Discrimination in Education (1960) and the Convention on the Elimination

of All Forms of Discrimination against Women (1979) are other key international human rights treaties that not only emphasize the prohibition but also the active elimination of discrimination. A logical consequence of these rights is that all children have the right to receive the kind of education that does not discriminate on any grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender, disability etc. and that specific measures be taken by the State to implement these rights in all learning environments.

The move towards inclusion has involved a series of changes at the societal and classroom level that have been accompanied by the elaboration of numerous legal instruments at the international level. Inclusion has been implicitly advocated since the Universal Declaration in 1948 and it has been mentioned at all stages in a number of key UN Declarations and Conventions.

Inclusion is increasingly seen as a key challenge for educational leaders. For example, Leithwood et al (1999) suggest that with continuing diversity, schools will need to thrive on uncertainty, have a greater capacity for collective problem solving, and be able to respond to a wider range of pupils. Fullan (2001) describes five mutually reinforcing components necessary for effective leadership in times of change: moral purpose, understanding the change process, relationship building, knowledge creation and sharing, and coherence making. Sergiovanni (1992) also points to the challenge of student diversity and argues that current approaches to school leadership may well be getting in the way of improvement efforts. He suggests two main reasons for the failure of these approaches: there is a tendency to view leadership as behavior rather than action, as having to do with persons rather than ideas; the emphasis on bureaucratic, psychological and technical-rational authority has led to the neglect of professional authority. Adopting a similar perspective, Lambert et al (1995) argue for a 'constructivist' view of leadership. This is defined as "the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling". From their perspective, leadership involves an interactive process entered into by both students and teachers. Consequently, there is a need for shared leadership, with the principal seen as a leader of leaders. Hierarchical structures have to be replaced by shared responsibility in a community that becomes characterized by agreed values and hopes, such that many of the control functions associated with school leadership become less important or even

counterproductive. Riehl (2000) develops “a comprehensive approach to school administration and diversity”, focusing specifically on the work of school principals. She concludes that school leaders need to attend to three broad types of task: fostering new meanings about diversity; promoting inclusive practices within schools; and building connections between schools and communities. She goes on to consider how these tasks can be accomplished, exploring how the concept of practice, especially discursive practice, can contribute to a fuller understanding of the work of school principals. This analysis leads the author to offer a more positive view of the potential for school principals to engage in inclusive, transformative developments. She concludes: “When wedded to a relentless commitment to equity, voice, and social justice, administrators’ efforts in the tasks of sense making, promoting inclusive cultures and practices in schools, and building positive relationships outside of the school, may indeed foster a new form of practice.”

Research by Spillane et al (2001) expands upon these issues. Their work examines the complexity of school leadership and provides a theoretical framework for the research presented in this paper. Their study of ‘distributed leadership’ challenges the notion that school leadership resides in any one individual. They point out that although tasks may be performed by a single person, the impact of his or her action on the organization reflects a variety of socio-cultural features and demonstrate how “...social context is an integral component, not just a container, for intelligent activity” (Spillane et al, 2001). Their research highlights the importance of looking beyond school headships and other formal leadership roles in understanding leadership practice in schools.

The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. The Education and Training Policy 1994, and the Education Sector Development Programs direct implementation and development towards education for all. Special needs education is well emphasized in ESDP IV and V. Special Needs Education Strategy Program from 2006 and Special needs/Inclusive Education Strategy from 2012 aim at an education system open to all learners and build an inclusive education system.). The Growth and Transformation Plan II 2015/16 - 2020/21 (GTP) gives special attention and assistance to children with special needs to help them start and continue schooling. However, federal

democratic republic of Ethiopian government accepted and approved inclusive education strategies the implementation is very less and in many parts of the country it is not practical implemented it is on policy and strategy papers.

1.2 Statement of the problem

In Ethiopia the exact number of persons with disability is not known but based on the world report on disability jointly issued by the World Bank and World Health organization there are an estimated 15million children, adults and elderly persons with disability in Ethiopia representing. The 2012 inclusive/special need education strategy focus on learners with disability because of the vast majority of these learners are out of school. This paper focuses on inclusive education in the context of disability.

The Ethiopian Government is committed to bringing all children to school following the philosophy of inclusive education. Inclusive education implies educational arrangements in regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs.

In practice the Ethiopian inclusive education particularly refers to education for children and youth with disabilities, omitting learners with temporary learning difficulties and specially gifted and skilled children.

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Continuous interventions through the Strategies of 2006 and 2012 to support the implementation of special needs education (inclusive) have proven insufficient, partly due to an overarching policy to guide the provision of special needs education missing but also structures being inadequate and not fully supporting special needs education and inclusion.

The absence of enforcing regulations to oblige the regions to provide access to education and support for learners with special educational needs and learning barriers has led the provision to be sporadic.

The Ethiopian primary education accommodates 18.7 million children and youth in grades 1-8, irrespective of their age. The Gross Enrolment Ratio reaches 102.7%, as a proportion of the school age population. In Ethiopia the official primary school age population is between 7 and 14. This indicator includes enrolment in formal primary schools as well as Alternative Basic Education (ABE) centers. (Master plan on SNE/IE in Ethiopia 2016-2025) 2017 E.C

Historically, there has been a lack of accurate and credible government data on persons with disabilities in Ethiopia, which has had significant implications for national planning, particularly concerning disability inclusion.

The fifth Education Sector Development Program 2015-20 (ESDP V) identifies special needs and inclusive education for learners with disabilities as a cross-cutting issue, but notes that the exact number of children with disabilities in Ethiopia was not known at the time of planning. Instead it used the World Health Organization (WHO) estimate that 15% of people in any population have a disability, and applied this to the school-aged population. Based on this extrapolation; it estimated that there were five million school-age children with disabilities (4-18 years) in Ethiopia. (F.D.R.E Ministry of Education (2015) Education Sector Development Programme V 2008–2012)

The most recent estimates from the Government (2019) put the total number of children with disabilities at 369,683 (roughly 7.3%) of the estimated total. these figures break down for primary follow: 316,271 children with disabilities in primary school, with an estimated gross enrolment ratio of 11%. There were also wide regional disparities, with 30% enrolment in the

Southern Nations (SNNP) region and 18% in Addis Abba, compared to 0% in the Somali and Gambella regions. Nationally, 42% of these children are girls, demonstrating gender inequities at primary level. (F.D.R.E Ministry of Education (2015) Education Sector Development Programme V 2008–2012)

This title is chosen because many schools are not exercising inclusive education and as we can see from the above information 92.7% of students with disability/students with special educational need is out of school because of the regular schools are not welcoming them by maintaining inclusive education. But According to Addis Ababa education office there are 14 schools for students with special educational need but many of these schools are providing education for one or two type of disability and they are not inclusive schools. But according to the bureau information Dagmawi menilik primary school, Mekanisa School for the deaf primary (inclusive) and yekatit 23 inclusive schools are providing inclusive education with its all barriers for all students with disabilities and non-disabilities in a regular base so they are promoting inclusive education. Considering this, these schools are models for implementation of inclusive education and a perfect place to show challenge and prospects of inclusive education. Therefore, the schools seem a perfect spot to display, identify and fill the gaps of prospects and challenges of school leadership in mainstreaming inclusive education in Addis Ababa Ethiopia.

1.3 Objectives of the study

1.3.1 General Objectives of the study

The main objective of this study is to describe prospects and challenges of school leadership in mainstreaming inclusive education in Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools in Addis Ababa.

1.3.2 The specific objectives of the study

1. To examine the prospects of school leadership in mainstreaming inclusive education in Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive schools in Addis Ababa

2. To describe challenges in mainstreaming inclusive education in Dagmawi Menilik primary school, makanisa school for the deaf (inclusive) and yekatit 23 special inclusive schools in Addis Ababa.
3. To identify activities that school leaders might suggest for improvement of inclusive education.

1.4 Research questions

1. What are the prospects and challenges school leaders face while mainstreaming inclusive education? In relation to social, institutional, policy challenges
2. What points do school leaders need to be improved in order to overcome challenges in mainstreaming inclusive education?
3. What are the enabling conditions of school leadership in mainstreaming inclusive education?

1.5 Significance of the Study

The aim of this study is to show the prospects and challenges of school leadership in mainstreaming inclusive education Dagmawi meknilik primary school, Makanisa School for the deaf (inclusive) and yekatit 23 inclusive special primary schools in Addis Ababa.

Hence, this study is relevant as it would add some knowledge

- It will create awareness on the implementation of inclusive education
- It provides a better understanding and creates awareness on the prospects and challenges of school leadership in mainstreaming inclusive education.
- It will provide information for the government and concerned bodies of the community about the prospect and challenges of inclusive education
- The findings of this study will help for policy makers
- The findings will help for ministry of education and Addis Ababa city education office to overcome challenges of inclusive education
- The study will help for other researchers as a resource

1.6 Delimitation of the Study

The study is delimited in terms of area and concept. According to Addis Ababa city education bureau information there are 14 schools for special needs students and 35 cluster centers for special needs (inclusive). And according to Addis Ababa education bureau and my assessment from this 14 schools some schools are only for the deaf, some schools are only for blinds, some schools are only for autism, some schools are only intellectual disability, almost all schools are special need class (special class) in a regular school this is not inclusive education this is integration so my study is about prospects and challenges of school leadership in mainstreaming inclusive education this will delimit on this three schools. The study is particularly delimited to Addis Ababa, Dagmawi meknilik primary school, Mekanisa School for the deaf (inclusive school) established in 1955 changed in to inclusive in 1988 and yekatit 23 inclusive special primary schools in Addis Ababa. This study is specifically delimited to investigate the school leadership prospects “the success of implementation of inclusive education and challenges” “difficulties in the implementation of inclusive education. To make the study more manageable, feasible and bring statistical precision data were gathered from primary schools’ principals, school teachers, parents and students with all types of disability in Addis Ababa.

1.7 Operational Definition

- **Inclusive education:** means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.
- **Mainstreaming:** placing students with disabilities in general education settings only when they can meet traditional academic expectations with minimal assistance (friend and bursuck 1999)
- **Special Needs:** it refers to those children who need some form of extra help and assistance
- **Special Needs education:** refers to the range of provisions for learners with disabilities, impairment or social-emotional difficulties in primary schools.

- **Disabilities:** someone who has a long-term physical, mental, intellectual or sensory impairment(s) with other different social, economic that may make it difficult to participate in education.
- **Primary school:** an institution that is having grades from 1-8 level of schooling in the Ethiopian education system
- **Persons with disabilities:** is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers.

1.8 Organization of the Study

The study was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objectives and significance of the study, and delimitation of the study, and organization of the study. Chapter two explains the review of related literature, in the third chapter the research methodology was discussed. In the fourth chapter the analysis of data and interpretation was presented. In the last chapter, summary, conclusions and recommendations of the study were presented

CHAPTER TWO

LITERATURE REVIEW

2.1 Inclusive education

Internationally, inclusive education has broader aims and is defined as a reform that supports and welcomes diversity among all learners. The research reported in this paper applies this broadened definition. The aim of inclusive education is understood as eliminating social exclusion that is a consequence of responses to diversity in race, social class, ethnicity, religion, gender and ability (Vitello and Mithaug, 1998).

Children with disabilities and other special educational needs are among these students. Inclusive education is a system that serves culturally and linguistically diverse groups of children, including significant numbers from low income families. In each of these schools, children with disabilities and/or other special educational needs are educated in general education classrooms alongside their peers.

Inclusive education is understood as an approach to education designed to assure every child's basic human right to an individually, culturally and developmentally appropriate education. Set within the context of the United Nations' push for 'Education for All', the aim of inclusive education in these settings is to increase participation and learning of pupils who are vulnerable to marginalization within existing educational arrangements (World Education Forum, 2000).

Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners. "It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality." For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit. This also avoids wasting resources, and "shattered hopes," which often occurs in classrooms that

are “one size fits all.” Studies have shown that systems that are truly inclusive reduce drop-out rates and repetition of grades, and have higher average levels of achievement, compared to systems that are not inclusive. People who believe in inclusive education believe that the education system is the impediment to learning for a child, and that every child is capable of learning.

2.2 Leadership and inclusion

The research described in this report explores the relationship between leadership processes and inclusive education. It is set in the context of a selective literature review of theoretical contributions, empirical studies and accounts written by or about school leaders. In carrying out this review, it was assumed that leadership takes different forms in different places, not least because of the way it reflects local history, culture and legislation. Each source was treated individually, seeking to make clear the context from which it emerged. The power of this process was that it enabled comparisons and contrasts to be made in ways that allowed thinking and practice across contexts to emerge. Inclusion is increasingly seen as a key challenge for educational leaders. For example, Leithwood et al (1999) suggest that with continuing diversity, schools will need to thrive on uncertainty, have a greater capacity for collective problem solving, and be able to respond to a wider range of pupils. Fullan (2001) describes five mutually reinforcing components necessary for effective leadership in times of change: moral purpose, understanding the change process, relationship building, knowledge creation and sharing, and coherence making. Sergiovanni (1992) also points to the challenge of student diversity and argues that current approaches to school leadership may well be getting in the way of improvement efforts. He suggests two main reasons for the failure of these approaches: there is a tendency to view leadership as behavior rather than action, as having to do with persons rather than ideas; the emphasis on bureaucratic, psychological and technical-rational authority has led to the neglect of professional authority. Adopting a similar perspective, Lambert et al (1995) argue for a ‘constructivist’ view of leadership. This is defined as “the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling”. From their perspective, leadership involves an interactive process entered into by both students and teachers. Consequently, there is a need for shared

leadership, with the principal seen as a leader of leaders. Hierarchical structures have to be replaced by shared responsibility in a community that becomes characterized by agreed values and hopes, such that many of the control functions associated with school leadership become less important or even counterproductive. Riehl (2000) develops “a comprehensive approach to school administration and diversity”, focusing specifically on the work of school principals. She concludes that school leaders need to attend to three broad types of task: fostering new meanings about diversity; promoting inclusive practices within schools; and building connections between schools and communities. She goes on to consider how these tasks can be accomplished, exploring how the concept of practice, especially discursive practice, can contribute to a fuller understanding of the work of school principals. This analysis leads the author to offer a more positive view of the potential for school principals to engage in inclusive, transformative developments. She concludes: “When wedded to a relentless commitment to equity, voice, and social justice, administrators’ efforts in the tasks of sense making, promoting inclusive cultures and practices in schools, and building positive relationships outside of the school, may indeed foster a new form of practice.”

2.3 Inclusive Leadership Strategies

2.3.1 The Influence of the Principal on Inclusive School Environments

There is an abundance of research that points to the significant authority of principals to effect change in his or her school community (Riehl, 2000) and indirectly impact student outcomes and well-being (Leithwood, 2013). In the area of inclusivity and social justice, a growing body of literature outlines key influences principals have in creating inclusive school environments including promoting the equity and social justice agenda for all community stakeholders and removing barriers for student achievement (Riehl, 2000; Ryan 2006a, 2006b; Theoharis & Causton-Theoharis, 2008).

Despite the payoff, however, social justice work can be difficult to achieve, even by experienced leaders who have good intentions (Ryan, 2006a). Broadly speaking, school principals need to contend with a myriad of issues, reforms, regulations and constraints that usurp their time and energy on a daily basis. Rapidly changing demographics, competing interests among different populations, educational reform initiatives, staff performance issues, fiscal responsibilities,

community outreach, student safety, high stakes testing and classroom instruction are just some of the issues school administrators toil with regularly (CambronMcCabe & McCarthy, 2005; Dantley, 2003; Foster, 2004; Riehl, 2000; Ryan 2006a, Ryan 2012).

Moreover, many leaders are conflicted between carrying out the neo-liberal agenda for schooling that focuses more on globalization, privatization and marketization than on engendering in students a sense of critical understanding to work towards democratic and social justice ideals (Foster, 2004; Ryan, 2012). In such a competitive educational arena, educators and leaders tend to blame students who lag behind rather than blame the system and take on an activist stance to change structures and processes that continue to marginalize certain groups (Ryan 2006a, 2012; Shields, 2004). Notwithstanding, leaders who are inclusive-minded will find ways to rise above these constrictive forces and pressures to advocate for populations who are disadvantaged. The next section will depict key tenets of inclusive leadership.

2.4 What is Inclusive Leadership?

The field of education is strongly influenced by critical perspectives, particularly as they relate to inclusive leadership (McKenzie, Christman, Hernandez, Fierro, Capper, Dantley, González, Cambron-McCabe, Scheurich, 2008; Riehl, 2000; Ryan 2006a). Research in the area of inclusive leadership continues to gain momentum (Riehl, 2000) and has been recently deemed an area of study in educational administration (Ryan, 2013). There are many types of extant leadership theories, such as transformational, distributive, democratic, instructional, emancipatory and social justice. Inclusive leadership, however, aims not only to promote equity and social justice through advocacy and activism, but it is specifically interested in enhancing the participation and representation of minority groups in various facets of school life as well as creating school environments to support the inclusion of such populations (Ryan, 2013).

Inclusive leaders care deeply about oppressed populations, have courage to challenge power imbalances, and open up the discourse that enables others to unpack injustices. Ryan's (2013) description of leadership processes that are inclusive is outlined as follows: (1) targets exclusive systemic practices, such as ableism, classism, sexism, racism, homophobia, etc.; (2) emphasizes the importance of access, participation, recognition and achievement of all students; and (3)

advocates for the meaningful participation of all members of school communities in the decision- and policy-making activities of schools and school systems. (p. 5)

Inclusive leaders' abilities to be respectful, humble, modest, highly collaborative, and non-heroic, and to reject hierarchical structures are just some of the key attributes they ascribe to, setting them apart from other leadership approaches (Ryan 2006a, 2006b, 2007, 2012, 2013).

Ryan speaks explicitly about issues of inclusion and exclusion from different levels – students, structures, and processes. According to Ryan, inclusive leadership promotes a specific endinclusion, which transcends all aspects of schooling and society both locally and globally.

2.5 Obstacles for Inclusive Leadership

Socially just minded school leaders face additional obstacles above and beyond their responsibilities that prohibit them from achieving inclusive school cultures (Riehl, 2000; Ryan 2006a, 2012, 2013; Theoharis, 2007). On a macro level, as discussed in the previous section, workload and the neo-liberal agenda, which infiltrate many facets of school life and governance such as policy, programs and pedagogy, deter equity-oriented leaders from pursuing inclusive goals (Ryan 2012, 2013). School leaders themselves can be the objects of obstruction for this work: Some are incapable of fully appreciating the counter-narratives espousing different beliefs and viewpoints (Brown, 2004); others may feel compelled to carry out reforms and policy mandates despite their exclusionary undertones (Ryan, 2012). In Theoharis' (2007) investigation, those who forged ahead with inclusive goals faced consequences such as burn out, stress or discouragement. These leaders who subscribed to social justice ideals confronted “formidable resistance” and “paid a high price” struggling for inclusion (Theoharis, 2007). What can become more disheartening is the fact that achieving inclusion may never be fully realized in complex evolving societies (Dantley, 2003). Hence, committed inclusionary leaders may never fully recognize the fruits of their labour. Considering the persistence of barriers, it would be easy for leaders who are working in this area to become disillusioned.

On the micro level, the reluctance of school community members or staff to embrace change or espouse the transformational vision of inclusive leaders constitutes just one of the many obstacles along the equity journey (Ryan, 2012, 2013). Schools typify “hegemonic conservative

structures” that perpetuate status quo (Riehl, 2000), making it all the more challenging for individuals to understand the need for change. To support this contention, Ryan extends this notion further by stating that exclusion and privilege are so common that for many people, it has become a taken-for-granted part of life (Ryan, 2013).

2.6 Strategies Inclusive Leaders use to Overcome Obstacles and Promote Inclusion

Despite the obstacles that may deter some leaders from pursuing inclusive goals, not all leaders struggle to the same extent. Notwithstanding, school administrators’ skill sets, knowledge base, and priorities are also important factors in determining the ability of administrators to successfully navigate through these hurdles (Ryan, 2013). Particularly illustrative in this study, Ryan (2013) posits a variety of strategies that can support inclusive leaders who undertake inclusive school practices. The next section will explore the critical nature of certain interdependent strategies that inclusive leaders adopt in their efforts to promote inclusion through communication strategies, critical learning strategies, fostering school community relations, and exercising strategic advocacy (Ryan, 2013).

2.7 Communication Strategies

As school communities become increasingly diverse, communication amongst various stakeholders can become highly complex. A leader’s visibility and approachability are important in inviting two-way communication. However, there are different considerations for creating authentic dialogic exchanges that can remove barriers for marginalized populations. For principals to engage others in meaningful dialogue, they first need to understand their privileged positions in dismantling the structures and obstacles to allow genuine communication to occur (Ryan, 2013). A principal’s positional power can be intimidating for people and the language they use can project that power. Foster (2004) borrows from Foucault’s technologies of power theory to illustrate this point. A leader’s language is powerful in conveying messages and thoughts while concomitantly legitimizing power relations. Such hierarchical power dynamics need to be deconstructed so that those who are marginalized feel comfortable and confident to engage in dialogue.

Another important consideration is that these dialogic exchanges should be authentic, not superficial. Brown (2004) speaks to “rational discourse” which has implications for authentic communication:

Unlike conversation in which genial cooperation prevails, dialogue actually aims at disequilibrium in which “each argument evokes a counterargument that pushes itself beyond the other and pushes the other beyond itself” ... Dialogue focuses more on inquiry and increasing understanding and tends to be more exploratory and questioning than conversation. Acknowledgment is a necessary step in linking awareness to action. Through rational discourse, awareness is validated, refined, and focused and motives leading to social action are cultivated. (p. 94)

For Brown, leaders need to be cognizant of their own and their colleagues’ biases so that they can more actively and carefully listen to new perspectives and counter-narratives. Shields (2004) pushes the notion of dialogic exchange further with her conceptualization of “moral dialogue”; leaders who are truly transformational seek out ways to break the silence rather than perpetuate it:

We often remain silent in a well-intentioned but inept attempt not to single children out. In so doing, we are pathologizing the lived experiences of many school children and preventing them from fully entering into the “conversation that makes sense of things.” (p. 118)

Hence, by refusing to discuss inequities and injustices that some communities experience, we inadvertently and implicitly send messages that disadvantaged populations are abnormal.

Thus, school leaders can employ a variety of communication tactics to promote dialogue and conversation around the inclusion of all communities. However, in order to truly break down the barriers for different groups, leaders must understand the power of language and of dialogic interchanges in opening up channels for authentic and sincere communication. Towards this end, leaders will have more success engaging parent and student voice in school governance activities (policy, parent council), garnering feedback from them (surveys, consultations), and

inviting community members to partake in school activities and events. In this way, principals' efforts to fairly represent different voices are more realizable.

2.8 Role of Transformational Leadership in Inclusive Education

Several scholars have cited that success depends on good leadership. Ohmae (2005) indicates that great leaders should have the ability to excite followers to achieve extraordinary results. Such leaders act as catalysts to the achievement of goals and objectives. The approach allows the leaders to create a vision and encourage the followers to fulfill their purpose. The leaders promote the vision by example and through charisma. They use their conduct to spark the interest and motivation of the followers.

The transformational type of leadership promotes productivity in inclusive education. The model contains individuals with varied abilities and from different backgrounds. The reliance on other tactics such as the autocratic method may not apply when the students have differing potentials. The use of coercion in the classrooms may have the opposite outcome. People with slow learning characteristics may lose hope in a fast-paced environment that seeks to derive the best from everybody. Transformational leadership allows the students to focus on their strengths. The leaders require the learners to maximize their abilities and focus less on the talents of the other students (Sun, & Leithwood, 2012). Besides, some students from democratic cultures may not respond positively to an autocratic method of governance.

Effective leaders usually contain some shared characteristics. They include the ability to promote hope and confidence, to make connections, to appreciate the culture of the followers and the ability to use language to gain followers. Transformational leadership satisfies all the traits mentioned. It enables the teachers to make meaningful connections with the students in the classroom. That allows the leaders to develop appropriate motivational strategies. The style allows the teachers to respect the cultures of the students and find ways to accommodate all the religions and customs of the followers. Ultimately, the leaders rely on communication prowess to inspire the students to embrace diversity (Poley, n.d.). The method facilitates learning and promotes inclusivity in the classroom.

Transformational leadership helps to activate other values among the students. Inclusive education involves students from different backgrounds. Diversity in schools may attract prejudice and other discriminatory behavior. The method of leadership helps to enhance the strong values of the students as they identify with the leader. Thus, leaders should depict respect and tolerance. They should inform the children about the benefits of respecting the cultures and backgrounds of other people (Avolio, Walumbwa & Weber, 2009). The approach allows the teachers to achieve some stability in the learning environment and promote educational success.

Leadership involves the ability to get things done. Wart (2003) highlights that achieving the set goals acts as the fundamental objective of leaders. They should maintain effectiveness and efficiency through the introduction of different ideas, concepts, and make sure they coordinate various functional operations. The transformation style emphasizes a shared vision that should guide all the members. The leaders set the vision depending on the expected outcomes in the inclusive schools. They should then tailor all the processes to the achievement of the goals, and that leads to the development of success.

Transformational leadership allows followers to do the work. Other methods such as the autocratic, the democratic and transactional approaches involve the leaders working with the followers to achieve the objectives. They take a more direct role in convincing people to fulfill the required tasks. However, in transformational leadership, the leaders set the grounds for change through speeches and examples. For instance, teachers show that the students should focus on developing friendships across different cultures by citing an inspirational story. The children will subsequently apply the inspiration by forging friendships across the racial and religious divides (Shields, 2010). They will achieve the vision through motivation.

Transformational leadership incorporates the characteristics of other strategies. For example, it includes the traits of servant and transactional leadership. The teachers applying the method have regard the needs of the students, and as such, they take note of them by paying attention. The grievances presented by the followers form the basis of the vision. However, servant leadership alone may not help in inclusive education. The approach focuses on the needs of the followers more than the overall goal. Inclusive education seeks to have a culture of respect and foster a

sense of belonging for children from different backgrounds. Caring for the needs of the children may have the opposite impact on the system. Individuals from different cultures tend to have varied expectations and teachers that fulfill the requirements may promote segregation. They will help to create a divide between the talented and less able in class. The educators may foster a trend of individualism and disengagement that may result in chaos (Finley, 2012). Therefore, the use of transformational leadership helps to incorporate the positive aspects of other strategies and limit their weaknesses.

Studies have shown that organizational and environmental factors may affect the leadership styles applied by leaders. Abdalla and Al-Homoud (2001) indicate that the predominant beliefs and cultures may influence managerial theories applied in organizations. For example, the Gulf States in the Middle East show the impact of culture on leadership styles. The authors noted that the reliance of the Islamic principles in banking and business override the autonomy of leaders in the industries. Therefore, most leadership styles struggle to fit in such contexts.

Several organizational variables also affect the effectiveness of leadership. Ismail, Hussain & Rashid (2011) say that the behaviors of subordinates and the values of an institution determine the efficiency of leadership theories. For example, inflexible policies may affect the methods applied by teachers. Therefore, inclusive education requires leadership strategies that fit in diverse environments.

Transformational leadership fits in any organizational setting. The approach relies on the conduct of the leader over the followers. It does not depend on specific structures or protocols to achieve results. For example, democratic cultures in inclusive schools may compel teachers to involve the students. Hence, the autocratic method may fail to produce an impact in such settings. However, the transformational style of leadership will promote a shared vision through the speeches provided by the teacher (Abdalla & Al-Homoud, 2001). Therefore, the method will manage to overcome the environmental constraints that may occur in some schools.

The area of chaos theory has shown that schools also exhibit unpredictability and significant levels of complexity. Galbraith (2004) highlights that complex phenomenon such as inclusive schools are constantly going through changes. The children may develop different attitudes due

to external factors. They may change their behavior without any explanations. Thus, unpredictability and disequilibrium pose challenges to other leadership styles. For example, change may affect the transactional method as the attitudes and behavior of the followers deviate from the expectations of the leader.

Transformational leadership operates independent of change. The teachers in inclusive schools manage to inspire and motivate the students despite change. The approach relies on the power of the leader to attract compliance. The leaders use their attributes such as charisma to get the attention of the followers and encourage the pursuit of shared goals regardless of the changing environment. Other strategies may fail to achieve success in the face of a changing learning environment. They may depict lesser control over the behavior and attitudes of the students. Hence, the tactic may help to promote sustainability in inclusive education (Rejai, & Phillips, 2004). The tactic will help maintain stable performance in inclusive institutions despite the challenges of flux.

Besides, the leaders in the transformational style act as the change agents. They help to structure the followers towards a shared vision. They help to change the attitudes and beliefs of the individuals. For example, teachers help to encourage the students to appreciate the abilities and talents of other individuals. In such a case, they will help to create a culture of tolerance. They will help to change the pre-existing perspectives of the children. Servant leadership focuses on the needs of the students and therefore may prove ineffective in cases where the societal attitudes towards race and disability have changed (Hawkins, 2009). Transformational leadership will help to cater for the changes by applying a different way of thinking.

Transformational leadership helps change the structures and systems of inclusive institutions. The use of inspiration and motivation may fundamentally change the approach of the followers. The changes may force the organization to accommodate the followers. For example, teachers that encourage cross-cultural interaction may inspire the children to demand special classes, and the interest in the subject may create a demand that the management cannot ignore. Ultimately, inclusive schools may develop courses that cater to the needs of the students. The leaders help to achieve such changes through motivation and establishing belief in a shared vision (Hawkins,

2009). Students that trust in a specific goal will undertake all the necessary steps to achieve the objectives even through the help of the institution.

In some cases, leaders should use manipulation to promote inclusivity in education. Wallis and Dollery (2005) highlight that leaders can set group rules that govern the conduct of individuals. The leaders emphasize that the regulations help to maintain stability and promote mutual respect. The approach helps to promote teamwork and cooperation between different students. It facilitates diversity and the integration of children with different abilities. Students that breach the social rules may feel guilty, and strive to comply with the set standards. Transformational leadership style helps them fit in the situation as it involves the slow transformation of the ideologies and attitudes of a group. The teachers help to incorporate specific ideas to the students without coercion. Eventually, the approach will aid to establish a harmonious existence among students from varied backgrounds.

Gender balance plays a critical role in modern society. Many individuals respond positively to gender-balanced language and attitudes. Most leadership styles take a gendered perspective, and that affects their efficiency. For example, autocratic leadership reflects masculine ideals while the democratic approach depicts the feminine aspects. Studies have shown that the traditional leanings on gender notions have lost their impact in the modern world. Transformational leadership takes a neutral stand on the gender scale. The approach tends to include individuals from various cultural Dimensions (Epitropaki, & Martin, 2004). Therefore, leaders that apply the tactic may have significant influence over the behavior and success of the students in inclusive school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a synopsis of research design and methodology used in this study. The researcher discussed the research paradigm, research design, data generation strategies, data analysis and ethical considerations.

3.2 Research design

In this study the researcher applied descriptive survey mixed research design with quantitative and qualitative approach respect to the research questions of the study that intends to answer.

3.2.1 Mixed Method research design

According to Luthan (2005) practicing both research methods in a research study is highly advisable for the reason that the findings of the study will be more realistic for further applicability and adds the significance of generalizing from the findings of the study.

Mixed methods research designs combine quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. L.R.Gay, G.epttery emilis,PeterW.Airsaian 2012 P.483)

In this research the researcher applied triangulation mixed research design (Quan + Qual) applying both quantitative research and qualitative research designs with respect to the research questions of the study that intends to answer.

This mixed methods study would provide an understanding both broad (i.e., from survey results) and deep (i.e., from interview data), one that would not be possible to achieve using either a quantitative design or a qualitative design by itself. ((L.R.Gay, G.epttery emilis,PeterW.Airsaian 2012 P.484)

3.3 Sources of Data

Both primary and secondary sources of data were collected and analyzed. Primary sources were relevant to witness the current enabling conditions, challenges and prospects. Secondary sources enriched the findings and served as the hub of arguments in regarding the issues from the point of view of the objectives of the study.

3.3.1. Primary Sources of Data

The three school principals, vice principals teachers, PTSA member parents and students with disabilities were selected to participate in this research.

3.3.2. Secondary Sources of Data

Education and training policy, ESDP VI and V, Various articles, masterplan for inclusive education in Ethiopia 2016-2025, monographs, SNE/Inclusive education strategy 2012, journals, researches, and other relevant documents were critically reviewed and included in the study.

3.4 Sample and sampling procedures

According to Addis Ababa city education bureau information there are 14 schools for special needs students and 35 cluster centers for special needs (inclusive). And according to Addis Ababa education bureau and my assessment from this 14 schools some schools are only for the deaf, some schools are only for blinds, some schools are only for autism, some schools are only intellectual disability, almost all schools are special need class (special class) in a regular school this is not inclusive education this is integration so to my study I used purposive sampling in selecting this three schools The Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive schools because these schools are better inclusive schools by this it means during my visits in these schools the schools are implementing inclusive education in a class with all disabilities and other special need children in a regular base so I chose this schools because they are implementing inclusive education with its challenges with limited resource and with less support from the government and other supporting bodies.

Purposive sampling for principals and vice principals, stratified random sampling (proportional) students with disabilities and simple random samplings for teachers were used as sampling methods. In purposive sampling the school principals and vice principals were selected

respectively because their input in my study is very important and key. Three schools have 3 principals and 3 vice principals, totaling a sample size of 6. And from the three schools, parents' teachers and students association (PTSA) I selected 18 parents who are members and leaders of the (PTSA) 6 from each school because they are members of the school leadership. In stratified random sampling (proportional) from 380 students with disability in three schools, a sample size of 93 students were selected with five types of disability (strata) which is 24.5 % of the targeted population. In simple random sampling from target population of 80 teachers in three schools, a sample size of 54 teachers were selected which is 67.5% of the total targeted population. Generally, the data was gathered from 93 students with disabilities, 54 teachers of students with disabilities, 6 principals and vice principals and 18 parents of students with disabilities who are member of PTSA.

3.4.1 Purposive sampling

In this research purposive sampling were applied for the targeted school principals and vice principals in assessing challenges, prospects and opportunities school leadership in mainstreaming inclusive education. The total targeted population is three principals from each school and three vice principals. The total targeted population was 6. All principals and vice principal were participated which is 100% of the total population.

3. 4.2 Stratified random sampling

To collect data from students with disability stratified random sampling were used because hearing impairment, intellectual disability, autism, visual impairment and physical disability were the major category of disability in the selected three schools. Therefore, in this study students living with these five forms of disabilities were involved. Five strata target groups participated in the research.

From 380 students with disability in Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and Yekatit 23 special inclusive school 93 students were selected which approximately 24.5% of the total targeted population

3.4.3 Simple random sampling

In this research simple random sampling method was used to select teachers from each school because all teachers are working in inclusive school they get equal chance of being participated in this research.

By using simple random sampling with lottery method of selection, from yekatit 23 special inclusive school a total of 30 teachers 18 teachers were selected. From dagmawi menilik primary (inclusive) school a total of 25 teachers 18 teachers were selected and from Mekanisa School for the deaf (inclusive) 25 teachers 18 teachers were selected. From the total target population of 80 teachers 54 teachers were selected by using simple random sampling method which is 67.5% of the total population.

3.5 Data Collection Instruments

In this research the main data collection used was close ended questionnaires, semi structured interviews and focus group discussion

According to Creswell (1998), data generation methods are defined as strategies used to generate data for empirical research. Multiple sources of information may be used to provide a holistic analysis of the phenomenon being studied.

3.5.1 Questionnaires

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions.

To collect data from Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools' teachers and disability students close ended questionnaires was conducted for both teachers and students.

The Questionnaire was prepared to collect data from teachers and students with disability. The teachers Questionnaires were designed on the bases of Likert scale from “strongly agree” with the mean value 5 to “strongly disagree” mean value 1 to measure the level of the agreement of

teachers regarding the challenges and opportunities of mainstreaming inclusive education a total of 13 questions are prepared.

For the students with disability objectively verified “yes” or “No” 11 questions are included in the questionnaires to assess students understanding on the challenges and opportunities they face in part of inclusive education.

3.5.2 Semi-structured interviews

Semi structured interview was used to gather data from Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools’ principals and vice principals. The interview will be conducted in Amharic to make communication easier. the reason why semi structured interview is employed is that the principals and vice principals are the main leaders of the school they carry very useful data for the study so making this data bonded is note needed and they have to reflect their ideas that is why semi structured interview is selected and it contains 10 open questions for the interview.

The research questions formulated for this study intended to explore the school leadership practices for inclusive education challenges and prospects; hence interviews formed the best technique to elicit information on the above phenomenon.

3.5.3 Focus group discussion

Focus group discussion was used for Parents Teachers and Student Association (PTSA) member parents from each school a total of 18 members’ parents of Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools to assess their understanding on challenges, opportunities and prospects of mainstreaming inclusive education in their respective schools the focus group discussion was conducted in Amharic to make communication easier. The Focus Group discussion was taken in note and summarized and translated into English.

3.5.4 Document analysis Guide

The Education and Training Policy 1994, and the Education Sector Development Programs ESDP IV and V, Special Needs Education Strategy Program from 2006, Special needs/Inclusive

Education Strategy from 2012, Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025 2017 used in the document analysis process. Document analysis was chosen as the other form of data generation, in combination with semi-structured interviews, as a means of triangulation. This would corroborate the sources of evidence through different sources of data and methods (Denzin cited in Bowen, 2017). It would also reduce the potential biases that may exist.

Advantages and limitations of document analysis exist. Bowen (2017) identified the following. The advantage is that document analysis is an efficient method as it is also less time consuming. In addition, the availability of documents in the public domain is easily accessible. It is also a cost-effective method, as data are already available in the documents and is ready to be evaluated. Document analyses are non-reactive and stable. Yin (1994) posits that the exactness and the broad coverage are beneficial for research studies. Contrarily, documents may have insufficient detail, may be irretrievable and may suggest biased selectivity (Yin, 1994).

3.6 Method of Data analysis and presentation

The data generated in this study were analyzed using both quantitative and qualitative analysis techniques. To analyze the quantitative data descriptive and inferential statistics were employed. Percentage, mean, standard deviation and frequencies used to analyze the data gathered through questionnaire. The data was analyzed using SPSS version 22 software.

Interviews focus group discussions were analyzed using thematic analysis system on the basis of respondents' opinion and question item. Both quantitative and qualitative data with similar issues were triangulated and narrated.

3.7 Ethical consideration

In this research all participants in the questionnaire, interview and focus group discussion are included as participants based on their willingness to participate in the study and they were informed about the purpose of this research. Their personal information and names will be secured.

CHAPTER FOUR

DATA PRESENTATION, DATA ANALYSIS AND DATA INTERPERTATION

This chapter deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire and interview, and document inspection. It comprises of two main parts. The first section deals with the demographic characteristics of participants in the study and second part presents the analysis and interpretation of inclusive education.

4.1 demographic characteristics respondents

Table 1 Background Information of the Teacher, principals and students with disability

Participants of the Study

This study included demographic characteristics pertinent to the study gender, educational level, years of experience as a teacher/principal, years of experience as special needs teacher/principals; special needs inclusive training and types of disability were the main demographic characteristics of the three schools.

Socio-Demographic characteristics		Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender	Male	29	53.7	4	66.6	48	51.1
	Female	25	46.3	2	33.3	45	48.3
Educational level	diploma	27	50.0	-	-	-	-
	bachelor degree	25	46.3	5	83.3	-	-
	masters	2	3.7	1	16.6	-	-
Year of experience as teacher/principal	0-5 year	21	38.9	2	33.3	-	-
	6-10 year	20	37.0	3	49.9	-	-
	11-15 years	13	24.1	1	16.6	-	-
Experience in special needs/ inclusive school teacher/principal	0-5 year	23	42.6	3	49.9	-	-
	6-10 year	19	35.2	2	33.3	-	-
	11-15 years	12	22.2	1	16.6	-	-

Special needs /inclusive education training:	Short time	29	53.7	3	49.9	-	-
	Long time	19	35.2	2	33.3	-	-
	Have not any training	6	11.1	1	16.6	-	-
Types of disability	Blind	-	-	-	-	10	10.75
	Deaf	-	-	-	-	55	59.14
	Autistic	-	-	-	-	10	10.75
	Intellectual	-	-	-	-	13	13.98
	Physical	-	-	-	-	5	5.38

From the above table 29(53.7%) of the respondents were male, like the other sector the domination of male in this sector also identified. regarding educational background ,27(50%) of the teachers were a diploma holder, 25(46.3%) of the teachers were a degree holder and 2(3.7%) of the teachers were an MA holder. regarding teacher's qualifications, half of the participant are a diploma holder, therefore teachers participated in the research helped to prevent how the prospects, challenges, and enabling conditions of school leader ship.

regarding teaching experience, 21(38.9%) of the respondents had 0-5 years of teaching experience as a teacher, 20 (37.0%) of the respondent had 6-10 years of teaching experience as a teacher and 13(24.1%) of the respondents had 11-15 years of teaching experience as a teacher. since 33 (61.1%) of the respondent had an experience above five years, this show teachers has the necessary experience to provide adequate information for this study.

The most important thing in order to conduct an inclusive education is a special need teaching experience. Therefore, regarding this issue 23(42.6%) of the respondent had an experience of 0-5 years, 19(35.2%) of the respondent had an experience of 6-10 years and the rest 12 (22.2%) of the teachers had an experience of 11-15 years. since 31 (57.4%) of the teachers had an experience of 6-15 years as a special need teacher

. it is believed that they can provide a good information on prospects, challenges and enabling conditions of school leadership in mainstreaming inclusive education.

About special need/inclusive training 48(88.9%) were taking a training on an inclusive education. this is really wonderful to conduct an inclusive education with the proper knowledge and experience of the teacher also this shows teachers has the appropriate special need/inclusive education training helps this study because they provide the adequate information. About the duration of the training 29 (53.7%) respondents were took a short-term training and 19(35.2%) took a long term training. But the remaining 6 (11.1%) of the total 54 respondents do not take a training on an inclusive education. Training in an inclusive education is vital in order to provide an appropriate lesson and also to provide adequate information for this study or other studies.

As the above table indicates, 48 (51.61%) and 45 (48.39) of responds of the above three Primary Schools were male and female respectively. When we see students participants with types of disability from there are 10(10.75%), 55(59.14%), 10(10.75%), 13 (13.98%) and 5(5.38%) participants of blind, deaf, autistic, intellectual and physical impairments respectively as we can see deaf students are dominant in this research because there number is high in the three schools but also other students as we see in the table has there representing percentage because of this every students with disability participated in this study in representing numbers so this helped this study to show different disability types need in the three schools

The demographic characteristics of school principals 4 (66.66%) were male and 2 (33.33%) were female this shows like other fields it is male dominant. Regarding to educational level 5 (83.33%) principals had bachelor degree and 1 (16.66%) had master's degree and it is necessary that all principals are BA and above so that they provide adequate information. Experience as a principal/v/principal in inclusive/special need school 3 (49.9%) 0-5 years' experience, 2(33.32%) 6-10 years' experience and 1(16.6%) 11-15 years' experience when we see the experience principal has good experience in inclusive schools this is the key for the research in order to get the challenges and prospects of school leadership in mainstreaming inclusive education. When we come to special need /inclusive training 3(49.9% has short term training, 2(33.3 %) long term training and 1(16.6%) has no training on special need/inclusive education this shoes 5(83.2% of

the principals has from short to long term training this is essential for this study because training and experience is vital for inclusive education school leadership as we see 83.2% has training on Inclusive education they provided the necessary information for this study.

4.4. Responses of Teachers’ on Attitudes and understanding on implementation of inclusive education

The aim of this questionnaire is to find information about the opportunities, challenges and prospects of inclusive education in three primary school teachers towards the implementation of inclusive education. To this end, data were collected using questionnaires containing 13 attitudes and Understanding item and each item is rated using five points. Likert scale ranging from 1=strongly disagree to 5=strongly agree. High score indicates high level of agreement by respondents on the given statement. The following table summarizes the mean, Standard Deviation, mode etc scores of teachers’ attitudes and perceptions towards the implementation of inclusive education.

Table-2 Responses of Teachers’ on Attitudes and understanding on implementation of IE.

No	Variables	N	Mean	Mode	Standard deviation	Skewness	Standard error of skewness
1	Teaching all students in an inclusive class room in your school make students with disabilities successful	54	3.2778	2	1.23497	-0.052	0.325
2	As a teacher in inclusive class is it very boring and tiring in your school	54	3.1852	5	1.56704	-0.166	0.325
3	Non-disabled students will be benefited from inclusive education	54	4.1111	5	1.1103	-1.344	0.325
4	There are suitable conditions in the school to effectively implement inclusive education	54	3.3148	4	1.31499	-0.407	0.325
5	There is the relevant educational or pedagogy / inclusive resource room	54	3.0926	4	1.40442	-0.383	0.325
6	If it is not Accessible and inclusive, students with special needs need to separate from inclusion	54	2.7963	2	1.21903	0.277	0.325
7	The government provided adequate support for accessible	54	2.3333	1	1.28856	0.33	0.325
8	The school promote inclusive education is the right for students with special needs	54	3.8519	5	1.20388	-0.85	0.325
9	Inclusive education gives equal chance of learning opportunity for all students in the school	54	1.2407	1	0.6424	-0.262	0.325
10	The launching of inclusive education in the	54	3.0185	4	1.25127	-0.276	0.325

	school has provided opportunity for children with special needs to access education						
11	In the school, Principals participates special need teachers during annual activity and budget planning	54	3.389	4	1.235	-0.61	0.325
12	Teachers receive continuous support from the school principal while practicing inclusive education	54	3.463	4	1.177	-0.7	0.325
13	Inclusive education supportive and enabling environment in the school encourages me as a teacher to contribute as special needs teacher in inclusive classroom in the school	54	3.31	3	0.67	-0.2	0.33

Table 2 shows teacher's attitude and understanding on challenges, enabling conditions and prospects of inclusive education. the mean of the data for teaching all students in an inclusive class makes students with disabilities successful is 3.2778 and the mode of the data is 2 which imply that most of the respondent do not agreed on putting all students on an inclusive education. This question also has SD =1.23 and a negative value of skewness of the data. This can clearly indicate to separate the inclusive classroom to become more productive. As a teacher inclusive class is boring teachers had a variety of answers but the mode of this data 5 which implies that an inclusive class is boring and make tired the teacher. The mean of the data is 3.1852 which is very close to neutral and its SD=1.57. Teachers were asked non-disabled students will have benefited from inclusive education this question has mean 4.11 and the SD=1.11 which implies that, non-disable students are benefited from the inclusive education. But literally contradict the data that showed in the first question.

Regarding suitable condition in the school to implement inclusive education, the data showed that the mean 3.3148 and the SD=1.31 implies that some teachers agreed but most of the teachers were neutral. Therefore, schools should comfortable in terms of teaching and learning assessment and evaluation in order to conduct an inclusive education. Similarly, teachers were asked if there is relevant pedagogy resource room in their school for an inclusive education the mean of the data is 3.0926 and its SD=1.4. The implication of this data is the pedagogical adjustment of the school found in a moderate level. Since the school setting is not accessible and

inclusive it is better to learn separately than inclusively the mean of this data is 2.796, its SD=1.2 and median =3. Teachers were didn't agreed on separating students for an inclusive education. However, the data for this question may also supports the first question.

As can be observed in Table 2, about the government support for the school accessibility and inclusion the mean of the data 2.333, SD=1.288 clearly indicate that the government do not support adequately to make the schools accessible for an inclusive education. Promoting inclusive education without the necessary support is a contradiction at all. Does the school promote inclusive education is the Right for students with special needs for this question the mean is 3.6111, and SD=1.244 suggests that the schools promote inclusive education just to keep the right of special need students? however, based on the response of the other question there should be a lot to do to facilitate and equipped with the necessary pedagogical materials and making accessible for an inclusive education. Regarding to whether inclusive education gives equal chance of learning opportunity for students the mean is 1.2467 and SD=0.6424. This implies that teachers confirmed strongly on inclusive education do not give equal chance regarding learning opportunities.

Table-3 The launching of inclusive education in the school has provided opportunity for children with special needs to access education

		Frequency	Percent	Valid Percent	Cumulative Percent
valid	Strongly disagree	4	7.4	7.4	7.4
	disagree	7	13.0	13.0	20.4
	neutral	6	11.1	11.1	31.5
	Agree	26	48.1	48.1	79.6
	Strongly agree	11	20.4	20.4	100.0
	Total	54	100.0	100.0	

Regarding on launching an inclusive education in the school has provided opportunity of students with special need to access education, 4 (7.4%) of the respondents were strongly

disagree,7(13.0%) were disagreed,6(11.1%) were neither agree nor disagree and finally a total of 37 (68.5%) of the respondent were agreed on launching inclusive education.

Table -4 In the school, Principals participates special need teachers during annual activity and budget planning

		Frequency	Percent	Valid Percent	Cumulative Percent
valid	Strongly disagree	9	16.7	16.7	16.7
	disagree	9	16.7	16.7	33.3
	neutral	13	24.1	24.1	57.4
	Agree	18	33.3	33.3	90.7
	Strongly agree	5	9.3	9.3	9.25
	Total	54	100.0	100.0	

Concerning on participating special need teachers on annual activity and budget plan, 18 (33.4%) of the respondent were disagreed, 13(24.1%) were neither agree nor disagree and only 23(32.6%) of the respondent confirmed that principals give a chance on annual activity and budget planning.

4.5 Students' attitudes and understanding on inclusive education

Table -5 Students' attitudes and understanding on inclusive education

Students with different disabilities are main part of inclusive education so their altitudes and understanding on inclusion and inclusive education is very important to show how mainstreaming of inclusive education works

no	Questions	frequency response						descriptive statistics		skewness	
		yes	%	no	%	total	%	mean	SD	statistics	Std. Error
1	Are you getting benefit because you are learning in inclusive classroom	82	88.2	11	11.8	93	100	0.8817	0.3247	-2.403	0.25
2	Do you face challenges because of inclusive	39	41.9	54	58.1	93	100	0.4194	0.4961	0.332	0.25

	education										
3	Does teachers in inclusive classroom support every children	73	78.5	20	21.5	93	100	0.7849	0.4131	-1.410	0.25
4	Did the school provide you with the necessary educational material or assistive device?	68	73.1	25	26.9	93	100	0.7312	0.4457	-1.060	0.25
5	Is the school building accessible/comfortable stares, adapted toilet, accessible library etc	62	66.7	31	33.3	93	100	0.6667	0.4740	-0.0719	0.25
6	Is the classroom suitable/accessible to desk, light, blackboard etc	68	73.1	25	26.9	93	100	0.7312	0.4457	-1.060	0.25
7	Did your teachers has understanding on inclusion and assist you with your needs	60	64.5	33	35.5	93	100	0.6452	0.4811	-0.617	0.25
8	Did the school principal involved you in the preparation of annual school plan	49	52.6	44	47.3	93	100	0.6022	0.4921	-0.242	0.242
9	Do you think learning in inclusive education setting helps you to solve your educational and social problems	57	61.2	36	38.7	93	100	0.8065	0.3972	-1.577	0.25
10	Do you think you gave good impression at the beginning of your education in inclusive school or class?	75	80.6	18	19.4	93	100	0.8061	0.3972	-1.577	0.25
11	Do you think the implementation of inclusive education will be improved in the future?	81	87.1	12	12.9	93	100	0.8710	0.3370	0.144	0.25

Table 5 shows students with different disabilities understanding and attitude on challenges, enabling conditions and prospects of incisive education. Students were asked whether they are getting benefit learning in an inclusive classroom majority 82(88.2 %) agreed that they are getting benefited whereas 11 (11.8%) disagreed. Similarly, the majority 54(58%) confirmed that they do not face challenges because of inclusive education but 39(41.9%) students confirmed that they face challenges because of inclusive education. Students were also asked whether the teachers in an inclusive classroom support every student/child in the class the majority 73(78.5%) confirmed that teacher supports them but 20(21.5%) confirmed they do not get the necessary support from the teachers.

As indicated on the table the majority 68 (73%) confirmed that the school is providing them with the educational materials and assistive devices, but 25 (26.9%) confirmed that there is no provision of educational and assistive devices. 62(66.7%) of the respondent were confirmed that, the school stairs, toilet, library ...etc were accessible but 31(33.3%) of the respondent disagree about the accessibility of the school infrastructure. regarding accessibility of class room, such as desk, light, blackboard ...etc 68(73.1%) of the respondent were confirmed that the class room were accessible regarding the above mentioned facilities. However, 25(26.9%) of the respondent did not agree about the facilities mentioned above

As can be observed in table 5 students were also asked whether their teachers have understanding on inclusion and assist them with their needs; 60(64.5%) students were confirmed that their teacher assists according to their need and disabilities but 33(35.4%) student were disagreed that teachers do not assist hem according to their needs. 57 (61.2%) of the respondent confirmed that learning in an inclusive class solves their educational and social problems. but 36(38.7%) of the respondent dis agree on inclusive education is solving their educational and social problems. This result shows that inclusive education is helping majority of disability students to solve their problems with their education and social life problems. Regarding to the impression of their beginning in inclusive education 75 (80.6%) of the respondent confirmed they have got a good impression at the beginning of the school year. but 18(19.4%) of the respondent confirmed that they have not feel good impression on their beginning of inclusive education.

Majority of students 49(52.6%) students were agreed that the school principal participate the students during the annual school plan but 44(47.3%) students from the total respondent confirmed that the principals did not participate the student in the planning process. Finally, students were asked whether the implementation of inclusive education will be improved in the future the majority of students 83(89.2%) believed and confirmed that the inclusive education will be improved in the future but 10(10.7%) confirmed that they do not believe the implementation of inclusive education will be improved in the future.

4.6 Challenges of school leadership in mainstreaming inclusive education

4.6.1 Policy challenges

From policy point of view all principals said on their interview there is no clear and enforcing policy on special need /inclusive education there is only the 2012 strategies even this strategy is not clearly show the boundary of the inclusive education and it is not even enforcing education the system to accept and include every child with disability or other special needs. but generally the federal republic of Ethiopia educational policy allows every child with or without disability must get education in their nearby schools but there are no enforcing laws like education law in the country that can force the government educational officials and the public schools to allow to get access of education for every child in the country. From the quantitative data obtained from teachers the mean of the data for teaching all students in an inclusive class makes students with disabilities successful is 3.2778 and the mode of the data is 2 which imply that most of the respondent do not agreed on putting all students on an inclusive education. Quantitative data obtained from students with disability were asked whether they are getting benefit learning in an inclusive classroom majority 82(88.2 %) agreed that they are getting benefited whereas 11 (11.8%) disagreed.

The focus group discussion of parents about the policy all parents knows they have the right to send their children with disability to nearby schools but they said the education policy allow every child with or without disability get education but actually on the ground there is no forcing government policy or directive because of this their children goes long way to get education.

About school's infrastructures parents and principals all agree on There is a construction law of Ethiopia which said every building must recognize disability but when we come to school many school buildings are not accessible for disability students almost all schools have the same

All principals agree that there is no sufficient resource to deliver inclusive education in the schools and also there is lack of inclusive school materials like brail and sign language books this is because of there is no budget titles in the education finance manuals for inclusive/ special need education materials this is the main reason for this is there is lack of education plans/strategies lack credible costings.

Generally according to the parents and principals of the school the Ethiopian education policy allows every child to go to nearby schools and get education but because of there is no educational law student with disabilities are not getting their right to get education with the necessary educational materials in there nearby.

4.6.2 Institutional challenges

From the data we get from the interview and focus group discussion the biggest challenge of the inclusive education is there is no structure or institution that lead inclusive education from top to bottom level in ministry of education of Ethiopia there is special need/ inclusive education directorate this when it goes to regions and city governments it become only special need/inclusive education to the table level then when it comes to sub city level it narrows to inclusive education/special need focal person then when it comes to woreda education office there is no structure of special need/inclusive education then when it comes to school level only some special need schools has special needs professionals even this professionals are taken like a teacher .

Generally, in institutional level there is no clear structure that can help and facilitate inclusive education in the education system according to parents of the disability students they go very far places to send their children for education because of their disability this shows that every child can and must learn by his nearby school but because of there is no clear structure and institution that can enforce this student and their parents are in problem. Regarding to inclusive materials the quantitative data obtained from students with disabilities shows As indicated on the table

the majority 68 (73%) confirmed that the school is providing them with the educational materials and assistive devices, but 25 (26.9%) confirmed that there is no provision of educational and assistive devices. 62(66.7%) of the respondent were confirmed that, the school stairs, toilet, library ...etc were accessible but 31(33.3%) of the respondent disagree about the accessibility of the school infrastructure. regarding accessibility of class room, such as desk, light, blackboard ...etc 68(73.1%) of the respondent were confirmed that the class room were accessible regarding the above mentioned facilities. However, 25(26.9%) of the respondent did not agree about the facilities mentioned above.

Principals said when there are some inclusion materials like audiometer and brail writing machines material donation from non-government organization and international organization there is no professional who can use on this materials and school leaders cannot employee this professionals because of there is no tittle for the professionals those materials will be put on store.

The government sends special need professionals without proper knowledge of sign language, brail, have no subject specialization and they have no knowledge on teaching methodologies for this students and also they address high pupil-teacher ratios which prevent teachers from practicing inclusion in the classrooms. The quantitative data shows Regarding to suitable condition in the school to implement inclusive education, the data showed that the mean 3.3148 and the SD=1.31 implies that some teachers agreed but most of the teachers were neutral. Therefore, schools should comfortable in terms of teaching and learning assessment and evaluation in order to conduct an inclusive education. The other is Lack of continuous training for teachers and special need professionals and specially there is No capacity building training for inclusive leadership for school leaders to upgrade their knowledge on inclusion and inclusive leadership. According to the quantitative data about the government support for the school accessibility and inclusion the mean of the data 2.333, SD=1.288 clearly indicate that the government do not support adequately to make the schools accessible for an inclusive education

4.6.3 Social challenge

Many government officials and community has an awareness problem on inclusiveness so government officials think inclusive schools are a gathering place for disability students and the community members think these schools are only for disability because of this they do not need to send their non-disabled student because of awareness problem charity model thinking. But according to quantitative data obtained from teachers were asked non-disabled students will have benefited from inclusive education this question has mean 4.11 and the SD=1.11 which implies that, non-disable students are benefited from the inclusive education. The data obtained from students with disabilities shows 57 (61.2%) of the respondent confirmed that learning in an inclusive class solves their educational and social problems. but 36(38.7%) of the respondent disagree on inclusive education is solving their educational and social problems

All principals on the interview agrees with Lack of parents' participation in the school many of parents of the students with disability are not willing to come to school because of awareness problem and they do not even believe that their children can be changed by education because of this it is challenging to work closer with parents

In the Focus group discussion parents said there is Awareness problem on the community they live and also parents of students with disability still in this modern world many people in Addis Ababa and other places disability is seen like result of sin, gods punishment and other traditional beliefs because of this many parents of children with disabilities are discriminated and segregated by society they live because of many parents do not allow there children to go school even if the goes to school they do not want their children to play with their peers in the neighborhood and also this parents do not to come school and follow their children education rather they want their children to stay school because they think it is a place which they can drop their children.

4.7 points needs to be improved to overcome challenges in mainstreaming inclusive education.

The qualitative data obtained from principals and parents of students with disability through interview and focus group discussion show that in order to overcome challenges in mainstreaming inclusive education the following are the main points first the government needs to prepare educational law which gives priority to special need/inclusive education so that every school can accept inclusive education for all students regardless of gender and disability, second the government must have to prepare curriculum which is based on inclusion and inclusive materials, the government must have to prepare special budgetary with flexibility for special needs/inclusive schools, there must be alignment starting from werda education office to sub city then city up to ministry of education with appropriate personnel and directorate for inclusive education and inclusive school employment must be with specialization in subject plus special need education and finally awareness rising trainings for the community with mass media about disability and inclusion this are the major points that can improve to overcome challenges in mainstreaming inclusive education.

4.8 Prospects of school leadership in mainstreaming inclusive education

The qualitative data obtained from the school principals about prospects shows Inclusive education is cost minimizer than special class or special school for students with disability because special schools are inaccessible and expensive so inclusive education is preferable this will be more preferable in the future because of cost minimizing and other right based questions. Also appropriate inclusive leadership Trained school leaders and also continues, planned and timed on job training in the future. In the future all teachers training colleges and universities add inclusive education in their curriculum specially train special need/inclusive education teachers with the necessary practical experience on different inclusive education materials..

The qualitative data obtained from parents of students with disabilities shows that Students with disabilities are becoming more educated and this will help in the future for educational system to be more inclusive because they know how inclusive works and they will upgrade it with different need based assessment also when we see the quantitative data obtained from

students with disability 83(89.2%) believed and confirmed that the inclusive education will be improved in the future but 10(10.7%) confirmed that they do not believe the implementation of inclusive education will be improved in the future

Generally the qualitative data obtained from parents of students with disabilities and principals of the three schools shows There will be a place for trained supportive staffs like audiologist in the school the school leadership must have to employee, the development and usage of Technological advanced materials for inclusive education and schools, Ensure more robust and accurate data to improve planning and budgeting for inclusive education and monitoring change, in the future there will be educational law which enforces educational rights of students with or without disabilities, Continue to embed inclusive education into policy planning, budgeting and monitoring, Improve alignment of federal, Woreda and district level systems behind inclusive education, there will be improved resource center with cluster system for teaching and teachers to improve inclusion and finally the main point both principals and parents agreed is Carry out credible costings for supporting inclusive education, which include education workforce development. Develop a workforce that can practice inclusion, including a focus on transforming training to equip teachers to practice inclusion.

4.9 Enabling conditions of school leadership in mainstreaming inclusive education

Regarding to the enabling conditions of school leadership in mainstreaming inclusive education the qualitative data obtained from principals and parents of students with disability in the three schools shows with its limitation The 2012 Ethiopian inclusive /special need strategy of Ethiopia is one of the enabling condition that is serving like a guide line for the inclusive/special needs education, relatively Improved budgetary allocation for inclusive/special need education by the government, Many students with disability are learning with non-disabled students about non disability students attending in inclusive education the quantitative data obtained from Teachers were asked non-disabled students will have benefited from inclusive education this question has mean 4.11 and the SD=1.11 which implies that, non-disable students are benefited from the inclusive education.

Inclusive education is creating accesses for education for all students regardless of disability, gender and other modalities because of this Many NGO supporting and gives more focus for inclusive education and provide different support especially water and sanitation, basic infrastructure e.t.c Also Inclusion is the talk of various development cooperation programs including mainstream education projects being implemented by World Bank, Save the Children, World Vision and others and finally Increasing awareness about importance of education in general and inclusive special need education in particular.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summaries of the findings

The general objective of this study was to describe prospects and challenges of school leadership in mainstreaming inclusive education in Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools in Addis Ababa. To examine the issue, the researcher attempted to answer the following basic questions.

1. What are the prospects and challenges school leaders face while mainstreaming inclusive education? In relation to social, institutional and policy challenges
2. What points do school leaders need to be improved in order to overcome challenges in mainstreaming inclusive education?
3. What are the enabling conditions of school leadership in mainstreaming inclusive education?

In order to deal with these basic questions, the information was extracted from the respondents through questionnaire, focus group discussion and interview. The data were analyzed and came up with the following basic summary of findings.

- ❖ The mean 4.11 and the SD=1.11 from the finding implies that, non-disable students are benefited from the inclusive education.
- ❖ The results of the study indicate that the current "inclusive education" for children with disabilities in Addis Ababa faces difficulties in terms of offering education that meets the needs of each child with disabilities, as agreed upon by the Salamanca Statement adopted at the World Conference on Special Needs Education in 1994.
- ❖ The result of this study indicate that most of the principals and vice principals had a shortage on implementing the 2012 strategy of special need /inclusive education and

some of them were adapting the principles to support their school but the other are not because of different reason specially lack of commitment from different stakeholders.

- ❖ The result of this study indicate that school principals and vice principal have got a problem on participating special need teachers, students and parents during preparation of annual plan, strategic plan, and budgeting. in most of the cases limited or no involvement of particularly students with disability.
- ❖ The study also found a result on the major achievement on implementing inclusive education. Particularly, students with different impairment do not recognize their disabilities because all students are attending together. Again their social interaction maximizes with no stigma and discrimination.
- ❖ The result of this study on the prospects of Inclusive education principals and vice principals to see the future vision about an inclusive education indicates that, most of the principals have a bright future on access and quality inclusive education.
- ❖ This study revealed that the selected teachers and parents/guardians of children with disabilities regarded studying together with children without disabilities as benefitting children with disabilities. Teachers are also aware of the benefits of the same for children without disabilities.

5.2 Conclusion

This study aimed to describe prospects and challenges of school leadership in mainstreaming inclusive education in Dagmawi Menilik primary school, Mekanisa School for the deaf (inclusive) and yekatit 23 special inclusive primary schools in Addis Ababa

For the last few decades there has been growing movement in the world about the philosophy of Inclusion of all persons regardless of race, disability and diversity. Specially there has been different movement to create education inclusive for all. And this inclusiveness of education will create inclusive society around the world and also in Ethiopia that is why mainstreaming inclusive education is essential.

The implementation of inclusive education is determined by the attitudes and Understanding of the all the stakeholders. But Principals knowledge and understanding on inclusive education has the central role for accessibility and comfortability of an inclusive learning setting for all students. Principals are also responsible for influencing the quality for the instructional and support staff members who collaborate to make inclusion successful for all students.

Recently the focuses regarding Inclusive/special need education in Ethiopia have indicated a strong focus on mainstreaming. This fact brings to mind the insufficiency of provision for a large number of learners experiencing special needs specially students with disabilities.

When we see the enabling conditions the 2012 inclusive/special need education strategy is one of the enabling conditions of inclusive education, increasing awareness about importance of education in general and particular inclusive education and also relatively the increasing of budgetary for inclusive education.

In conclusion, Teachers and principals are the main responsible for placement of students with special needs, the implementation of inclusive education is dependent on the capacity, attitude and understanding of school leadership (principals)on inclusive education. The understanding, attitude and capacity of the school leadership is essential for implementation of inclusive education so principals must have to get trainings short and long term continuously in order to mainstream inclusive education in their respective schools and also teachers of inclusive/special needs schools must didn't get continues training regarding inclusion and mainstreaming long and short term, on job and off job to make inclusive education accessible for all students.

Awareness problem about inclusive education and inclusiveness in the government educational officials and in the community, There is no structure about inclusive education from ministry of education to education bureau up to werda education offices, there is shortage on professional human resource in the schools regarding to inclusion and there is lack of materials which can use for inclusion.

The government of Ethiopia did not allocate the necessary budget for inclusive education because budget is the first challenge, the government didn't have educational law to make inclusive education accessible if there is educational law it will force all stake holders to make school inclusive, Addis Ababa education bureau didn't prepare continuous short, long, on job and off job trainings in collaborated with educational experts for principals and teachers on how to make inclusive education for all this will make principals and teachers mainstream and finally most of the school infrastructures are not inclusive every constructions specially schools must have recognize the right of students with disability it must have to be inclusive,

5.3. Recommendation

In the light of findings of the study and conclusion made, the following recommendations are forwarded as strategies. It is recommended that;

1. The government of Ethiopia specifically ministry of education must have to lunch educational law which enforces inclusive education for all students with disability and all students with special needs.
2. Teachers, parents and students should participate on the planning and budgeting to have a common understanding on an inclusive education.
3. Ministry of education, Addis Ababa education bureau and other concerned body should put effort on changing the attitudes and understanding of all the school community towards the implementation of inclusive education through continuous awareness rising program and providing training particularly for parents and teachers
4. Teachers should be equipped with preventative programs that could be implemented during normal school hours. Included in this role will need to be the support in all aspects of child development that includes health, literacy, moral, and other favorable educational practices. Teachers were also equipped to recognize problems and provide screening for

possible referral, as well as be able to implement interceptive and preventative strategies as advised by more specialized educational services and personnel

5. The ministry of education and education bureau should upgrade the educational levels of primary school principals so as to make principals more competent and ready for the implementation of inclusive education.
6. Inclusive/ special need Educational experts should give ongoing trainings related with teaching students with special needs to teachers and principals in order to enhance their understanding about implementation of inclusive education and students with special needs.
7. The government should provide flexible promoting inclusive curriculum and should supply education materials particularly text books for students with different disabilities. Moreover, the content of learning program, the medium of instruction, the teaching style as well as the materials used should provide opportunities for students in an inclusive.
8. It is recommended that modifying the teaching and learning environments including physical infrastructure as much as possible by all stakeholders is required. The school environment should ensures inclusive education in to consideration and existing and future facilities such as classrooms, resource room, library, workshop and laboratory are easily accessed by students with different needs.
9. The ministry of education, education bureau and concerned body should create collaborative works with different stakeholders such as universities, colleges, health centers, educational experts, community members, civic societies, parents, psychologists and sociologist in order to improve Inclusive Education Implementation.

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APPENDICES
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

POST GRADUATE STUDY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANGMENT

Teacher's questionnaires

The aim of this questionnaire is to find information about the opportunities, challenges and prospects of inclusive education. This questioner is prepared for Dagmawi Menilik primary school(inclusive), yekatit 23 special need primary school (inclusive) and Mekanisa school for the Deaf(inclusive) to assess teachers' attitude and understanding of opportunities, challenges and prospects of inclusive education. The information you provide will be used for research purpose so you are kindly requested to give your time and carefully fill out the questioners.

Thank you in advance

APPENDIX-A

Here are some items about your background information and you are required to please put an "X" mark in the space provided.

1. Gender:

Male ☐

Female ☐

2. Educational level:

Diploma ☐

Bachelor degree ☐

Masters ☐

3. Years of Experience as a teacher:

0-5 years ☐

6-10 years ☐

11-15 years ☐

More than 15 years ☐

4. Years of Experience as a Teacher in special needs /inclusive school:

0-5 years

6-10 years

11-15 years

More than 15 years

5. Special needs /inclusive education training: how long

Short term

Long term

Have not received training

APPENDIX-B

Instruction: When considering Inclusive education; to what extent do you agree with the statements below? Please put an “X” mark in the box provided to indicate how you feel about the following items. Please select the response that best fits your choice with

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

no	Your opinion regarding inclusive education in your respective school	1	2	3	4	5
1	Teaching all students in an inclusive class room in your school make students with disabilities successful					
2	As a teacher in inclusive class is it very boring and tiring in your school					
3	Non-disabled students will be benefited from inclusive education in the school					
4	There are suitable conditions in the school to effectively implement inclusive education in terms of teaching and learning, assessment and evaluation					
5	There is the relevant educational or pedagogy / inclusive resource room in your school to promote inclusive education					
6	Since the school setting is not accessible and inclusive, students with special needs need to learn separately than inclusive setting					
7	the government provided adequate support for the school to make the school accessible and inclusive					
8	The school promote inclusive education is the right for students with special needs					
9	Inclusive education gives equal chance of learning opportunity for all students in the school					
10	The launching of inclusive education in the school has provided opportunity for children with special needs to access education					
11	In the school, Principals participates special need teachers during annual activity and budget planning					
12	Teachers receive continuous support from the school principal while practicing inclusive education					
13	Inclusive education supportive and enabling environment in the school encourages me as a teacher to contribute as special needs teacher in inclusive classroom in the school					

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
POST GRADUATE STUDY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANGMENT

Principals' interview questions

APPENDIX-C

Here are some items about your background information and you are required to please put an “X” mark in the space provided.

1. Gender:

Male ☐

Female ☐

2. Educational level:

Diploma ☐

Bachelor degree ☐

Masters ☐

3. Years of Experience as a principal:

0-5 years ☐

6-10 years ☐

11-15 years ☐

More than 15 years ☐

4. Years of Experience as a principal/vice in special needs /inclusive school:

0-5 years ☐

6-10 years ☐

11-15 years ☐

More than 15 years ☐

5. Special needs /inclusive education training: how long

Short term ☐

Long term ☐

Have not received training ☐

APPENDIX-D

Interview questions for principals and vice principals

1. What do you know about inclusive education?
2. Do you know about the special need/inclusive education strategy July 2012? If yes, how the strategy is supporting inclusive education in your respective school?
3. When you prepare strategic, annual plan and annual budget did you invite special needs teachers, parents' children with disabilities and students with disability representatives to participate or get involved and contribute? If yes how parents, teachers and students participate (involve)? And did their involvement influence you and you colleagues to consider inclusive plan and inclusive budget?
4. When you implemented inclusive education what challenges did you face? In relation to social, institutional, policy challenges
5. How do you try to overcome challenges during mainstreaming Inclusive education?
6. When the government makes teachers placement in your school did the teachers have special need/inclusive education pre service training?
7. Did the educational supervisors and education bureau provided you with special support to enhance your Knowledge, attitude and practice of inclusive education? If your answer is yes please mention some of the knowledge, attitude and practice changes in the school leadership and school improvement program?
8. What is the enabling conditions/ opportunity of mainstreaming inclusive education?
9. What should be done to improve quality of inclusive education in your schools?
10. What is the prospect of inclusive education?

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
POST GRADUATE STUDY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANGMENT

Student's questionnaires

The aim of this questionnaire is to find information about the opportunities, challenges and prospects of inclusive education. This questionnaire is prepared for Dagmawi Menilik primary school (inclusive), Yekatit 23 special need primary school (inclusive) and Mekanisa School for the deaf (inclusive) to assess students with special educational need attitude and understanding of opportunities, challenges and prospects of inclusive education. The information you provide is used for research purpose so you are kindly requested to give your time and carefully fill out the questioners.

Thank you in advance

APPENDIX-E

Here are some items about your background information and you are required to please put an “X” mark in the space provided.

Thank you in advance

1. Type of disability

Blind ☐
Deaf ☐
Autism ☐
Intellectual disability ☐
Physical disability ☐

2. Gender

Male ☐
Female ☐

APPENDIX-F

Here questions are prepared to assess special need student's attitude and understanding towards receiving inclusive education. Please make 'x' mark on yes or no. this questionnaire is for research purpose so fill it carefully.

no	Items	Yes	No
1	Are you getting benefit because you are learning in inclusive classroom		
2	Do you face challenges because of inclusive education		
3	Does teachers in inclusive classroom support every children		
4	Did the school provide you with the necessary educational material or assistive device?		
5	Is the school building accessible/comfortable stares, adapted toilet, accessible library etc		
6	Is the classroom suitable/accessible to desk, light, blackboard etc		
7	Did your teachers has understanding on inclusion and assist you with your needs		
8	Did the school principal involved you in the preparation of annual school plan		
9	Do you think learning in inclusive education setting helps you to solve your educational and social problems		
10	Do you think you gave good impression at the beginning of your education in inclusive school or class?		
11	Do you think the implementation of inclusive education will be improved in the future?		

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
POST GRADUATE STUDY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANGMENT

PTSA member parents Focus group discussion questions

APPENDIX-G

This focus group discussion questions are prepared for parent's teachers and students association (PTSA) member parents of Dagmawi Menilik primary school (inclusive), yekatit 23 special need primary school (inclusive) and Mekanisa School for the deaf (inclusive) schools please participate in the discussion attentively because this is for the research purpose.

Thank you

1. Did you know about the 1994 education policy? Does the policy help your children educational right and your student gets benefited from the policy?
2. What do you think is the challenges of inclusive education? In relation to social, institutional, policy challenges
3. The school principal participates you in preparing annual school plan? If yes in what level?
4. What did you see is the opportunities/enabling conditions of inclusive education?
5. What did you think is should be done to improve quality of inclusive education?
6. What did you think is the prospect of inclusive education?
7. Did the school provide support for you in terms of psycho social support and counseling?
8. Did the school provide you special skill training to improve your communication and rehabilitation support for your child?
9. Did the school create opportunity for you or other parents of children with disabilities to become the member of PTSA?
10. Did the school improve the awareness of the parents about disabilities to become supportive of the issue of children with disabilities?
11. Do you feel your child is fully included in the classroom and in the school?