

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE PRACTICE OF SCHOOL RULES AND REGULATIONS IN LIGHT OF
INCLUSIVE EDUCATION IN SOUTHERN TIGRAY FIVE SECONDARY
SCHOOLS**

BY:

TESFAKIROS KEBEDE



**June 2011
Addis Ababa**

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SCHOOLS**

**A Thesis Submitted to School of Graduate Studies of Addis Ababa
University in partial fulfillment of the requirements for the degree of Master
of Arts in Special Needs Education**

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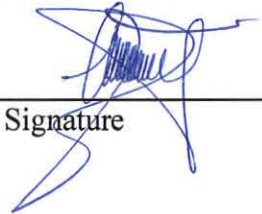
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Acknowledgement

This research work would not have been possible without the contribution, advice and support of the following persons. First, I would like to express my thanks to Dr. Alemayehu Teklemariam for his constructive comments and valuable moral support throughout the work. Furthermore, I greatly express my gratitude to my aunt Almaz Gessesew for her material and moral support.

This pure qualitative study would not have been possible without open information exchanges with leaders of students' council, PTA and school's principals. Since then, I like to express my gratitude to all of them.

I could never have accomplished my courses without the enthusiastic support and effort of my wife Awetash Belay and my children Biniam Tesfakiros and Hermela Tesfakiros.

Finally, I would like to seize this opportunity to give appreciation for the sincere assistance and moral support I have received from my intimate friends Tsegay Redae and Lethenal Konerel Niguse Assefa.

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Abbreviation and Acronyms

PTAs:	Parent Teacher Association
MoE:	Ministry of Education
SWD:	Students with Disability
SWOD:	Students without Disability
TREB:	Tigray Regional Educational Bureau
SWVI:	Students with visual Impairments
SWHI:	Students with Hearing Impairments
SNE:	Special Needs Education
IDDC:	International Disability and Development consortium
WFD:	World Federation of the Deaf
AAALF:	The American Association for Active Life and Fitness
NAOSN:	National Association of School Nurses

Abstract

The purpose of this study is to investigate the practice of school rules and regulations in relation to inclusive education in southern Tigray secondary schools. The study mainly focuses on how the schools' respondents understand and respond to inclusive school rules and regulations to maximize their fullest potentials. To put this in to effect, qualitative approach is employed. Five principals, twenty PTA and thirty-five leaders of students' council / were involved in this study. Semi- structured interview and analysis of relevant documents were used as data gathering tools. Following data analyses, the study obtained the following finding. The study found that most school rules and regulations are appropriate to include all students regardless of their disabilities. The right to negotiate for unfair treatment, the right to participate in most school concerned clubs and committees, the right to be tutors and tutees, and the right to strength and get value for their creative activities are appropriate to all students. Similarly, when there are needs of respect to their teachers, classmates, the school environments, to study diligently, to be honest, to keep good discipline, responsible, polite and neat in appearance and enthusistiactic in giving service, all the students felt delightful. Concerning students' duties and healthy service, the dos and don'ts are stated clearly in an inclusive concept. Whenever students misbehaved, the disciplinary measures given concerning these issues are relied on re- correcting the vulgarity behaviors. Beside this, the healthy services given in all the schools are so appropriate to all students. On the other hand, most school rules and regulations are direct copy and paste of the gridlines of the Minisnistry of Education. For this reason, some school rules are not inclusive to include all students, since they are not formulated from present situation of the school environment. Similarly, the consequences of some disciplinary measures given to some tolerable misbehaved behaviors are fired forever from the school compound but these are the direct opposite of inclusive educations.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Educational programs for children with special needs have changed significantly, in some case radically, in the past 50 years (Gear heart, Weishan Gear heart, 1988). As the quality and quantity of programs have increased, there has been another significant change in-service, especially as it relates to students with disabilities. This is the matter of how, and in what setting, students receive their education.

Earlier programs for student with disabilities were primarily “separate program”, that is students were in separate classroom or separate buildings. Now, education of student with disabilities must be provided in regular school, whenever there is the most appropriate, effective setting (Gear heart Weishan and Gear heat, 1988).

Although institution setting played an important role in education and treatment of individual with disabilities until the 1970s, the twentieth century also saw the rise of special schools and special class with in public facility for students with disabilities (Salend 1994).

Since the mid 1980s, the movement to include all students in regular neighborhood schools and classroom has gained increased momentum for a number of reasons. One reason involves the benefit to the students when provided appropriate educational programs and support in integrated setting (Stain back and stain back, 1990). Additionally, when given guidance form adult into integrated settings, students can learn to understand, respect, be sensitive, and grow comfortable with individual’s differences and similarities among their peers (Forest, 1978) student can learn to interact, communicate, develop friendships, work together and assist one another based on their individual strengths and needs.

The second reason to include all students in the mainstream is to avoid the effects of segregation inherent when students are placed in separate special schools and/ or classes (Ferguson and Asch, 1989). Lack of self-confidence, lack of motivation, and lack of positive expectations for achievement is all product of segregated learning environment.

The third and perhaps the most important reason to include all students in mainstreaming is that it is ethical and equitable thing to do. It deals with the value of equality that “All children should be a part of the educational and community mainstream” (Salend, 1994: 123 - 125).

During the last decade, there have been changes in the education of children with special needs. These changes in awareness and attitude methodology, the use of related concepts and the like. These changes are not only relevant for the benefit and enrichment of children with impairment, but for the enrichment of all involved children, their families, their teacher and head teachers, and their school community. As a whole (Skjorten, 2000) noted that, the most important consequence of their changes is the recognition and appreciation of diversity. This again is resulting in efforts to bring back into the community all those who had been excluding by the vast majority because of being different (Skjorten, 2000).

Many policy makers today strongly support full inclusion in education, which they interpret full scale mainstreaming of all students with special need in regular school near to home (WFD, 1993).

It is also now internationally accepted that educational provision for students with disabilities should, wherever possible, be inclusive. Segregated and even integrated education for persons with disabilities are no longer seen as the most appropriate types of provision. It has been argued inclusive education (IE) is superior to other form of provision because:

IE is more cost effective than segregated education (Peter, 2004).

A. Students with disabilities benefit from IE. Students with disabilities attending inclusive schools tend to receive a higher standard of education than students enrolled in special schools. The curriculum is broader, the teaching more likely to be student – centered and the social opportunities greater (UNESCO, 2005). Furthermore, students with disabilities in residential

schools are particularly vulnerable to child abuse, either from staff at the institution or their peers.

Inclusive education means welcoming all children into a regular classroom or ordinary schools by the change of attitude against differential treatment of education, difference in people will likely be seen in positive perspective. It calls for a respect of difference and celebration of diversity. Indeed, it is a focus on creating environments responsive to the differencing developmental capacities, needs and potential of all children. Inclusive education means a shift in services from simply trying to fit the child in to “a normal settings”. It is supplemental support for these disabilities or special needs and promotes the child’s overall development in optimal setting (Tirrussew, 2005).

In similar way, inclusive education ensures that all children have access to basic education of good quality. This implies creating an environment in school and in basic education programs in which children are both able and in able to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child- friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools (UNESCO, 2005).

Many factors affect and regulate the development of inclusion. Some of the determinate factors are the attitude of the community towards children with special need and inclusion a limited understanding of the concept of impairment and hardened resistances to change are the major barriers impeding inclusive education (IDDC, 1998). The teachers’ attitude are seen a decisive factor for successful inclusion. Inclusion have been based on the assumption that teachers are willing to admit students with impairment in regular class and be responsible for meeting their needs (Tirrussew, 2005)

Therefore, full inclusion for students with disabilities means a supportive and student-centered environment. This permits the learner to develop to his/ her full educational social and emotional potential (Biratat, 2002). Otherwise, inclusion as a simple placement in a regular school without meaning full interaction with classmates and professionals all time in

tantamount exclusion of the learner from educational and society. In such environment, the students with impairments are physically present but may be mentally and socially absent.

1.2 Statement of the Problem

School is a social institution established to fulfill the social, economic and political demands of the society by educating the citizens through formal institutional process. Thus, the primary objective of the school is catering education for the proper development of the physical and mental abilities of the youth to make them all round and cultured citizens that can play active role in social development. Therefore, a school cannot leave students behind because school life is the most powerful societal medium in which the character and the whole personality of the students shaped and developed (Mohiyudd, 1952:6)

Therefore, the social purpose of education can serve only by planning that the individual, by living that life would become fit for full and effective participation in his adult life .To this end, the administration of rule and regulation, which the maintenance of good order and discipline should be vested in the school management system (Yeager, 1949:252). This shows that for healthy social interaction and suitable working atmosphere in the school, the existence of a good rule and regulation within the school is essential.

According to Bossing (1944:15), the purpose of school rule and regulation is to help the individual to acquire knowledge, power, and habit, to himself and his fellows and the society as a whole. Thus, an inclusive school rule and regulation implies self-discipline on the part of individual based upon a decent respect for the right of interest and idea, which designed for the well-being of others. However, if we consider the reality of most secondary school in Ethiopia, students are suffering with no having an inclusive school rule and regulation that encompasses the divers' need of students. For example, the school internal administrative guideline of MoE (2009), stated that Students who are absent from school for 12 consecutive days within a Semester are not allowed to continue their education for the year even if they have medical, special problem or any other legal evidence. Likewise, students who are absent from school for 15 days intermittently are prohibited from the school for the whole year though they have

medical, any special problem or any legal evidence. Moreover, students with disabilities are neglected from various school-concerned activities. For example, students with disabilities are excluded not to queue up while their school flag ceremonies are conducting and they are neglected even to participate in practical physical education and in some school committees while Ethiopia is in the track of inclusive education. Therefore, the researcher is initiated to study in the particular area of southern Tigray secondary schools. School rule and regulations are so unique and challenging. On the top of this, they are the major threatening to secondary education within the zone. Therefore, the researcher wants to make an effort to study the issue based on the following basic questions.

1. How the rules and regulations formulated by the MoE and the sample schools consider inclusive education practices?
2. How was the school rule and regulation formulated?
3. What are the major purpose and content of the rules and regulation?
4. How do the rules and regulation regard or disregard diversity?

1.3. Objective of the Study

The study has the following objectives:

- To explore the actual practice of school rules and regulations in light of inclusive education
- To examine school rules and regulations in term of diversity needs.
- To examine the content of school rules and regulations and the Ministry of education in light of inclusive educations.

1.4. Significance of the Study

Among other things, maintaining good school rules and regulations that encompasses the diverse need of all students is considered a necessary condition to facilitate the educational setting and promote the proper functioning of schools. Poor school rule and regulation that does

not include the diverse need of all students on the other hand, could negatively affect the achievements of educational objectives. There for, the result from this study is expected to:

1. Provide some factual information for the school about the current practice of rule and regulation of the school within the track of inclusive education
2. Give information about the possible gap on problems under study and try to narrow the gap
3. provide basic information for policy maker and planners
4. Help to initiate for further investigation in the field

1.5. Delimitation of the study

The study is delimited to government secondary school of southern Tigray to make the study specific and manageable.

1.6. Ethical issue

Regardless of the approach to qualitative inquiry, it faces many ethical issues that surface during data collection in the field, in ethical analysis and disseminating qualitative reports. Lipson (2007), groups issues into informed consent procedures, deception or cover activities, confidentiality towards the participants, sponsored and colleagues, benefit of the research to participants over risk, and participants encountered during interviews request that go beyond social norms. Consciously the researchers consider ethical issues, seeking consent, avoiding the conundrum of deception, maintaining confidentiality and protect the anonymity of individuals encountered during interviews.

1.7. Limitations

During the data gathering, the many conferences, workshops, and unscheduled meeting hampered both the researcher's and the respondents' time and the researcher was forced to spend longer time than planned in the field. Similarly, students with disabilities are not included in the study due to lack of information about the correct data found in the sample schools.

1.8. Operational Definition

- ✚ Foul: rude words and swearing or offensive language
- ✚ Bullying: a person who uses their strength or power to fight or hurt weaker people.
- ✚ Vandalize: the crime of damaging or destroying something. Especially public property.
- ✚ Hooliganism: young person who behaves in an extremely noisy and violent way in public.
- ✚ Full inclusion for students with impairment means a supportive and student-centered environment.
- ✚ Inclusive education means welcoming all children, without discrimination, into a regular classroom or ordinary schools by the change of attitude against differential treatment of education, difference in people will likely be seen in positive perspective
- ✚ School rules and regulations: Generalized statement that describes what is true in most or all cases.

CHAPTER TWO

2. Review of Related Literature

Dealing with issue of inclusive school rules and regulations has been considered the most important agenda across the world. It knocks the door of both developing and developed nations. To promote inclusive school rules and regulation the bases are the various international conventions, which have been made in different nations in different times.

However, the practice of inclusive school rules and regulations varies from nation to nation according the policy of each country. For this reason, this chapter attempt to review the practice of school rule and regulations in light of inclusive education. Because it helps to identify the major problem ascribed to inclusive school rules and regulations. and remedies to be suggested. Rule and regulations help in minimizing disciplinary problem. They are mechanisms of preventive and corrective measures. Good but as Brophy (1987:229) explains rules not as ends in themselves but means to warn the students against the breach of standards or as corrective means. The authors advise that rule should be stated explicitly and their rational for existence also be explained. Gnagey (1968:9-11) suggest that rule be relevant, meaningful and positive as match as possible. Bellon e ta (1992:133) supplement Gangey's idea saying that rule must originate from the concert condition of the school they are expected to serve. Ballon et al go a little further, recommend that rule and regulations be better introduced to the school community at the beginning of the academic year, and posted as reminders for the rest of the school days.

The important element related to the issuing of rules and regulations is the question of who makes and implements them. This question is particular important in social setting like school where each piece of work is much more social requiring directly or indirectly the participant of all. In connect ion to this, Landers (in zaudneh, 1987:193-4) noted that a good school administration involves representative in the formulation of code of ethics or code of behavior of the entire student body in the school.

Lander believes that such a body of representative inculcates self-discipline and raises of the moral of the students. In support of participatory decision making approach, Straus and Sayles (in Zaudneh, 1987 ,115) state that people are getting more and more eager in designing out a plan that they are for implementing plans that are simply announced from above. Risk (1958:497) was much more practical in suggesting the mechanisms of schools may adopt to realize participatory decision making. According to risk, a discipline committee formed with the representative of school administration, teachers, parents, school psychologist or counselors and students can greatly assist in preventing and remedying student disciplinary problems. In this opinion, such a committee helps the school to attain a good discipline by nurturing self-control and palatable attitudes towards desirable conduct and constituted authority. Furthermore, it can play the role of a mediator among the major component of a school system the educational the educational leaders and the community.

Thus, in the face of the increasing complexity of school administration, school administrator cannot go on in administrating school in the old way. When benefactors and the beneficiaries are not involved, neither will they have an understanding of the rules nor commitment to obey them. According to Wayson et al (1982:42), modern school administrators engage themselves in teaching the advantage of participatory planning and implementation in order to avoid discomforting atmosphere in their schools. The administrators take time to make certain that everyone in the school knows the rule and regulation, procedures, understands what is expected of him, and has some sense how the rules benefit the school and the individuals.

In addition to the above, Kindered, Leslie W., (1957: 47) suggest that school rules and regulations are indispensable to the efficient operation of the institution achievement of educational objectives. Their function is generally not understood or appreciated by students. They are more inclined to look only at the nature of these controls and the method of the administration. The understanding of function may be accomplished successfully when students and their parents are involved in the study of need and the drafting of recommendations. This involvement may start in the neighborhood school and extend upward to the board of education when system wide proposal are under advisement

Kindered added that Whether or not students and their parents are involved in the study of need and drafting of recommendation, all new school rules and regulations should be publicized fully before they become effective. The school may bring them to all students' attention through newspaper articles, talk before parents-teacher associations, discussion with member of students' council and leaflets mailed to parents. Not only the new rules and regulation should be explained but also the reason for their adoption.

It must be recognized that understanding alone is not guarantee of acceptance. Acceptance is based more upon the nature of the regulation and the extent to which it seems reasonable. For example, students accept without much hesitation the small fines lived on the return of overdue books to the library, but should be amount of fine is tripled they would protest vigorously. They may agree to a rule for making up work missed during absence, but not if the rule states that it must be completed in one week no matter how long they have been out for illness. They must accept a schedule fixing the time at which they may be admitted to the building in the morning yet they can see no reason for being forced to remain out of doors in cold and rainy weather simply because the bus arrived earlier than usual.

Their attitude towards rule and regulations are likewise influenced by method of administration. Some member of the staff may insist upon a strict observance of every rule and regulation no matter what the circumstance are surrounding a violation. They seldom try to understand the students' point of view or make allowance for usual conditions. To punish students for talking in the corridors after an exciting assembly program is an illustration of this kind of enforcement. On the other hand, just as much damage is done by the teacher who refuses to call students to task for disregarding established rules and regulations. All staff members in order to achieve the objective of education and retain the good will of the students must do the administrations of rule and regulation with fairness.

In some communities, it is essential that attention be given to the cultural background of students in the formulations of rules and regulations. It is easy to run deep-seated traditions and customs unless this matter is taken into consideration. Within limits permitted under law, adjustments should be made out of respect for students who are required to observe religious

holidays, dietary regulation, custom of dress, and the like. There are more appreciative of whatever the school does to make allowance for their particular interests and practice.

In similar way, school rules are classified in term of three folded classifications. These are institutional, situational and personal rules. Institutional rules are appeared to be general rules covering aspect of students conduct in all part of the school at all the time. Examples, the rules that stated students should not drop litters; the rules, which stated that students must to be punctual at school lesson; the property rules, which stated that students should treat school property with respect and not damaged it beyond natural wear and tear. Those are predominantly rules about behavior in public places such as assembly, corridors and playgrounds. Many of these rules are also applied in classroom though they often appeared in elaborated or modified form. The second rule is, situational rule which are operated in addition to (and sometimes as replacement of) the institutional rules. Those are specific to assembly, Corridors, playgrounds and classrooms. The third is personal rules which are idiosyncratic to particular teachers and which did not share the generalized scope that is typical of institutional or situational rules. Hargreaves D.H.et al (1975:34-35).

Moreover, according to Hargreaves D.H.et al (1975: 95-97), school rules and regulations have two relational rules. These are:

1. Teacher- student rules
2. Student- student relational rules.

Hargreaves D.H et al explained that teacher- student relational rules in six categories.

1. The rule of obedience. Students are expected to do as teachers order them, and they are expected to do without arguing, without answering back; and without undue delay. The rule of obedience refers to those situation in which teachers give order to, or make request of, students in the expectation that they will be carried out.
2. The rule of good manners. Students are expected to display good manner towards the teachers. This is a comprehensive set of rules, with inevitable variations between teachers. At the simplest level it concerning with saying 'please' and

- thank you' at appropriate time. it covers mode of address – especially the use term 'sir' and 'miss.'
3. The rule of permission seeking. Students are not expected to initiate certain acts without seeking prior permission from the teachers. This is one of the most complex the relational rules, since student has to learn whether or not is or is not within his discretion at particular time. Leaving the room (e.g., to go to the lavatory) almost always requires explicit permission, whereas leaving once seat (e.g., to sharpen a pencil) varies not only ,but also by phase (e.g., no permission-seeking would be expected during a group work, but it normally would be during a teacher demonstration phase).
 4. The rule of telling the truth. When a teacher asks the student question (of a non academic kind) , the student is expected to respond truthfully and not tell lies.
 5. The rule proscribing violence to the teacher. It is always for bidden for students to strike a teacher in any way.
 6. The rule of requiring co- operation. A student must always co- operate with the teacher. For example, if the teacher is helping the student with some work- related problem, then the student must co-operate by allowing him/ herself to be helped.

In addition to this, Hargreaves D.H et al explained student-student relational rule in to three categories

1. The rule proscribing aggression. This rule proscribes a variety of acts. At an obvious level, this proscribes act of physical violence, including fighting with other students, hitting other students with physical objects such as rulers and books, or with parts of body such as the fist or the feet.
2. The rule of good manner. This rule prescribes behaving in a civilized manner and showing respect for others and proscribes the use of rude words, swearing and not acting in a ladylike manner(for girls).
3. The rule proscribing theft. In term of this rule the students are not permitted to take possession of items belonging to other students without the consent of those students.

2.1 Inclusive School Rules and Regulations in Ethiopia Secondary School

To have well developed and advanced mind citizens, clear and precise school rules and regulations should be available in every school. All school community should also be familiar with those school rules and regulations all the time. For this reason, guideline of the Ministry of Education (2009), suggested the right of students clearly as follows.

2.1.1. Students' Rights

All students with and without disabilities have the right:

- ❖ to be respected as an individual, and protected from any physical or psychological abuse and any damage to his/her personal belongings
- ❖ to educate, ask to understand concepts
- ❖ to utilize the school resources
- ❖ to get an appropriate school services
- ❖ to be representative of Parent – Teachers – Associations
- ❖ to make smooth relationship with the school community for the purpose of getting academic and psychological supports.
- ❖ To give their recommendation about the ongoing of teaching learning process
- ❖ to participate in school co- curricular activities
- ❖ to vote, to be elected, as a students' council' and to be a leader of the school student council
- ❖ to have recognition of the positive aspects of his work or of the positive contribution he/she makes to the school
- ❖ to be encouraged and valued in his/her development as a student and as an Individual within the school
- ❖ to be informed of all relevant regulations
- ❖ to be informed of his/her results and any important facts related to them
- ❖ to consult the Director if he/she considers that his/her rights have not been respected
- ❖ to be given a hearing before any sanctions are applied

- ❖ to ask for a hearing or to be accompanied by a person of his/her choice in the event of any problems
- ❖ to be given appropriate advice regarding careers and higher education.

2.1.2. Students' Duties

In similar way, the guidelines of TREB (2009) stated clearly the duties of students with and without disabilities as follows

- ✓ respect and initiate the right of female students
- ✓ respect their school property and should keep neat and clean their environments (e.g., tearing the page of their book leads to disciplinary committee)
- ✓ work with their peers and their teachers to get appropriate academic and psychological support
- ✓ respect their teachers and the school community as a whole
- ✓ not to bring materials that can cause physical and healthy problems
- ✓ wear school uniform all the time
- ✓ not to stay outside of the Corridors wondering here and there without legal permission
- ✓ not jump over the fence to enter or outside of the school camps
- ✓ to be loyal for the school
- ✓ not possess, use and sale illegal drugs that are dangerous to individual healthy
- ✓ not to steal schools' and peers' property, not to copy examinations and not perform gambling
- ✓ not to insult and kick their teachers and all the school member staffs'
- ✓ behave correctly towards all other members of the school Community both in and out of class. Correct behavior is equally necessary outside the school and especially, in the local neighborhood. Politeness, good manners, respect for others, a sense of responsibility, tolerance - these are the fundamentals of community life. This necessarily implies an absence of all forms of aggressive Behavior, and a striving to achieve solutions to problems through dialogue.

- ✓ dress appropriately for school. Students, who are inappropriately dressed in the opinion of the Deputy Director, will be provided with alternative clothing, or in extreme cases, sent home. Parents will be notified of the situation by letter
- ✓ respect the start and finishing times of lessons. In the case of a group of students arriving late because of a problem with a bus, the homeroom teachers will provide the written excuse.
- ✓ bring all the necessary materials (books, notebooks, regulation sports gear etc.).

2.1.3. School Premises

The arriving to and the leaving of the school premises must be carried out in a disciplined way, with respect for the others. The student must remain in the school premises from the first to the last period of the school day. The student does not have permission to leave the school even if s/he does not have the last period of lessons. Likewise, the student cannot leave school during the free hours on their timetable. Therefore, they must arrive in school later or leave early after the last taught lesson but the student may leave the school when s/he has no lessons and whenever they have special case. (MoE, guideline 2009).

2.2 Regular Attendance of Lessons in Tanzania

Tanzanian has similar school rules and regulations in term of regular attendance of lesson with Ethiopians and their school rules and regulations are stated that enrolment in the School implies the right and the obligation to attend all courses of instruction listed in their teaching program and to do such work as it is set. Attending all courses of instruction means regular and punctual attendance at the classes indicated in a calendar and timetable produced and given to students the beginning of the school year. Students are also required to take part in any organized activities declared compulsory by the director. (<http://www.harvard.edu/rules-and-regulations-.php>). In Similar way, Tanzanians school expectations of all students in regarding to regular attendances are categorized under four points. These are attendance and punctuality, absence from examination, justification of absences, and physical education.

2.2.1. Attendance and Punctuality

Regular and punctual attendance at classes is a fundamental obligation for all students. Students are required to take part in the entire curriculum. When a student is often late, this can lead to disciplinary measures. Students arriving more than 10 minutes late must go directly to the homeroom teacher have to justify the absence and ask for a justification to be given to the teacher. In the event of a repeated late arrival, students must bring their parents in order to contact their homeroom teacher no later than the following day. If a student's late arrival in a class becomes too frequent, the homeroom teacher will take the necessary measures in consultation with the educational unit leader and, if necessary, the head. Following an absence of one day or more, the students have to register by the homeroom teacher before returning to the classes.

2.2.2. Absence from Written Examinations

Where a student is absent from a written examination in years five to six, the parents shall inform the homeroom teacher of the reasons for his/her absence immediately. In case of illness, only a medical certificate will be accepted. Without production of a medical certificate, the absence shall be regarded as without grounds. The homeroom teacher will decide as to the validity of all other reasons and shall decide whether the absence is justified or not. Likewise when a student who is absent (for a valid reason) from one or more first semester written examinations and has not had the opportunity to take a substitute examination, but who takes the second semester examinations in the same subjects, will have his final annual marks calculated on the basis of the results achieved in the second semester.

In addition to the above when a student who is absent (for a valid reason) from one or more second semester written examinations and has not had the opportunity to take a substitute examination shall be required to sit to an examination early in the new school year in the subjects he has missed, unless he obtained a mark of at least in these subjects in the first semester, and an A mark of at least in the second semester. In similar way, if a student is absent for a valid reason for the examinations in one or more subjects in the first and in the second semester, he shall be required to sit for examinations in the subjects, which he has missed.

At the end, where there is no valid reason for the absence or absences mentioned in the point's above, a student shall be awarded a 0 mark for the examinations missed. The parent or guardian or the student him/ herself if he is over 18 shall be notified of this decision.

2.2.3. Justification of Absences

If a student cannot attend the lessons at school, his or her parents must inform the school as soon as possible. At his or her return, the student must inform his/ her homeroom teacher immediately of the reasons. A doctor's note is required if the student has been absent because of illness for more than two days. For absences of two days and less, contacting with parents' is sufficient.

2.2.4. Physical Education

A student may occasionally be excused from participation in physical education classes at the request of the parents (or of the student if over 18). In case of a longer incapacity (two consecutive school days or more), a medical certificate must be produced, stating that it would be inadvisable for him/her to take part. Except in duly certified cases of permanent disability, dispensation may only be granted for one semester/term. It may be renewed only if a further medical certificate is produced. The director may, if he /she consider it necessary, have the students examined by the nearby doctor. However, the students must attend the lessons; even though they are not participating.

2.2.4.1 Benefit of Physical Education for SWDs

The benefits of regular physical activities for SWDs are numerous. However, opportunities to participate in fitness and activity program are lacking for students and adolescents with chronic or disabilities. Thus, it is not surprising that SWDs have lower level of cardio respiratory fitness and muscular endurance and higher rates of obesity than typical students (Murphy et al, 2008). Doctors are urged to promote the participation of students with disabilities in competitive and recreational sports and physical activities.

For SWDs, physical activities can increase strength, optimize physical functioning and enhance overall well-being (Dattilo, 1994). Participation in regular physical activity also can foster independence, coping abilities, competitiveness and team work. Special Olympians show gain in self-esteem, perceived physical competence and peer acceptance, while their parents benefit from much-needed informal peer support and shared experience among families of SWDs.

A wide variety of sporting can be adapted to the interest, abilities of SWDs. Properly designed sports, and physical activities should promote cardiovascular endurance, flexibility, balance and strength while also offering accessibility, safety and fun (Meeks, 1996).

Murphy et al, (2008) emphasized that exercise that is of longer duration, greater frequency and lower intensity compared with programs for typically developing children may reduce the risks of injury and fatigue. To further- minimize risk, careful attention must be directed at proper training, hydration, clothing and equipment. Each student should undergo a sport pre-participation evaluation, with input from physicians, coaches, physical education teachers physical and occupational therapists and others. With the proper guidance, the risk of participation-related injury for SWDs is no greater than that for typical athletes.

The participation of SWDs in sport and physical recreation is influenced by the students function and perceived self-competence, competing demand and time pressure, financial resources, the home environment, and the availability of nearby facilities and programs. Facilities who engage in physical activities themselves tend to promote similar participation for their SWDs. In fact, environmental and family factors appear to be more significant determinants of participation than characteristics of the students themselves.(Murphy, 2008 & Dattilo, 1994).

Although improvements are evident, attitudinal barriers such as societal stereotypes, low performance expectation and fear of injury continue to limit opportunities for SWDs. Misconceptions and attitudinal barriers at the level of the individual, the family and the community need to be addressed to better integrate SWDs into recreational and sport activities. It is important to note that in most developed countries physical education is a federally

mandated component of special education services; therefore, doctors and parents of SWDs should advocate for programs of adapted physical education and recreation in which student's individualized education plan. (AAALF, 2008).

Well- informed decisions regarding each student's participation must consider overall health status, individual activity preferences, safety precautions, and availability of appropriate programs and equipment. Students, families, financial and societal barriers to participate need to be identified and addressed in the context of local, state and federal laws.

Physical activities provide meaningful moments experiences and health- related fitness for all individuals in order that they may have the opportunity to acquire the motor skills, strategies and physical stamina necessary for a lifetime of rich leisure, recreation, and sport experiences and to enhance physical fitness and wellness. Wuest and Bucher (2003) and Hart (1983) stated that a quality physical education program provides for a healthy, happy, and physically active life styles.

Infants, children, and youth with disabilities have the right to receive the full range of benefit from physical education just as their able-bodied peers. Benefit include the development of motor skills and physical fitness, as well as the opportunity to participate in play, active and leisure , aquatics, recreation, outdoor adventure, and sport experiences. Physical education activities should be developmentally appropriate while recognizing individual difference in learning styles and rates regardless of age.

There are significant benefits of quality physical education program for learners with disabilities. Auxter et al. (2001) puts generalized benefits of quality physical education for learners with disabilities as follows:

- The development of equilibrium, sensory discrimination and integration, and sensory motor function.
- The development of locomotors and non-locomotors skills.
- The development of object control skills.
- The development of play, leisure, recreation, and sport skills.

- The development of physical fitness for maintenance of daily living skills and health / wellness.
- The development of a repertoire of movement skills necessary for independent living.
- The development of physical and motor prerequisite to vocational skills required for independent living.

2.3 Behavior of Students in Kenya Secondary School

Kenyan's school rules and regulations have closed relevancy with Ethiopian school rules and regulation. According to (<http://www.enlanguages.org/files/122787>) every student must behave correctly towards all other members of the school community both in and out of class. Correct behavior is equally necessary outside the school and especially, in the local neighborhood. Politeness, good manners, respect for others, a sense of responsibility, and tolerance are the fundamentals of community life. This necessarily implies an absence of all forms of aggressive behavior, and a striving to achieve solutions to problems through dialogue. A harmonious school community implies that behavior such as harassment or bullying, theft and all forms of violence, physical or emotional, will not be tolerated. Corridors and staircases are passageways. Students should behave sensibly when using them: shouting, pushing, leaving bags in the way, running and playing games that cause disruption to classes must be avoided.

In similar way, according to the Kenyans school rules & regulations, the behavior expected to perform by students are categorized in ten points. These are the behavior expected during:

- the recreational and building,
- lessons in the corridor and communal areas
- breaks between the corridors
- using notice board,
- library, and permanence
- school environment,
- using mobile phones and other electro equipments

- using alcohol and drug in school compounds and
- cafeteria.

2.3.1. During the Recreation, and in the Building

In communal areas, during the recreation, students should always show a responsible attitude by respecting the following rules:

- ✚ Avoiding violent and dangerous games or games that could cause damage to Persons or property
- ✚ Putting all rubbish into the appropriate containers
- ✚ Keeping clears of areas where plants and shrubs are growing
- ✚ Taking care of personal belonging

2.3.2. During the Lessons in the Corridors and in Communal Areas

Students without lessons must not stay in the corridors and on the staircases during the lessons, unless they have permission to leave the classroom. The entrance of the building and the area in front of the library are the only places where it is allowed to stay in the building during the lessons time. During the lessons, students are not allowed to make noise in the building.

2.3.3. During the Breaks between Lessons in the Corridors

Intervals between classes are provided to allow students sufficient time to move between classrooms. Students must not stay in the classrooms without permission during breaks. For security reasons and to ensure a faster flow, keep to the right on staircases.

2.3.4. Use of Notice Boards

Notice boards are designed to carry information specific to the school. It is forbidden to put up, without prior authorization, any other notices, on either the notice boards or elsewhere, which are not related to school business.

2.3.5. In the Library

- a) Users must conduct themselves calmly and maintain quiet atmosphere in the library.
- b) Users must ensure that their conduct does not disturb other users or prevent them from using the library's services.
- c) It is strictly forbidden to cause damage to the library premises in any way whatsoever.
- d) It is forbid to eat or drink in the library.
- e) Bags and other personal belongings must be left in a secured places
- f) The library shall not be liable for any damage to or loss or theft of personal items or objects
- g) Students are expected to use the internet responsibly, in conformity with the specific rules and for school purposes only.

2.3.6. In the “Permanence”

The “PERMANENCE” is a place for study or leisure activities among the students. Students in the permanence must behave according with the rules enounced. It is strictly forbidden to cause damage to the “permanence” premises in any way whatsoever.

2.3.7. Respect for the School Environment

Everyone must show respect for the rooms, their fittings and all school equipment. Students, and consequently their parents or guardians, are responsible in the case of any damage to these items. The damage must be repaired by the best means in each particular case - this to be decided upon by the school. All members of the school community are responsible for the general cleanliness of the school. After consuming food and drinks, everyone should collect the litter and put it into the different dustbins intended for this. The objective is to take part in recycling by separating the rubbish and thus to contribute to a better environment. The administration, the teachers or supervisors may require individuals or groups to clean any area that has been made unusually or unnecessarily dirty.

2.3.8. Mobile Phones and other Electronic Equipment

The use of mobile phones, CD-players, MP3-players is forbidden during teaching time. Parents, who need to contact their children during lesson time, should do so through the homeroom teacher. Phones used during teaching time can be confiscated and the student's parents will be responsible for their collection.

In addition to the above, parents are obliged to contact their children through the general office in event of any emergency; students are discouraged from bringing hand phones to school. However, if it brings hand phone to school, they are personally responsible for their hand phones and bear all risk there in.

Similarly, headphones can only be used in recreational areas. E.g. the cafeteria, at all other places hand phones should switched off and are not be displayed.

2.3.9. Smoking, using Alcohol and Drugs in the school

According with the decision of the School Council, smoking it is not permitted within the school area. Similarly, the possession, consumption or sale of illegal drugs, alcohol and other substances dangerous to the health are strictly forbidden.

2.3.10. School Cafeteria

School cafeteria committee is in charge of the organization and the management of the cafeteria activities. The cafeteria workers and the school unit leader are responsible for maintaining discipline in the cafeteria during the meals. The cafeteria is not a public meeting place and admittance is reserved exclusively for those eating there.

In similar way, Kindered, Leslie W., (1957: 50) suggest that school cafeterias exist for the benefit of students and convenience of staff members, not for the accumulation of profits. In this respect, they may be thought of a service having the function of preparing and distributing wholesome meals. The extent to which they fulfill this function determines how they are

appraised by students. Perhaps no other agency, outside of the classroom, undergoes a more careful scrutiny than does the cafeteria.

In analyzing service features which give rise to positive and negative opinions, it would be found that students are keenly observant of food prices, speed of service, cleanliness, attractiveness, seating accommodations, size of portion, quality of food, variation in menus, range of selection, the understating and consideration of cafeteria employees.

These points cannot be overlooked, nor a study of them neglected, if the cafeteria is to aid in the development of a more satisfactory relationship with students.

2.4. The school Health Service

The school nurse acts as a contact for students, takes preventive measures, looks after sick children and provides first-aid treatment. If a student is required to follow a course of medication, the school nurses must be informed.

For students with more serious health problems or who are disabled, the Head, the family, the doctor and the school nurse to ensure optimum conditions for the student's education, may at the family's request, draw up an individual integration plan. Families of students with serious health problems or disabilities should contact the nurse as soon as possible.

On enrolment, parents will be required to complete a questionnaire on their child's health (diseases contracted, vaccinations received). This confidential form must be sent to the nurse, together with a medical certificate attesting that the student is in good health. Parents must inform the nurse of any change in the student's state of health during their time at the school.

Students have unrestricted access to the sickroom during breaks and free periods. Students who have an accident or become ill during the school day must go to the sickroom, accompanied by another person, where they can obtain a certificate confirming that they are sick. They must present this certificate to the teacher on returning to class and submit it to the

educational adviser in the course of the day. If their state of health is such that they have to be sent home, the nurse will, with the agreement of the parents, issue a pass entitling them to leave the school premises. Students under the age of 16, because of insurance regulations, must be picked up by their parents. They cannot be sent home.

If a student has a serious accident or falls seriously ill at school, the nurse will be summoned and, if necessary, the student taken to hospital. The parents will be informed as soon as possible (NAOSN, 1999).

2.5. School Disciplinary Measures

According to the guidelines of MoE (2009), disciplinary action may be taken to ensure the smooth running of lessons and educational activities as well as to protect people and property. It will be applied in cases where a student has failed to meet his obligations. In cases of aggressive behavior, it is important to seek to identify the root causes, if with the help of specialized services. Depending on how serious the offence may be, and having taken into account the general situation, one or several of the following sanctions may be imposed by the school.

A verbal warning

Verbal warning is given when students:

1. disappeared for two days from flag ceremony
2. absent for five days without permission
3. found wondering outside of the class while teaching learning is going on
4. found sitting out of their seat for the purpose of disturbing others
5. come to class without doing home works and assignments
6. ignored to learn and teach the tutor class
7. attempt to copy from others during tests or examinations
8. attempt to jump to enter or out over the fences
9. found making off and on the switch without permission
10. found making disagreement with the school guard to go home while the class is not end

Extra work, which parents will be told about

Extra work is given when students:

1. are disappeared in the flag ceremony for 3-5 days
2. are found wondering within the school compound without legal permission while the actual teaching learning is going on for four days
3. refuse to work in labor education
4. found not working their home work and class work for two days
5. absent for 5-6 days with no evidence
6. disturb the class repeatedly by refusing the corrective measure given before

Taking away of the exit card

Students are taken their exit id card when they:

1. come to school without wearing their school attire
2. found repeatedly wondering in the school compound with no work
3. attempt to quarreled with any of the school community
4. come late reputedly
5. found playing with plasma screen

Warning from the director

Students are given warning from the principals when they:

1. become absent from labor education form 3-5 days
2. absent for 3-5 days without permission
3. found wondering reputedly outside of the class with no purpose
4. disappeared in the tutor class for three days
5. make continuous disagreement with teachers and unit leaders of the school
6. jump the school fences reputedly
7. disappeared from school for 6-8 days

Temporary exclusion from the school by the Director, as proposed by the Disciplinary Council

Temporary exclusion is given when students:

1. Ignored to hear the verbal warning given by their home room teacher
2. disappeared from school for five days
3. found wondering within the school campus with no purpose
4. refuse to clean their classroom and their school environment
5. refuse to work their class work, home work and assignment reputedly
6. refuse to attend tutor and makeup class reputedly
7. jump over the school fence reputedly
8. quarreled with school guards now and then
9. found switching off and on the plasma screen

Complete exclusion from the school by the director, as proposed by the Disciplinary Council

Students are given permanent exclusion when they:

1. found possessing , selling or using illegal drugs or other substances which are dangerous to healthy
2. found having pen knife within the school compound
3. insult female students with and without disabilities using handicapped languages, disturb their emotional personality and need them to abuse for sexual harassment
4. absent from school for consecutive twelve days
5. absent for fifteen days intermittently
6. insult or kick their teachers, students and school staff members
7. took tests or exam on the behave of their friends
8. enter or out of class jumping with class windows

Moreover, according to ([http://www. enlanguages.org/files/122787](http://www.enlanguages.org/files/122787)). Tanzanian school rules and regulations stated general school principles that are expected to follow by school Disciplinary committees before giving any sanction. Hearing before the Disciplinary Committees will be in accordance with the general constitution of the country provisions. The Disciplinary

Committees meets to examine serious cases that could result in student's temporary or permanent exclusion. In such cases, the parents will have the opportunity to address the hearing before any decision is taken. The parents and/or the students may be assisted by a representative of the Parents' Association or by a teacher. At the request of the parents and/or the students, a representative of the students' Committee may attend the hearing as an observer. In this case, it is for the student or parents to invite this person and to inform the Director. Once the parents have been heard according to the provisions of part. Above all, the disciplinary Committees will decide on the case in question. Only members of the Disciplinary Committees may be present during this deliberation. The Director must inform the parents by letter of decisions taken. There is no appeal against decisions relating to temporary exclusion. The parents may make an appeal before the Board of Inspectors against decisions concerning permanent exclusion.

Beside the above, the disciplinary measures are expected to be:

- Dealt by the school's Disciplinary committee
- Student's parent may be asked to come to school and see the disciplinary head
- If students continually and persistently break the rule , students will be suspended from school
- When students are suspended from school, students are not allowed to report to school under any circumstances until the parents have met the principal.

Based on (<http://www.enlanguages.org/files/122787>). It is also added that school major serious offences behaviors are:

- Smoking
- Gambling
- Vandalism
- Cheating
- Stealing
- Fighting
- Hooliganism
- Use of foul and/ or abusive language
- defiant behavior

- Possessing smoking related materials
- Bullying

2.6. An Inclusive School

Stainback and Stainback 1990 stated that, an inclusive school is one that educates all students in the mainstream. Educating all students in the mainstream means that every student is in regular education and regular classes Lusthaus and Forests (in Stainback and Stainback, 1990:199-201). It also means providing all students with the mainstream appropriate educational program that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teacher may need to be successful in the mainstream (Stainback and Stainback, 1988). However, an inclusive school also goes beyond this. An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members the school community in the course of having his or her educational needs met.

Stainback and Stainback added that Inclusive schooling is the process of carrying out the operation of supportive schools. That is, it is the processes of operating classroom or school as supportive community where the need of all member are met operate supportive classroom and schools that include and meet the need of every one.

An inclusive school and the process of inclusive schooling is the ultimate goal of the integration and mainstreaming process. Once in inclusive schooling and inclusive school are achieved, integration and mainstreaming will no longer be necessary since there will be no long be any one left out to be integrated or mainstreamed in to regular educational setting.

Beside this, inclusive school communities are societies where all students' needs are met irrespective of talent, disability socio- economic and cultural background, in supportive mainstream schools and classrooms. In this regard, the basic presumption of inclusive school communities is that all students, with or without disabilities, and including those with linguistic, ethnic, culture, and socio economic difference, belong in one school and should have access to similar educational services...inclusive school communities are both a process and

outcome of social justice, equity, and democracy within the educational system (Sands, J. 2000).

2.7. The Role of an Inclusive School

According to Hoffman (1996) stated that, the school is part of the community and should become part of such comprehensive, coordinated vision for violence prevention. School plays an important role in nurturing our students, especially our most vulnerable-those most prone to cause disruption the classroom or to act out violently. We must ensure that every child is given the opportunity, support and encouragement to meet with success in setting where disciplined is fair but firm, where teacher are imbued with high expectation for every child, and where parents are drawn in to education orbit so that learning can take place. From such place, we can teach our students the skill needed to prevent violence.

Hoffman added that, in the school setting, teachers and administrators must be trained for the challenges of providing an adequate multi cultural education for all students. The training requires educators to evaluate and improve their own knowledge, competence, and tolerance skills by examining personal attitudes, behavior and knowledge. To address issue of conflict resolution and mediation, school-based violence prevention program must be incorporated multi cultural values and experiences for students.

The basic charge to school is to provide students with academic sound program in safe environment for learning. In addition, there is perhaps no better place than school to house and nurture community coalitions to improve the quality life of families. A school that is responsive to community needs and respect full of cultural difference provides a natural environment and existing resources for multidisciplinary programs. It is a place where divers group of students, parents and elders can congregate and promote community interest, a place to gain practice and experience with getting divers groups.

Many schools have employed innovative strategies to help families develop skills and a sense of community. These schools tend to subscribe to the philosophy that success full families are critical to community's survival in this time of dwindling social resource. They work to

develop community /school partnership that is dynamic, diverse, and driven by the need of the families within. They provide parents an active voice in school policies and planning. They may offer an array of programs for students, adult education courses, family counseling, recreational program, or job skill training. They become a vital hub of neighborhood activity.

Schooling to take on the challenge of education amidst adversity should use existing knowledge of school based community programs. Administrators must build coalitions to ensure the meaningful, long term, multi faced approaches to bring about peaceful school and safe communities.

2.7.1. The Role of Students' Council in an Inclusive School

Feagans, Lynne Vernon (1996), stated that, practical training in citizenship is provided by the students' council. This body shares in the government of the school, and functions under a constitution and set of the bylaws modeled after those of state and national governments. It makes rule and regulation within defined limits of authority, administers its own decisions, and performs services for the good of the students group and the school.

According to Feagans, typical activity of the students councils are:

- Planning and conducting school elections
- Organizing and directing campaigns for school and community improvement
- Advising with the principal and faculty on matters of educational policy
- Publishing the students hand book
- Holding open discussion on questions affecting students welfare
- Sponsoring social affairs and
- Creating committees to undertake special assignments.

Feagans added that a good student council is an asset to a school. It stimulates students to take a more direct interest in life of the institutions and teachers those lessons in the meaning of social and political actions. Its work is viewed favorably by parent and public officials. They are usually anxious to assist the council, upon request, with special undertaking and installation

of new officers. Newspapers give space to report of council activities and those are read by the public with interest. Adult who attend students council meeting are impressed with the quality of thinking displayed and the soundness of decisions reached by the students.

2.7.2. Promoting an Inclusive School Philosophy

Azjen & Fishbein (in Stainback and Stainback, 1990:202) noted that School personnel, administrators include, are driven at least in part, by their assumptions and believes regarding what the goals of public education should be and their assumption about their own students' capabilities to achieve these goals. It is also noted that administrators who have initiated systems change to promote the inclusion of all students in local schools stress the importance of identifying and articulating for themselves and for their staff a philosophy of vision that reflects the following assumptions:

1. All students can learn
2. All students have the right to be educated with their peers in age appropriate heterogeneous classrooms within their local schools, and
3. It is the responsibility of the school system to meet the divers educational and psychological needs of all students

However, for an administrator to clarify and share his or her inclusive vision with the school regarding community is necessary but not sufficient step for the desired philosophy to be embraced by others within the school. The administrator must also take every opportunity to build understanding of the consensus regarding the vision.

Similarly, Skrtic (in Stainback & Stainback, 1990: 205-206) noted that the clarification and promotion of an inclusive philosophy in a school or school system is an important consideration that an administrator should address , it is important to recognize that not all instructional and support staff, community members, students or member of the administrative need to agree and believe that the local school is a place where all community's students belong in order for administrator to take actions to enhance the school's capacity to provide quality educational services for heterogeneous group of students. Furthermore, although philosophy or

mission statement can help guide change in an educational system, a school need not have a formal statement for its administrative leadership to alter the organizational structure within the school that as barrier to the inclusion of all students.

CHAPTER THREE

3. Research Design and Methodology

To conduct this research, qualitative research approach was employed. This method was chosen for its appropriateness to fit to the nature of the topic and to investigate wide range of facts, feeling and experience needed from respondents.

Qualitative research allows the researcher to become a tool as well as a collector of the real feeling and experiences of the participant on the natural environment (Cress and Planno, 2007). The researcher collected and interpreted the information gathered from the data source through interviewing and document analysis. The discussion was based on responses collected through interview and document analysis.

3.1 The source of Data and Sampling Techniques

3.1.1 Source of Data

This study used both primary and secondary data sources. The primary data were obtained from the school principal and students' council. Relevant documents of the school rule and regulation that is design from Ministry of Education, as a guide and the yearly designed school rule and regulation of each selected secondary schools was reviewed.

3.1.2 Sample Used in the Study.

The sampling techniques used in this study were purposive sampling technique. Therefore, the sampling process had the following procedure. Within the Debub Zone, there were eight Weredas' namely, Wereda Alaje, Ketema Machew, Wereda Enda Moheny, Wereda Mohoni, Wereda Korem, Wereda Ofla Wereda Geter Alamata, and Ketema Alamata. Within these Weredas', there were ten secondary schools. Of these mentioned Weredas, five secondary schools were selected through purposive sampling technique. Those were Addish'ho secondary school, Tilahun Yigzaw secondary school, Mohony secondary school, Korem secondary school and Tadagitwa Ethiopia secondary school. In addition to this, to select respondents, purposive sampling technique was used. Because all were expected respondents that have a direct

responsibility in designing and implementing school rules and regulations. Those were four school principals, twenty PTA and thirty five students council was selected since they were expected to give clear and precise information

3.2 Instrument and Procedure of Data Collection

3.2.1 Instruments

Two instrument of data collection were used: Interview and Document analysis

1. Interview

As indicated in Wilkinson and Bandsra (2008) interview gathered the necessary data to asses' deep feeling, perception, values or how people interpreted the world around them, including past events that are impossible to replicate. Yin (2003) added that the interview appeared to guide conversation rather than structured guides.

Together relevant primary data source from respondents, the researcher used semi-structure interview guide questions based on his experience, and review of the literature. This facilitated the collection of data on the practice of school rule and regulation in light of inclusive education.

The interview enabled the researcher to collect in-depth information flexible by clarifying the raised questions to the respondents. In order to handle the discussion efficiently field notes were used.

2. Document Analysis

According to Yin (2003), document analysis is used to review documents. Likewise, they used to corroborate and augment evidence from other source. The review of document helped in portraying the values, beliefs, reflection and activities of participants in the area under the study. The document analysis was designed to investigate whether the school is focused on the practice of school rule and regulation towards inclusive education or not. Therefore, the rules

and regulations of the sample schools and the guideline of the Ministry of education were analyzed.

3.2.2 Data Collection Procedures

The collection of data had been organized, handled and processed from one to another form. This includes transcription and translation. Interview with PTA, leaders of students' council and the four principals of the sample schools were conducted at school. The interviews were done in vocal language with all of the respondents and it was gathered by tape- record. Then the conducted interviews were transcribed from the recorded tape as stated, translated in to English. Similarly, data were gathered using field notes simultaneously while the voice of the respondents were rerecorded and finally it was analyzed during the date gathering time. Secondly, documents gained from MOE and sample schools were analyzed at home.

3.3. Data Analysis and Interpretation

3.3 .1 Transcription and Translation

To analyze the data narrative description was employed. The qualitative description was employed to analyze the document gained from the guide of the school rule and the regulation designed by Ministry of education and the yearly school rule and regulation designed by the school itself. Additionally, school principals, PTA and student councils were interviewed using semi-structure interview. The result expected from semi-structured interview and document analyses were translated and transcribed from Amharic and Tigrigna language to English language. The data obtained from the sources were categorized in to six themes based on their similarities and differences. Ultimately, Translations and transcriptions were made make by the researcher and edited by my near friends who hold Master of Art Degree in teaching English as a Foreign Language in Mekelle University. The seven themes were namely:

- Students' right
- Students' duties
- Regular attendances of lessons
- Behavior

- The school health services
- Disciplinary measures

These themes were helpful in organizing the data collected from different sources. This information was analyzed and compared with the existing literature to see the magnitude of the problem in practicing school rules and regulations in light of inclusion education under study and suggest possible solutions.

3.3.2. Data Analysis

After the data have been collected from the sources, it was analyzed based on the seven themes. Responses from the sixty interviewees were categorized in to the seven themes. The data obtained through interviews and document analyses were sorted in to seven themes based on their similarities and differences. Finally, the major problems and challenges of the school were identified and recommendations to alleviate these problems were suggested.

CHAPTER FOUR

4. Results

4.1 Description of the Respondents

Five respondents are principals, thirty-five are leaders of student councils and twenty are parent-teachers association (PTA). The principals have taken the course of special needs of education (SNE) in universities and their work experiences varied from fifteen years to twenty-two years in teaching and administrating in regular schools. Similarly, most of the PTAs are merchants and their service in the schools varied from seven to ten years. The service of the parent-teachers association (PTA) helped to have clear understanding about their school rules and regulations. All the respondents are non-disabled. This implies that , though principals of the schools have taken the course special needs of education in different universities, they do have great problem in including all stakeholders in administrative positions or to having inclusive administration is great problem of the schools.

4.2 Major Themes of the Study

4.2.1 Students' Right

Concerning students' right, the principals of the five secondary schools suggest that, school rules and regulations are designed to respect the individual's right. The rights of the individuals are the concern of Ethiopian constitution, and hence the school rules and regulations are part of the constitution, all students whether they are with disability or not are protected from being hurt their physical and psychological condition. Similarly, they added that, before designing the rules and the regulations, problem that can cause physical and psychological problems are identified ahead of time. For example, use of abusive language, use of force to attack weaker one, becoming Hooliganism and other handicap languages are identified and told to everybody, in meeting and posted in every class before they began regular teaching learning process in the beginning of the year.

Besides this, the school principals stated that all students regardless of their disabilities are encouraged to participate in various co-curricular activities and school committees. Whenever

they do creative and good work in the whole learning process, they are rewarded and given different prizes so that they can develop their internal initiation and keep their positive strength. At the same time, whenever they felt in trouble and challenges, students with and without disability do have tutor programs that aimed to alleviate academic problems, which rose in actual teaching, and learning process. In addition, the principals gave them due attention whenever there are needs of psychological counseling and they designed programs to give them pieces of advices. Therefore, as much as possible school rules and regulation are focused in strengthening and helping difficulties which faced in the students.

Having the above points, principals of the schools stated that whenever they informed the school rules and regulations, they call all the students to have meeting and they read the rules with detail orientation. Moreover, not to be forgotten, they posted in each class. Here, the problems were in telling the school rules and regulations. For example, students with hearing problem and visual problem felt in challenge to understand what their school rules and regulations are stating about since there are not interpreters and brail written school rules and regulations.

Moreover, principal of Addish'ho's secondary school evaluated that schools rules and regulations are not inclusive to all students as a whole. When they are designed in light of the guideline of Ministry of Education (MoE), it did not consider for students with disabilities. For example, the school rules stated that," all students regardless of their disability should arrive at the school compound at 7:30 am if not the gate should be closed and students who come late should back home". However, there are students with various serious problems such as paraplegia, diabetes etc. For this reason, the school rules and regulation are designed in light of the so-called normal students. Students with disabilities are treated only in the sense of humanity if and only if the principals are so kind. If she/he is rude to apply, what is stated in the guideline of the school rules and regulations, students with disabilities have not opportunities to well come.

To the contrary, the remaining four principals evaluated that most school rules and regulations are inclusive since they include all the students. This is to mean that the rules permitted to learn

all students regardless of their disability, but the interpretation of individual principles make it rude. For example, when students with paraplegia or other serious problems came late, the school rules and regulations expected to originate from the concert condition of the school they are expected to serve. Nevertheless, the principal let them back home since they are rude to interpret it in its appropriate meaning. According the guidelines of Ministry of Education, school rules and regulations are opened to modify in light of the concert environment of the school. However, in practical implementation school principals feared to modify and they use copy and paste of the guideline. That is why students with various disabilities are suffering in different circumstances.

Finally, four of the principals together with no showing difference idea suggested that whenever students with and without disability faced problems about their right of respect, the rules and the regulations clearly stated that they have a right to resist without showing any frustrations. The individuals who violate the right of students are also expected to get their appropriate verdict according the rules of the stated constitution. In addition to the above, they viewed that respect for right of students with disability is not isolated with the right of non-disable once. Since then, everybody is obliged to fight against such outlooks appeared. On the other hand, principal of Addi sh'ho secondary school hardly opposed that the rules and the regulation of the school by itself is one way to violate the right of students with disabilities concerning respect. For example, when they came late, there are no rules that state there must be a little bite modification for those that are in difficulties like students who are suffered in paraplegia or any other serious disabilities.

Finally, all principals of the sample schools suggested that students with disabilities have the only right to learn physical education during first semester since the teachers are expected to teach the textbook within this semester. During the second semester, sport teachers are expected to teach practical activities and students with disabilities would get their first semester result since they have lower level of cardio respiratory fitness and muscular endurance and higher rates of obesity than the so-called normal students do. For this reason, SWDs are not allowed to participate the practical activities given in the seconded semester.

The above views implied that the application of school rules and regulations for students with and with disabilities differs according to the interpretation of individual principals. Some of them believed that school rules and regulations should originate from the concert condition of the school they are expected to serve and the other opposed that it should be the direct copy of the guideline of the MOE.

Nevertheless, the right is, it should be designed from the living situation of the school environment in light of the guideline. The guideline sent from Ministry of Education (MOE), is designed only to show the direction but not strictly depend on it.

In addition to the above idea, leaders of students' council of the schools suggested that, in developing school rules and regulations, consideration for students with and without disabilities are the major affairs. As far as the knowledge of the leaders of students' council of the schools is concerned, students regardless of their disability should protected from any physical and psychological abuses. The rules and regulations of the schools are the guarantee for all students since all causes of such problem like using abusive behavior, insulting, using force to attack weaker or anyone who have disability are identified and informed for all of the students of the schools a head of the early beginning of year.

Moreover, leaders of students' council evaluated that school rules and regulations concerning students' right are so guarantee and appropriate to include all students. Nevertheless, the knowledge of some principals in interpreting the rules and regulations in its appropriate meaning is so challenging. Because students with disabilities are being suffered due to the wrong interpretation of the principals. For example, students who walk with wheel chair or have paraplegia, who walk with crunch, who are unable to hear and other disabilities are not permitted to queue up when the national flag is raising. They are told to stay sitting in their class alone or to go to their home if they are in the afternoon shift. They added that these problems are appeared because of the misinterpretation of the principals. They assumed that they have done good humanity for them.

These views, point out that the rules and regulations concerning students' right are inclusive, since it include all students. Nevertheless; there are misunderstood points within the principals.

Letting students to be out of queue while the flag ceremony raising is not the concept of inclusion. All students regardless of their disability are expected to show their ability using the stage since it is one of the fundamental stages to share various knowledge from their peers.

In similar way, the parent-teachers-association (PTA), suggested that, for all students regardless of their disabilities, school rules and regulations are granted. In developing the rules ahead of the beginning of school, problems that caused physical and psychological problems are identified and informed to all students. Students with and without disabilities are attending their lesson without any hesitation. Moreover, they surely stated that students' rights are not violated. The school rules did not exclude any one whatever disability somebody has.

Likewise, the document of the school (guideline of the ministry of education and yearly guide of sample schools rules and regulations) suggested about the right of students in TIGRIGNA as follows:

“ከሌሎች ተምህሮ ካብ አካላውን ኣእምሮዊን ሳዕቤናት ዘምፅኡ ነገራት ሕሉዋት ክኾኑ መስል ኣለዎም”

Meaning, all students regardless of their disability are protected from any physical or psychological abuse and any damage that hurt students' personal belongingness.

From these documents, it could be concluded that the school rules and regulations are guaranteed not to exclude students from the school compound. Because any hazardous to life either for physical or psychological affairs are avoided and students with and without disabilities are well protected from being hurt.

In the same way, the sample schools documents suggested the role of all students in practicing their rights as follows:

“ከሌሎች ተምህሮ ኣብ ፓርላማ ተምህሮ ናይ ምምራፅን ንክምረፁን ተመሪዖም ናይ ምስራሕ መስል ኣለዎም፡፡”

The literal meaning of the above statement indicates, all students regardless of their disability have the right to vote, to be elected as students' council and to be leader of the school student's council.

From these documents, it could be concluded that students with and without disabilities are benefited and exercised their right equally as it is stated in the constitution. However, school managers were not interpreted the school rules and regulations as it is stated in the documents because, in my journey of data collection I observed that student with disabilities are excluded from participating their right in student council. In addition to this, when we observed the background of the respondents of this study, all of them are so called normal respondents. This implies that the school rules and regulations are inclusive but the school principals did not interpreted it in its appropriate way.

To add sample schools' documents about the right of students in co-curricular activities:

“ኩሎም ተምሃሮ ዝኾነ ናይ ኣእምራዊ ወይክዓ ኣካላዊ ፀገም ይሃልዮም ኣይሃልዮም ኣብ ዝተፈላለዩ ክለባትን ኮሚቴታትን ናይ ምስታፍ መሰል ኣለዎም።”

Meaning, all students regardless of their disability do have the right to participate in any co-curricular activities of the school.

The document of the school indicated that, all students either they are with disability or not are encouraged to participate in any activities without displaying any hesitation. Moreover, students with disabilities could get various opportunities to display their creativity by sharing their experience from their non-disabled friends. In addition, they would express their joy by doing their activity freely.

4.2.2 Students' Duties

For appropriate service delivery and addressing the wide range needs of learners, displaying proper responsibility in and out of the school compound was a pre-requisite. From this angle when we see the school rules and regulations in terms of students' duties, it was found that:

All the data sources of the principals confirmed that, all students regardless of their disabilities are expected to observe their regulations; take cares of the school, respect teachers, care for classmates, keep a good discipline, study diligently, be serious, honest, responsible, thrifty, polite and neat in appearance and be enthusiastic in service since they are the fundamental of the community life. However, whenever students break these fundamental community lives, the causes that initiated them to break are identified and recorded in ahead. Then the principal summoned the PTA committee which encompasses representative of students, teachers, and parents to dig out the in- depth problems of the students. Ultimately, students who break the rule would get their appropriate corrective measures.

The principals added that, when they compared the measurement taken for students with and without disabilities, they revealed that, the school rules and regulations are not rude by nature, because, it initiated to learn all students together and it did not motivate to take the last measure that is to suspend any student for a year or two years. Rather it motivated to find the in depth problem and to correct them. However, because of lack of proper identification and screening, students with invisible limitation are suspending and excluding completely form school.

From the above opinion, it could be concluded that the school rules and regulations did not exclude students concerning their duties or responsibilities. It opened its door to well come all students to practices their responsibilities equally with their peers none disabled. However, because of the poor knowledge they have in screening and detecting the invisible behaviors, some students are excluding from school for some years .

In addition to the above, four of the principals suggested that, the whole school community must respect the starting and the finishing time of the lesson. In case of late comers, students

with disability specially those who are suffered with paraplegia, serious health problems and for those who came from far distances, additional ten minutes are given before the actual lesson beginning.

On the other hand, Addi sh'ho's secondary school principal opposed that the school rules and regulation are designed in such way that, all students regardless of their disabilities should come on the fixed time. When students come to school after the end of fixed time, the gate should close and students should back home. He hardly opposed that giving any additional minutes to students with difficulties is totally out of the designed rules and regulations of the school, but if given it is kindness or humanity, but the rules are so rude to include such conditions.

Moreover, all the principals together replied that all students are obliged to dress appropriately for school. However, students who are at risk are allowed to wear alternative clothing (the close that they have) and for some of them, the school students' council covered all expenses of the uniform from their annual budget. Having fulfilled such situations if students come with no dressing the school attire, after detecting the problem, various corrective measures like counseling, verbal warning are taken.

This indicated that the school rules and regulations included all students regardless of their disability. From these viewed, it could be concluded that students with and without disabilities are enjoying equally in practicing their responsibility without showing any frustration.

In addition to the above opinions, all the principals suggested that, students must bring their necessary material. If they did not bring the material during actual lesson, they are registered and asked their reason why they did not bring. When students continuously and persistently break the school rules, their problems are discussed with parents and students' council. Then after various corrective measures are given in accordance to the problem, they committed. However, if there are students with difficulties to carry their material, voluntary assistances are assigned by the school homeroom teachers.

In addition to the above respondent's opinion, the leaders of the students' council of the schools stated that, the documents guidelines of the Ministry of Education emphasized on the students duties stating as:

“ከሎም ተምሃሮ ናይ ቤት ትምህርቲ ንበረት ከም መፅሓፍ፣ ወንበር፣ ጠረጴዛ፣ መምህራ ክፍሊ፣ ፕላዝማ፣ ተኸልታት ወዘተ ብኣግባብ ምሓዝ ግብእም ‘ዩ።”

Meaning, “All students of the school do have the responsibility not to vandalize the property of the school, such as book, chair table, classroom, plasma, plants and others.”

From these documents, it should be concluded that all students regardless of their disability shared the responsibility expected from school. They developed the sense of ownership. Which means, they understood the property of the school is not only the concern of students without disability but also a concerned of students with disability too. Likewise, they developed that if properties of the schools are vandalize carelessly, the services that are expected from the material will lost equally to both of them and they realized that, they are to be asked by the rules and regulations of the school equally.

To add other sample schools' documents that suggested about the responsibilities of the students:

“ከሎም ተምሃሮ ኣብሓደ ወንበር ኮፍ ዝበሉ እንተዋሓደ ኣብ ሓደ ወንበር ሓደ መፅሓፍ ከህልዎም ይግባእ። ናይ ምሽካም ፀገም ዘለዎም እንተሃሊዩም ድማ ብክፍሊ ሓላፊ ድልየት ዘማእኸለ ሓጋዚ ይግበረሎም።”

Meaning, “All students are obliged to bring their necessary material at least one book from each subject in their desk. If there are students who felt difficulties to carry, voluntary assistances are assigned by homeroom teachers.”

From the documents, it could be suggested that students with and without disabilities are obliged equally to bring one book within the desk if and only if all the student are not felt in difficulties to carry or bring their own book. This indicated that all students regardless of their

disabilities are shared the rules and regulations of their school equally without displaying stigmatization and discrimination. Students with and without disabilities are practicing their duties equally. Consequently, all students understood what they should do regarding their responsibility and what they lost whenever they missed the necessary material in general.. Besides this school rules and regulations are treated all students by giving equal opportunities.

Other additional documents of the sample schools suggested that:

“አብ እዋን ስነ-ስርዓት ሰልፊ ኩሎም ተምሃሮ ብዘይኣፈላላይ ኣብዝተመደብዎ ቦታ ምስላፍን ስነ-ስርዓት ባንዲራን ሃገራዊ መዝሙርን ናይምኽባር ግዴታ ኣለዎም”

The literal meaning of the above statement is that:

All students regardless of their disability are obliged to stand at attention, singing their national anthem when the national flag is being raised and being downed.

From these documents, it could be concluded that, students with and without disability are initiated and motivated to raise their national flag by singing their national anthem. This indicated that all students are engaged in the flag ceremony and it is this stage that permitted them to display their creativity either in the form of drama, debate, and reading different literatures. In general, students with and without disabilities could get fortune to express their internal ability through verbal and nonverbal speaking. Nevertheless, practically, in Addish’ho secondary school students with serious problem of walking like problem of paraplegia and all crutches users are neglected and allowed to stay in their class alone or allowed to go to their home. This indicated that the interpretation of the schools administrators is so kind, because the intention was humanity since they are unable to walk, they let them to sit in class than standing in the stages. However, this is wrong interpretation of the administrators. Because it is this stage that helped them to develop the various fundamental skills. Likewise, it is a stage that let them to display their creativity and knowledge that they have. Even, it is a stage that made them popular through displaying their creativity. From these documents it could be concluded

that the school rules and regulations are so appropriate to include all students but the interpretation of each schools' administrator violated it.

4.2.3 Regular Attendances of Lessons

The schools principals suggested that enrolment in school implied the right and the obligation to attend all courses of instruction listed in their teaching program and to do such as it is set. Attending to course of instruction means regular and punctual attendance at the classes indicated in a calendar and timetable produce to students at the beginning of the school years.

In similar way, all school principals suggested that regular attendance at classes is a fundamental for all students. All students are required to take part in the entire curriculum. Whenever students with and without disabilities are absent from attending classes for nine consecutive days, students council, PTA, and the administrator identified the problem ahead. If these committees believed that they are able to cope up the content through helping and if they have medical certificate, they would let to attend their lesson. However, if they did not able to cope up the content while they are taking assistance and if they have not medical certification, with no doubt they would suspended for a year. Beside this, if students with and without disabilities are absent for more than nine days, whether they have legal medical certification or not the school rules and regulations didn't tolerate them and they immediately suspended them for a year. Similarly, legal appeal against decision is not permitted.

This implied that school rules and regulations regarding regular attendance are so rude to include all students since it did not consider the various difficulties of the students. For example, students with paraplegia, epilepsy, debates and other chronic diseases might out of school for more than twelve consecutive days for valid reasons. But, the school rules ignored the validity of the medical certification and students lacked their right of education .However, the aim of establishing school regulations are to foster self discipline and good behaviors and to maintain a good learning environment.

So, to be inclusive, schools rules and regulations was expected to tolerate and to give various help and warning so as to make students conscious. Especially, for students that have legal medical certification, school rules and regulations were expected to admit and motivate the students. However, the ultimate result that they took was the direct opposite of inclusive education. Since then, these regulations need modification to originate from the concrete situations of the school environment.

Besides the above ideas, all the principals of the school suggested that, when students with and without disabilities are absent from written examination for five or six days, parents are expected to inform the reason for their homeroom teachers. Moreover, if they have medical certifications for illness, they are allowed to take the examination. However, if their reason is traditional like going to holly water, 'Metshaf gelach', 'Debtera' and others, they lost taking examination and a zero mark is given. Similarly when students are absent for valid reason for less than 12 consecutive days in a semester form written examination and has not had fortune to take a substitute examination, but who takes the second semester examinations in the same subjects, would have their final annual mark calculated on the basis of the results achieved in the second semester. Moreover, when students are absent for valid reason for less than 15 days intermittently in a semester form written examination and has not had fortune to take a substitute examination, but who takes the second semester examinations in the same subjects, would have their final annual mark calculated on the basis of the results achieved in the second semester

Besides that, they viewed that if students with and with disabilities are absent for valid reason from one or more second semester written examination and has not had the opportunity to take a substitute examination. They would tell to take examination in the early in the new school year in the subject they have missed. However, incases, when there is no valid reason for the absence or absences mentioned above, all students with and without disabilities could get a zero mark for the examination missed.

From the above-mentioned points, it could be concluded that students who became absent for valid reason 12 consecutive days and 15 days intermittently are ignored to take written

examination with in the year. These school rules and regulations lack the concept of inclusion. Because, inclusive school rules mad regulations did not ignore legal medical certification. Their intention is to motivate reinforced, help and make conscious students by providing verbal warning, parental involvement, counseling and other corrective measures than suspending for a year or two years.

In addition to the above principals' opinion, the leaders of the students' council suggested that all students regardless of their disabilities are told to attend in the entire curriculum since it is the fundamentals for life. Moreover, they discussed having a meeting with all of their students regarding punctuality and regular attendance. However, their school rules and regulations considering regular attendance and punctualities are too rude to be inclusive. Because when students with or without disabilities are absent from attending a lesson because of valid reason or medical certification for more than nine consecutive days, the school rules didn't give any opportunity to any one of them to learn. In addition to this, if they become absent for 15 days intermittently with in a semester, whatever legal evidence they have, they are ready to suspend for a year.

In similar way, leaders of students council of Addish'ho secondary school suggested that when students with and without disabilities come late even five minutes after 7:40 am. Which is a fixed time to be found in the school compound, the gate become closed and they would told to be back home. On the other hand, the remaining four leader of student council suggested that especial attention is given for students who are in various difficulties .For example, for those who move with wheel chair, crunches and students with visual impairment, 5-10 minutes is given as an additional before the beginning of the actual lesson.

In addition to the above concerning written examinations, all the leader of the students' council suggested that the school rules and regulations gave opportunity to take any missed examinations for students who have legal medical certificate and if students become absent for less than 9 conscicative days or for less than 15 days intermittently with in a semester.

From this, it could be concluded that not all students feel comfort with their school rules and regulation. Inclusive school rule and regulation were expected to registered students who become late 10 minutes and above frequently and deal with their problem in-depth so as to give pieces of advises and various counseling guides. Likewise, students are suffering with their school rules because of wrong interpretation of the school responsible bodies, so the rules and regulations of the schools need modification so that all students regardless of their disabilities can benefited from it.

Other additional documents of Addish'ho secondary school suggested that:

“ኣብ እዋን ንጉሆ ሸፍቲ ዝኾነ ይኹን ተምሃራይ ድሕሪ 1:40 ደንጉዩ እንትመፅእ ናብ ገዝኡ ይምለስ፤” ድሕሪ ሰዓት ድማ 6:35 ዝመፀ ናብ ገዝኡ ይምለስ።”

Translation1: “All students regardless of their disability are obliged to arrive at their school compound sharp at 7:40 a.m. in the morning and 12:35 am in the afternoon. For anyone who comes late of the fixed time, the gate is closed and are advised to back.”

From these documents, it could be suggested that, students who came late out of the fixed time do not have an opportunity to attend their lesson. This impaled that, within the school, helping and sharing ideas with students about valid reason or invalid reason is not the matter of the school rules. Nevertheless, inclusive school rules and regulations are expected to identify the problem of the students that caused them late and providing various help so that students can get corrected measures.

“ዝኾነ ይኹን ተምሃራይ ኣብ ሰሚስተር ብተኸታታሊ ዓስርተ ክልተ መዓልትን ልዕሊኡን እንተተሪፉ ሕጋዊ ወረቐት ይሃልዎ ኣይሃልዎ ብዘይገድስ ንሓደ ዓመት ይባረርን ኣብ ሰልፊ ድማ ይፋ ይኸውንን።”

Translation: “All students who are absents for 12 consecutive days and above, either they have legal valid document or not, they will be suspended for a year and this will be notified to the school community.”

Those documents implied that, permanent exclusion as a good measure for students who become absent with and without excuse. However, inclusive school rules and regulation are intended to hear the problem of students, to accept legal evidence and give various help for various difficulties. Measures are expected to be corrective like verbal warning, extra work, taking away the exit card for some time, being deprived of free afternoons, temporary exclusion from the school and others. Therefore, the school rules and regulations need to accept students with legal evidences so that they can be included with their peers. However, inclusion does not mean a grantee for permanent exclusion, but it should be at the end when all necessary possibilities are eroded.

4.2.4. Students Behavior

Concerning students' behavior all school principals suggested that all students with and without disabilities are obliged to behave correctly towards all other members of the school community both in and outside of classes.

All from of violence that causes physical, emotional disturbance like using abusive language, bullying, theft, vandalize school's properties, and other forms are not tolerated. The principals added that polite, good manner, respect for others, sense of responsibilities and other form of correct behaviors are fundamental of human life. For this reasons, school rules and regulations are also designed in light of these behaviors in order to have peaceful and secured school environments. When students with and without disabilities missed the fundamental behaviors, various corrective disciplinary measures are taken. School rules and regulations concerning behaviors are grouped in to many ways. For example, during break time in the building, all students with and without disabilities are obliged to avoided violent and dangerous games that disturb the school community, not to bring skate-boards, roller skates/blades, putting all rubbish out of their appropriate containers, possessing smoking-related materials, gambling, smoking and others that caused physical and emotional disturbances. However, if students with and without disabilities committed or behaved those in appropriate behaviors, the causes that initiated them to performed are dealt in-depth. Moreover, parents /care givers of the students are asked the background of the students before giving any sanction.

Finally, the PTA responded that appropriate measures that goes up to complete exclusion are given for the students who continuously and persistently break the rules. Then to be honest a copy of the disciplinary measures is given to leaders of student's council and individuals of the students. At the end, if the disciplinary measure given is evaluated by the majority of the students' council as in appropriate, legal appeal is allowed. Besides this, leaders of students' council as a whole have the right to discuss and change for the in appropriate sanction given.

In similar way, the principals of the school added that, during actual teaching learning process, students with and without disability are not allowed to walk and make any noisy in corridors and communal areas. But, when students with and without disabilities are misbehaving during these time, still PTA will identified the in-depth problem by calling all necessary responsible bodies and ultimately appropriate measures is given.

Concerning behaviors in the library the school principals added their view that all library users are obliged to conduct themselves calmly and maintain quite atmosphere and ensure their conduct that doesn't disturb users or prevent themselves from using the library's services. Likewise, they are obliged not to eat and drink in the library and library should not be liable for any damage to loss, or theft of personal items. However, since students with and without disabilities are using within the same library, some sort of modification school rules are designed. These are when students with visual impaired are discussed in the library, the sound should in the way that the others users cannot disturb.

The school principals added that though there is no material accessibility, the school rules and regulations are designed to include all students as much as possible. Because whenever students with and with disabilities misbehaved or become defiant from the stated library rules of the school, the first disciplinary measures given are relied on corrective measures. Those are verbal warning, written warning, counseling, parental involvement and so forth. The ultimate measure suspending for a year is given after the in-depth cause detected.

Having the above views, the principals suggested that all students are forced to respect the schools environments. School environments are decisive factors to facilitated actual teaching learning process and other daily administrative activities peacefully and neatly. For this reasons, students with and without disabilities are obliged to keep and create conducive environment within the school compound. For example, all students are obliged to respect the rooms and their equipments for not vandalize carelessly and everyone should keep clean the in and out rooms of the school compound. They also viewed, after consuming food and drinks everyone should collect the litter and put in to the different dustbins intended for it.

Nevertheless, if students with and without disabilities displayed misbehaved behavior out of the stated school rules and regulations, they are given various disciplinary measures. For example, verbal and written warning, temporary exclusion from school, discussion with their parents are some of them. When these behaviors are frequently appeared, disciplinary measures would be extended to temporary exclusion.

In similarly way, the principals stated that, CD players and MP are not common to their schools. However, using cell phone is widely spread with in the school. Especially, students without disabilities are widely using mobiles. For such problems, clear school rules are designed. For anyone who wants to contact with his/her family, she/he can only use during the break time. Out of these, all cell phones are obliged to be off. Unfortunately, when somebody mobile works during actual learning teaching process, verbal warning will be given, but if this works frequently, written warning, temporary exclusion and permanent exclusion will be applied gradually.

From the above theme, it could be concluded that school rules and regulations are based on mutual respect and the necessary solidarity among all member of school community, and it implied respect for personal values without regard to function, age, color, creed, disability or nationality. All the school rules and regulation designed concerning appropriate behaviors are inclusive. Because the student's right and responsibility whenever they are in break time, actual learning teaching process and library is clearly stated. Besides that, the expected disciplinary measures given by the parent-teachers-association (PTA) is focused on identifying the in-depth

problem of each students and in giving corrective measures step by steps rather than providing permanent exclusion. Likewise, schools rules, which are designed concern environment respect and the use of cell phones, are clearly stated for all students. The disciplinary measures taken for misbehaved behavior is also focused on correcting students with and without disabilities than suspending them to a year or two years.

Moreover, leader of students' council added that behaviors that are considered as fundamental community life are basic for the entire life of all students. For this reason, the school rules and regulations are designed to avoid harassment, bullying, theft and all form of violence that eroded the physical and emotional problems and the fundamental community life as a whole.

They also added that, whenever students with and without disabilities misbehaved for the fundamental community life, their problem would detected in-depth, discussion with their parents will be done and ultimately the Parents Teachers Association (PTA), will correct their behaviors through counseling, giving written warning, verbal warning and so on. Nevertheless, if those behaviors become so serious, complete exclusion will be given at the end

Concerning the use of electronic equipment, they also viewed that, CD players, MP3 are not common to these schools area. However, cell phones are more common and widely used by students. Especially, non-disabled ones are frequently using them. To have calm and silent teaching learning process, cell phones are allowed to switch off until the break time.

From the above opinions, it could be concluded that school rules and regulations concerning behaviors are appropriate to all students regardless of their disabilities. All students are delightful with their school rules since the intention of the schools are focused on providing various corrective disciplinary measures.

Finally Parents – Teachers -Association (PTA), viewed that, concerning behaviors the expected and appropriate school rules and regulation that the students should follow while they are in break time, in actual teaching learning process and in library are designed and informed. The respect needed for school environment and the appropriate usage of electronic equipments like

cell phone is also clearly stated. Moreover, the intention of the school rules and regulations are to motivate, reinforce and awarded students from their bad behaviors. Therefore, the disciplinary measures they took is educational and appropriate to all students. In case, when wrong and in appropriate disciplinary measure is given, leaders of students' council have the right to appeal against the in appropriate decision given and they do have the right to change through re-discussion.

In addition to the respondents' view, the sample schools documents also suggested that

1. “ንዲቂ ኣንስትዮ ተምሃሮ ዝፀረፈ፣ ዘንቋሽሽ፣ ሞራላዊ ጉድኣት ዘብፀሐ ተምሃራይ

ቅፅዓት

1^ይ - መጀመሪያ ግዜ ክፍርም ይግበር

2^ይ - ንካልኣይ ግዜ እንተደገመ ናይ ፅሑፍ መጠንቀቕታ ኣብ ቅደሚ ወለዱ ይዋሃቦ

3^ይ - ንሳልሳይ ግዜ ዝደገመ ንሓደ ዓመት ካብ ቤት ት/ቲ ይባረር”

The literal meaning of the above statements is:

“Anyone who insults female students with and without disabilities using foul/or an abusive language and disturb their emotional personality, the disciplinary measures is:

1. for the first time, she/he will sign
2. If she/he repeated the act of misbehavior event, written warning is given with the knowledge his/her parents
3. If she/he repeated the event for third times, permanent exclusion for a year is given.”

From these documents, it could be concluded that students who insulted female students and students with disabilities using foul or abusive languages and who disturb the emotional personalities are controlled by an appropriate school rules and regulations. This implied that school rules and regulations are welcoming all students regardless of their physical problem, color, creed, nationality and any other difficulties. Beside this, students with disabilities are protected by their school rules and regulation since they are using their right of education properly.

2. “ንዲቁ አንስትዮን አካላዊ ፀገም ዘለዎንን ዘይብለንን ተምሃሮ ብደታዊ ርክብ ዝደፈረ ካብ ቤት ትምህርቲ ንኣንሳእን ንኣዋሩን ይባረር።”

Translation:” when female students with and without disabilities are abused by male students for the seek of sexual harassment, they must suspended forever from the school.”

From these documents it could be concluded that female students with and without disabilities are protected by their school rules and regulation from being abused by sexual harassments. This implied that the school rules and regulations included the right of students with and without disabilities. However, the disciplinary measures taken are so rude to include all students. Because, inclusive school rules and regulations are intended to correct aggressive behaviors displayed by students and the ultimate disciplinary measure provided is permanent exclusion for some years not forever. Therefore, the disciplinary measures of these schools need some sort of modification to be inclusive school rules and regulation. In addition to this, the response gained from the principals, leaders of students’ councils and PTA are contrary to the document stated.

ጌራን ለዋን ትምህርቲ ብዘይ ምንም ፍቓድ ካብ ክፍሊ ወፃኢ ብተደጋጋሚ ኣብ ኮሪደራት ክዛውሩ ኣይፍቀደሎምን ዝፍፀሙ እንተኾይኖም ግና ወለዶም ብምምፃእ ፀገሞም ተፈለጡ ዕልባት ይወሃቦም።”

The literal meaning of the above statement is that:

“Students with and without disabilities are not allowed to stay in the corridor during lessons; unless they should have permission to leave the classroom. However, if they found wondering in the corridors, for their first event pieces of advises are given and if these events are repeatedly appeared, they will told to call their parent for in-depth discussion.”

From these documents, it could be concluded that the school rules and regulations are intended to develop student’s skill and knowledge by designing inclusive school rules and regulations. Whenever students with and without disabilities need to out form class to the corroder for valid

reason, legal permissions are given. This implied that all students are getting appropriate rules in order to develop their creativity and academic issues as a whole.

4. ኣብ እዋን ምምሃር ምስትምሃር ኮነ ኢሉ ከይዲ ምምሃር ምስትምሃር ዝግንቀፈ ተምሃራይ፣
 - 1^ይ - ጥፍኣቱ ኣሚኑ ፀባዩ ከሰተኻኸል ዕድል ይዋሃቦ
 - 2^ይ ወለዱ ብምምጻእ ጥፋኣቱ ኣሚኑ ናይ ፅሁፍ መጠንቀቕታ ይዋሃቦ። ብተወሳኺ መጠንቀቕታ ምስ ደኩመንቱ ይተሓሓዝ
 - 3^ይ - ናይ ጥፋኣቱ ምድግጋም ንካልኣት ሕማቕ መርእያ ስለዝኸውን ናይ ጥፋኣቱ ክብደት ተራእዩ ክሳብ ዝእረም ንሓደ ዓመት ካብ ቤት ትምህርቲ ይባረር።

Translation: “All students who disturb seriously with no valid reasons:

- 1st. an opportunity is given to confess and correct his/her bad behavior.
- 2nd. she/he is told to bring his/her parents to confess his/her bad behavior and to accept his/her written warning. Additionally, his/her written warning is attached with his/her documents.
- 3rd. whenever his/her bad behavior becomes a bad model for other healthy students, rely on his/her events difficulties she/he might be suspended for a year from the school.”

From the above documents, it could be suggested that any obstacles of teaching and learning process during the actual lessons are not tolerated. School rules and regulations are grantees for students with and without disabilities. Whenever students committed the events, various optional disciplinary corrections are provided. This implied that the school rules and regulations are designed or intended to initiate, motivate and reinforces students to be aware from being performing bad events.

Moreover, the school rules and regulations gave great value for the discussion held in between parents and the school. Likewise, the school rules and regulation focused on healthy students who are not spoiled by bad manner. This implied that the rules are healthy since they welcomed all students and correct misbehaved students through various optional corrective measures.

4.2.5. The School Health Service

Concerning school health services, school principals viewed that school nurses are health professionals who daily work with students in order to bring healthy education. Of their expected work, taking preventive measures, look after the sick students and providing first aid treatments are the major ones. All students regardless of their disabilities have access to contact with the school nurses whenever they have healthy problems. Students with and without serious problems or disabilities have not fixed or restricted time to get access of healthy whenever they felt with difficulty.

Moreover, when students are sick accidentally, or become ill during the school day, they have an access to see the nurse and if they are in difficulty to go alone, they will be accompanied by other voluntary peers. Likewise, if students with and without disabilities have a serious accident or fall seriously ill at school, the nurse will be summoned immediately in order to see or examine the problem. However, if their state of health is such that they have to be sent to hospital, the school nurse calls an ambulance and goes with them to help the individuals. In addition, the parents are informed as soon as possible if they are closer to the district.

However, for students with more serious health problem or who are disabled, an individual integration plan that needs family request is an extreme challenge to draw by the schools. Because, within the school there are no professionals who can help them to draw individual plans. The principals added that, concerning healthy conditions even they did not hear the necessity of preparing individual plans. When they evaluate their school rules and regulations in light of healthy services, they viewed that, except the individual plan that can draw by school especially for students with more serious health problem, their school rules are appropriate to include all students regardless of their disabilities.

Beside the opinion of the principals, the leaders of students' council confessed students with and without disabilities have got benefit from their school nurses. They also viewed that within the school compounded there are students with various health problems, however, since the duty of the school nurses is performing daily contact with various students, taking preventative

measure whenever epidemic disease spread and looking after sick students, students healthy conditions are kept effectively in closet condition.

Furthermore, they suggested that, students with and without disabilities are gaining appropriate healthy service whenever they are in need. Students who become ill accidentally when they are in school are obtaining a nearby first aid healthy service. Similarly, when students are in need of further healthy services beyond the capacity of the school nurse, the school nurse facilitated it all the necessary referred process. Nevertheless, individual plan concerning students with more serious health problem was a new concept for them to hear and the school rules and regulations were not designed to do such plans.

Generally, the leader of students' council evaluated their school rules and regulations in such way that it is so appropriate to include all students regardless of disability in obtaining all the necessary access and well coming to gain appropriate treatment. Moreover, they suggested that the school rules and regulations lacked to include individuals integration plan that is necessary to understand the development of individuals who have more serious health problem from time to time.

Furthermore, Parents _Teachers-Association (PTA) stated that all students regardless of their disabilities shared equally the services expected from the school nurses. For example, when epidemic diseases are spread, preventive measurements and first and treatments are given for all students. Beside this, they suggested that students with and without disabilities are obtaining healthy services with no restrict time when they become on difficulty. For students with more serious problem, the school rules and regulations was expected to prepared integration plan with request of family in order to observe the daily development of the individuals. However, such consideration is not included within the school rules. Similarly, they viewed that individual plan concerning healthy problem is not known within the schools. Finally, they evaluated that school rules concerning healthy services are appropriate to all. However, the plan concerning individual's healthy problem is not considered at all time.

From the above opinions suggested, it could be concluded that the major roles of schools nurses are performing various contacts, taking preventive measures to alleviate death caused by epidemic disease, looking after sick students and providing first aid treatments. Beside this, students with and without serious health problems are allowed to take healthy services whenever they are in problem. Furthermore, whenever nurses become out of their capacity, they perform all refereed activities. However, individual plan for students who are in more serious problems are not given due consideration. Above all, the school rules and regulations are inclusive in giving and welcoming students with and without serious health problems. Nevertheless, the consideration to include individual plan needed to be included with in the school rules and regulations are have not got due attention..

4.2.6. School Disciplinary Measure

Concerning disciplinary measures, school principals suggested that school rules and regulations are mechanisms of preventive and corrective measures. For this reasons, it is expected to be relevant, meaningful and positive as much as possible. However, such pleasant conditions are not smooth all the time. There are several factors that initiated students to commit undesirable behaviors. Furthermore, the time in secondary school is the time of adolescent period, which forced them to display aggressive behaviors. For this reason, positive and corrective school disciplinary measures are developed since they are educational tools to correct individuals.

Suggesting the introductory opinion, the principals pointed out that schools major offensive behaviors that happened frequently are cheating of examination, vandalizing schools' property, stealing some bodies property; fighting with each other and staff members, bullying, use of foul or/and abusive languages and smoking.

Furthermore, they clearly explained that, for fighting with each other's and staff members, use of abusive languages, and use of one own to forces in order to attack weaker and smoking in the school compound, the school rules and regulations did not tolerate. As soon as they found, they are suspended for a year or two years according to their difficult level of performance. This is to mean that students who frequently performed the above un-tolerated behaviors are

intended to suspend to a year and above. However, for students who found cheating examinations, damaging school properties and stealing permanent exclusion are given after various positive corrective measure provided. For example, when students with and without disabilities deleted their answer papers for the purpose of cheating marks, ten percent of their total mark will be reduced. If these bad manners frequently appeared, temporary exclusion and other relevant measures are given systematically.

Beside the above opinions, they also viewed that students with and without disabilities are aware not to damage any school property. However, when students with and without disabilities lost or damaged any schools property while they are aware, the consequence of losing and damaging have their own correspondence disciplinary measures. For example, if they lost material, they are obliged to either replace or pay its exact cost. However, if the material needs repairing, the students cover all necessary expenses. Nevertheless, if the students continuously and persistently break such rules, their ultimate consequence will be permanent exclusion from the school.

In similar way, the principals of the school pointed out that, for any stealing of individuals and schools property, in-depth background of the thieves are dealt and according to the difficulties of the theft, various disciplinary measures are provided. Nevertheless, if activities did not quite, permanent exclusion would have been given and if necessary, it would be sent to police for further detection.

Generally, school principals evaluated the sanction given in their schools as relevant, meaningful and positive. Because it equally shared to practice by all students with and without disabilities to ran healthy educational service .Beside this, students who are in favor of gabbling, stealing, cheating and other similar activists are given their correspondence disciplinary measures accordingly. However, for students with and without disabilities who quarreled with each other and school's staff in general, insulted for the school members, who smoked and who attack weaker ones using their force, the disciplinary measure taken is so rude to correct.

However, those opinions of principals are not in light of the concept inclusion since school rules and regulations are mechanisms of preventive and corrective measures but not

mechanisms of avenging. To be inclusive rule it was expected to detect the in-depth problems of the individual and then preferment exclusion was expected to be applied when all the possibilities are eroded.

In addition to the principle's opinion, the schools leader of students' council stated that jumping over the fences of the school, fighting, smoking, bullying and use of abusive languages are the major offensive behaviors displayed very frequently. Since then, the disciplinary measure provided to them are according to their level of difficulty. For example, for all students who found jumping over the fence of the school, the disciplinary measures provided are to pay fifty birr if the event is happed for one times, but, if these event happened twice, the students are expected to suspend for a year.

When they evaluated the appropriateness of their school rules and regulations, they suggested that they are told the responsibility of formulating their school rules and regulation in light of the guidelines of Minster of Education as the concern of them, but the practical aspect is too far from reality. They also added that, the school principals design most of the school rules and regulations, but very students' council designs few of them. Consequently, they are forced to accept some rude school rules and regulations. For example, the disciplinary measures given for students all the students' council did not accept who jump over the fences.

Moreover, they suggested that with in school compound there are students with no parents, having single parents and students with more serious health problems. So, when students found jumping over the fence, they immediately quite to come to school on the next time fearing of the rude disciplinary measure expected. This implied that some disciplinary measures are so rude to include all students. Similarly, the school principals erode the responsibilities of school students' council.

Generally, they concluded that except some few schools rules and regulations, the majorities are enjoyable and beneficiaries. Most disciplinary measures are focused on correcting the behavior of students than firing.

Beside the opinions of the leaders of students' council, the Parents - Teachers- Association (PTA) added that Teachers -Parents-Association (PTAs) are the back bone of the school since all the decision made in the schools are by them. Regarding students sanction, they suggested that whenever students with and without disabilities are engaged in an offensive behavior, the first steps to be underlined are to understand the in –depth problems of the individuals. Then after in accordance of the stated school rules corrective measures are given.

They also added that the benefits of the PTAs are if student get ride their vulgarities behaviors and queues up for good academic out comes. For this reason, all students with and without disabilities have not any difference in providing sanctions. Since the intention is helping and encouraging students to exploit their skill and knowledge in doing successful activities. However, there are some rules and regulations, which needed direct measures without understanding the in-depth problems of individuals. For example, when students are engaged in some vulgarities behavior like smoking, use of abusive language, insulting school members, becoming bullying and other related behaviors, the school rules did not allowed to well come such students. As soon as they engaged in these vulgarities behavior, they are suspended for a year from the school compound.

Furthermore, PTA suggested that school rules and regulations are designed to benefit all students regardless their disabilities. Students who lost their parents, have single parents or those who are suffered by serious health problems are also part of all the students who are expected to get the benefit equally with their ‘normal’ peers. There are no unique school rules and regulations designed for them. However, sometimes they are losing their right of education because of some rude school rules. For example, when they jump over the fence, their economical status did not allow them to pay fifty birr and then them quite to go to school. This happened because of the PTA’s and student council problem to identify the in-depth problem of students in advance.

The parents-Teachers-Association evaluated the sanction given to their students in light of inclusive education that the whole intentions of the school rules and regulations are designed to be meaningful, relevant, positive and to be mechanism of preventive and corrective measures. All students are expected to be benefited from it and to be delightful with the corresponding

measures taken to each vulgarities and aggressive behaviors. For this reason, majority of the school rules and regulations include all students regardless of their disabilities. However, there some rules and regulations, which are rude that did not consider the in-depth problem of students. For example, students who have invisible problems, students with single parents and students who lost their parents are suffering with some rude school rules.

Moreover, they suggested that, there are some school rules and regulations, which are designed by the principals, and they are told that being resist to these rules are an implication of objection to the whole policy of the government. The reason of objection was told that because they are stated from the guideline sent by Ministry of Education (MOE). In addition, they are told to accept all these rude rules without making any modification. They added that all of the school rules and regulations are a copy and paste of the guideline sent by the Ministry of Education.

From the response of the Parent-Teachers-Association (PTA), it could be suggested that the school rules and regulations are a direct copied of the gridline of Ministry of Education. However, school rules and regulations were expected to designed or originated in light of the Ministry of Education from the concrete condition of the school they are expected to serve. Because the guideline of the Minster of Education was designed to guide the entire educational system as a nation. Nevertheless, in each school there are various concert problems and the school rules and regulations was also expected to design from the concert problem of the school. Similarly, principals had not responsibility to force the students' council and the Parent-Teacher-Association (PTA) to use what is stated in the guideline of Minster of Education rather they were expected to guide them. For this reason, some rude rules and regulation are designed and students with disabilities are excluded from using their right of education.

Furthermore, the majority of the school rules and regulation are inclusive sine their intention is motivating, reinforcing and helping students with and without disabilities. In addition, the disciplinary measures given to each vulgarities and aggressive behaviors are mechanism of preventive and corrective measures.

Beside the above respondent's, the document of the sample schools added that

1. “ዝኾነ ይኹን ተምሃራይ ኣብ ግቢ ቤት ትምህርቲ ሲጋራ እናትከኸን ጫት እናቐሓመን እንተተረኹቡ ብቀጥታ ካብ ቤት ትምህርቲ ንሓደ ዓመት ይባረር።”

Meaning: “The possession and consumption of illegal drugs, like ‘chat’ cigarette and other substance that are dangerous to healthy are strictly forbidden. However, if students with and without disabilities found in performing these events, immediately they will suspend for a year from the school.”

From these documents, it could be suggested that anyone who is expected as legal students should not passes and consumes illegal drugs and other substances which are dangerous to health. Unfortunately, if she/he found chewing ‘chat’ or smoking cigarette within the school compound as soon as she/he performed his/her ultimate chance is permanent exclusion for a year. However, school disciplinary measures are expected to detect the in-depth problem and to give various corrective measures before giving an ultimate decision. Beside this, parents of the students were expected to know the problem about their children. However, the school rules and regulations ignored to hear the problem of students before any sanction made. This implied that the school rules and regulations concerning taking some disciplinary measures are so rigid to include all students.

2. “ኣብ ውሽጢ ቤት ትምህርቲ ዝኾነ ይኹን ተምሃራይ ንማሕበረሰብ ቤት ት/ቲ እንተወቐዑ ብቀጥታ ንሓደ ዓመት ይባረር ።”

The literal meaning of the above statement is that: “when student with and without disabilities kick any school staff members, as soon as they performed, they will suspend for a year from the school.”

Still from the document, it is could be concluded that any legal students are not permitted to perform any wrong. All students regardless their disabilities are expected to be absolute. When they hit any member staff the school, their last fortune is to suspend for a year. This implied the

school rules and regulations did not consider the various problems found within the school. Within the school campus, there are students, who need special attention, nevertheless, the school rules and regulations did not hear the various problems of students.

Furthermore, school rules and regulations are not expected to be ends in themselves but as means to warn the students against the beach of standards, but, there rules did not consider such facts.

3.አብ እዋን ፈተና ኮነ ኢሉ ናይ ፈተና መልሲ ወረቓት ከይመለሰ ሓዙ ዝወፀ ወይ ንምውፃእ ዝፈተነ ተምሃራይ እቲ ፈተና ባዶ ተባሂሉ ይሰፍር ብተወሳኺ ናብ ወለዲ መምህራን ሕብረት ይቐርብ።

Translation: “All students who seriously out or who attempt to out without submitting their answer sheet in exam, their mark will score zero and additionally sent to PTA for further disciplinary decision.”

From these documents, it could be suggested students with and without disabilities are not permitted to cheat during examination time. This implied that the vision of students should not be theft. All students are expected to have confidence and to be alert to any academic issue. This promoted students to develop independency. For this reason, these school rules and regulation are so inclusive since they included and warn all students without showing any sense of discrimination.

4. “አብ ግቢ ቤት ትምህርቲ ውሽጢ ናይ ተምሃራይ ይኹን ናይ ቤት ትምህርቲ ንብረት ዝሰረቐ ተምሃራይ ኣብ ቅድመ ወለዲ ንብረት ክምልስ ብምግባር ብርእስ መምህር ይምከር።”

Translation: “Within the school compound if students with and without disabilities steal school or individual students property, They will advise to retune back in the face of their parents and an additional advise will be given by principals and their parents.”

From the above document, it is possible to conclude that, students with and without disabilities are not initiated or motivated when they engaged in some vulgarity behaviors. They are advised

by responsible bodies about the risky of stealing some once property. The disciplinary measures are corrective and positive. Because when students commit undesirable behaviors, the disciplinary measures are intended to aware them by providing various corrective measurements rather than suspending for some years. Therefore, these school rules are initiabile to include all students regardless of disabilities.

5. “ናይ ቤት ትምህርቲ ተኸልታት ከቆርፅ ዝተረኸበ ተምሃራይ ፈልሲ ብምምጻእ ነታ ዝቆረጸ ተኸሊ ንሓደ ወርሒ ማይ እናስተየ ከዕብያ ይግበር።”

The literal meaning of the above statements:

“When students with and without disabilities found cutting school’s plant, they are obliged to plant similar plant and to water it for a month.”

In similar way, from theses document, it could be suggested that respect for the school environments are one way for obtaining healthy educational services. Students with and without disabilities are aware not to hurt the school environment either by cutting the plants or polluting the airs using various dangerous substances. The disciplinary measure given for those who committed such problem are appropriate and educational for all students. Because they are punished to make green their school environments. These school rules and regulations are so appropriate to include all students regardless of their disabilities.

CHAPTER FIVE

5. Discussions

The presence and absence of inclusive school rules and regulations have enormous effect on education of students with and without disabilities. Students with and without disabilities within the sample schools are enjoying and suffering because of these effects. Some of the main educational effects are reflected in term of students 'right, students' duties, regular attendance of lesson, students' behaviors, school health service and school disciplinary measures. For this reason, the study was designed to examine the possible educational effects. To achieve this; the following basic research questions were formulated.

1. How the rules and regulations formulated by the MoE and the sample schools consider inclusive education practices?
2. How was the school rule and regulation formulated?
3. What are the major purpose and content of the rule?
4. How do the rules and regulation regard or disregard diversity?

5.1. How the Rules and Regulations Formulated by the MOE and the Sample Schools Consider Inclusive Education Practices.

The school rules and regulations, which are formulated by the sample schools, are identical with the MOE of guideline since they are a direct copy of it. Likewise, their consideration about inclusive educations is stated in the form of themes as follows:

5.1.1. School Rules and Regulations Considerations To Inclusive Educations

The data from the interview and the documents of the sample school suggested that causes that can result negative psychology and physical problem are identified before the beginning of the school year. All students are allowed to see and understand its meaning by posting in every wall of the classrooms and announcing in meeting. Besides this, regardless of their disabilities all students have the opportunity to participate in most school concern committee and clubs.

The school opened its door to strength and reinforce for the good and creative activities done by all of students.

Furthermore, when students are faced an academic and psychological problems, tutor and counseling programs are designed in order to alleviate their problem and students with and without disabilities are assigned as tutors and tutees equally. Similarly, whenever there are needs of psychological counseling, the principals scheduled programs for counseling purpose.

However, the mechanism of disseminating school rules and regulations are not inclusive. Because hearing impaired and visual impaired did not get any opportunity to understand their school rules and regulations. Likewise, due to the wrong interpretation of the principals and the fear to formulate school concern rules and regulations based on the guideline of the MoE, student with disabilities are suffering with some school rules and regulations. As stated by Ballon et al, (1992), rules must originate from the concrete condition of they are expected to serve. Similarly, Auxter et al,(2001) suggested that physical educations are necessary to SWDs a since they are important for development of locomotors and non-locomotors skills, development of object control skills, development of play, leisure, recreation, and sport skills, development of physical fitness for maintenance of daily living skills and health / wellness, development of a repertoire of movement skills necessary for independent living and development of physical and motor prerequisite to vocational skills required for independent living. However, SWDs are neglected from participating physical educations due to wrong perceptions of the school- teachers.

On the other hand, whenever students rights is violated by any member of the schools, the school rules and regulations are designed in the way they can request and resist the unpleasant out looks. Similarly, the schools rules and regulation are designed in the way they can give appropriate verdict for those who violated it purposely.

In similar way, concerning students' duties all the respondents suggested that student with and without disabilities are expected to have a good discipline, to study their lesson diligently, to thrifty, to be polite and neat in appearance since they are bases for their future holistic

development. Similarly, when they felt to respect those bases of their holistic development, the disciplinary measures are intended to warn students against the breach of standards. As stated by Good and Brofhy, (1987), rules are not ends by themselves but as means to warn the students against breach of standards or as corrective measures.

In addition to this, all the respondents of the study viewed that students with and without disabilities are ordered to dress appropriately for school. However, students who are at risk are told to wear alternative school clothes that are the clothes of students that they have and for some of the some of the students all the expenses for school attire are covered from the school students' councils annual budget. As indicated by Feagans, (1996), a good students' council are an asset to their school on sponsoring social affairs.

Moreover, all the respondents revealed that students with and without disabilities are obliged to bring their necessary materials during the school days. Nevertheless, if there are students with serious health problems, which impede them to carry their materials, voluntary assistances, are assigned by each homeroom teachers of the sample schools. However, students with serous healthy problems or disabilities are refused to celebrate their national flag due to the wrong understanding of the principals

From the above views, it could be concluded that some school rules and regulations are not considered inclusive educations since they are interpreting in the wrong way by the school principals though they took the course special needs of education in different universities. This implied that the principals' understanding about students with disabilities need to renew through short training and workshop or it needs to assign special need professionals to each secondary schools to apply meaningful inclusive educations.

Having the above concept, school rules and regulations also considered the effect of students' regular attendance in inclusive education. All the respondents and the school documents suggested that all the students are obliged to take part in the entire curriculum. When students with and without disabilities are absent from attending classes and taking examinations, various corrective mechanisms are given accordingly. For example, whenever students with and

without disabilities are absent from attending classes for nine consecutive days, students council PTA, and the administrator identified the problem ahead. When these committees believed that they are able to cope up the content through helping and if they have medical certificate, they would let to attend their lesson. However, if they did not able to cope up the content while they are taking assistance and if they have not medical certification, with no doubt they would suspended for a year. Beside this, if students with and without disabilities are absent for more than nine days, whether they have legal medical certification or not the school rules and regulation didn't tolerate them and they immediately suspended them for a year.

Besides the above ideas, all the respondents of the school suggested that, when students with and without disabilities are absent from written examination for five or six days, parents are expected to inform the reason for their homeroom teachers. Moreover, if they have medical certifications for illness, they are allowed to take the examination. However, if their reason is traditional like going to holly water, 'Mtfshaf qelach', 'Debtera' and others, they ignored to take the examination and a zero mark is given. Similarly when students are absent for valid reason for less than 12 consecutive days in a semester form written examination and has not had fortune to take a substitute examination, but who takes the second semester examinations in the same subjects, would have their final annual mark calculated on the basis of the results achieved in the second semester. Moreover, when students are absent for valid reason for less than 15 days intermittently in a semester form written examination and has not had fortune to take a substitute examination, but who takes the second semester examinations in the same subjects, would have their final annual mark calculated on the basis of the results achieved in the second semester

Besides that they viewed that if students with and with disabilities are absent for valid reason from one or more second semester written examination and has not had the opportunity to take a substitute examination. They would tell to take a promotion examination in the early in the new school year in the subject they have missed. However, incases, when there is no valid reason for the absence or absences mentioned above, all students with and without disabilities could get a zero mark for the examination missed.

From the above-mentioned points, it could be concluded that students who became absent for valid reason 12 consecutive days and 15 days intermittently are ignored to take written examination within the year. These school rules and regulations lack the concept of inclusion. Because, inclusive school rules and regulations did not ignore legal medical certification. Their intention is to motivate, reinforce, help and make conscious students by providing verbal warning, parental involvement, counseling and other corrective measures than suspending for a year or two years.

Another school rule and regulation that influenced inclusive education is the behavior displayed by the students within the school. As indicated by the respondents and the school documents, no types of violence that cause physical and emotional disturbance are tolerated. For this reason, school rules and regulations are designed in light of these behaviors to create peaceful and secured environments. When students with and without disabilities missed the fundamental behaviors, various corrective disciplinary measures are taken. School rules and regulations concerning behaviors are grouped in many ways. For example, during break time in the building, all students with and without disabilities are obliged to avoid violent and dangerous games that disturb the school community, not to bring skate-boards, roller skates/blades, putting all rubbish into their appropriate containers, possessing smoking-related materials, gambling, smoking and others that caused physical and emotional disturbances. However, if students with and without disabilities committed or behaved those inappropriate behaviors, the causes that initiated them to perform are dealt in-depth. Moreover, parents/care givers of the students are asked the background of the students before any sanction.

Most school rules and regulations are based on mutual respect and the necessary solidarity among all members of the school community, and it implied respect for personal values without regard to function, age, color, creed, disability or nationality. The major school rules and regulations designed concerning appropriate behaviors are inclusive.

Concerning school service in considering inclusive education, all the respondents' revealed school nurses are working on taking preventive measures, looking after sick students and

providing first aid treatments. Students with and without disabilities have equal access to contact the school nurses. For students with more serious health problems who are disabled, an individual integration plan that can perform with the request of the family is totally unknown by all of the sample schools.

The major roles of schools nurses are performing various contacts, taking preventive measures to alleviate death caused by epidemic disease, looking after sick students and providing first aid treatments. Beside this, students with and without serious health problems are allowed to take healthy services whenever they are in problem. Furthermore, whenever nurses become out of their capacity, they perform all refereed activities. However, individual plan for students who are in more serious problems are not given due consideration. Above all, the school rules and regulations are inclusive in giving and welcoming students with and without serious health problems. Nevertheless, the consideration to include individual plan needed to be included with in the school rules and regulations have not got due attention.

At the end as stated by Gangey, (1968), school rules should be meaningful, relevant and positive as much as possible. The interviews and the documents of the school revealed that offensive behavior like cheating examinations, damaging school property and stealing, the school rules and regulations are intended to correct students by giving various corrective counseling before giving any sanction. However, when students with and without disabilities are found committing serious offensive behaviors, the school rules and regulations did not tolerate them.

Some school rules and regulations are formulated in light of inclusive education. However, for some offensive behavior without searching the in-depth problem of the students, an immediate permanent sanction is given, but these types of sanction are not the concept of inclusive educations. For this reason, the school committees need to modify the school rules and regulations in an appropriate, meaningful and corrective ways.

5.2 How was School Rules and Regulations Formulated?

5.2.1. Formulations of School Rules and Regulations

As indicated by Feagans, (1996), student councils form rules and regulations within defined limits of authority, administrator many of its own decision, and perform services for the good of the students group and the school. However, all the data that are gained from the interviewed of sample school rules and regulations and the documents that stated about the students' right, students' duties, students' regular class, students' behavior, students' healthy service and students' disciplinary measures revealed that the right of students councils are violated since most the school rules and regulations are copied from the guidelines of the MOE by the principals. From these it could be concluded that the ignorance of students' councils to participate in formulations of their school rules and regulations give an opportunity to the principals not to have complain when they hold open discussion on questions affecting students' welfare.

5.3. What are the Major Purpose and Content of the Rule?

5.3.1. Major Purpose and Content of School Rules and Regulations

As indicated by Hoffman (1996), the purposes and the content of school rules ensured the opportunity given to every student's, support and encourage to meet success in setting where discipline is faire but firm, where teachers are imbued with high expectation for every student and where parents are drown in to the education orbit so that learning can take place. In similar way, most of the sample, school rules and regulations are designed to ensure the expected right, duties and other relevant services that are expected to perform within the school. However, some school rules and regulations, which are considered as offensive behaviors, are intolerable. For example, fighting with each other and staff members, insulting women using obsessive languages and becoming absent from school regular attendance for 12consecutive days and for more than 15 days intermittently in a semester resulted a permanent exclusion from school.

Most of the content and the purpose of the sample school rules and regulations are aimed to welcome all students to attend school together with their peers and some of them need a modification to re designed to include all students.

5.4. How do School Rules and Regulations Regard and Discard Diversity?

5.4.1. Concern of School Rules and Regulations to Diversity Needs

The sample school rules and regulations are designed to welcome the diversity needs of Students with and without disabilities without discriminations. For example, students with and without disabilities are allowed to attend in regular school together with their peers, all are allowed to participate in various school concern activities like in various clubs and committees. In addition to this, all students are equally shared their right concern, use their duties expected from them, get correct disciplinary measures for vulnerable behaviors, get equal access of health services and get access of tutored and tutees for the academy concerns. However, some of the sample school rules and regulations are disregarded the diversity needs of students with disabilities. For example, students with disabilities are not allowed to participate while their national anthem is singing during their flag ceremonies because of the poor knowledge to detect and screen invisible problems of students. The participations of students with disabilities are underestimated. Moreover, students with disabilities are ignored to attend class when they become absent for some days while they have legal evidence and the need to know their school rules and regulations as a students are ignored because of the poor communication mechanism.

CHAPTER SIX

6. Summary, Conclusion and Recommendation

6.1. Summary

The concept of understanding inclusive school rules and regulations are a current phenomenon in Ethiopia context. These changes would have consequence on educational organizations, beneficiaries, teachers and so forth. The conduciveness of school rules and regulations to students with and without disabilities influences attempt to maximize to the fullest potential of those students. To implement the inclusive school rules and regulations, it needs collaboration and identification of many hands of stakeholders who could work with schools. Hence, this study explored how stakeholders (Principals, leaders of students' council and PTA) contributed their role to practice the school rules and regulations in light of inclusive education in southern Tigray secondary schools.

The findings are summarized as follows:

6.1.1 Students' Right

Concerning students' right respondents have a good concept. To mention some examples, the respondents mentioned that individuals' right is defined in terms of the human right in the constitution. Every causes that developed physical and psychological abuses are clearly identified ahead of the beginning the school year. Besides this, students with and without disabilities are welcomed to enjoy by participating in various school activities such as co-curricular activities, school committees. Similarly, when their performances become appreciable, they are rewarded and motivated to strength their internal ability.

Moreover, when they become in difficulty in academic issues, tutor classes are designed to alleviate the problems. All students regardless of their disability are assigned as tutors and tutees. Besides this when students come across with undesirable, partial treatments and in favor

decisions concerning their right, the schools are designed in the way that all students can negotiate and resist the school rules.

Furthermore, at the beginning of the school year, when school rules and regulations are acquainted with all students, the mechanisms used to disseminate are nondisabled oriented. Likewise, students with disabilities are not allowed to participate in flag ceremonies. Above all, some rules and regulations are interpreted according to the interest of principals.

6.1.2. Students' Duties

Concerning the responsibility expected to perform as a students, all the respondents clearly portrayed that the students with and without disability have practiced the major responsibilities. For example, all students are obliged to:

- Respect teachers
- Classmates
- Keep good disciplines
- Study diligently
- Be honest
- Responsible
- Polite and neat and
- Be enthusiastic in giving various services.

In addition, disciplinary measures given to most of vulgarities behaviors are appropriate to all students. Moreover, students who are at risky such as those who have single parents, lost their parents, poor in economic status and other relevant problems are welcomed to wear alternative clothing. Their voluntary friends also help students who are in problems to bring their materials.

Above all, students with invisible problems are suffered by the school rules and regulations because of the in ability of the school to screen and detect the problem in the early beginning of the school year.

6.1.3. Regular Attendance

All the respondents clearly pointed out students with and without disabilities are tolerated by the school rules and regulations if they come regularly to school. For instance, all students regardless of their disabilities are expected to be legal if their school absenteeism is below nine consecutive days. Nevertheless, if their absenteeism is greater than the above days, whether they have valid reason or not, they are not tolerated for every service given in the school.

6.1.4. Students Behavior

Concerning students' behavior, respondents clearly suggested that all students regardless of their disabilities are obliged to behave correctly towards all other members of the school community both in and outside of the school. For example, all students are expected to be having correct behavior while they are in:

- ❖ Break time
- ❖ Actual teaching learning process
- ❖ Library
- ❖ Corridors and they are expected to respect their school environment.

Moreover, the school rules and regulations equally treated for students with and without disabilities not to be:

- ✓ Smoker
- ✓ Gambler
- ✓ Bully
- ✓ Aggressive
- ✓ Vandalizes
- ✓ offensive

In addition, the school rules aware all students equally not to use CD, MP3, mobile and other electronic hazardous that disturb the teaching learning process during lesson time. However, for students with visual impaired all necessary electrical materials that are used for teaching learning process are permitted. The disciplinary measures taken are also rigid and inclusive.

6.1.5. School Healthy Services

School healthy services are the major service to facilitate healthy educational process. Students with and without disabilities are obtained equal access of healthy services, school nurses have given preventive measures, first aid treatments and look after sick students. Whenever, chronic condition happened which is beyond the ability of the nurse, referral activities are facilitated equally to all students. In addition, individual plan is not well known.

6.1.6. Disciplinary Measures

School rules and regulations are mechanisms of preventive and correctives. For this reason, it is expected to be relevant, meaningful and positive as much as possible. Offensive behaviors that frequently happened in the schools are:

- ✚ cheating
- ✚ vandalizing
- ✚ stealing
- ✚ fighting
- ✚ use of foul / abusive languages
- ✚ smoking and
- ✚ jumping over the fences
- ✚ Moreover, the disciplinary measures taken are rigid and inclusive. For example, for cheating, vandalizing, stealing, and jumping over fences permanent exclusion from school is given after various follow up and corrective measures. Nevertheless, for fighting, use of foul / abusive languages and smoking an immediate permanent exclusion is given.

6.1.7. Respondent's Suggestion

To alleviate the problems, the respondents forwarded their opinion as the need to focus on designing the school rules and regulations based on the current situations of the school environment rather than having a direct copy and paste of the Ministry of Education. In

addition, support and the need of collaboration among stakeholders to have inclusive school rules and regulations are recommended.

6.2 Conclusions

- Most school rules and regulations are a direct copy of the guidelines of the Ministry of Educations. They are not originated from the present situations of the schools. Fore this reason, students with and without disabilities are excluded from their right of education.
- All students regardless of their disabilities have the right to participate in all school-concerned clubs and committees, but students with disabilities are excluded from participating some clubs and committees. For example, in all schools students with disabilities are far from member of student councils.
- School rules and regulations are not well acquainted with students with hearing impaired and visual impaired since the mechanism used to disseminate the information are nondisabled oriented.
- Sometimes the understandings of school principals to students with disabilities are defined in sense of humanity. For example, students with disabilities specially, students with visual impaired, paraplegia, hearing impaired, those who used crunch are excluded to queue up while the flag ceremonies are conducting. In general, the students' rights to participate in what so ever schools activities are eroded unknowingly.
- School principals have not common interpretations about their school rules and regulations. For instance, concerning regular attendance the interpretation given was quite different.
- Students at risk such as those who lost their parents, those who have single parent, those who are low in economic and those with invisible problem are fired from school since they are un able to pay the school fee that stated in the school rules and regulations for misbehaved behaviors.

- Students with and without disabilities are fired from the completely educational system though they have valid medical certification for their absenteeism. Especially students with more serious health problems are more injured with these rules.
- Some disciplinary measures taken to all students have not a sense of correcting vulgarity behaviors. For example, students who unknowingly and knowingly smoked cigarettes in the school compound, chew 'chat' and fight each other are fired from the school without warning and detecting the in depth problem.
- School rules and regulations are not focused to understand individuals' daily healthy and academic developments.
- On the other hand, students with and without disabilities are delightful with their school rules and regulations. For example, the right to negotiate for unfair treatment, the right to participate in most school concerned clubs and committees, the right to be tutors and tutees, and the right to strength and get value for their creative activities are well kept.
- All students regardless of their disabilities got the access to be rewarded whenever they appeared clever to display their performance.
- Most rules and regulations are appropriate by nature to all students regardless of their disabilities; however, school principals violated them while they are interpreted to their context.
- All students are treated equally to respect their teachers, classmates, the school environments, to study diligently, to rule by the school rules and regulations and to perform what so ever school concerned activities are available.
- School rules and regulations that stated about how to act in actual teaching learning process, Corridors and libraries are so inclusive to include all students. Since then, all students regardless their disabilities are enjoying in using them.

School nurses have given equal and fair treatments to students with and without disabilities.

6.3. Recommendations

Based on the finding and conclusions drawn, the following recommendations are forwarded with hope that it would be used by Ministry of Education, Regional Educational Bureau (REB), schools, policy makers and other relevant stake holders.

- The school must work collaboratively with their relevant stakeholders in order to have common understanding about inclusive school rules and regulations.
- The school should evaluate and identify appropriate and in appropriate school rules and regulations and prioritize to re design the in appropriate rules in relation to inclusive education.
- The school has a right to design an appropriate school rules and regulations according the living situation of the school environment. Since then, they should formulate their own rules rather than having a direct copy and paste of the guideline of the Ministry of Education.
- The Ministry of education should revise the school rules and regulations in light of inclusive education sine Ethiopia is in track of inclusive education.
- Concerning individual plan, Ministry of Education should assigned professionals in each secondary schools so as to understand the ongoing growth and development of students with various health problems.
- The schools have potential to develop their own adapted preliminary screening and supportive mechanisms for students with invisible problems in collaboration with in nearby stakeholders like, Lemlem Karl hospital, Wereda Labor and social affairs.
- In collaborating with nearby Lemlem Karl hospital, Universities and Tigray Regional Educational Bureau (TREB), the stakeholders should have clear idea on the rational for the inclusive school rules and integration of students with divers needs to regular school in relation to legal and educational right viewpoints through seminar and workshops.

- Policy makers should focus while they are designing the guidelines that stated about school rules and regulations since Ethiopia signed various international convention about inclusive educations.
- School principals should not dominant when student council designing their yearly school rule and regulations based on their real school environments.
- Tigray Regional Educational Bureau should supervise the effect of school rules and regulations with the concept of inclusive education to students with and without disability.
- For SWDs who disappeared from school for consecutive 12 days and 15 days, intermittently legal evidence should be accepted.

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Appendix -A

**ADIDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL NEED EDUCATION**

1. Semi-structure Interview

Interview questions for student council

1. What consideration do you take in to account during developing school rule and regulation concerning physical, psychological abuse, and any damage related to students' personal belongingness?
2. To what extent is your school rule and regulation able to focus the strength and difficulties of SWD and SWOD?
3. How do you evaluate the significant of your school rule and regulation whenever the right of SWDS and SWOD is not respected?
4. Whenever SWD and SWOD behave impolite and display bad manner, bad respect ion for others, bad sense of responsibility and tolerance, how the rule governed them?
5. When SWD and SWOD break the school rule to dress the regular attire, what will be the consequence?
6. For behaviors, which are, consider as fundamental community life, like, politeness, good manner, respect for others, a sense of responsibility, and tolerance, how the school rule governed for SWD and SWOD?

7. If SWD and SWOD are using mobile telephones, personal stereos, CD players, or MP3 players during the teaching time, how will the school rule governed them?
8. What are the school rule & regulation, which are, consider as a serious offensive?
9. What measurement is taken when SWD and SWOD are engaging in an offensive behavior?
10. How do you evaluate the sanction given in your school towards inclusive education?
11. What additional information can you added which is not touched in your discussion?
12. How do you evaluate your school rule & regulation in providing school health service for all students?
13. What consideration is given in the school rule for students with more serious health problem or who are disabled?
14. What additional information can you added which is not touched in your discussion?
15. How do you evaluate your school rule & regulation in providing school health service for all students?
16. What consideration is given in the school rule for students with more serious health problem or who are disabled?
17. What additional information can you added which is not touched in your discussion?

Appendix -B
AHODIDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL NEEDED EDUCATION

Part 1: Interview questions for school principals concerning student's right

1. What consideration do you take into account during developing school rule and regulation concerning physical, psychological abuse, and any damage related to students' personal belongingness?
2. To what extent is your school rule and regulation able to focus the strength and difficulties of SWD and SWOD?
3. What mechanism do you employ to inform relevant school rule & regulation to SWD and SWOD?
4. How do you evaluate the conduciveness of school rule & regulation in encouraging & valuing students' development as a student & as individuals in the school?. How do school rule & regulation serve in informing SWD and SWOD result & any important facts related to them?
6. How do you explain the practical aspect of school rule & regulation to psychological &/or learning support for SWD and SWOD?
7. How do you evaluate the significance of your school rule and regulation whenever the right of SWD and SWOD is not respected?
8. How do SWDs participate in physical education?

Appendix-C

Part 2: Interview questions for school principals concerning student's duties

1. Whenever SWD and SWOD behave impolite and display bad manner, bad respect ion for others, bad sense of responsibility and tolerance, how will the rule governed them?
2. What do your school rule & regulation state about the starting & finishing time of the lesson for SWD and SWOD?
3. When SWD and SWOD break the school rule to dress the regular attire, how will the rules teat them
?
4. What do you think the consequence if SWD and SWOD do not bring the necessary material, such as book, notebook etc to class?

Appendix-D

Part 3: Interview questions for school principals concerning students attendance & punctuality

1. If SWD and SWOD are absent consecutive 9 & above days in semester with & without legal evidence. How will they governed by the school rule?
2. If SWD and SWOD are absent from written examination in a year 5 to 6 or above days with & without legal evidence, how will they treated by the school rule?

Appendix-E

Part 4: Interview questions for school principals concerning students behavior

1. For behaviors, which are, consider as fundamental community life, like, politeness, good manner, respect for others, a sense of responsibility, and tolerance, how the school rule governed for SWD and SWOD?
2. During recreational place, lesson time, break time, library & performance (study area), what are the school rule expected to perform by SWD and SWOD?
3. If SWD and SWOD are using mobile telephones, personal stereos, CD players, or MP3 players during the teaching time, how will the school rule governed them?
4. What are the school rules & regulations, which are, consider as a serious offensive behavior?

Appendix-F

Part 5: Interview questions for school principals concerning Student's health service

- 1 How do you evaluate your school rule & regulation in providing school health service for all students?
- 2 What consideration is given in the school rule for students with more serious health problem or who are disabled?
- 3 What additional information can you added which is not touched in your discussion?

Appendix -G

**ADIDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL NEED EDUCATION**

Interview questions for school PTA

1. What consideration do take in to account during developing school rule and regulation concerning physical, psychological abuse, and any damage related to students' personal belongings?
2. When you give sanction for students who are engaged in an offensive behavior, what is your consideration for disability issue?
3. Regarding students who are at risk, what school rule & regulation are included?
4. If students with various disability & so-called normal commit similar offensive behavior, what will the measurement given to them?
5. How do you evaluate your school rule & regulation towards inclusive education?
6. What additional information can you added which is not touched in your discussion?
7. During recreational place, lesson time, break time, library & performance (study area), what are the school rule expected to perform by SWD and SWOD?
8. If SWD and SWOD are using mobile telephones, personal stereos, CD players, or MP3 players during the teaching time, how will the school rule governed them?

9. How do you evaluate your school rule & regulation in providing school health service for all students?
10. What consideration is given in the school rule for students with more serious health problem or who are disabled?
11. What additional information can you added which is not touched in your discussion?

Declaration

I, hereby declare that this thesis is my original work and has not been presented for a degree in other Universities and relevant sources of materials used for this has been duly acknowledged.

Name Tesfakiros Kebede

Signature 

Date  18 June 2011

This thesis has been submitted for examination with my approved as university advisor.

Name _____

Signature _____

Date _____



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