

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**PRINCIPALS' ATTITUDE AND PERCEPTION TOWARDS THE IMPLEMENTATION
OF INCLUSIVE EDUCATION IN ADDIS ABABA KOLFE KERANIYO SUB CITY**

BY

ABESELOM GETACHEW

JUNE, 2020

ADDIS ABABA, ETHIOPIA

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OF INCLUSIVE EDUCATION IN ADDIS ABABA KOLFE KERANIYO SUB CITY**

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BY: ABESELOM GETACHEW

ADDIS ABABA UNIVERSITY

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ADVISOR: TILAHUN ACHAW (PHD)

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APPROVAL OF THE BOARD OF EXAMINNERS

1. ADVISOR

NAME _____ SIGNATURE _____ DATE _____

2. INTERNAL EXAMINER

NAME _____ SIGNATURE _____ DATE _____

3. EXTERNAL EXAMINER

NAME _____ SIGNATURE _____ DATE _____

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|---|
| ESDP | Education Sector Development Program |
| FDRE | Federal Democratic Republic of Ethiopia |
| MoE | Ministry of Education |
| NGOs | Non-Governmental Organizations |
| PWDs | Persons with Disabilities |
| UDHR | Universal Declaration of Human Rights |
| UNGA | United Nations General Assembly |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UNICEF | United Nations International Children’s Education Fund |
| SNIE | Special Needs and Inclusive Education |
| SWDs | Students with Disabilities |
| SWSN | Students with Special needs |
| WHO | World Health Organization |

ABSTRACT

Previous researchers have indicated that principals play a key role in implementing successful and effective inclusive programs. However, there remains a gap in the literature regarding the attitudes and perceptions of principals toward the implementation of inclusive education. Therefore, the purpose of this quantitative methods research was to investigate the attitudes and perceptions of primary school principals towards the implementation of inclusive education in Addis Ababa Kolfe Keraniyo Sub city. A total of 86 participants; 56 male and 24 female principals and 6 supervisors and educational experts were selected by using simple random sampling and purposive sampling. Attitude and perception scales of five point Likert Scale, interview and open ended questions were used to collect data. Data were analyzed using descriptive and inferential statistics. This study investigated how demographic variables; sex, education level, experience and trainings affected principals' attitudes and perceptions towards the implementation of inclusive education. Results indicated that most principals had negative attitudes and unrealistic perceptions towards the implementation of inclusive education. Of the variables sex, education level and training were significant predictors of unfavorable attitudes and unrealistic perceptions towards the implementation of inclusive education. The qualitative data results indicated that lack of training, lack of knowledge and experience about inclusive education, education level, lack of special needs focal person and special needs teachers, shortage of resources, and factors related to school physical environment were the major factors affected principals' attitudes and perceptions. Ongoing training will prepare principals with positive attitudes and realistic perceptions towards the implementation of inclusive education.

Key words: Attitude, Perception, Inclusive Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Progress in education is very essential for sustainable development, environmental protection, improvement in health. It improves civilization and productivity by producing educated and competent human power. “Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and key for the maintenance of peace”(Universal Declaration of Human Rights ([UDHR], 1948: p.7).

According to UNESCO (2005), education must be viewed as a facilitator in everyone’s human development and functionality, regardless of barriers of any kind, physical or otherwise. Therefore, disability of any kind (physical, social and/or emotional) cannot be a disqualifier. Inclusion, thus, involves adopting a broad vision of Education for All by addressing the spectrum of needs of all learners, including those who are vulnerable to marginalization and exclusion. In this regard, the Salamanca statement (1994: p.7) states that “All children should learn together, where ever possible, regardless of any difficulties or differences they may have.

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. Thus, inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. Inclusion emphasises that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management. It also gives emphasize on groups of learners at risk of marginalization, exclusion or underachievement. The educational environment must be adjusted to meet the needs of all learners(UNESCO, 2005).

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people.

Moreover, education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards all rounded development of society (Ministry of Education ([MoE], 1994: p.1).

“Inclusive education means welcoming all children without discrimination in to regular or general schools” (Tirussew, 2005: p.100). Inclusion has its origins in Special Education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with special needs, and to students who experience difficulties in learning. In some cases, Special education has been provided as a supplement to general education provision; in other cases it has been entirely separate. In recent years, the appropriateness of separate systems of education has been challenged, both from a human rights perspective and from the point of view of effectiveness. There has been a growing movement all over the world towards a philosophy of inclusion, in which all individuals no matter how diverse are included and form part of a whole society.

The Federal Government of Ethiopia has accepted the international agenda and approved the Education and Training Policy that states special education and training provision for people with special needs (MoE, 1994: p.1). However, the implementation of inclusion of children with special needs in Ethiopia has not been as smooth as that of other countries. The education and training policy of Ethiopia aims for an “expansion of quality primary education to all citizens” and to provide education for all children as one of its general objectives; there is a concern for the rights of the children with disabilities to have equal opportunities for education. Due to this reason, ESDP V, the fifth medium-term plan which serves as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20 was ratified. The priorities of ESDP V are consistent with those of regional and international agreements, such as Education for All, the Sustainable Development Goals and the Convention on the Rights of the Child. In addition, special needs expert teachers will be trained in all clusters. By the end of ESDP V, each of 800 resource centres will be staffed by an itinerant teacher educated in SNE who will assist schools in the cluster. Moreover, all federal ministries are obliged by proclamation number 691/2003E.C to implement the issues of persons with special needs.

In Ethiopia, “Attitudes of the community towards disability and inclusion, a limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education”(Tirussew, 2005: p.100). Since principals are members of the society and active agents towards the implementation of inclusive education, they need to have positive attitude towards inclusive education. The level to which principals support change is often determined by the attitudes and values they hold. Consequently, a principal's perception toward inclusion can directly impact opportunities for students with special needs who are placed in general education classes.

Certainly, the principal’s role and attitude toward inclusive practices are keys to the success or failure of inclusion in the individual school. As the instructional leaders of the school, principals must have a working understanding of both special education law and educational programming and they are expected to work with varied curricula and methods in delivering instructional services to increasingly diverse school populations (Praisner, 2000).

Generally, in the Ethiopia context, examining the attitudes and perceptions of primary school principals’ towards the implementation of inclusive education is essential, as it is principal who ultimately let learners learn both with and without barriers to learning, the positive attitudes of principals towards inclusive education is fundamentally important, as principals play such a vital role in the successful implementation of inclusive education. This study investigated the attitudes and perceptions of principals’ towards the implementation of inclusive education in Addis Ababa.

1.2. Statement of the problem

As it has been recognized, Ethiopia is a diversified and multi- cultural country where there are more than 80 ethnic groups that have their own specific as well as common socio- cultural values. In this fact, bringing inclusive culture in Ethiopia is essential since diversity is encouraged by inclusive education.

According to Education Sector Development Program V ([ESDP V], 2015: p2), the exact number of children with a disability in Ethiopia is not known. Instead, ESDP V(2015: p.2) stated for planning purposes, the World Health Organization (WHO) estimates for people with special

needs are used. In 2011 the WHO estimate was that 15% of people in any population have a disability. The school- age population from age 4 to 18 is more than 33.5 million, which implies that there are an estimated 5 million children with special education needs. In 2013/14 only 77,850 children (42% girls and 58% boys) with identified special educational needs are recorded as enrolled in Grades 1 to 12. Currently information on children with special educational needs who are enrolled in pre-primary is not collected but is planned beginning in the first year of ESDP V. With regard to primary education only 4% of the estimated children with special needs are enrolled, which is a barrier to the achievement of universal primary education (ESDP V, 2015: p2).

The study conducted by MoE and UNESCO on the situation of out of school children (2012, cited in Franck, 2015), stated that even though Ethiopia's 1994 Education and Training Policy and the MoE special needs education strategy opened the doors of schools to students with disabilities, attitudes in society remained unchanged and many children were still kept at home. In addition, "Attitudes of the community towards disability and inclusion, a limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education"(Tirussew, 2005: p.100). Moreover, Tirussew indicated that, inclusive education is the global trend for children with special needs; there are still a lot of contextual issues to be investigated in the course of its implementation. According to UNESCO (1994 cited in UNESCO, 2005), the most effective means of combating discriminatory attitudes is building an inclusive society and achieving education for all.

Educators, as well as the general public, constantly make every effort to provide the best achievable education for all children. One of the most influential actors in developing that education for all students is the building administrator. Administrators are responsible for identifying and articulating a philosophy or vision that reflects the beliefs that all children can learn and have the right to be educated with their peers in age-appropriate general education classrooms (Marzano, 2003 cited in Charles, 2011). The principal's role and attitude toward inclusive practices are keys to the success or failure of inclusion in the individual school. As the instructional leaders of the school, principals must have a working understanding of both special education law and educational programming and they are expected to work with varied curricula

and methods in delivering instructional services to increasingly diverse school populations. Administrative support may be the most influential factor in the effectiveness of any school program.

Previous researchers have indicated that principals play a key role in implementing successful and effective inclusive programs. However, there remains a gap in the literature regarding the attitudes and perceptions of principals toward the implementation of inclusive education, the findings were inconsistent. The study conducted by Charles (2011) showed Georgia secondary principals reported a positive attitude toward inclusion of students with disabilities. Also the study conducted by Irvine et.al (2010) indicated that Canadian school principals had a positive attitude toward inclusion. On the contrary, the study conducted by Praisner (2003) indicated 4 in 5 principals have negative attitudes. There seems to be a gap in the literature concerning principals' attitudes towards inclusive education and demographic factors especially gender, experience, education level and SNE training. Therefore, for inclusive education to work, there is a need to carry out research in order to investigate attitudes prior to other things particularly, the attitudes and perceptions of principals towards the implementation of inclusive education should get due attention.

As it is discussed above, however a wealth of studies have been conducted internationally regarding primary school principals' attitudes and perceptions towards inclusive education but there is a limited study conducted in Ethiopia. Ethiopian schools are on the way of implementing inclusive education. However there are small numbers of students with special needs attending their education even though the number of children with special needs is high. This might be because of principals' attitude and perceptions towards inclusive education. To this end the following research questions are raised to be answered at the end of the study:

1. What are the attitudes of primary school principals' towards the implementation of inclusive education?
2. What are the perceptions of primary school principals' towards the implementation of inclusive education?

3. Is there a significant difference in the attitude and perception of principals towards the implementation of inclusive education as a function of Sex, education level, experience and SNE training?
4. What are the major factors affecting primary school principals' attitude and perception towards the implementation of inclusive education?

1.3. Objectives of the study

1.3.1. General objectives of the study

The overall objective of this study is to investigate the attitudes and perceptions of primary school principals' towards the implementation of inclusive education in Addis Ababa /Kolfe keraniyo sub city/.

1.3.2. Specific objectives of the study

This study has the following specific objectives:

1. To examine the attitudes of primary school principals' towards the implementation of inclusive education.
2. To examine the perceptions of primary school principals' towards the implementation of inclusive education.
3. To determine if there is a significant attitude difference of principals towards inclusive education across their demographic characteristics (Sex, education level, experience and SNE training)
4. To determine if there is a significant perception difference of principals towards inclusive education across their demographic characteristics (Sex, education level, experience and SNE training)
5. To examine if there is a relationship between principals attitude and their perceptions towards the implementation of inclusive education.
6. To identify the major factors affecting primary school principals' attitude and perception towards the implementation of inclusive education.

1.4. Significance of the Study

The major significances of the study are:

- Provide a better understanding and create awareness on how the attitude and perception of educational leaders play a role on the success of inclusive education.
- Provide a better understanding and creation of inclusive education environment in the school.
- Provide innovative information for governmental, and NGOs schools, officers, organizations to be engaged in the provision of education for all persons with special needs and show directions in order to solve inclusive education polices implementation problems.
- The finding of this study may help for the national, the city, the schools & individuals of teachers as well as school principals to explore possible ideas, methods, techniques & strategies for improving and implementing inclusive education.
- The study may serve as springboard for other researchers who are interested to study in this area.

1.5. Delimitation of the Study

The study is delimited in terms of area and concept. The study is particularly delimited to Addis Ababa, Kolfe Keraniyo Sub city. This study is specifically delimited to investigate the attitude (principals' outlook towards the implementation of inclusive education) and perception (principals' understanding about inclusive education) of primary school principals towards the implementation of inclusive education in Addis Ababa primary schools. To make the study more manageable, feasible and bring statistical precision data were gathered from primary schools principals, school supervisors and educational experts in Addis Ababa.

1.6. Definition of Key Terms

The definitions of the following key terms used during the course of this study:

Attitude: refers to principals' positive/ negative outlook towards the implementation of inclusive education. This variable is measured by attitude scale. Bailey's Principal's Attitudes toward Inclusive Education Scale (PATIE) was used in this study.

Perception: realistic/unrealistic understanding of principals about inclusive education. This variable is measured by perception scale. Bailey's Principal's Attitudes toward Inclusive Education Scale (PATIE) was used in this study.

Implementation: refers the process of putting a decision or plan into effect; execution.

Inclusive Education: an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disability and impairments.

Principal of a primary school: the person who directs and is accountable for planning, assessment, instructional leadership, communication, community relations, safety, and administrative management, required to manage the instructional and special programs, organization, co-curricular and extracurricular activities, and facilities of an assigned primary school grades 1-8 for the purpose of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Inclusive Education and its Definition

Prior to the Universal Declaration of Human Rights (UDHR) which was adopted by the United Nations General Assembly in 1948, many students with handicapping conditions were excluded from the benefits of public education, (Madaus, 1989 cited in Research Journals of Social science and Management,2013). In fact, most states in the past exempted such students from compulsory attendance requirements. There have always been exceptional children, but there have not always been special educational services to answer their needs. During the closing years of the eighteenth century, following the American and French revolutions, effective procedures were devised for teaching children with sensory impairments; that is the blind and the deaf. Early in the nineteenth century, the first systematic attempts were made to educate “idiotic” and “insane” children-those who today are called intellectually disabled and emotionally disturbed. The humanitarian sentiments of the progenitors of special education went beyond a desire to protect and defend the handicapped. These early leaders sought to normalize disabled children to the greatest extent possible and restore to them the human dignity they lacked in their unimproved condition. (Madaus, 1989 cited in Research Journals of Social science and Management,2013).

As the State Council of Educational Research and Training ([SCERT], 2010) noted that, the philosophy of inclusion is a paradigm shift and a move from segregation through mainstreaming and integration to inclusion. Thus the journey of inclusion indicates a process rather than an event; the process reflecting occurrence of significant changes brought about by new ways of thinking, new ways of operating in the classroom, and adapting to the constantly changing thinking attitude and social conditions. Integration was used to denote the physical placement of students with disabilities into mainstream schools, without any change in the schools where the students were admitted, ‘Inclusion’ on the other hand is a much broader concept. Inclusion as a social and educational philosophy believes that all people are valuable members of mainstream society, whatever their differences and diversities may be in education. (SCERT, 2010).

This implies that all children irrespective of their abilities and disabilities socioeconomic background religion or ethnic, language or cultural background, religion and gender go together to the same school. It is the philosophy that aims to improve the quality of education for all children in a classroom. It reflects on human rights and social justice. It is a way to reach out all the children. It does not look at whether children are able to follow the regular educational system but looks at teachers and schools in terms of how they can adapt educational programs to individual needs. (SCERT, 2010).

Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society (UNESCO, 2008). Inclusive education is a phrase that is interpreted in various ways and has different meaning for different people. According to Idol (1997 cited in Anteneh, 2014) inclusive education means the existence of only one unified education system that encompasses all members' equability. Rosey and Howely (2007 cited in Anteneh, 2014) also stated that incisive education is mainstreaming of all student with disability in regular schools near their homes. An inclusive school has a philosophy and vision that all children belong and can learn in the mainstream of school and community life (Burnette, 1996 cited in Larue, 2000).

The Wisconsin Educational Association Council ([WEAC], 2007) reported that inclusion is a term that expresses commitment to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child rather than moving the child to the service and requires only that the child will benefit from being the class rather than having to keep up with the other students.

Other schools discussed that the key philosophical concept of inclusion is that all students including those with disabilities are full members of the classroom and school communities (Antia,et al.,2002 cited in Anteneh, 2014). In a similar manner, Rose and Howley (2007 cited in Anteneh, 2014) explained that inclusion is not simply about placing pupils with SEN in mainstream classroom. Once located within this environment, pupils must be offered opportunity to learn at an appropriate place, level and be enabled to socialize with their peers.

UNSECO (2005: p.11) on its part acknowledged:

Inclusion is seen as process of addressing and responding to the diversity of needs of all earners though increasing participation on learning, cultures and communities, and reducing exclusion within individuals and from education. It involves changes and modification in content approaches, structures and strategies, with common vision which covers all children of the appropriate age range and convection that is the responsibility of the regular system to educate all children.

In addition, UNESCO (2005) suggests that inclusive involves providing appropriate responses to the broad spectrum of learning needs in formal and other education setting, identification and removal of attitudinal environmental and institutional barriers to participation and learning, modification and changes in strategies and plans and in content and approaches to learning and enabling teachers and learners to see diversity as an asset rather than problem.

Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education. Inclusive education aims to struggle the marginalization of individuals and to promote difference. Moreover, “inclusive education means welcoming all children, without discrimination, in to regular or general school” (Tirussew, 2005:p.99).

2.2. Defining and understanding Attitude and Perception

There is no universally accepted and agreed definition of what attitudes are. Definitions of attitudes include the following: Attitudes are relatively stable mental positions held toward ideas, objects or people (Gleitman, 1991 cited in Kassahun, 2014). Attitudes are a combination of beliefs and feelings that predispose a person to behave a certain way (Noe, 2002: p.108 cited in Kassahun, 2014). An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related (Allport, 1935 cited in Kassahun, 2014). An attitude is an idea (cognitive component) charged with emotion (affective component) which predisposes a class of actions (behavioral component) to a particular class of social situations (Triandis et al, 1984: p. 21 cited in Kassahun, 2014).

Perception comes from the Latin perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment. Perception can be split into two processes, (1) processing the sensory input, which transforms these low-level information to higher-level information e.g., extracts shapes for object recognition (2) processing which is connected with a person's concepts and expectations or knowledge, restorative and selective mechanisms such as attention that influence perception (Albert, 2005). Perception is the process of acquiring, interpreting and organizing sensory information and experience, learning, cognitive ability and personality all influence perception. (Wang, 2000 cited in Albert, 2005).

2.3. The Principal's Role towards Inclusive Education

Since the 1970s, the principal's role in schools has slowly evolved from one of 'building managers' and 'student disciplinarians' to one of 'instructional leadership' (Dipaola & Walther, 2003). Thus, as the philosophies and policies regarding the education system have slowly moved towards inclusion, the role of the principal has become increasingly more important.

The success of inclusion depends on the attitude of the people involved in its implementation. Teachers' and principals' attitudes are a determining factor in the success of students with disability inclusion in the mainstream schools. Principals are now expected to design, lead, manage, and implement programs for all students including those with disabilities. Administrators are called upon to promote visions and values, and to support and encourage positive action on the part of students, teachers, parents, and community members toward the inclusion of students with disabilities.

Salisbury (2006) stated that the capacity of schools to address the diverse needs of students who differ in their ability, language, culture, and socioeconomic standing will require that schools alter not only their structures, policies and practices, but the underlying philosophy of the school and the attitudes and beliefs of school personnel.

School principals play an important role in creating an educational climate that provides opportunities for interactions between students with disability and students without disability. This can generate a different set of challenges for the principal as well as the school staff.

According to Patterson, Marshall and Bomling (2000), school administrators continue to encounter challenges in the area of special education that include the following: the need for collaboration between regular and special education teachers and specialists to modify their curriculum and pedagogy, balancing the special education challenges with other administrative challenges including funding for education, building and facilities, and fear of lawsuits. The burden of managing special education policies and practices has increasingly been made the responsibility of the principal. The success or failure of these inclusive policies is greatly dependent on the principal of the school. As the popularity of inclusion programs continues to rise, so do the challenges for principals.

As the instructional leaders of the school, administrators must have a working understanding of both special education law and educational programming. The principal, as the instructional leader and agent of change within inclusive schools, must possess many competencies. These include the knowledge and skills in effective instruction, assessment, and discipline to provide support and feedback to teachers as they develop environments for teaching heterogeneous groups of students. Principals are considered to be at the heart of creating a successful inclusive school environment as it is under their leadership and school management that change is initiated and sustained (Grous, Eloff & Moen, 2013).

There are many key roles reported that a principal must play in order to achieve a successful inclusive educational environment. Patreese (1997 cited in Anke, 2014) argues that above all else, a principal must act as a role model to the rest of the school, especially to the educators, and promote an ethos and culture of acceptance and diversity.

As the academic leader, then, the principal is expected to act as the agent for successful change. Because inclusion requires that both general educator and special educators be prepared to work with students with disabilities and with general education students equally, the principal holds a position with unique opportunities and responsibilities. In a study by Bossert et.al (1982 cited in Charles, 2011) on the effect of principals on school effectiveness and school improvement, the researchers summarized many critical areas of leadership an emphasis on achievement, strong and frequent involvement with curriculum and instruction, continually observing the work of educators and providing guidance and support, actively distributing information and materials,

knowing the community power structure and maintaining appropriate relationships with parents, and recognizing the unique styles and needs of individual teachers.

2.4. The Principals' Attitudes and perceptions toward Inclusion

Several researchers have examined the roles and attitudes of principals toward the inclusion of students with disabilities. Taleshia (2015) conducted a quantitative study in order to examine the attitudes of principals and assistant principals toward including students with disabilities at both elementary and secondary school levels. Results indicated that overall principals had positive attitudes toward inclusion. Having relatives and/ or friends with disabilities and special education experience were significant predictors of favorable attitudes toward inclusion.

Charles (2011) conducted a quantitative study to recognize perceptions of principals toward inclusion of students with disabilities in general education classrooms in secondary schools in the state of Georgia. The survey results showed Georgia secondary principals“ reported a positive attitude toward inclusion of students with disabilities.

Sharma and Chow (2008 cited in Taleshia, 2015) surveyed 130 primary school principals in Hong Kong to determine their attitudes toward the integration of students with disabilities into regular schools. The research indicated that 43% of the principals opposed the integration of students with disabilities. Five percent of the principals strongly opposed inclusion of students with disabilities. The findings also revealed that principals who had previous experiences working with individuals with disabilities or close relatives living with disabilities have more positive attitudes toward inclusion. Principals who led schools with a smaller school enrollment had more positive attitudes toward inclusion. Interestingly, principals with less teaching experience had more positive attitudes toward inclusion of students with disabilities.

Irvine et.al (2010) conducted a mixed methods study to examine the attitudes of Canadian school principals' attitudes toward inclusion of students with disabilities. The results indicated that the principals had a positive attitude toward inclusion. One key observation was that the principals who were interviewed identified inclusion more as an ideology and not as an actual placement of the students. The principals believed that all students should be treated equally and have an equal access to the curriculum, but not necessarily together in the general education classroom. This

revealed that although the principals had positive attitudes toward inclusion, they were also open to other placement options for students with disabilities.

One of the seminal studies on principals' attitudes toward inclusion was Praisner's (2003) study, which examined how elementary principals perceived and placed students with mild to moderate disabilities. The results indicated that 1 in 5 principals have favorable attitudes toward inclusion. However, 80% of the principals surveyed were uncertain of their feelings toward inclusion of students with disabilities in the general education classroom. Of the variables included in this study, experiences with individuals with disabilities outside of the school setting and special education training were associated with more positive attitudes toward inclusion. Older principals were more likely to place students with disabilities in resource classrooms, instead of in general education classrooms.

In Cameroon, Ponfua (2013) conducted a study to determine the attitudes and perceptions of school principals toward including students with disabilities in general education classrooms. This study investigated how demographic variables and experience affected principals' attitudes about inclusion in Cameroon. The results of the study indicated that demographic factors, special education teaching experience and training, did not have a statistically significant effect on principals' attitudes toward inclusion. The results equally showed that principals' knowledge of special education law has a significant effect on principals' attitudes toward inclusion. The results from this study indicated that the importance of developing educational administration programs and including curriculum studies in teachers' training colleges that will prepare future school principals with stronger, more positive attitudes toward including students with disabilities in general education setting in Cameroon.

Ramirez (2006) also conducted a study. The purpose of this study was to determine the attitudes and perceptions of Texas elementary school principals relative to including students with disabilities in general education classrooms. This study investigated how demographic information and experience affected principal's attitudes about inclusion. In addition, it also examined the principal's perception regarding the appropriateness of the placement of students based on the types of disability. Of the variables included in this study, the result of the study indicated that demographic factors, training and experience did not have a statistically significant

effect on principal's attitudes toward inclusion. The study did find that principal's special education teaching experience had a statistically significant effect on principal's attitudes toward inclusion. The study also found that a more favorable attitude toward the inclusion of students with disabilities in general education classrooms. The results from this study indicate the importance of developing educational administration programs that will prepare elementary school principals with stronger, more positive attitudes toward including students with disabilities in general education settings.

2.5. Benefits of Inclusive Education

One of the major benefits of inclusion involves the academic progress of all students in the classroom. According to Rudd (2002), students with disabilities make significant academic, behavioral and social gains when participating in their general education classroom. Students with disabilities spend more time engaged in learning and feel more comfortable interacting with their peers when they are included in their regular classroom. Bricker (2000 cited in Kassahun, 2014) also found that students with disabilities have more positive role models to learn from when they are involved with their non disabled peers.

A study done by Cole, Waldron, and Maljd (2004, cited in Anteneh, 2014) reported non disabled children enrolled in inclusive classrooms made greater academic gains on curriculum base assessment measures than those enrolled in traditional classes." . As addressed earlier, there are many different perspectives on the success of inclusive education. Various factors such as teachers' attitudes, a lack of teacher training or difficulties with collaboration may contribute to these perspectives.

Another benefit of inclusion reported in a number of research studies in more social acceptance and peer interaction between students with disabilities and their non disabled peers. Rudd (2002), reported that students with disabilities form stronger friendships with their non disabled peers when they participated and learn together in their general education classroom. They also become more comfortable and accepting of each other's differences. This may also lead to less teasing and bullying of students with special needs social interaction is much more valuable when it takes place in the general education classroom rather than segregated setting. A study conducted by Cawley et.al (2002), found that inclusive classrooms allow for greater social

acceptance among all students. Friendships are formed and more interaction is encouraged. The inclusive classroom provides a great opportunity for all students to learn, work and live together.

2.6. Factors Contributing to the Success of Inclusive Education

Various factors can affect the success of inclusion in the classrooms. The literature reviewed indicates negative attitudes can be changed to more positive attitudes if these different factors were looked into with more depth.

Hammond and Ingalls (2003) found that many teachers feel unprepared and lack sufficient training to fully support successful inclusion programs. Biddle (2006) also found that in order for teachers to provide a variety of accommodations, they need ongoing professional development opportunities to develop their skills continuously. Such opportunities could include attending workshops, observing in other classrooms, reviewing research on inclusion and collaboration with colleagues to develop a successful inclusion program.

According to Jones et al. (2002 cited in Kassahun, 2014) the success of inclusion is determined by the attitude of both teachers and administrators. The entire school must be in support of inclusion if it is going to be successful. McLeskey and Waldron (2002, cited in Kassahun, 2014), found that administrative support is essential to help build a successful inclusive school. School administrators must provide the staff with the support and resource needed to develop an inclusive setting within the school. They also found that school administrators should provide support for program development among building staff; provide relevant staff development opportunities and promote the need for positive changes toward inclusion

The general education classroom provides students with disabilities with access to students without disabilities ;access to curricula and text books to which most other students are exposed; access to subject matter content taught by subject matter specialists; access to instruction from a general education teacher whose training and expertise are quite different from those of special education teacher ; access to all of the stresses and strains associated with the preparation for taking of and passing and or failing of the state wide assessments (Zigmond,2003 cited in Tirusew,2005).

2.7. Factors that hinder the implementation of Inclusive Education

Although there are many benefits to inclusive education, there are also some barriers or challenges. The most common challenge/barrier of inclusive education is lack of appropriate support for both teachers and students. If the proper support is not present, direct instructional time could be taken from students who are non-labeled (Hobbs and Westling, 1998). Placing special education students in the regular classroom has the potential to consume too much of an already overworked teachers attention (Kavale, 2000 cited in Anteneh, 2014). Children with severe cognitive disabilities and those with severe behavioral disorders are more likely to be harmed than helped because teachers do not have highly specialized training to deal with their needs (Hobbs & Westling, 1998).

According to a study done by Hobbs and Westling (1998) teachers identified three other major problems associated with inclusion. A social and behavioral problem in which the students were perceived as disruptive or distracting to other non-labeled students is one of the challenges of inclusion the teachers in the study identified.

A second problem teachers identified is situation in which specialized assistance or adaptation were unavailable in the general education classroom. Teachers feel unprepared and uninformed of students' special instructional needs (Hobbs & Westling, 1998).

Finally, a third barrier to inclusion is its financial costs. According to Downing (1997) many administrator and teachers are skeptical of the amount of services and instruction that can be provided, given many schools current financial situations. Things like additional educational assistants, instructional supplies transportation, and staff development for teachers all have a huge financial impact on school budgets.

Research studies indicate that in order for inclusion to be successful all parties involved must be supportive. For example, Bricker (2000, cited in Kassahun, 2014) found that the attitudes of teachers, parents and administrators play an important role in how the inclusion process works. Teachers need to be informed and knowledgeable about the inclusion process and must have the skills to work with students from a variety of backgrounds.

“The real challenge of inclusive education is to meet the needs of all children with and without disability in general classroom.”(Kajubi, 1999 cited in Tirusew, 2005: p.99). Many factors affect and regulate the development of inclusive education. One of the determinant factors refers to attitudes of community towards persons with disability and inclusion” (Tirusew, 2005: p.100). “Attitudes of the community towards disability and inclusion, a limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education”. (Tirusew2005: p.100)

2.8. The Practice and Challenges of Inclusive Education in Ethiopia

Administration education Bureau and Handicap International (2012, cited in Anteneh, 2014) stated that Ethiopian government has made visible efforts and taken practical action in adapting and implementing the international declaration on disability and providing legal instruments and giving overall directions regarding services for citizens with disability. Regarding the practice of inclusion of student with special needs, different researchers exposed their study as follows.

Concerning to inclusion program, in Ethiopia, challenges of inclusive programming to disability most prominently exist in the education (Fafchamps & Breket, 2008). Report by UNESCO (2005) also stated that in Ethiopia less than 1% of children with special needs have access to education.

In supporting the above idea World Vision (2007) described that in some schools inclusive education is under practice; school environment is not conducive for inclusive education number of student one class are more than 70 children which is difficulties teaching learning process even for the non-disable children. Therefore, in Ethiopia, there is limitation to know the existing services and activities provided students with disability.

In addition, the study conducted by AACAEB and HI (2012 cited in Anteneh, 2014) showed that schools have no clear and supportive guideline .Therefore, running inclusive education is on the basis of Good Will of school principles. Regarding the teacher conditions, in some school, regular teachers are asked to teach special needs students without receiving any form of training as well as administrative assistance. Fafchamps and Bereket(2008)also stated the teachers are not trained to accommodate students with disabilities appropriately. Similarly, World vision (2007)

stated that teachers have lack of especial training to educate and assist children with disability. As a result, they are not in position to attend the individual problem, furthermore, study conducted by AACAEB and HI showed that training programs organized for teachers so far were limited in scope and had lack of continuity.

Hence, Etenesh (2007 cited in Anteneh, 2014) conclude that because of lack of support; teachers who do not have sufficient background knowledge in special education are failure. Regarding the learning conditions of SWD, the study conducted by world vision (2007) highlighted lack of teachers' patience and understanding of students' difficulty, in Ethiopia children with disabled do not go to school. Similarly the study conducted by Addis Ababa city AACAEB and HI also showed that teachers and schools in general believe it is difficult to teach SWSN. As a result, schools are either unwilling to admit SWSN or provide little or no additional support. Furthermore, the study showed that, to avoid admissions, new coming students are advised the school is not good for them and look other better school. Still further, due to lack of understanding and commitment on the part of school principals, teachers are not push to accept SWSN in their class. In this regard, World Vision (2007) also highlighted that in Ethiopia to teach SWSN collaboration for inclusive education is very limited and need further expansion.

2.9. International Policies on Inclusive Education

Over the past two decades, there have been numerous policies and legislations put in place in support of a movement towards inclusive education. In Britain, the Centre for the Studies on Inclusive Education ([CSIE]1989, cited in Abdulfatta,2014) drew up the Inclusion Charter (2002), in support of the de-segregation of special schools from mainstream schools, the principles are the support of an end to segregated learning systems based on learning difficulties and disabilities, all learners deserve equal opportunities to education, all children are of equal value, and thus the segregation of learners based on disabilities or learning difficulties from mainstream schools is devaluating and discriminatory, through the gradual transferring of resources, specialized staff and learners from 'special schools' to mainstream schools, a supportive, diverse and inclusive system can be achieved and the segregation of schools based on learner differences fosters discrimination and prejudice against learners with disabilities or learning difficulties, and thus that the inclusion of these individuals into a mainstream education

system is a step towards changing discriminatory attitudes in creating greater understanding of these individuals (CSIE, 2002).

A few more important international policies and legislations that have been drawn up to protect the rights of the child, with special consideration to the right to education, are: the Convention Against Discrimination in Education (1960), the UN Convention on the Rights of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), the Salamanca Statement (1994), the Special Education Needs and Disability Act (2001), the No Child Left Behind Act (NCLB) (2001), and the Individual with Disabilities Act (IDEA) (2004).

One of the most fundamental policy documents formulated in support of inclusive education is that of the Salamanca Statement, and thus deserves some further explanation. In 1994, ninety-two government representatives from countries all over the world attended the World Conference on Special Education in Salamanca, Spain (The Salamanca Statement, 1994). The aim of this conference was a movement towards the philosophy of 'Education for All', in which schools are able to assist all children, including those with barriers to learning, essentially creating systems in which everybody is included, differences are celebrated, learning is supported and individual needs are responded to (The Salamanca Statement, 1994). The primary principles on which the Salamanca Statement (1994) is based are education is a fundamental human right, and every individual should be given equal opportunities to learn, every child is unique, in terms of their abilities, characteristics, interests and learning needs, the diverse learning needs of each individual child should be considered when designing and implementing educational programs, regular schools should be available to children with barriers to learning and should accommodate their diverse learning needs and in adopting this inclusive philosophy, the majority of children will receive effective education, as well as fostering communities which are welcoming and non-discriminatory.

Furthermore it is stated that all children are to be included and accommodated in schools, no matter their "physical, intellectual, social, emotional, linguistic or other conditions" (The Salamanca Statement, 1994: p.6) and this should include "disabled or gifted children; street and working children; children from remote or nomadic populations; children from linguistic, ethnic

or cultural minorities; and children from other disadvantaged or marginalized areas or groups” (The Salamanca Statement, 1994, p.6).

2.10. Legislation and education of person with disabilities

The right to education is universal and extends to all children, youth, and adults with disabilities. This right is enshrined in the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2008). It is also addressed in several significant, international declarations, including the World Declaration for Education for All (1990), the UNESCO Salamanca Statement and Framework for Action (1994), and the Dakar Framework for Action (2000).

United nation convention on the rights of the child (November 1989) under article 28 states that state parties recognize the rights of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present convention, and promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific technical knowledge and modern teaching methods. In this regard, particular account shall be taken to the needs of developing countries.

Beside this, article 29 of the UN Convention on the rights of the child states that the education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential, the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of United Nations, the development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she originates, and for civilizations from his or her own, the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons with indigenous origin and the development of respect for the natural environment

Based on Article 24 of the rights of education convention on the rights of persons with disabilities (2006) also states that States parties recognize the right of persons with disabilities to education, persons with disabilities can access an inclusive, quality and free primary education and secondary education on equal basis with others in the communities in which they live, reasonable accommodation of the individual's requirements is provided, enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. to this end , states parties shall take appropriate shall take appropriate measures, take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities and persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

2.11. Legislation and policy framework in Ethiopia

Ethiopia has ratified and accepted various international conventions and policy instruments of relevant to inclusive education. In line with this, in Ethiopia there are different legislations made such as the Federal constitution([FDRE] ,1995 Art 41: p.25) clearly state about the rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of PWDs.

Similarly, the Education and Training Policy (ETP,1994:p.7) states that the “expansion of quality primary education to all citizens is not only a right but also a guarantee for development”.it aimed at providing education for all children among the general objectives of this policy. There is a concern for the rights of the children with disabilities to have equal opportunities for education.

According to FDRE Negaritgazeta, (2009, Art 40:p.1 cited in Abdulfatta, 2014) states institutions shall make, to extend possible, their facilities and programs amenable to use with relative ease by physically challenged students.

The Federal ministry of education in ESDP V,(2015) the fifth medium-term plan which serves as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20. The priorities of ESDP V are consistent with those of regional and international agreements, such as Education for All, the Sustainable Development Goals and the Convention on the Rights of the Child. In addition, special needs expert teachers will be trained in all clusters. By the end of ESDP V, each of 800 resource centres will be staffed by an itinerant teacher educated in SNE who will assist schools in the cluster. In the other way, the federal government of Ethiopia proclaimed a document that all federal minister organizations are obliged by proclamation number 691/2003E.C that it states all ministries have responsible for implementing the issues of persons with disabilities in each ministry organizations.

2.12. Summary and Reflection

A review of the literature indicated that school principals' attitudes and perceptions toward inclusion influence the success of educating students with special needs in general education classrooms. However, the findings were inconsistent regarding the factors that influence principals and assistant principals to have positive or negative attitudes toward inclusion. Therefore, a closer examination of the factors that predict principals' and assistant principals' attitudes toward inclusion would extend.

Furthermore, there seems to be a gap in the literature concerning principals' attitudes towards inclusive education and demographic factors. As it is discussed above, the result showed inconsistency result on the relationship between principals' attitudes and perception with principals' sex, year of experience and training related to teaching students with special needs.

In conclusion, while a wealth of studies have been conducted internationally regarding elementary school principals' attitude and perceptions towards inclusive education, however, in Ethiopia, there is a limited study conducted in this area.

According to Tirusew (2005: p.100) "inclusive education is welcoming all children without discrimination in to regular or general schools". Thus Inclusive education is providing quality education for all regardless of age, disability, gender, etc .It is based on the right of all learners to quality education that accommodates their learning needs .It enhances educational opportunities

for all children. However, the problems that face Ethiopia today are that of attitude. Attitudes of the community towards disability and inclusion, a limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education. (Tirusew, 2005: p.101). Certainly, the principal's role and attitude toward inclusive practices are keys to the success or failure of inclusion in the individual school.

Generally, in the Ethiopia context, examining the attitudes and perceptions of primary school principals' towards the implementation of inclusive education is essential, as it is principal who ultimately let learners learn both with and without barriers to learning, the positive attitudes of principals towards the implementation of inclusive education is fundamentally important, as principals play such a vital role in the successful implementation of inclusive education.

2.13. Conceptual frame work of the study

The conceptual frame work of the study builds up on the relationship among factors perfumed to affect the implementation of inclusive education. Since, principals attitude towards inclusive education, principals perception towards inclusive education, principals training related to teaching student with special needs and principals educational level are deemed to affect the implementation of inclusive education in the study are.

The following figure clearly illustrates their relationship.

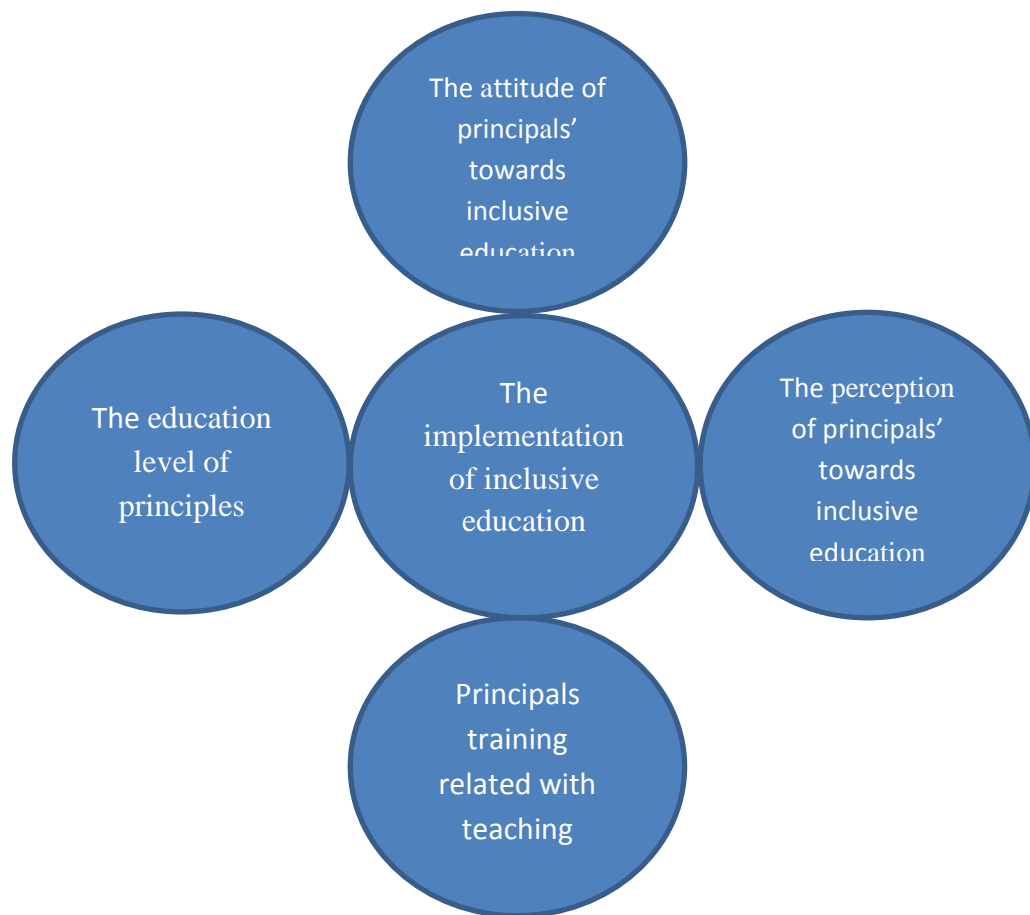


Figure 1: Conceptual frame work of the study

CHAPTER THREE

RESEARCH METHODS

3.1. Research Design

In order to investigate the attitudes and perceptions of primary school principals towards the implementation of inclusive education in Addis Ababa, kolfe keraniyo, a descriptive survey research design was employed. As Yogesh (2006 : p.111) indicated “in a descriptive survey we are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt, and trends that are developing.” Yogesh also stated descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behavior. This is because it enables to describe a particular state of affairs determining the type, forms and magnitude of its existence.

3.2. Research Approach

The study used a quantitative research approach. “Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity”. (Kothari, 2004: p.5). Qualitative data will also be collected through interview and open ended questionnaire to supplement quantitative data.

3.3. Study Area

The study was carried out at Addis Ababa. Addis Ababa comprises 10 sub cities. The study focus on Kolfe Keraniyo sub city. Kolfe Keraniyo sub city is selected by using simple random sampling techniques. This was created a good opportunity for the researcher to administer and collect the data in a more conducive way.

3.4. Study Population

Addis Ababa consists of 10 sub cities. Kolfe Keraniyo sub city is selected by using simple random sampling techniques. In Kolfe Keraniyo Sub city there are total number of 460 primary schools and 520 school principals including assistant principals. Therefore the main population of this study is 520 primary school principals in Addis Ababa Kolfe Keraniyo Sub city.

3.5. Sample and Sampling techniques

The different types of sampling techniques were employed in this study. The sampling technique of this study was both random and non-random sampling. The sampling frame of the study was all the list of primary school principals in Kolfe Keraniyo Sub city. From the sampling frame, the required number of participants was selected through simple random sampling techniques using lottery method. The sample size of this study is 86 of the total population in Kolfe Keraniyo Sub city. From the total 520 principals 15.4 % (80) were taken. The sample size is taken depending on the guideline for sampling which suggested that for such studies one should at least select 10-20 percent of the accessible population for the sample (Yogesh, 2006: p.103). In addition, by using purposive sampling techniques three school supervisors and three educational officials from Kolfe Keraniyo Sub city. Therefore, the main study was conducted on sample of 86 of the total population in Kolfe Keraniyo Sub city.

3.6. Data collection instruments

The instruments used in data collection were questionnaires and interview.

3.6.1. Questionnaires

These instruments of data collection were used to collect data from school principals. Attitude scale (AS) and perception scale (PS), which is adapted for this study to collect data. In this study, the Principals' attitudes and perceptions towards inclusive education (PATIE) scale, developed by Bailey (2004 cited in Taleshia, 2015) was employed. The questionnaires mainly contained closed ended items mainly to investigate principals' attitudes and perceptions towards the implementation of inclusive education. Most frequently used summated scales in the study of social attitudes followed the pattern devised by Likert. In this study, Participants will respond to

each item using a 5-point Likert type scale that ranges from 1 = strongly disagree to 5 = strongly agree. Open ended questions were used to collect data about the factors that affect the attitudes and perceptions of principals towards the implementation of inclusive education from primary school principals.

3.6.2. Interview

Semi structured interview was used to collect information from Supervisors and Educational experts. To collect information on inclusive education, three school supervisor and three education experts were selected to respond to a six-item interview guide questions which especially focused on the major factors that affect primary school principals' attitudes and perceptions towards the implementation of inclusive education in KolfeKeraniyo Sub city.

3.7. Pilot Study

The pilot study which is aimed at ensuring item clarity and reliability was done on 30 randomly selected primary school principals in Addis Ababa. The questionnaire was administered properly. Participants were informed that they can put a question mark in front of the question that is not clear to them.

After collecting the questionnaire, each item was checked for appropriateness. The results of the pilot test were analyzed using statistical package for the social science (SPSS version 20). Thus, Cronbach's alpha and inter-item total correlation were computed to see the internal consistency of items of each instrument. hence, the cronbach's alph values of the ttitude scle ws .84 (total) and cronbach's alpha values of the perception scale was .83 (total).

3.8. Data Analysis Techniques

The data generated in this study were analyzed using both quantitative and qualitative analysis techniques. To analyze the quantitative data descriptive and inferential statistics were employed. In order to know the attitude and perception of principals' towards the implementation of inclusive education percentage, mean, standard deviation and frequencies used to analyze the data gathered through questionnaire. In addition to analyze the significant differences of attitudes and perceptions of principals' with their gender, year of experience, education level and SNE

training, t-test and one way ANOVA were used. Also Bivariate correlation data analysis method will be used in order to analyze the association between principals attitude and their perceptions toward the implementation of inclusive education. In addition data collected through interview and open ended questionnaire were analyzed through narrative descriptions.

3.9. Ethical Consideration

Research ethics deals with how we treat those who participate in our studies and how we handle the data after we collect them. Each discipline has its own ethical guidelines regarding the treatment of human research participants. According to Israel and Hay (2006 cited in Creswell, 2009), Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems. As it is stated above, it is the duty of the researcher to consider ethical issues beginning from the selection of research problem up to research report. In the process of conducting this research honesty, integrity, openness, respect, confidentiality, and social responsibility were taken into account.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Demographic Characteristics of the Respondents

As explained earlier, sex, educational level, year of experience as an administrator and training related to SNE are considered as the demographic characteristics of principals who participated in this study. The following table provides the summary of these characteristics as described by frequency and percentage.

Table 1: Background characteristics of the respondents

| N Variable | Sub Variable | Frequency | Percent % |
|--|-------------------------------|------------|-----------|
| 1. Sex | Male | 56 | 70% |
| | Female | 24 | 30% |
| | Total | 80 | 100% |
| 2. Education level | Diploma | 27 | 33.8% |
| | Degree | 53 | 66.3% |
| | Total | 80 | 100% |
| 3. Year of experience As an administrator | 0-5 years | 31 | 38.8% |
| | 6-10 years | 27 | 33.8% |
| | 11-15 years | 22 | 27.5% |
| | Total | 80 | 100% |
| | 4. Training related to SNE | Short term | 47 |
| | Long term | 9 | 11.3% |
| | Untrained | 24 | 30.0% |
| | Total | 80 | 100% |

As can be observed from Table 1, 80 elementary principals were participated in this study. Among these, 70% of the participants were males; and the remaining 30% were females. With regard to principals' educational level, the study obtained of the total 80 respondents' 27(33.8%) of them had diploma and 53(66.3%) were degree holders. With regard to principals years of experience as an administrator, the results of the study showed that among 80 elementary principals 31(38.8%) were ranges between 0-5 years, 27(33.8%) were between 6-10 years and 22(27.5%) were between 11-15 years.

As indicated on Table 1, principals reported on training related with teaching students with special needs, from the total of 80 principals 47(58.8%) of them had trained in short term program, 9(11.2) had trained through long term program and 24(30.0%) of them reported that they have not yet trained at all.

4. 2. Responses of Principals' on Attitudes and Perceptions Scale Items

The first objective of the study was to examine the attitudes and perceptions of primary school principals towards the implementation of inclusive education. To this end, data were collected using questionnaires containing 16 attitude items and 16 perception item each items is rated using five point Likert scale ranging from 1=strongly disagree to 5=strongly agree. High score indicates high level of agreement by respondents on the given statement. The following table summarizes the mean and standard deviation scores of principals' attitudes and perceptions towards the implementation of inclusive education.

Table 2: The Mean and Standard deviation scores of principals' attitudes and perceptions towards the implementation of inclusive education

| | N | M | SD | Minimum | Maximum |
|------------|----|------|-----|---------|---------|
| Attitude | 80 | 2.49 | .45 | 1 | 5 |
| Perception | 80 | 2.46 | .46 | 1 | 5 |

M=Mean; SD= Standard Deviation

As can be observed in Table 2 principals' attitudes and perceptions were examined. Based on the data the mean principals' attitude towards the implementation of inclusive education was 2.49 with a standard deviation of (.45). This indicated that principals hold unfavorable attitudes

towards the implementation of inclusive education. The mean principals' perception was 2.46 with a standard deviation of (.46). This also indicated that principals hold a low level of perceptions towards the implementation of inclusive education.

Table 3: Principals' Attitudes towards the implementation of inclusive education

| No | Statements | N | 1 | 2 | 3 | 4 | 5 | M | SD |
|----|--|----|-------------|-------------|------------|-------------|------------|------|-----|
| 1 | Including students with special needs creates additional problems for teachers' class management | 80 | 20 25% | 52 65% | 3 3.7 % | 5 4.2% | - - | 1.91 | .73 |
| 2 | Because special schools are better resourced to cater to special needs students, these students should stay in special schools | 80 | 19 23.8% | 46 57.5% | 1 1.2 % | 10 12.5% | 4 5% | 2.17 | 1.1 |
| 3 | Regular students benefit academically from inclusion | 80 | 11 13.8 | 51 63.8 | 3 3.8 | 10 12.5 | 5 6.3 | 2.34 | 1.1 |
| 4 | Students with special needs will disrupt other students' learning | 80 | 7 8.8 | 47 58.8 | 2 2.5 | 14 17.5 | 10 12.5 | 2.66 | 1.2 |
| 5 | Students with special needs benefit academically from inclusion | 80 | 15 18.8 | 45 56.3 | 3 3.8 | 15 18.8 | 2 2.5 | 2.30 | 1.1 |
| 6 | Regular students will be disadvantaged by having special needs students in their classroom | 80 | 5 6.3 | 42 52.5 | 1 1.3 | 19 23.8 | 13 16.3 | 2.91 | 1.3 |
| 7 | Regular school principals are trained adequately to cope with the students with special needs | 80 | 36 45% | 17 21.3 | 4 5% | 13 16.3 | 10 12.5 | 2.30 | 1.5 |
| 8 | Including students with special needs is unfair to regular teachers who already have a heavy work load | 80 | 6 7.5% | 48 60% | - - | 18 22.5% | 8 10% | 2.68 | 1.2 |
| 9 | The policy of inclusion is fine in theory but does not work in practice | 80 | 13 16.3 | 45 56.3 | 1 1.3 | 17 21.3 | 4 5% | 2.43 | 1.1 |
| 10 | Schools have sufficient teaching resources to cope with inclusion | 80 | 4 5% | 35 43.8 | 7 8.8 | 23 28.8 | 11 13.8 | 3.03 | 1.2 |
| 11 | Students with special needs benefit socially from inclusion | 80 | 20 | 42 | 5 | 10 | 3 | 2.18 | 1.1 |

| | | | | | | | | | |
|----|---|----|------|------|-----|------|-----|------|-----|
| | | | 25% | 52.5 | 6.3 | 12.5 | 3.8 | | |
| 12 | Regular students benefit socially from inclusion | 80 | 10 | 52 | 6 | 9 | 3 | 2.29 | .96 |
| | | | 12.5 | 65 | 7.5 | 11.3 | 3.8 | | |
| 13 | Students with special needs will take up too much of the teacher's time | 80 | 8 | 54 | 2 | 15 | 1 | 2.34 | .94 |
| | | | 10% | 67.5 | 2.5 | 18.8 | 1.3 | | |
| 14 | There is sufficient funding to permit inclusion | 80 | 6 | 39 | 8 | 19 | 8 | 2.80 | 1.2 |
| | | | 7.5 | 48.8 | 10 | 23.8 | 10% | | |
| 15 | It is burden for a teacher to teach in a classroom where there are more students with disabilities. | 80 | 9 | 43 | 1 | 23 | 4 | 2.63 | 1.2 |
| | | | 11.3 | 53.8 | 1.3 | 28.8 | 5% | | |
| 16 | It is the right of students with special needs be in a regular school | 80 | 21 | 44 | 1 | 11 | 3 | 2.14 | 1.1 |
| | | | 26.3 | 55% | 1.3 | 13.8 | 3.8 | | |

M=Mean, SD=Standard deviation, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 3 shows principals' level of agreement on each of the statement indicating the attitudes towards the implementation of inclusive education. Principals were asked whether including students with special needs creates additional problems for teachers' class management; the majority, 72(90%) of the principals' strongly disagreed/disagreed whereas, 5(4.2%) principals' strongly agreed/agreed. Similarly, the majority, 65(81.3%) of principals' strongly disagreed/disagreed on the assertion "because special schools are better resourced to cater to special needs students, these students should stay in special schools". However, 14(17.5%) of principals' strongly agreed/agreed. This indicates that most principals hold positive attitude towards the statement stated.

Principals' were also asked whether regular students benefit academically from inclusion; the majority, 62(77.6%) strongly disagreed/disagreed but 15(18.9%) of principals' strongly agreed/agreed that regular students benefit academically from inclusion. The majority, 54(67.6%) of principals strongly disagreed/disagreed that students with special needs will disrupt other students' learning. But, 24(30%) of the principals' showed their agreement. This principals' level of agreement showed that most principals hold a positive attitude on the

statement raised above. The majority, 60(75.1%) of principals strongly disagreed/disagreed on the statement “ students with special needs benefit academically from inclusion”. Yet some 17(21.3%) of principals’ strongly agreed/agreed on the given statement. Principals were also asked whether regular students will be disadvantaged by having special needs students in their classroom and the majority, 47(58.8%) replied that they strongly disagreed/disagreed but, 32(40.1%) of principals strongly agreed/agreed. This indicated that most principals hold a positive attitude on the statement stated above respectively.

As can be observed in Table 3, the majority 53(66.3%) of principals strongly disagreed/disagreed on the assertion “regular school principals are trained adequately to cope with the students with special needs”. However, 23(28.8%) of principals’ strongly agreed/agreed. Principals were also asked if including students with special needs is unfair to regular teachers who already have a heavy work load; the majority, 54(67.5%) of principals’ strongly disagreed/disagreed; 26(32.5%) of principals’ however, strongly agreed/agreed. Principals were also asked if the policy of inclusion is fine in theory but does not work in practice; the majority, 48(72.6%) of principals’ strongly disagreed/disagreed. But, 21(26.3%) of principals’ strongly agreed/agreed on the given statement. 39(48.5%) of principals strongly disagreed/disagreed that schools have sufficient teaching resources to cope with inclusion, whereas, 34(42.6%) of the principals’ strongly agreed/agreed that schools have sufficient teaching resources to cope with inclusion.

As indicated in Table 3, the majority of principals’ 62(77.5%) strongly agreed/agreed that students with special needs benefit socially from inclusion, whereas, 13(16.3%) of principals strongly disagreed/disagreed that students with special needs benefit socially from inclusion. Similarly, 62(77.5%) of principals’ strongly disagreed/disagreed that regular students benefit socially from inclusion. However, 12(15.1%) of principals’ strongly agreed/agreed on the given statement. These results indicated that most principals hold a negative attitude on the statement stated above respectively. 62(77.5%) of the principals’ strongly disagreed/disagreed that students with special needs will take up too much of the teacher’s time. 16(20.1%) of the principals strongly agreed/agreed that students with special needs will take up too much of the teacher’s time. Similarly, 45(56.3%) of principals strongly disagreed/disagreed on the statement there is sufficient funding to permit inclusion. On the other hand, 27(33.8%) of principals’ strongly agreed/agreed that there is sufficient funding to permit inclusion.

As indicated in Table 3, principals' were also asked if it is burden for a teacher to teach in a classroom where there are more students with disabilities, the majority 52(65.1%) of principals' strongly disagreed/disagreed, but 27(33.8%) of principals' strongly agreed/agreed. This level of agreement indicated that most principals' hold a positive attitudes towards the statement stated above. 55(81.3%) of principals strongly disagreed/disagreed that it is the right of students with special needs be in a regular school, whereas 14(15.6%) of principals' strongly agreed/agreed that it is the right of students with special needs be in a regular school. This indicated that the majority of principals' hold a low level of agreement on the statement that students with special needs have right to be in a regular school.

Table 4: principals' perceptions towards the implementation of inclusive education

| No | Statements | N | 1 | 2 | 3 | 4 | 5 | M | SD |
|----|--|----|------------|------------|------------|------------|------------|------|------|
| 1 | Inclusive education is important for students with special needs | 80 | 14 17.5 | 49 61.3 | 3 3.8 | 12 15% | 2 2.5% | 2.24 | .99 |
| 2 | Including students with special needs in the regular classroom has a negative impact | 80 | 9 11.3 | 42 52.5 | 7 8.8 | 11 13.8 | 11 13.8 | 2.66 | 1.3 |
| 3 | Students with special needs need adequate support | 80 | 33 41.3 | 44 55% | - - | 3 3.8% | - - | 1.66 | .67 |
| 4 | Students with special needs should be included in regular classroom | 80 | 8 10% | 38 47.5 | 6 7.5% | 23 28.8 | 5 6.3% | 2.74 | 1.2 |
| 5 | There is a policy which guide Inclusive education | 80 | 14 17.5 | 47 58.8 | 11 13.8 | 3 3.8% | 5 6.3% | 2.23 | .99 |
| 6 | Inclusive education is cost effective | 80 | 5 6.3% | 54 67.5 | 13 16.3 | 6 7.5% | 2 2.5% | 2.33 | .80 |
| 7 | Inclusive education provides equal educational opportunities for all | 80 | 10 12.5 | 39 48.8 | 1 1.3% | 23 28.8 | 7 8.8% | 2.7 | 1.3 |
| 8 | Schools have sufficient resources to cope with inclusion | 80 | 35 43.8 | 11 13.8 | 7 8.8% | 18 22.5 | 9 11.3 | 2.44 | 1.15 |

| | | | | | | | | | |
|----|---|----|-------------|-------------|-----------|-------------|-------------|------|-----|
| 9 | It is impossible to implement inclusive education | 80 | 5 6.3% | 36 45% | 5 6.3% | 22 27.5 | 12 15% | 3.0 | 1.3 |
| 10 | Lack of other professionals makes inclusion difficult | 80 | 46 57.5 | 16 20% | 6 7.5% | 9 11.3 | 3 3.8% | 1.84 | 1.2 |
| 11 | Inclusive education has negative impacts on the academic achievements of regular students | 80 | 7 8.8% | 39 48.8% | 1 1.3% | 18 22.5% | 15 18.8% | 2.94 | 1.3 |
| 12 | Inclusive education has a positive impact on the Socialization of students with special needs | 80 | 13 16.3% | 50 62.5% | 3 3.8% | 8 10% | 6 7.5% | 2.3 | 1.1 |
| 13 | Inclusive education to work the role of principals are needed | 80 | 18 22.5 | 55 68.8 | - - | 7 8.8% | - - | 1.95 | .76 |
| 14 | All efforts should be made by the school to realize inclusive education | 80 | 23 28.8 | 44 55% | 3 3.8% | 8 10% | 2 2.5% | 2.05 | .98 |
| 15 | Due to various reasons we should resist inclusive education | 80 | 4 5% | 35 43.8 | 2 2.5% | 23 28.8 | 16 20% | 3.15 | 1.3 |
| 16 | The child should ready with the regular curriculum before being included | 80 | 20 25% | 55 68.8 | 1 1.3% | 2 2.5% | 2 2.5% | 1.89 | .76 |

M=Mean, SD=Standard deviation, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 4 shows principals' level of agreement on each of the statement indicating the perception towards the implementation of inclusive education. Principals' were asked whether inclusive education is important for students with special needs; the majority, 63(78.3%) of principals' strongly disagreed/disagreed whereas 14(17.5%) of principals' strongly agreed/agreed. Similarly, the majority 77(96.1%) of principals' strongly disagreed/disagreed on the assertion "students with special needs need adequate support". However, 3(3.8%) of principals' strongly agreed/agreed. Principals' were also asked whether students with special needs should be

included in regular classroom; the majority, 46(57.5%) of principals' strongly disagreed/disagreed but 28(35.1%) of principals' strongly agreed/agreed but 28(35.1%) of principals' hold realistic perceptions towards the implementation of inclusive education. This level of agreement indicated that most principals' hold a low level of perceptions on the statements stated above respectively.

As indicated in Table 4, the majority 51(63.8%) of principals' strongly disagreed/disagreed on the statement including students with special needs in the regular classroom has a negative impact, whereas 22(27.6) of principals' strongly agreed/agreed on the statement given above. Here most principals' hold a realistic perceptions towards this statement. The majority 61(76.3%) of principals' strongly disagreed/disagreed that there is a policy which guide inclusive education. But, 8(10.1%) of principals' showed their agreement. This statement indicated those principals' hold unrealistic perceptions towards the implementation of inclusive education. The majority 59(73.8%) of principals' strongly disagreed/disagreed on the statement " inclusive education is cost effective". Here again the level of perceptions of principals' was low in this statement. Yet some 8(11%) of principals' strongly agreed/agreed on the given statement stated above.

As can be observed in Table 4 principals' were also asked whether inclusive education provides equal educational opportunities for all; the majority 49(61.3%) of principals' strongly disagreed/disagreed but, 30(37.6%) of principals strongly agreed/agreed that inclusive education provides equal educational opportunities for all. This result indicated that most principals hold a low level of perceptions but 30(37.6%) of principals hold realistic perceptions on the statement. 46(57.6%) of principals' strongly disagreed/disagreed on the assertion "schools have sufficient resources to cope with inclusion" However, 27(33.8%) of the principals' strongly agreed/agreed.

This level of agreement indicated that most principals had a low level of perceptions about the statement stated above.

As indicated in Table 4, Principals were also asked if it is impossible to implement inclusive education; the majority 41(51.3%) of principals' strongly disagreed/disagreed; 34(52.6%) of principals, however, strongly agreed/agreed. This indicated that most principals perceived as the

implementation of inclusive education is possible. Principals were also asked if lack of other professionals makes inclusion difficult; the majority 62(77.5%) of principals' strongly disagreed/disagreed. But 12(15.1%) of principals' strongly agreed/agreed on the given statement. This result indicated that the majority of principals hold realistic perceptions on the statement stated above. 46(57.6%) of principals strongly disagreed/disagreed that inclusive education has negative impacts on the academic achievements of regular students. whereas, 33(41.3%) of principals strongly agreed/agreed. This indicated that principals hold realistic perceptions on inclusive education.

The majority of principals 63(78.8%) strongly disagreed/disagreed that inclusive education has a positive impact on the socialization of students with special needs. whereas, 14(17.5%) of principals' strongly agreed/agreed that inclusive education has a positive impact on the socialization of students with special needs. Similarly, 73(91.3%) of principals strongly disagreed/disagreed that inclusive education to work the role of principals are needed. However 7(8.8%) of principals strongly agreed/agreed on the given statement stated above. Here, most principals perceived as they had no roles towards the implementation of inclusive education.

According to the responses indicated in Table 4, 67(73.8%) of principals' strongly disagreed/disagreed that all efforts should be made by the school to realize inclusive education. but 10(12.5%) of principals strongly agreed/agreed. This agreement level indicated that principals hold a low level of perceptions on the roles that are expected from schools. On the other hand, 39(48.8%) of principals strongly disagreed/disagreed on the statement due to various reasons we should resist inclusive education, but 39(48.8%) of the principals strongly agreed/agreed that we should resist inclusive education. Principals were also asked if the child should be ready with the regular curriculum before being included; the majority 75(83.8%) of principals strongly disagreed/disagreed, but 4(5%) of principals strongly agreed/agreed that the child should be ready with the regular curriculum before being included. This level of agreement indicated that most principals hold unrealistic perceptions towards the statement stated above.

4.2.1. Independent sample t-test on principal's attitude and perception towards the implementation of inclusive education by sex

The second purposes of this study were to investigate the difference in attitudes and perceptions between males and females principals' towards the implementation of inclusive education. Accordingly, independent sample t-test of principals' attitude and perceptions towards the implementation of inclusive education by sex were employed.

Table 5: Independent sample t-test on principal's attitude and perception towards the implementation of inclusive education by sex

| | | <i>N</i> | <i>M (SD)</i> | <i>T</i> | <i>Df</i> | <i>Sig. (2-tailed)</i> |
|------------|--------|----------|---------------|----------|-----------|------------------------|
| Attitude | Male | 56 | 2.66(.407) | 7.347 | 78 | .000 |
| | Female | 24 | 2.10(.267) | | | |
| Perception | Male | 56 | 2.62(.444) | 5.184 | 78 | .000 |
| | Female | 24 | 2.11(.275) | | | |

As can be observed in Table 5, principals' sex did have a statistically significant difference on principals' attitudes towards the implementation of inclusive education ($T(78) = 7.34, P < .05$). Similarly, principals' sex did have a statistically significant difference on principals' perceptions towards the implementation of inclusive education ($T(78) = 5.18, P < .05$). This shows that there is statically significant variation in the attitudes and perceptions of principals by sex.

4.2.2. Independent sample t-test on principal's attitudes and perceptions towards the implementation of inclusive education by education level

The other purposes of this study were to investigate the difference in attitudes and perceptions between diploma and degree holder principals towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/

Accordingly, Independent sample t-test of principals' attitudes and perceptions towards the implementation of inclusive education by education level were employed.

Table 6: Independent sample t-test on principal’s attitudes and perceptions towards the implementation of inclusive education by education level

| | | <i>N</i> | <i>M (SD)</i> | <i>T</i> | <i>Df</i> | <i>Sig. (2-tailed)</i> |
|------------|---------|----------|---------------|----------|-----------|------------------------|
| Attitude | Diploma | 27 | 2.19(.383) | 4.846 | 78 | .000 |
| | Degree | 53 | 2.65(.406) | | | |
| Perception | Diploma | 27 | 2.19(.372) | 4.128 | 78 | .000 |
| | Degree | 53 | 2.60(.444) | | | |

As indicated in Table 6, principals’ there is a statistically significant difference in principals’ attitudes towards the implementation of inclusive education by educational level ($T(78) = 4.84$, $P < .05$). Similarly, principals’ education level did have a statistically significant difference on principals’ perceptions towards the implementation of inclusive education ($T(78) = 4.12$, $P < .05$). This indicated that principals’ education level had significant effects on principals’ attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kolfekeraniyo sub city/.

4.2.3. One way Analysis of variance of principal’s attitudes and perceptions towards the implementation of inclusive education by year of experience

The other purposes of this study were to investigate the difference in attitudes and perceptions among principals’ years of experience, accordingly, one way analysis of ANOVA of attitudes and perceptions towards the implementation of inclusive education by year level were employed.

Table 7: Summary of ANOVA of attitudes and perceptions towards the implementation of inclusive education by year of experience

| | | <i>N</i> | <i>M(SD)</i> | <i>F</i> | <i>Df</i> | <i>Sig.</i> |
|------------|-------------|----------|--------------|----------|-----------|-------------|
| Attitude | 0-5 years | 31 | 2.39(.415) | 2.527 | 77 | .087 |
| | 6-10 years | 27 | 2.64(.433) | | | |
| | 11-15 years | 22 | 2.45(.492) | | | |
| Perception | 0-5 years | 31 | 2.46(.553) | 2.479 | 77 | .090 |
| | 6-10 years | 27 | 2.60(.406) | | | |
| | 11-15 years | 22 | 2.31(.340) | | | |

As indicated in Table 12, principals' year of experience as an administrator did not have a statistically significant effect on principals' attitudes towards the implementation of inclusive education ($F(2, 77) = 2.52, P = .08$). Similarly, principals' year of experience as an administrator did not have a statistically significant effect on principals' perceptions towards the implementation of inclusive education ($F(2, 77) = 2.47, P = .09$). This indicated that principals' year of experience as an administrator had no significant effects on principals' attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kofe keraniyo sub city/.

4.2.4. One way Analysis of variance of principal's attitudes and perceptions towards the implementation of inclusive education by training

The other purposes of this study were to investigate the differences in attitudes and perceptions among principals' training related with teaching students with special needs in Addis Ababa /Kofe keraniyo sub city/, accordingly, one way analysis of ANOVA of attitudes and perceptions towards the implementation of inclusive education by training were employed.

Table 8: Summary of ANOVA of attitudes and perceptions towards the implementation of inclusive education by training

| | | <i>N</i> | <i>M(SD)</i> | <i>F</i> | <i>Df</i> | <i>Sig</i> |
|------------|------------|----------|--------------|----------|-----------|------------|
| Attitude | Short term | 47 | 2.66(.430) | 19.291 | 77 | .000 |
| | Long term | 9 | 2.68(.268) | | | |
| | Untrained | 24 | 2.10(.267) | | | |
| Perception | Short term | 47 | 2.59(.445) | 14.536 | 77 | .000 |
| | Long term | 9 | 2.78(.424) | | | |
| | Untrained | 24 | 2.11(.275) | | | |

As the one way analysis of variance in Table 14 stated principals' attitudes and perceptions towards the implementation of inclusive education as dependent variable and principals training as the independent variable were computed. The result indicated that training related to teaching

students with special needs did have a statistically significant difference on principals' attitudes towards the implementation of inclusive education ($F(2, 77) = 19.2, P < .05$). Similarly, training related to teaching students with special needs did have a statistically significant difference on perceptions towards the implementation of inclusive education ($F(2, 77) = 14.5, P < .05$). This indicated that training related to teaching students with special needs had significant effects on principals' attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kolfe keraniyo sub city/. By using Tukey post hoc tests, statistically significant difference in attitude were observed between short term with untrained and long term trained principals. The mean of untrained and long term trained had attitudes lied on neutral (2.66 & 2.68) respectively. Whereas short term trained principals lies on disagree (2.1). On the other hand, statistically significant differences in perceptions were also observed with untrained and short term and long term trained principals. The mean of short term and long term principals' perception lies on neutral (2.59 & 2.78) respectively. Whereas untrained principals perception lied on disagree (2.11).

4.3. Responses of principals on open ended question

In this section, the findings obtained from open ended questionnaires were analyzed and discussed to investigate the factors affecting primary school principals' attitude and perception towards the implementation of inclusive education in Addis Ababa /Kolfe keraniyo sub city/.

Since the school principals are one of the concerned bodies for the success of inclusive education, their help is important. Principals were asked the major factors that affect their attitudes and perceptions towards the implementation of inclusive education. Regarding this, the whole school principals suggested the following points in common:

These are shortage of teachers and material resources and lack of special needs education educators, lack of knowledge and experiences about inclusive education by the principals and teachers is the one of the factors mentioned by the principals. Lack of initiation and encouragement by the principals are amongst the factors mentioned. Absence of supportive teaching materials and resource rooms were mentioned as the other factors, presence of different physical barriers and obstacles in the school environment were finally mentioned by the

principals as a factor that affected principals' attitudes and perceptions towards the implementation of inclusive education.

4.4. Responses of Educational Experts on Interview Question

One of the research questions treated in this session was “what are the factors affecting principals' attitudes and perceptions towards the implementation of inclusive education?” In order to investigate this, interview guide line were prepared. This interview guide line consisted of different questions about inclusive education. Regarding this, supervisors and educational experts were asked. The findings obtained from interview questions were similar to the most part analyzed and discussed below:

With regard to the current status of inclusive education in Addis Ababa /Kolfе keraniyo sub city/, educational experts were asked. They revealed that they were on the way of implementing inclusive education in different schools, specifically some students with special needs were learning in inclusive classrooms.

To implement inclusive education on the schools, Education Bureau plays an important role. The officers may take their roles through provision of trainings or facilitating them for teachers, school principals, supervisors and other concerned bodies. They may also take their roles through hiring special needs education experts.

Regarding the factors that contribute to and hinder the implementation of inclusive education, Bureau Officers responded that:

The implementation of inclusive is not an easy task. It requires multi professional efforts. Also it needs a lot of finance. Most of our schools have been built without considering such things to shift those schools to inclusive setting. It needs much financial and resources. To do this, it is difficult. To implement inclusive education, experts are needed from the field again to do it. Currently, they have a shortage of regular classroom teachers whereas the number of students with special needs have been higher. So, to implement inclusive education they have great challenges. Even if they have great challenges, they have been trying to implement inclusive

education as much as possible. They have been sending teachers for trainings about inclusive education to make them implement what they get from the trainings.

This indicates that there were factors that affected principals' attitude and perception towards the implementation of inclusive education. These were factors related to finance and material resource; and factors related to the prevalence of or absence of educated experts in the field.

4.5. Responses of Supervisors on Interview Question

School supervisors were also asked about the attitudes and perceptions of principals towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/.

One supervisor raised the following points: To implement inclusive education, the knowledge of school administrators, especially directors is important. Concerning the knowledge of inclusive education, supervisors stated that in most education training area, the issues of inclusive education could be raised but it was not much greater than half day or one day discussion. The implementation of inclusive education needs its owner who trained or graduated on the field.

In Addis Ababa /Kolfе keraniyo sub city/, most principals have not been well trained about teaching students with special needs and they have lack of knowledge on how to implement inclusive education successfully.

This indicated that there have been many principals who have not been trained regarding teaching students with special needs to implement inclusive education. Principals' lack of knowledge about inclusive education due to the absence of training affected the attitudes and perceptions of principals towards the implementation of inclusive education.

Regarding inclusive education the other supervisor suggested that to implement inclusive education in Addis Ababa /Kolfе keraniyo sub city/, it needs professionals who are specialized on the field and principals and teachers must get consistent training on inclusive education. Also, to practice inclusive education it needs a huge amount of finance. It also needs a collaborative effort with different professionals. To solve these problems, the above mentioned issues have their influence. However, they are trying to implement inclusive education in few schools.

This shows that even though limited trainings have been provided for teachers and principals, the trainings have not been enough to give much information about inclusive education. Therefore, lack of training was one of the factors that affected principals' attitudes and perceptions towards the implementation of inclusive education.

4.6. Supervisors and Educational Experts responses on Strategies

Regarding to the implementation of inclusive education in Addis Ababa /Kolfé keraniyo sub city/, supervisors and educational experts were asked to give their comments. Based on this, they recommended the following points in common: positive attitude of the school community including principals, teachers and students towards the implementation of inclusive education is required, there must be a clear and uniform guideline on inclusion and it has to be introduced to all teachers and educational stakeholders, ongoing and relevant training of teachers on inclusive teaching has to be prepared, involvement of parents on inclusion during parent- teacher and Student association meetings, creating strong ties between teachers, parents and the school, providing facilities for children with disabilities; and strengthening the resource room so that students with special needs can benefit out of them, exposing teachers, school heads and other instructional supervisors to develop a good knowledge of inclusion and motivating them to come up with research findings on inclusion.

CHAPTER FIVE

DISCUSSION OF THE STUDY

The finding of the present study revealed that most Addis Ababa /Kolfe keraniyo sub city/ principals had a negative attitude toward the implementation of inclusive education with the mean score and standard deviation of 2.49(.45) respectively. Similarly, most principals' had unrealistic perceptions toward the implementation of inclusive education with the mean score and standard deviations of 2.46(.46) respectively. The study conducted by Charles (2011) showed Georgia secondary principals reported a positive attitude toward inclusion of students with disabilities. Also the study conducted by Irvine et.al (2010) indicated that Canadian school principals had a positive attitude toward inclusion. On the contrary,

The result of the present study is supported by the study conducted by Praisner (2003). The finding indicated that only 1 in 5 principals have favorable attitudes toward inclusion in the Commonwealth of Pennsylvania. Sharma and Chow (2008 cited in Taleshia, 2015) found that 43% of the principals in their study had negative attitudes toward the inclusion of students with disabilities in the general education classroom. An additional 5% percent of the principals strongly opposed including students with disabilities because they perceived that inclusion would negatively affect the general education students.

“One of the determinant factors refers to attitudes of community towards persons with disability and inclusion”. (Tirusew, 2005:p.100). According to Tirusew (2005:p.100) “Attitudes of the community towards disability and inclusion, a limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education”.

The current study found that there was statistically significant difference in principals' attitudes ($T(78) = 7.34, P < .05$) towards the implementation of inclusive education by sex. Based on sex, there was a significant difference in principals' perceptions ($T(78) = 5.18, P < .05$) towards the implementation of inclusive education. This indicated that sex had significant effects on principals' attitudes and perceptions towards the implementation of inclusive education. On the

contrary, the study conducted by Praisner (2003) indicated that there was no significant difference in attitude between males and females principals.

When examining the educational level of principals', a statistically significant difference in principals' attitudes towards the implementation of inclusive education was detected ($T(78) = 4.84, P < .05$). Similarly, a statistically significant difference in principals' perceptions towards the implementation of inclusive education was detected ($T(78) = 4.12, P < .05$). This study found significant differences in the attitudes and perceptions on principals who hold a Bachelor's degree and diploma holders in Addis Ababa /Kolfekeraniyo sub city/. The result of the present study is supported by the study conducted by Taleshia (2015). The result of the study prevailed that principals' years of experience did have a statistically significant effect on principals' attitudes.

A study conducted in Cameroon by Ponfua (2013) indicated that demographic factors, years of experience did not have a statistically significant effect on principals' attitudes and perception toward inclusion. Similarly, the result of the present study prevailed that there were no statistically significant differences in principals' attitudes ($F(2, 77) = 2.52, P = .08$) and perceptions ($F(2, 77) = 2.47, P = .09$) towards the implementation of inclusive education across principals' years of experiences. This indicated that years of experience had no effects on principals' attitudes and perceptions towards the implementation of inclusive education.

When examining training related with teaching students with special needs, a statistically significant effect on principals' attitudes towards the implementation of inclusive education was detected ($F(2, 77) = 19.2, P < .05$). Similarly, training related to teaching students with special needs did have a statistically significant effect on principals' perceptions towards the implementation of inclusive education ($F(2, 77) = 14.5, P < .05$). This study found principals' training related to teaching students with special needs had significant effects on principals' attitudes and perceptions towards the implementation of inclusive education. By using Tukey post hoc tests, statistically significant difference in attitude were observed between short term with untrained and long term trained principals. The mean of untrained and long term trained had attitudes lied on neutral (2.66 & 2.68) respectively. On the other hand short term trained principals lies on disagree (2.1). On the other hand, statistically significant differences in

perceptions were also observed with untrained and short term and long term trained principals. The mean of short term and long term trained principals' perception lies on neutral (2.59 & 2.78) respectively. On the other hand untrained principals perception lied on disagree (2.11). The result of this study is supported by the study conducted by Anke, (2014), the majority of principals reported that one of the most important facilitators perceived in the successful implementation of inclusive education would be that of educator training. As the literature indicates, educators are considered to form the cornerstone within inclusive education, as it is they who teach and interact with learners with barriers on a daily basis. On the other hand, Ramirez (2006) conducted a study and of the variables included in that study, the result indicated that demographic factors, training did not have a statistically significant effect on principal's attitudes toward inclusion.

Moreover, the qualitative data obtained from principals, supervisors and educational experts also indicated that the factor that affected principals' attitudes and perceptions were training related to teaching students with special needs, attitudinal problems or barrier, lack of knowledge and experience about inclusive education, education level, lack of special needs focal person, lack of special needs teachers, shortage of resources, and factors related to school physical environment such as class room setting, buildings etc. The study conducted by Anke (2014) indicated that from the findings, three primary themes emerged regarding the factors affected principals' perceptions towards the successful implementation of inclusive education, these were: educator training, the availability of resources, and collaboration between different parties. According to Anke (2014) a lack of educator training in which educators do not have the skills necessary to provide quality education to learners experiencing barriers to learning forms a significant hindrance to the successful implementation of inclusive education.

Finally, as any other study, this study focused solely on primary school principals in Addis Ababa /Kolfе keraniyo sub city/. This likely affected the generalizability of the results to secondary school principals in Addis Ababa /Kolfе keraniyo sub city/. As the current study was conducted with the specific sample of principals from primary schools in Addis Ababa /Kolfе keraniyo sub city/, future research could add to the findings of the current study by conducting research in other areas of Ethiopia. Furthermore, future research could also be conducted in more

rural areas of Ethiopia and a comparison of attitudes and perceptions of principals regarding the implementation of inclusive education between more rural and urbanized schools. Along similar lines, future research could also compare principals' attitude and perceptions from private and government schools to ascertain whether there is a difference in attitude and perceptions regarding inclusive education among the two, and furthermore whether there is a difference in perception among the inclusivity of the different curriculums used. Future research in this field, aimed at varying sample groups could then provide a fuller and more holistic picture of attitudes and perceptions towards the implementation of inclusive education.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1. Conclusion

This study aimed to investigate principals' attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/. Over the past few decades, there has been growing movement all over the world towards a philosophy of inclusion of all individuals no matter how diverse they may be. Specifically, there has been a growing movement towards inclusive education in which learners with barriers to learning are not only included within schools, but are accommodated, thus allowing them the opportunity to form part of society. This study investigated the primary school principals' attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/.

Results from the study indicated that most primary school principals hold attitudes that lean to unfavorable and unrealistic perceptions towards the implementation of inclusive education. From the demographic variables sex, education level and training were amongst the major factors that affected principals' attitudes and perceptions towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/. The association between principals' attitudes and principals' perceptions towards the implementation of inclusive education were positive, direct and significant. Moreover, the qualitative data obtained from principals, supervisors and educational experts also indicated that the factors that affected principals' attitudes and perceptions were training related to teaching students with special needs, lack of knowledge and experience about inclusive education, education level, lack of special needs focal person, lack of special needs teachers, shortage of resources, and factors related to school physical environment such as class room setting, buildings, etc.

The implementation of inclusive education is determined by the attitudes and perceptions of administrators. Principals have the central role of fostering and inviting an inclusive learning setting for all students. They are also responsible for influencing the tone for the instructional and support staff members who collaborate to make inclusion successful for all students. Principals are also ultimately responsible for placement decisions of students with special needs.

The principal's role and attitude toward inclusive practices are keys to the success or failure of inclusion in the individual school. As the instructional leaders of the school, principals must have a working understanding of both special education law and educational programming and they are expected to work with varied curricula and methods in delivering instructional services to increasingly diverse school populations. Administrative support may be the most influential factor in the effectiveness of any school program.

Ongoing training and professional development is necessary to ensure that 21st Century school leadership fosters acceptance of the diversity and integration that legally and morally encompasses highly qualified inclusive learning institutions for all students.

In conclusion, the implementation of inclusive education is dependent on the attitude and perception of principals towards inclusive education. The negative attitude and unrealistic perception of principals' hinder the implementation of inclusive education. On the other hand, the positive attitude and realistic perception of principals are instrumental for the implementation of inclusive education. Therefore, the implementation of inclusive education highly requires principals' who hold positive outlooks towards inclusive education and principals' who understand inclusive education.

6.2. Recommendations

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

1. Education Bureau should put effort on changing the attitudes and perceptions of principals' towards the implementation of inclusive education through continuous awareness raising program.
2. Education Bureau should upgrade the educational levels of primary school principals so as to make principals more competent and ready for the implementation of inclusive education.
3. Educational experts should give ongoing trainings related with teaching students with special needs to principals in order to enhance principals' understanding about inclusive

education and acquire favorable attitudes towards the implementation of inclusive education.

4. Education Bureau needs to increase support and provide ongoing principals and teachers training in order to help them teach students with and without special needs in inclusive classrooms.
5. It is recommended that modifying the teaching and learning environments including physical infrastructure as much as possible by all stakeholders is required. The school environment should ensure inclusive education in to consideration and existing and future facilities such as classrooms, resource room, library, workshop and laboratory are easily accessed by students with different needs.
6. Education Bureau should create collaborative works with different stakeholders such as universities, colleges, health centers, educational experts, community members, civic societies, forums, religious leaders, parents, psychologists, sociologists and NGO's in order to implement inclusive education.
7. Instructional supervisors and leaders should exert their effort to provide additional resources and support from the school its own source and other assisting organizations (NGOs and other donors) to students with special needs in order to build successful inclusive classrooms.

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APPENDICES

ADDIS ABABA UNIVERSITY

FACULTY OF EDUCATION

POST GRADUATE STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Principals' Attitude and Perception toward the implementation of Inclusive Education

Dear Principal

The aim of this questionnaire is to collect information on inclusive education. This questionnaire is designed by the post graduate student of the department of special needs and inclusive education who is studying “the attitudes and perceptions of primary school principals towards the implementation of inclusive education in Addis Ababa /Kolfе keraniyo sub city/ “. I am grateful for your willingness to take time to answer the following questions. Please give emphasis for your response. All the information you give will be used for research purpose.

Thank you in advance

APPENDIX-A

Demographic Characteristics of the Respondent

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

1. Gender: 1. Male

 2. Female

2. Educational level:

 1. Diploma

 2. BA

 3. MA

3. Years of Experience as an Administrator:

 1. 0-5 years

 2. 6-10 years

 3. 11-15 years

4. SNE training:

 1. Short term

 2. Long term

 3. Untrained

APPENDIX-B

Principal’s Attitudes toward the implementation of Inclusive Education

Instruction: This part contains 16 statements reflecting your attitude towards inclusive education. When considering Inclusive education; to what extent do you agree with the statements below? Please put an “X” mark in the box provided to indicate how you feel about the following items. Please select the response that best fits your choice with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

| No | Items | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | Including students with special needs creates additional problems for teachers’ class management | | | | | |
| 2 | Because special schools are better resourced to cater to special needs students, these students should stay in special schools | | | | | |
| 3 | Regular students benefit academically from inclusion | | | | | |
| 4 | Students with special needs will disrupt other students’ learning | | | | | |
| 5 | Students with special needs benefit academically from inclusion | | | | | |
| 6 | Regular students will be disadvantaged by having special needs students in their classroom | | | | | |
| 7 | Regular school principals are trained adequately to cope with the students with special needs | | | | | |
| 8 | Including students with special needs is unfair to regular teachers who already have a heavy work load | | | | | |
| 9 | The policy of inclusion is fine in theory but does not work in practice | | | | | |
| 10 | Schools have sufficient teaching resources to cope with inclusion | | | | | |
| 11 | Students with special needs benefit socially from inclusion | | | | | |
| 12 | Regular students benefit socially from inclusion | | | | | |
| 13 | Students with special needs will take up too much of the teacher’s time | | | | | |
| 14 | There is sufficient funding to permit inclusion | | | | | |
| 15 | It is burden for a teacher to teach in a classroom where there are more students with disabilities. | | | | | |
| 16 | It is the right of students with special needs be in a regular school | | | | | |

APPENDIX-C

Principal’s Perceptions towards the implementation of Inclusive Education

Instruction: This part contains 16 statements reflecting your perception towards the implementation of inclusive education. When considering Inclusive education, to what extent do you agree with the statements below? Please put an “X” mark in the box provided to indicate how you feel about the following items. Please select the response that best fits your choice with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

| No | Items | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Inclusive education is important for students with special needs | | | | | |
| 2 | Including students with special needs in the regular classroom has a negative impact | | | | | |
| 3 | Students with special needs need adequate support | | | | | |
| 4 | Students with special needs should be included in regular classroom | | | | | |
| 5 | There is a policy which guide Inclusive education | | | | | |
| 6 | Inclusive education is cost effective | | | | | |
| 7 | Inclusive education provides equal educational opportunities for all | | | | | |
| 8 | Schools have sufficient resources to cope with inclusion | | | | | |
| 9 | It is impossible to implement Inclusive education | | | | | |
| 10 | Lack of other professionals makes inclusion difficult | | | | | |
| 11 | Inclusive education has negative impacts on the academic achievements of regular students | | | | | |
| 12 | Inclusive education has a positive impact on the Socialization of students with special needs | | | | | |
| 13 | Inclusive education to work the role of principals are needed | | | | | |
| 14 | All efforts should be made by the school to realize inclusive education | | | | | |
| 15 | Due to various reasons we should resist Inclusive education | | | | | |
| 16 | The child should ready with the regular curriculum before being included | | | | | |

APPENDIX-D

Open- ended Questionnaire for Principals

A) In your suggestion what are the major factors affecting the attitudes of principals towards the implementation of inclusive education in the school?

B) In your suggestion what are the major factors that affect principals' perceptions towards the implementation of inclusive education?

ADDIS ABABA UNIVERSITY

FACULTY OF EDUCATION

POST GRADUATE STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

INTERVIEW QUESTIONS

This interview questions are concerning inclusive education to be answered by school supervisor and educational officials. This interview is designed by the post graduate student of the department of special needs and inclusive education who is studying “the attitudes and perceptions of primary school principals towards the implementation of inclusive education in Kolfe Keraniyo sub city “. The objective of this interview is to investigate the attitudes and perceptions of educational leaders and to identify the major factors affecting the attitudes and perceptions of primary school principals towards inclusive education.

Thank you in advance

APPENDIX-E

Interview Questions for Supervisors

1. What is the current status of inclusive education?
2. What do you believe facilitates the implementation of inclusive education?
3. What do you believe hinders the implementation of inclusive education?
4. In your suggestion what is the attitudes and perceptions of principals' towards implementation of inclusive education?
5. In your suggestion what are the major factors affecting the attitudes and perceptions of principals' towards the implementation of inclusive education?
6. Are there any other comments you would like to add regarding the implementation of inclusive education?

APPENDIX-F

Interview Questions for Educational Experts

1. What is the current status of inclusive education in Addis Ababa Kolfe Keraniyo sub city?
2. What do you believe facilitates the implementation of inclusive education in Addis Ababa Kolfe Keraniyo sub city?
3. What do you believe hinders the implementation of inclusive education in Addis Ababa Kolfe Keraniyo sub city?
4. In your suggestion what is the attitudes and perceptions of principals' towards the implementation of inclusive education?
5. In your suggestion what are the major factors affecting the attitudes and perceptions of Principals' towards the implementation of inclusive education in Addis Ababa Kolfe Keraniyo sub city?
6. Are there any other comments you would like to add regarding the implementation of inclusive education in Addis Ababa Kolfe Keraniyo sub city?

አዲስ አበባ ዩንቨርሲቲ

ሥነ-ትምህርት ፋኩልቲ

የድህረ ምረቃ ጥናት

የልዩ ፍላጎት ትምህርት ትምህርት ክፍል

የርዕሰ-መምህራን አመለካከት እና ግንዛቤ መመዘኛ

ወደ ርዕሰ-መምህር:

የዚህ መጠይቅ አላማ ስለ አካቶ ትምህርት መረጃ ለማግኘት ነው። ይህ መጠይቅ የተዘጋጀው በልዩ ፍላጎት ትምህርት ክፍል የድህረ ምረቃ ተማሪ ነው። ይህ መመዘኛ የኮልጌ ቀራጊዮ ክፍለ ከተማ የመጀመሪያ ደረጃ ርዕሰ-መምህራን በአካቶ ትምህርት ላይ ያላቸውን አመለካከት እና ግንዛቤ ለመለየት የተዘጋጀ ነው። እርስዎ የሚሰጡት መልስ ለጥናት እና ምርምር የሚወልድ ስለሆነ እባክዎ ትኩረት በማድረግ ይመልሱ።

በጣም አመሰግናለሁ!

አባሪ- ሀ

የግል መረጃ

ከዚህ በታች ለተዘረዘሩት ጥያቄዎች እርስዎን የሚመለከተውን በክፍት ቦታዎ ላይ የ

“X” ምልክት በማድረግ ይመልሱ።

1. ያታ:

1. ወንድ

2. ሴት

2. የትምህርት ደረጃ:

1. ዲፕሎማ

2. ዲግሪ

3. በርዕሰ-መምህርነት ያገለግሉት ዘመን:

1. 0-5 ዓመት

2. 6-10 ዓመት

3. 11-15 ዓመት

4. የልዩ ፍላጎት እና አካቶ ትምህርት ስልጠና የወሰዱት:

1. በአጭር ጊዜ

2. በረጅም ጊዜ

3. አልሰለጠንኩም

አባሪ-ለ

የአመለካከት መመዘኛ

መመሪያ: ይህ ክፍል አካቶ ትምህርትን አስመልክቶ እናንተ ያላችሁን አመለካከት የሚያመለክቱ 16 ዓረፍተ-ነገሮችን አካቱል. እያንዳንዱን ዓረፍተ-ነገር በጥንቃቄ ካነበባችሁ በኋላ በወሰናችሁበት አማራጭ ላይ የ “X” ምልክት በማድረግ አሳዩ:: ያሉት አማራጮች 1: በጣም አልስማማም ፣ 2: አልስማማም፣ 3:ለመወሰን እቸገራለሁ፣ 4: እስማማለሁ እና 5: በጣም እስማማለሁናቸዉ::

| ተ.ቁ | ዓረፍተ-ነገር | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1 | የልዩ ፍላጎት ተማሪዎችን በመደበኛ ክፍል ውስጥ ማካተት በመምህሩ ላይ የክፍል ውስጥ ቁጥጥር ችግር ይፈጥራል። | | | | | |
| 2 | የልዩ ፍላጎት ተማሪዎች ለእነሱ በተለዩ ት/ቤቶች መማር አለባቸው ምክንያቱም የተሙላ የትምህርት ቁሳቁሶች ስላላቸው። | | | | | |
| 3 | መደበኛ ተማሪዎች በአካቶ ትምህርት ውስጥ የተሻለ የትምህርት ተጠቃሚ ይሆናሉ። | | | | | |
| 4 | የልዩ ፍላጎት ተማሪዎችን አካቶ ማስተማር የሌሎች ተማሪዎችን መማር ማስተማር ያስተገጉላል። | | | | | |
| 5 | የልዩ ፍላጎት ተማሪዎች በአካቶ ትምህርት መማራቸው የትምህርት ተጠቃሚ እንዲሆኑ ያደርጋል። | | | | | |
| 6 | መደበኛ ተማሪዎች ከልዩ ፍላጎት ተማሪዎች ጋር በመማራቸው ተጎድዎች ናቸው። | | | | | |
| 7 | የመደበኛ ትምህርት ቤት ርዕሰ መምህራን የልዩ ፍላጎት ተማሪዎችን ለማስተናገድ የሰለጠኑ ናቸው። | | | | | |
| 8 | አካቶ ትምህርት በመምህራን ላይ ጫና ስለሚያደርግ ተገቢ አይደለም። | | | | | |
| 9 | የአካቶ ትምህርት ፖሊሲው ጥሩ ቢሆንም በተግባር ግን አይሰራም። | | | | | |
| 10 | የአካቶ ትምህርትን ለመተግበር ትምህርት ቤቶች በቂ የመማሪያ ቁሳቁሶች አሉቸው። | | | | | |
| 11 | አካቶ ትምህርት የልዩ ፍላጎት ተማሪዎች በማህበራዊ ህይወታቸው ተጠቃሚ እንዲሆኑ ያደርጋል። | | | | | |

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| 12 | አካቶ ትምህርት መደበኛ ተማሪዎች በማህበራዊ ህይወታቸው ተጠቃሚ እንዲሆኑ ያደርጋል። | | | | | |
| 13 | የልዩ ፍላጎት ተማሪዎች ተካተው ሲማሩ የመምህሩን ጊዜ ያባክናሉ። | | | | | |
| 14 | አካቶ ትምህርት ተግባራዊ እንዲሆን በቂ የገንዘብ ድጋፍ እየተደረገ ነው። | | | | | |
| 15 | ብዙ የልዩ ፍላጎት ተማሪዎች ማስተማር በመምህሩ ላይ ጫና ይፈጥራል። | | | | | |
| 16 | የልዩ ፍላጎት ተማሪዎች በመደበኛ ትምህርት ቤት ውስጥ ገብቶ መማር መብታቸው ነው። | | | | | |

አባራሐ

የግንዛቤ መመዘኛ

መመሪያ፡ ይህ ክፍል አካቶ ትምህርትን አስመልክቶ እናንተ ያላችሁን ግንዛቤ የሚያመለክቱ 16 ዓረፍተ-ነገሮችን አካቱል እያንዳንዱን ዓረፍተ-ነገር በጥንቃቄ ካነበባችሁ በኋላ በወሰናችሁበት አማራጭ ላይ የ “X” ምልክት በማድረግ አሳዩ። ያሉት አማራጮች 1:በጣም አልስማማም ፣ 2: አልስማማም ፣ 3:ለመወሰን እቸገራለሁ፣ 4:እስማማለሁ እና 5: በጣም እስማማለሁ ናቸው።

| ተ.ቁ | ዓረፍተ-ነገር | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1 | አካቶ ትምህርት ለልዩ ፍላጎት ተማሪዎች ጠቃሚ ነው | | | | | |
| 2 | አካቶ ትምህርት ጉዳት አለው። | | | | | |
| 3 | የልዩ ፍላጎት ተማሪዎች በቂ ድጋፍ ያስፈልጋቸዋል | | | | | |
| 4 | የልዩ ፍላጎት ተማሪዎች በመደበኛ ክፍል ውስጥ መካተት አለባቸው። | | | | | |
| 5 | አካቶ ትምህርትን የሚደግፍ ፖሊሲ አለ። | | | | | |
| 6 | አካቶ ትምህርት ወጪ ቆጣቢ ነው። | | | | | |

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| 7 | አካቶ ትምህርት ለሁሉም ተማሪዎች እኩል የት/ት ዕድል ይሰጣል። | | | | | |
| 8 | የአካቶ ትምህርትን ለመተግበር ትምህርት ቤቶች በቂ የመማሪያ ቁሳቁሶች አሉቸው። | | | | | |
| 9 | አካቶ ትምህርትን መተግበር አይቻልም። | | | | | |
| 10 | የሰለጠኑ ባለሙያዎች ባለመኖራቸው አካቶ ትምህርትን ከባድ ያደርገዋል። | | | | | |
| 11 | አካቶ ትምህርት በመደበኛ ተማሪዎች ወጤት ላይ መጥፎ ተፅዕኖ አለው። | | | | | |
| 12 | አካቶ ትምህርት በልዩ ፍላጎት ተማሪዎች ማህበራዊ ግንገኙነት ላይ በጎ ተፅዕኖ አለው። | | | | | |
| 13 | አካቶ ትምህርት ወጤታማ እንዲሆን የርዕሰ-መምህራን ሚና አስፈላጊ ነው። | | | | | |
| 14 | አካቶ ትምህርት እንዲታወቅ ትምህርት ቤቶች ሙሉ ጥረት ማድረግ አለባቸው። | | | | | |
| 15 | በተለያዩ ችግሮች ምክንያት አካቶ ትምህርትን መቀበል የለብንም። | | | | | |
| 16 | የልዩ ፍላጎት ተማሪዎች በመደበኛ ትምህርት ውስጥ ከመካተታቸው በፊት መዘጋጀት አለባቸው። | | | | | |

አባራ- መ

ለርዕስ መምህራን የተዘጋጀ መጠይቅ

ሀ) በእርስዎ አስተሳሰብ አካቶ ትምህርትን ተግባራዊ ማድረግን አስመልክቶ ርዕስ መምህራን ለሚኖራቸው አመለካከት ዋና ዋና ምክንያቶች ምን ይመስሉሁል?

ለ) በእርስዎ አስተሳሰብ አካቶ ትምህርትን ተግባራዊ ማድረግን አስመልክቶ ርዕስ መምህራን ለሚኖራቸው ግንዛቤ ዋና ዋና ምክንያቶች ምን ይመስሉሁል?

አዲስ አበባ ዩንቨርሲቲ

ሥነ-ትምህርት ፋኩልቲ

የድህረ ምረቃ ጥናት

የልዩ ፍላጎት ትምህርት ትምህርት ክፍል

ቃለ-መጠይቅ

ይህ ቃለ መጠይቅ የሚያተኩረው ስለ አካቶ ትምህርት ሲሆን በትምህርት ቤት ሱፐር ቫይዘር እና የትምህርት ባለሙያ የሚመለስ ነው። ይህ ቃለ መጠይቅ የተዘጋጀው በልዩ ፍላጎት ትምህርት ክፍል የድህረ ምረቃ ተማሪ ሲሆን የጥናቱ ርዕስም “የመጀመሪያ ደረጃ ርዕሰ መምህራን አካቶ ትምህርትን አስመልክቶ ያላቸው አመለካከት እና ግንዛቤ ምንድን ነው” ሲሆን የመጠይቁ አላማ ምክንያቱ ምንድን ነው የሚለውን ማወቅ ነው።

በጣም አመሰግናለሁ!!

አባሪ- ሠ

ለሱፐር ቫይዘሮች የተዘጋጀ ቃለ-መጠይቅ

- 1) በአሁኑ ጊዜ የአካቶ ትምህርት አተገባበር ምን ይመስላል?
- 2) በአንተ እምነት የአካቶ ትምህርት አተገባበር በዙን ደረጃ ስኬታማ እንዲሆን የሚያደርጉ ነገሮች ምንድን ናቸው?
- 3) በአንተ እምነት የአካቶ ትምህርት አተገባበር ተግባራዊ እንዳይሆን የሚያደርጉ ተግዳሮቶች ምንድን ናቸው?
- 4) በእርስዎ አስተሳሰብ በአካቶ ትምህርት ላይ ርዕሰ መምህራን ያላቸው አመለካከት እና ግንዛቤ ምን ይሆናል?
- 5) በእርስዎ አስተሳሰብ በአካቶ ትምህርት ላይ ርዕሰ መምህራን ላላቸው አመለካከት እና ግንዛቤ ምክንያቶች ምን ይመስሉሁ?
- 6) አካቶ ትምህርትን አስመልክቶ ሊሰጡት የሚፈልጉት አስተያየት ካለዎት?

አባራ- ፈ

ለትምህርት ባለሙያዎች የተዘጋጀ ቃለ- መጠይቅ

- 1) በአሁኑ ጊዜ የአካቶ ትምህርት አተገባበር ምን ይመስላል?
- 2) በእርስዎ አንተ እምነት የአካቶ ትምህርት አተገባበር ስኬታማ እንዲሆን የሚያደርጉ ነገሮች ምንድን ናቸው?
- 3) በእርስዎ እምነት የአካቶ ትምህርት አተገባበር ተግባራዊ እንዳይሆን የሚያደርጉ ተግዳሮቶች ምንድን ናቸው?
- 4) በእርስዎ አስተሳሰብ በአካቶ ትምህርት ላይ ርዕሰ-መምህራን ያላቸው አመለካከት እና ግንዛቤ ምን ይሆናል?
- 5) በእርስዎ አስተሳሰብ በአካቶ ትምህርት ላይ ርዕሰ-መምህራን ላላቸው አመለካከት እና ግንዛቤ ምክንያቶች ምን ይመስሉሁል?
- 6) አካቶ ትምህርትን አስመልክቶ ሊሰጡት የሚፈልጉት አስተያየት ካለዎት?

Declaration

I, the undersigned, hereby declare that this research report is my own work. It is being submitted for the degree of Masters of Special Needs Education at Addis Ababa University. It has not been submitted for any other degree or examination at this or any other university. All sources of materials used for this thesis have been duly acknowledged.

Name: Abeselom Getachew

Signature: _____

Date: _____

Place: _____