

**SCHOOL LEADERS CONTRIBUTION TO SUPPORT TEACHERS
IN INCLUSIVE GENERAL SECONDARY SCHOOLS OF BALE
ZONE, OROMIA REGIONAL STATE**

M.A. THESIS

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DEDICATION

I dedicated this thesis final draft to my mother, Feyise Mamo Feyisa whom I lost during this course, and my wife Dinke Bikila Neme, for her dedicated partnership in accomplishing my second degree and for nursing me with affection and love in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare that this is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

This thesis is submitted in partial fulfillment of the requirement for MA degree of School Leadership at Haramaya University. The thesis is deposited in the Haramaya University Library and to be made available to borrowers under the rules of library. I solemnly declared that this thesis has not been submitted to any other institution anywhere for award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born in South Eastern part of Oromia Regional State, Bale Zone, Sinana District on September 6, 1974. Regarding educational career, he attended his primary school 1-6 at Shalo primary school from 1981 to 1985. He also attended his junior and senior secondary education 7-12 at Robe Junior and Senior Secondary School from 1986 to 1991. Finally he joined Dilla University in 2008 and graduated with BA degree in special needs education in 2013. Regarding his job career, he worked as a teacher, School Principal and School Supervisor in Sinana's different Schools from 1997- 2015. Then after, he joined Haramaya University for postgraduate studies in 2016 to pursue MA degree in School Leadership.

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ABBREVIATIONS AND ACRONYMS

CRC	Convention on the Right of the Child
IE	Inclusive Education
IEP	Individualized Education Plan
IDEA	Individuals with Disabilities Education Act
LRC	Least Restrictive Environment
LSNE	Learners with Special Needs Education
NCLB	No Child Left Behind
SPNE	Special Needs Education
UNESCO	United Nations, Educational, Scientific, and Cultural Organization
UNICEF CPAP	United Nations, Children’s Fund Country Program Action Plan

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School Leaders Contribution to Support Teachers in Inclusive General Secondary Schools of Bale Zone, Oromia Regional State

Assefa Tesfaye Demisse

ABSTRACT

The purpose of this study was to assess school leaders' contribution to support teachers to implement inclusive education in Inclusive General Secondary Schools of Bale Zone, Oromia Region. The study has employed a descriptive survey method and different kinds of data collection tools (questionnaire, interview and document analysis) have been used for the adequate collection of relevant data. For this study, 6 school supervisors, 6 school principals and 108 teachers totally 120 respondents were the target subjects of the study in providing relevant information. Questionnaire was the main instrument of data collection. Interview and document were also utilized to substantiate the data gained through the questionnaire. The results of the study revealed that the contributions of school leaders in supporting Inclusive Education at inclusive secondary schools were not significant. Due to the major financial problems and lack of resources for the schools, some of the school settings could not be renovated so as to assist the proper implementation of Inclusive Education. Moreover, teachers' lacks of in-service training for teachers were found as other factors in hindering the realization of Inclusive Education at these inclusive secondary schools. From the findings of the study it was concluded that students' with special needs education are not helped in the Inclusive Secondary Schools due to low contributions of school leaders, inadequate facilities and allocation of funds and resources. Moreover, it was found that certain factors, such as lack of adequate training for teachers, less support to teachers from school leaders negatively affect proper implementation of inclusive education. Thus, school leaders should closely support teachers and fulfill necessary facilities with proper budgets should be allocated for good implementation of inclusive education at these Schools.

INTRODUCTION

Inclusive education means welcoming all children, without discrimination into regular or general schools. By the change of attitude against differential treatment of education differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity (Mahider, 2013).

The promotion of inclusion, coupled with mandates from governments to provide a 'school for all' is a major challenge, Ainscow (2010). As school leaders have a responsibility and obligation to ensure that they provide a school for all children. So, school was needed to provide the conditions necessary for inclusive education. Moreover, a school leader was needed to take a pro-active stance in assisting classroom teachers to create inclusive classrooms. Thus, the interest in this research topic and in particular is to assess and identifies the contributions of inclusive school leaders in supporting teachers to build inclusive classrooms.

1.1. Background of the Study

The process of inclusion denotes the ways in which the system makes itself welcoming to all. In item of inclusion of disabled children, it means the shift in services from care of the disables child to his or her education and personal development. Inclusive education goes one step further by defining these children who are impaired or handicapped. Inclusive education is also nothing but "making the programme for disabled children as an integral part of the general educational system rather than a system within general education" (Thomas, 2009, p.156). Inclusiveness is not only accommodating children in the regular or general schools, rather it goes beyond that. It is a focus on creating environments responsive to the differing developmental capacities, needs and potentials of all children. Inclusive education is not just about placing students with disabilities into mainstream classrooms. It recognizes that all children have individual needs, and that teachers who are trained to facilitate an inclusive classroom, can better meet the needs of all children. Therefore, from

the cited text we can understand that it is a shift in service from simply trying to fit the child into “normal setting” to trying to change the system of education to accommodate the child (Tirusew, 2005).

Merelesita, (2013) earlier findings suggested inclusion is often problematic especially when what is termed inclusion is a mere transfer of students from special education schools to regular classroom settings without any changes to traditional teaching. It further illuminates that inclusion may change school policy but not necessarily school practice. She cited Booth (2009), argues that, the on-going process of inclusion is rather complex and problematic when applied to different contexts. This means that the way inclusion works in one school may not be applicable to another school. It also implies that there are many road maps to achieving inclusive education. Accordingly, inclusion is a never ending search to find better ways of responding to diversity and is about learning to live with differences, and learning how to live with differences.

Clark (2010), research reports have shown, inclusive school principals use different strategies in promoting inclusion, the approaches they adopt have the following points in common: i) Training, ii) Enquiry-based collaboration and iii) Creating an inclusive culture. Leaders must have fundamental knowledge and skills that would enable them to perform essential special education leadership tasks. In many schools, novice administrators are assigned special education as one of their primary responsibilities. Research suggests that most principals lack the coursework and field experience needed to lead local efforts to create learning environments that emphasize academic success for students with disabilities (Dipaola, 2003).

Gates, (2001), assert that leadership is a decisive factor in inclusive education. School leader is often the key person who can implement changes in schools and initiate new developments and processes. The main responsibility here is to organize a team approach and to maintain focus on key issues. Real and sustained change is achieved by changing the culture of the school, rather than by simply changing the structures of the way the

school operates. As a result, school leaders must first understand a school culture before leading.

Mahder (2013) says that more than 15 years of research supports the benefits of inclusion to everyone involved. There is no research reporting negative side effects of inclusive education in secondary schools. Students with Special Needs in inclusion setting benefit from increased skills acquisition and generalization of opportunities, increased self-respect and confidence, preparation for adult life in an inclusive society, opportunities and opportunities role model.

Today, inclusive education is viewed as an integrated system of academic and social support designed to help students with disabilities. Generally, the concept and practical move needs to be applicable in schools in Ethiopia, because Ethiopia is not free from the practice of educational exclusion, particularly for people with disabilities. Therefore, this study deals with the contributions of school leaders to support teachers in inclusive secondary schools of Bale Zone, Oromia Regional State.

1.2. Statement of the Problem

The issue of quality education is directly related to inclusive education. Therefore, the concept of inclusive education has to be promoted in Ethiopia as other parts of the world. To this end, education of children and young people with special need education and disability now an established policy objective in many countries (Lindsay, 2007). Though Ethiopia also took the same measures, multiple barriers remain to be removed for the full participation of children with disabilities in education. Lack of information combined with discriminatory attitude towards person with disability at all level of society contributes to the continued neglect of students' right to education (Tirusew, 2005).

The school leaders' attitude and approach to inclusion are the keys. Administrative support has also been cited as a significant factor in determining teachers' attitude towards inclusion, as teachers feel reaffirmed if the school leaders foster a positive learning

environment for both teachers and students. Teachers believe that the support of the principal and the other school leaders is critical to implement inclusive education. In this regard, not only the attitude of the school leaders, but also their support that school leaders deliver to teachers in the implementation of inclusive education was considered. The practice of school leaders in inclusive schools, how often they participated in-service training was also assessed by the researcher. This is because; the researcher believes that, even if the principals took the training, the problem of lack of awareness of inclusive education becomes inevitable (Etenesh, 2000).

On the other hand, there is reflection of negative attitude and misconception of teachers and school leaders towards students with disabilities. This is due to lack of reward and burden that teachers faces while teaching these students (Etenesh, 2000). Based on this fact, it is possible to say that the case should also see with the direction of lack of awareness and needs further studies that initiate the researcher to do so, which was mainly focused on contribution of school leaders and practice of school leaders in the implementation of inclusive practice in helping teachers implementing inclusive education at secondary schools of Bale zone.

Considering all these, these schools were expected to strive for the realization of the provision of inclusive education based on international agreements. Therefore, the schools seem to be the right places to assess the contributions of school leaders for the provision of inclusive education in Bale selective inclusive secondary schools. The researcher hopes to assess the contribution of school leaders in supporting teachers implementing inclusive education in inclusive secondary schools of Bale Zone and if strategies they use can be replicated or modified to suit the context of their schools.

1.3. Research Questions

The main researcher questions that guided the study included:

1. What is the contribution of school leadership in creating an enabling environment for teachers' implementation of inclusive education in inclusive secondary schools of Bale Zone?
2. How do school leaders support secondary school teachers at inclusive secondary schools of Bale Zone?
3. What problems do teachers face in implementing inclusive education at inclusive secondary schools of Bale zone?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study was to assess the contribution of school leaders to support teachers in inclusive education at General Inclusive Secondary schools in Bale Zone.

1.4.2. Specific objectives

The specific objectives of the study were to:

- Assess the contribution of school leadership in creating an enabling environment for teachers' implementation of inclusive education in inclusive secondary schools in Bale Zone.
- Identify the support of school leaders for secondary school teachers at inclusive secondary schools of Bale Zone in practicing inclusive education in these inclusive secondary schools.
- Identify problems that teachers face in practicing inclusive education in inclusive secondary schools of Bale zone.

1.5. Significance of the Study

The study and its findings are significant in many ways. It may improve the quality of inclusive education by providing information and comment about real implementation of inclusive education based on the contribution of leaders. It might also prove helpful in identifying the contribution of school leaders in the course of educational process and to show the role and responsibility of the school leaders in helping teachers implementing inclusive education. Furthermore, the study might become a base for further steps to conduct another research in the area. Most importantly, the study might benefit the needy groups by improving access and opportunity of their education.

The researcher hope that the study on the contributions of school leaders in helping teachers at inclusive secondary schools benefit the concerned bodies as a material to promote the particular practice in the Oromia Regional State in particular and the country at large. It may also create awareness among stakeholders, pupils and teachers regarding the contribution of school leaders in inclusive secondary schools. Therefore, it was important that studying to what extent the leaders contribute in helping teachers to implement inclusive education at inclusive secondary schools and the benefit that disabled pupils might be gaining from the implementation of inclusive education from selected inclusive secondary schools of Bale Zone, in the Academic Year 2018/19.

1.6. Delimitations of the Study

Out of many aspects to be considered in the practice of inclusive education, the researcher addressed few variables because of experience, resource and time constraints. So, the variables addressed in this study were the contribution of school leaders in helping teachers in practicing inclusive education and the type of support given by school leaders in the implementation of inclusive education in inclusive secondary schools of Bale zone in the academic year 2018/2019.

1.7. Limitations of the Study

The first limitation of the study was lack of adequate documentation in the schools and concerned Woreda Educational Offices regarding the status in practicing Inclusive Education in the General Secondary Schools under consideration in this study. In short, there was no adequate documentation on what had been done for those specific schools. The second limitation of the study was related to lack of including all concerned bodies for example, Learners with Special Needs Education and people from the communities) and data gathering tools (classroom observation) might make the gathered information not fully reliable. Therefore, the results of the study may not fully reflect the status of Inclusive Education in the target study areas.

1.8. Definition of Key Terms

Contribution is the help or assistance offered by school leaders to teachers implementing inclusive education in secondary schools of Bale Zone.

Implementation is the process of moving an idea from concept to reality.

Inclusive Education is an educational approach that focuses on the process of adjusting the school and the large society to accommodate all individual differences among learners.

Inclusive education is practice of educating students with disabilities in general education settings.

Inclusive Schools it is a regular school where children with disabilities are placed fully or partially in regular classes with children without disabilities.

School leaders are those who lead, conduct and facilitate (Supervisors and Principals) to make conducive environment in the school.

Secondary school is a school intermediate or between elementary school and preparatory school offering general education and inclusive education in grade (9-10).

Special Needs Education is an education system that aims at all children and young people of the world, with their individual strengths and weakness, with their hopes and expectations, have the right to education. It is the school system of a country that must be adjusted to meet the needs of all children.

Support is the act of helping by school leaders to teachers by giving love and encouragement for valid inclusive teaching learning processes.

2. REVIEW OF RELATED LITERATURE

In this part the benefits of inclusive education, the definition, and history of inclusive education, the role of school leaders in Practicing inclusive education and challenges of inclusive education are treated.

2.1. The Concept of Inclusive Education

According to Lipsky (1996), inclusive education is interpreted as the philosophy and practice of educating students with disabilities in general education settings. It anchors on the notion that every child should be an equally valued member of the school culture. In other words, children with disabilities benefit from learning in a regular classroom, while their peers without disabilities gain from being exposed to children with diverse characteristics, talents and temperaments. According to Ajuwon, (2008), supporters of inclusion use the term to refer to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend.

It involves bringing the ancillary services to the child, and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). This is a salient aspect of inclusion, and requires a commitment to move essential resources to the child with a disability rather than placing the child in an isolated setting where services are located (Smith, 2007). For the child with a disability to benefit optimally from inclusion, it is imperative for general education teachers to be able to teach a wider array of children, including those with varying disabilities, and to collaborate and plan effectively with special educators.

To Antia et al., (2002), inclusion denotes a student with a disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community. While defining inclusive education, Simui & Spnecer (2009), noted that inclusive education is a “continuous process of increasing access, participation, and achievement for all learners in general education settings, with emphasis on those at risk

of marginalization and exclusion”. Furthermore, these authors stated that inclusive education is not specific to children with disabilities but includes all groups of vulnerable children such as homeless children, children with HIV/AIDS and orphans.

According to Simui & Spnecer (2009), “every child matters equally and no child should be left behind, as proposed by the United Kingdom and United States education policies respectively”. In his essay, Chhabra et al (2010), sees inclusion as an educational placement that places social skills over academic skills. He defines inclusion as “an educational philosophy that places a high value on the acquisition of social skills and holds that segregating students inhibits this acquisition.

To eliminate any and all segregation, inclusion prescribes regular classroom placements for all students and correspondingly proscribes, or eliminates, all options for alternative placement.” This is also emphasized in UNESCO’s (1994) Salamanca Statement and by Slee (2001), the latter considering that inclusive education is about the cultural politics of protecting the rights of citizenship for all students.

A more recent approach to the education of children with disabilities that increasingly made its appearance in the stock of educational vocabulary in Ethiopia is inclusive education. This is an approach of addressing the learning needs of all children in regular school, with a specific focus on those who are vulnerable to marginalization, exclusion and isolation. The inclusive education movement initially focused primarily on people with disabilities and learning difficulties. Gradually, however, the concept of inclusive education in Ethiopia appears broadened at least conceptually, legally, and policy-wise to an education system that attempts to meet the needs of all learners regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments (MoE, 2007).

Inclusive education is a positive to pupil diversity and individual difference not as problems but as opportunities for enriching learning regardless of their physical, social

and psychological differences. Moreover, it focuses on the process of adjusting the home, school and the larger society to accommodate persons with special educational needs including those with disabilities and special potentials. In favor of the move towards the inclusive approach, the Salamanca statement and frame work for action on special needs education (UNESCO, 2009) provides the clearest and most unequivocal call in its article 2 and 7 respectively.

Article 2 states that “... ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social and linguistic and other requirements. It further states that all educational policies should stipulate that children with disabilities attend their neighborhood school.”

Article 7 states that “all children should learn together wherever possible, regardless of any difficulties or differences, they may have Inclusive schools must recognize and respond to the diverse needs of their students.”

Universal Declaration of Human Rights (2009) asserts the same concept about children right in their education in line with these international declarations, conventions and policies. The Ethiopia constitution also establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged group (Art, 41 and 91).

Article 41: (5) the state shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian.

Article 91: (1) Government shall have the duty to support on the basis of equality, the growth and enrichment of cultures and traditions that are compatible with fundamental rights, human dignity, democratic norms and ideals and the provision of the constitution (FDRE, 1995).

2.2. Benefits of Inclusive Education

There are many arguments about educational, social, and ethical issues regarding inclusion of the students with special educational needs in regular classrooms. Many educationalists believe that such inclusion would help students with disabilities to integrate better into society. In addition, the academic and social benefits enhance opportunities for students with disabilities and can lead to social adjustment, social sufficiency and reduce the negative effects that may appear as a result of their isolation. Inclusive education enhances positive perception for nondisabled students towards disabled student and improves social and communication skills of both groups (Egel 1981).

Inclusive education can, therefore, be considered as a pathway to attain social inclusion. Moreover inclusive education allows all learners to learn and grow in the environment those they eventually live and work in. As participation of those who are different takes root, all learners and teachers gain the virtues of being accommodating, accepting, patient and co-operative. Other children gain some valuable virtues such as being considerate, patient and humble as they support their peers with special needs. Some learners with special needs are gifted and with special abilities, which their peers can benefit from. Also creates a school for all, where everybody benefits, resulting in the emergence of an inclusive society. The self-esteem of the child with special needs in education is improved. It is cost effective and gives equal opportunities to all children thus promoting the rights of all to education (UNESCO, 2004).

The best thing about Inclusion is that when it is done well, everyone wins. This includes students with and without disabilities or giftedness, teachers (in terms of improved practice), and the wider community (in terms of building a more accepted school climate) and all students can receive appropriate and quality education within the context of regular classrooms. Inclusive education also realizes the issues of equity and solution to social problems or a philosophy concerned with rights and opportunities of fellow citizens (Moberg, 1997).

2.3. The Role of School Leaders in the Implementation of Inclusive Education

Effective school principals set high expectations and standards for the academic and social development of all students and the performance of adults. Clearly, instructional programs improve in communities where stakeholders share a vision for student success that is based on common values, traditions, and beliefs (Klingner et al., 2001). School leaders play pivotal roles in helping constituents develop a common set of instructional goals and objectives for all students (Hughes, 1999). Principals who recognize their responsibility for the education of all students and serve as the instructional leaders for all staff members improve the educational opportunities for students with disabilities and others at risk for school failure (Lipsky & Gartner, 1997).

Effective school leaders also know how to mobilize their communities to tackle challenging issues and confront problems that have not been addressed successfully. However, unless principals who are committed to new Initiatives can win the support and commitment of their communities, their best efforts will produce few results (Fullan, 2001).

Shared leadership in schools facilitates a process of continuous reshaping to ensure that goals are met and that emerging needs are addressed appropriately. Schools that embrace rather than fear Organizational change are more successful in implementing new initiatives. Effective school leaders create an environment that fosters academic and social success for students with disabilities (Peterson & Deal, 1998).

Effective instructional leaders need management and leadership skills that may enable them to: (a) supervise and mentor competent individuals who are committed to academic excellence for all students (Deal and Peterson, 1999). (b) Establish and enforce academically focused policies and procedures (Hughes, 1999); (c) provide support for instructional efforts and (d) create learning communities that encourage growth, excellence, and professional risk taking (Klingner et al., 2001). In particular, Novice

administrators need to become familiar with existing organizational expectations, procedures, and processes related to communication and collaboration, e.g., chain of command, collaborative structures, communication flowcharts. This knowledge, coupled with effective Skills, facilitates their relationship-building efforts. Emphasizing effective communication within the context of principals' accountability ensure, that administrators understand the values placed on these skills and processes by leadership (Bateman, 2001).

For example, effective leaders encourage collaboration and recognize the importance of effective communication structures, e.g., common planning time for all team members. They assemble the tools and resources, e.g., skill-building opportunities to develop group problem solving needed to facilitate these processes (Fullan, 2001).

Education leaders at all levels, including school managers and teachers, have to be aware of the consequences if individual needs are not addressed. Children and young people with disabilities, psychological problems of different origins, learning difficulties, behavioral disorders and family problems, who are confronted with abusive behavior at home and schools, increase the number of dropouts and repeaters at schools and the population of homeless children and youth on the street (MoE, 2006).

2.4. Concepts of 'Inclusion' and 'Disability'

According to a UNESCO-commissioned report on Education for All, Ethiopia utilizes the terms 'special needs education' and 'inclusive education' as one concept, defined as 'focusing on children and students who are at risk of repetition and dropout due to learning difficulties, disabilities, socio-emotional problems, or are excluded from education'. Importantly, this statement recognizes children with disabilities as a group at risk of drop out, echoed in Ethiopia's *Study on Situation of out of School Children* (2012); however, further clarification is needed to understand the core of the term inclusion.

In the same UNESCO Report, inclusion was defined as 'bringing about change in the education system by identifying and solving barriers to presence, participation, and

achievement for every learner within mainstream settings'. This statement mentions the crucial difference between 'inclusive education' and 'integrated education', with the former demanding changes in the education system and the latter demanding changes within the learner (Lewis, 2009; Kangwa and Bonati, 2003). In this context, simply placing a student in a mainstream classroom, without the necessary adjustments in the education system does not qualify as inclusive education; rather, it is merely integrating. Inclusion is thus a 'process', not merely about access but also about education 'quality and completion' (Miles, 2010).

Disability is the interaction between the impairment that a person has and the limitations imposed by their physical or social environment (WHO, 2011). Thus, it is through interactions with society that one's disability becomes a limitation. In this way, society itself can become 'disabling' (UNESCO, 1994). This idea of impairments interacting with external limitations is echoed in the Convention on the Rights of Persons with Disabilities and Handicap International United Nations.

Regarding the historical development of special education in Ethiopia, it has a relatively closer point of time reference with the establishment of the first regular school in the country. It was within a time gap of less than a decade since the establishment of the first regular school (Menilik II school) that special education for the disabled was opened in its modern form in Ethiopia (Tibebu, 1995).

Inclusive Education is a current global trend to address the educational right of persons with Special Needs. The shift towards Inclusive Education in Ethiopia opens a huge opportunity for children with disabilities to have access to education within their communities not far from their residence. This means regular schools will unlock their doors to children with disabilities and learning difficulties and accept their right to be educated with their peers. This will encourage and motivate the parents of children with disabilities and learning difficulties to send their children to schools instead of leaving them to "vegetate at home" (Tirusew, 2005).

Tirusew (2005) mentions that the educational scenario of children with disabilities and learning difficulties in Ethiopia seems to have the following five faces:-

Special Day Schools are a place where children with the same type of disabilities and learning difficulties attend during the day time, Special Boarding Schools is a residential school where children with the same type disabilities and learning difficulties attend during the day time and stay the night together, Special Classes are class in regular school settings where children with disabilities and learning difficulties are placed. Inclusive Schools are regular schools where children with disabilities and learning difficulties are fully or partially in regular classes with children without disabilities and learning difficulties and Regular Schools are school where children with undetected disabilities and learning difficulties are attending regular classes with others.

2.5. Policy Issue on Inclusive Education in Ethiopia

Ethiopia has already signed the UN Convention on the Rights of the Child in 1989, its African version, and a number of other international declarations protecting and promoting the survival and development of children including their education. It has also shown its commitment to these conventions by enshrining these conventions in its different laws (including in the Constitution). Ethiopia's Constitution states that all international agreements (including the Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Salamanca Statement and Framework for Action on Special Needs Education, 1994), "are an integral part of the law of the land". It upholds "those rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of people with disabilities".

According to a Master Plan for Inclusive Education in Ethiopia 2016-2025, the Ethiopian inclusive education particularly refers to education for children and youth with disabilities, omitting learners with temporary learning difficulties and specially gifted and skilled children. The Master Plan enlarges the current concept of inclusive education meaning merely special needs education for disabled learners towards the principle of providing

education to all who may face with any kind of special need or learning difficulty, be it of temporary or more permanent nature. Important is to comprehend that inclusiveness does not mean full integration. There may be remarkable practical difficulties in trying to teach everybody together. Therefore, some children with disabilities are better accommodated either in special classes, units or special schools (MoE, 2016).

Acknowledging the importance of inclusiveness in its widest sense, the Master Plan, however, cannot cover the provision of education for pastoralist children, street children, orphans and child workers. The Master Plan builds on the Constitution of Ethiopia, the principles directed by the Education and Training Policy (1994), Special Needs Education Program Strategy from 2006 and Special needs/Inclusive Education Strategy published in 2012. Most importantly, the Master Plan is based on the ESDP V 2008-2012 EC (2015/16 – 2019/20 G.C.), and the accompanying Multi-year Action Plan (MYAP) guiding the implementation of the sector plan. The inclusive approach ensures that the issues are ‘mainstreamed’, that they become the joint responsibility of all implementing bodies. Strategies for the ‘special needs education’ cross-cutting issue will appear in teacher and leader development, in relation to conducive learning environment, in relation to access and to quality, curriculum content and in teaching and learning materials (MoE, 2016).

Education leaders at all levels, including school managers and teachers, have to be aware of the consequences if individual needs are not addressed. Children and young people with disabilities, psychological problems of different origins, learning difficulties, behavioral disorders and family problems, who are confronted with abusive behavior at home and schools, increase the number of dropouts and repeaters at schools and the population of homeless children and youth on the street. There is an increasing awareness of education as a human right and, consequently, a demand to provide education for all citizens. Unfortunately, the level of awareness concerning disabled and special groups and special needs still remains low in the society, the Federal Ministry, regions and woredas. This is a major challenge that has to be faced with (MoE, 2016).

2.6. Barriers to Inclusion in Mainstream Classrooms

Ethiopia's Study on Situation of out of School Children (UNCEF, 2012), states 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. These beliefs vary throughout Ethiopia; with 80 ethnic groups and more than 250 languages, it is inevitable that different cultural ideas and linguistic expressions of the concept of disability and the attitudes towards people with disabilities will develop. Thus when addressing attitudinal barrier the local context must be considered (MoE, 2016).

In a survey conducted in a cluster of schools with mainstreaming of disabled students in Ethiopia, 93.5% of the disabled students reported difficulty with gaining support from their parents, teachers and peers (Dagneu, 2013). As many school-aged children are kept in the confines of their homes rather than brought to schools, working with parents in getting disabled children into classrooms, and providing them support while there, is important. A number of factors could be involved in their refusal (or inability) to enroll them in schools, including the stigma which is attached to parents of children with disabilities, lack of community support, inability of mainstream schools to include them, or distance from schools who offer inclusion for disabled children (Lewis, 2009).

Teachers are not immune to society's belief systems and these beliefs also have the power to influence their teaching practice (Ocloo and Subbey, 2008). Teachers' attitudes, like those of parents, are extremely important in successful inclusion in schools (Dagneu, 2013). This issue is two-fold, including not only their beliefs about disabled children, but also their beliefs about themselves. Teachers who participated in an inclusive education project in Uganda expressed more uncertainty about their own abilities than about the abilities of the disabled students (Miles, 2010). This is not meant to diminish the importance of teachers' doubts about the abilities of disabled children; it does, however, reveal how important it is to also consider teachers' visions of themselves and the ways in

which low self-confidence, or even simply lack of understanding about disabilities may result in rejection of inclusive education plans, (UNESCO, 2012).

For inclusive education to work, it is critical that teachers believe that all students are capable of learning (Ocloo and Subbey, 2008). According to the idea of 'teachability' as presented by (Singal, 2008), in a study of Indian schools, teachers, informed by their previous experiences and quality of training, make a distinction between the children who belong in mainstream classes and those who do not. 'Teachable' students are those who can learn in a lecture- and test-focused classroom without assistance. In this model, students who do not fit into this one-size-fits-all learning process are referred to special education teachers (Singal, 2008). Facilitation of inclusion also relies on teachers utilizing child-centered teaching methods (UNESCO, 1994). However, in the survey of Ethiopian mainstream schools (Dagnew, 2013), 81.7% of teachers reported that they did not consider learners' needs in their teaching; furthermore, 83.9% of students with disabilities said the teachers' methods did not match their needs.

The assumptions of the mainstream classroom (listed in the middle of the 'teachability' chart) illustrates that the teacher was not fully to blame for the inability to implement inclusive education; factors such as large class size, test-based lessons and an often inflexible curriculum are issues which stem from the education system and are prevalent in Ethiopian schools. It is also possible that inclusion plans were implemented top-down, without input from teachers (Chhabra, and Briggs, 2010). Thus their resistance to inclusion could be a reflection of their frustration at being excluded from the planning process or not being given adequate training. Teachers also face shortages of resources: 100% of the teachers included in the survey in Ethiopia (Dagnew, 2013) said students with disabilities were not provided sufficient instructional materials and 100% of surveyed disabled students agreed.

This highlights the need for education policy leaders to acknowledge that these systemic issues that give rise to difficulties for disabled students in the classroom reveal 'broader

challenges in an education system which is grappling with issues of quality, drop-out/push out factors for all children' (Singal, 2008), This idea echoes the underlying theme of inclusive education as presented in the Salamanca Statement, and quoted in Ethiopia's special needs education strategy, that inclusion is about meeting the needs of all students, including not exclusively for those who are disabled. This argument can be an effective entry point for garnering political will for special needs education by locating it under the umbrella of inclusive education for all students, highlighting the benefit, and cost-effectiveness, of inclusion for society as a whole (Bines and Lei, 2011).

However, as some voices in the education sector point out, until there is equity in educational resource distribution for students with special educational needs, there is a need for affirmative action in budgeting for these students. Otherwise, simply grouping children with special educational needs will likely perpetuate the 'fragmented efforts' and lack of funding that has characterized special needs education in Ethiopia thus far, (Tirusew 2005).

2.7. Case Studies of Inclusion in Ethiopia and Some African Countries

As the MoE, 2012, reported, in Ethiopia, training teachers to understand and work with children with disabilities is often inadequate, fragmented and uncoordinated. If educators have negative attitudes toward students with special needs, then, children will unlikely receive a satisfactory, quality education (Tirussew, 2005). Negative attitudes held by teachers, school administrators, overprotection by parents and lack of motivation of students with special need education are critical barriers that hinder their full school participation, (Sherrill 1993).

The challenges of inclusive education within the Ethiopian education system may seem numerous, they are far from insurmountable. The Ministry of Education's Inclusive education strategy outlines a plan to move away from the situation of special schools, and develop a system in which disabled children can live in their home communities and attend neighborhood schools. This will require an assessment of the capabilities and

potential that already exists in Ethiopia, as well as a sharing of experiences with countries that have tried similar inclusion projects in comparable contexts. The following three case studies offer a starting point for such assessment: the German Church School in Ethiopia, a community-led inclusion project for deaf students in Uganda and the Mpika Inclusive Education Project in Zambia. They illustrate how, in a similar context of issues with stigma, difficult classroom conditions and lack of resources to inclusive education programs was able to meet some success, (Johnsen, 2001).

The German Church School (GCS) in Ethiopia provides a model of full inclusion of special need students in mainstream classes. GCS offers a preparatory class for new vision-impaired students in which they learn reading, writing, life skills and mobility training, after which they are included in the classroom with their sighted peers. To improve retention, enable disabled children to remain with their families, and encourage children to focus on studies instead of spending time on the street begging or shining shoes, GCS provides small stipends through ‘foster ships,’ a stark contrast to boarding schools in which students often live far from their families (Lei and Myers, 2011).

The school’s social worker conducts home visits and encourages parents to support their child’s education. The school’s vision is to give these students ‘the chance to receive a good education and thereby give them a future in which they can take responsibility for themselves’. The existence of a preparatory class and the encouragement of full inclusion in mainstream classrooms are important aspects of this program’s success. It is argued that including disabled children in early childhood education will not only better prepare them for mainstream primary schools, thus increasing their retention rates, but also contributes to the creation of an inclusive society as the other students would perceive differences as normal. This idea of inclusion creating a society that respects differences is also championed by proponents of inclusive primary schools (UNESCO, 1994).

The Mpika Inclusive Education Project also focused on integration, but through gradual transitions of students from special unit classes into mainstream classes. The project

addressed issues of stigma in the community by arranging sensitization workshops for parents, teachers and community members. Community leaders and school children were tasked with identifying children with disabilities in the community and encouraging them to attend schools. A peer support method, or “twinning” was used among the school children. The results saw an increase in transitions from special units to mainstream classes and enrollment of new students from the community (Kangwa, 2003).

The project in Bushenyi, Uganda utilized the approach of special units attached to mainstream schools, focusing on training mainstream teachers in sign language so they would be able to teach deaf students. To address issues with parents’ attitudes against educating their deaf children, parents were invited to learn sign language, and eventually, gaining confidence in their children’s abilities to learn. The parents formed an organization in which they shared their experiences, participated in sign language instruction, and advocated for education of deaf students in the community (Miles, 2010).

2.8. Challenges of Inclusive Education in Ethiopia

The real challenge of inclusive education is to meet the needs of all children with and without disabilities in the general classroom, because inclusion requires a lot of struggle and commitment to overcome attitudinal and social barriers that can only flourish in a system which generates inclusive ideology to meet the special needs of children by providing the necessary educational back-up support and making available necessary educational resources. In Ethiopia, however, most of the schools suffer from different challenges as: scarcity of special instructional materials and facilities, shortage of school leaders’ awareness about inclusive education as well as shortage of teachers trained in special education. Generally, the challenge towards inclusive education in Ethiopia could emanate from different directions such as attitudinal factors, rigid school systems, resistance to change, lack of clear educational guidelines and inadequate resources (Tirusew, 2005).

According to Oswald and Forlin (2016), the challenges include teacher apathy, curriculum rigidity, parental prejudices and shortage of staffing and limited resources, (Corman 2014), mentioned challenges like inadequate learning support in the classroom and ineffective education support teams in schools, low morale among teachers, lack of effective strategies to address both learner diversity and disciplinary problems, parental involvement and community relationships, bullying by peers, and communication difficulties.

Other sources of challenges in inclusive education including the characteristics of teachers, classroom environment, school climate, cooperation, and support from people with competence, attitudes and resources. In fact, these listed problems would definitely encounter the Ethiopian practice and hence, there has to be proper preparations to cope with them. It may need to examine how receptive the school environment is once it welcomes LSNE: physical layouts, classroom conditions, resources, and a number of related other factors (Tirussew 1999).

2.8.1. Influence of learner based factors on implementation of inclusive education

Gregory, (1998), concurs that, children who find themselves unacceptable to their peers or in unsatisfactory relationship with their teachers, life in school become a punishing experience. As without friends, many of the activities they undertake are meaningless. People without friends are an exceptionally vulnerable group, their health and welfare is constantly at risk. For example in India, the National Resource Centre for Inclusion (NRCI) successfully developed a model of desegregation which enables able-bodied children to study happily with the physically and mentally challenged. This prompted the Spastics Society Centers of India (SSI) to throw open especially their doors to able bodied children as well.

Students with disabilities tend to disrupt the classroom with behavior issues. Because they are not as cognitively developed as their peers, the teaching-learning process is not as effective as it could be. It is difficult to serve the needs of every student who is normally

in the regular education class, and with the special needs students, the job becomes even more of a struggle for the teacher. Teachers have to treat special needs students differently based on their learning level standards (Gregory, 1998).

Special needs students are deprived of a suitable education when they are taught at a mismatched level with students who are significantly above their level. This can negatively affect a student's sense of self-esteem and dignity. Even in physical education classes, students with physical disabilities are disadvantaged because the curriculum is not geared to include those (Combs et al., 2010). This can cause students with disabilities to face discrimination and bullying from their peers. In addition, they also experience low self-esteem, isolation, depression, and in some cases aggression. These emotional breakdowns can lead to violence (Frances and Potter, 2010).

According to Jull, (2008), ordinary learners and challenged learners have different modes of understanding that making one ahead of the other. The challenged students are not fast learners. Thus they need more attention while handling them. Inaccessible environment, lack of support from teachers and school make most of the learners repeat or drop out of school. Inclusion of students with emotional and behavioral disorders in the inclusive classroom is a great challenge. The effectiveness of students with learning differences in the general education classroom requires that educators be trained in the instructional strategies to facilitate learning. Anti-social behaviors oftentimes exclude students from positive interactions with their peers. In addition, focus should be on educating the child in the least restrictive environment and in the best interest of the child (Jull, 2008).

2.8.2. Availability of resources and their accessibility to children with special needs

Financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. Yet a growing body of research asserts that inclusive education is not only cost efficient, but also cost effective, and that equity is the way to excellence. The research seems to promise increased achievement and performance for all learners. Within education, countries are increasingly

realizing the inefficiency of multiple systems of administration, organizational structures and services, and that special schools are a financially unrealistic option. For example, an Organization of Economic Co-operation and Development, 1994 report estimates that the average cost of putting students with Inclusive Class needs in segregated placements is seven to nine times higher than educating them in general classrooms.

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema and Perecuh, 1996). A study carried out by Kristensen, (1997) in Uganda and another by Kisanji (1995) in Tanzania, both indicate that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. Another study carried out in Zambia by Katwishi, (1988) indicates that there were no specialist teachers in most mainstream schools to provide important advisory services that would assist regular teachers with managing learners with special needs who were being integrated.

Apart from teachers' negative beliefs about inclusion and concern for their professional competency to practice inclusive education, resource issues also drew much concern for both teacher groups. Resource issues addressed physical aspects such as inaccessible classrooms to students in a wheel chair, overcrowded classrooms; materials such as Braille and large prints. Further, teachers expressed concern about the lack of support from professionals with expertise such as peripatetic /itinerant/ teachers or those with expertise in sign language and Braille as well as general special education experts: Teachers overwhelmingly believe that inclusive education is impossible without addressing their needs for specialist resources. Overall belief is that without sufficient resources and support inclusive education was not possible and doomed /failure/ (Katwishi, 1988).

In order to provide a quality education for special needs students in the general education classroom, all of the necessary resources must be available for both the students and the teachers, (Anderson, et al 2007). Resources are often extremely limited. There is a lack of

teachers because there is a lack of funding and these insufficient materials affect the success of the inclusion and those who are involved in the program. Resources such as adequate and trained teachers should be prioritized and concept of inclusive education within the Kenyan education system be evaluated. The KIE had to first track the development and operationalization of a specialized curriculum to cover all subjects for children with disabilities. Monitoring implementation of this curriculum as well as teaching methods was to form a core component of the Ministry of Education's Division of Quality Assurance and Standards (Anderson and Barton, 2007).

2.8.3. Level of awareness among teachers implementing inclusive education

These are perceptions towards inclusive education among teachers which have led to improvements in the material circumstances of children with special needs. Children with special needs are viewed as objects of charity or asylum and subjected to patronizing attitudes based on the non-disabled person's view of them as not fully human or as incapable of living ordinary lives. According to Salend and Duhaney (1999), in their review of studies (largely American), educators have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion, student characteristics, training and levels of support. Some studies reported positive outcomes for general teachers, including increased skills in meeting the needs of all their students and developing an increased confidence in their teaching ability, (Moberg, 1997).

Negative outcomes included the fear that the education of nondisabled children might suffer and the lack of funds to support instructional needs. For special educators, the benefits included an increased feeling of being an integral part of the school community and the opportunity to work with students without disabilities. It was believed that disabled people brought bad luck because they had been cursed or had had a spell placed upon them by witchcraft. Stereotypes are bundles of negative and untrue perceptions

which often precondition how people treat and respond to disabled people, (Salend and Duhaney, 1999).

Additionally, access to resources and specialist support affects teachers' confidence and attitudes toward inclusive education, Bennett and Katzenmeyer, (1997). The teachers' beliefs about inclusion suggest that they do not regard students with disabilities, particularly those with sensory impairments as belonging to regular classes and would rather prefer them being educated in existing special schools. Teachers also believed that including students with disabilities limits the amount of teaching work they could do thereby resulting in incompleteness of the syllabuses. Teachers also believed that if students with disabilities were included in regular classes it would affect the academic performance of their peers without disabilities (Bennett and Katzenmeyer, 1997).

Teachers perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Further, the teachers expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included in their regular classes; it is contributing to a reduction in the academic success of their schools, (Bennett and Katzenmeyer, 1997).

2.8.4. Training of teachers on inclusive education

Many academics in the field of inclusive education point to teacher education and school leadership as essential for the implementation of inclusive education in the classroom Ainscow, (2006), yet the standard of teacher training courses across India varies hugely, and they usually approach the inclusion of children with disabilities from a deficit perspective.

According to Lindsay (2007) many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to

lower academic standards. According to this study also, teachers do not feel equipped to teach children with disabilities and complain that they need more time to instruct these students. Many of the selected Schools, government programs have not included a teacher training component in an attempt to instigate institutional change or not implemented.

Qualified teachers know that classroom needs must be approached “from a Curricular stand point”, in which difficulties are defined depending on each specific task and activity, and on classroom conditions. Most teachers are not qualified to handle the students with SNE (Lindsay, 2007).

The development of an Inclusive Education and teacher training programs are the most challenging issue in the process of implementation of Inclusive Education (Tirussew, 2005). Besides to avoid pedagogical challenges, of Inclusive Education ordinary class teacher who teaches students (Children) with Special Needs should be capable of teaching skills and knowledge.

3. RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study is to assess school leaders' contribution to support teachers to implement inclusive education in inclusive General Secondary Schools by school principals, supervisors and teachers in Bale Zone of Oromia regional state selected schools. To this effect, the method of the research, source of data, sample of population and sampling techniques, instruments and procedures of data collection and method of data analysis are stated here under.

3.1. Description of the Study Area

The study was conducted in Oromial Regional state, Bale Zone at government inclusive secondary schools. Bale Zone bordered on the South by the Ganale River which separates it from Guji; on the West by the West Arsi Zone, on the Northeast by the Shebelle River which separates it from West Hararghe and East Hararghe and on the East by the Somali Region. Bale Zone is the second largest zone in Oromia National Regional Sate after Borena zone with total area of 63,555 km². Altitude of Bale zone extends from less than 300 meters around Meda Welabu, Southeast of Rayitu and Gura Damole districts to more than 4377 meters above sea level in Goba woreda namely Mount Tulu Dimtu. So, Bale has the high land and lowland layout in its administrative area and also Bale has 20 woredas and 351 rural kebeles, found at South-east of Addis Ababa, Capital City of Ethiopia, and 430 km far away from the capital up to Robe town.

Based on the 2007 Census conducted by the CSA, Bale zone has a total population of 1,402,492 and increase of 15.16% over the 1994 census, of which 713,517 are men and 688,975 women and with an area of 43,690.56 square kilometers. Concerning education, 66% of all eligible children are enrolled in primary school and 21% in secondary schools. There are 42 Government secondary schools in Bale Zone which are practicing inclusive education according to Bale zone Education office data document shows. The dominant economic activity in Bale is agriculture.

3.2. Research Design

In this study descriptive survey research design was employed. This study was a method of quantitative approaches. The study was attempted to examine school leaders' contribution to support teachers to implement inclusive education in inclusive General Secondary Schools of Bale zone, Oromia Regional state. This is because the intention of the study was to assess the existing situation about the contribution of school leaders in practicing inclusive education at inclusive secondary schools that held on school leaders' practices by participants of the study and to look into school leaders' contribution in helping inclusive teachers. In the same line of argument, Best and Kahn, as cited in Yenenew (2012) have argued that descriptive survey study is concerned with conditions or relationship that exists; opinions that are held; process that are going on; effects that are evident or trends that are developing.

Generally this method was selected because it helps the researcher get currently available and detailed information as possible on the issue under consideration. It was also useful for describing the present situation of the contribution and practice of school leaders in practicing inclusive education at selected inclusive general secondary schools in Bale zone and it helps deal with relatively large number of respondents at a particular time.

3.3. Sources of Data

Both primary and secondary sources of data were employed for this study.

3.3.1. Primary sources of data

The primary sources of data were school leaders (school supervisors and school principals) and teachers from inclusive General Secondary Schools in the Zone in selected Secondary Schools.

3.3.2. Secondary sources of data

Secondary sources of the study were collected from document mainly focused on records and other official documents concerning the contribution of school leaders in supporting teachers in inclusive secondary schools in Practicing inclusive education at these schools.

In addition to this, other relevant document of the schools such as handouts that state the vision, mission, goals, and manuals prepared for training purposes on the status and implementation of inclusive education were assessed. The data from these sources are reviewed to know whether supports from the school leaders were effectively given for the teachers in the schools on the regular basis. Therefore, the above sources of data are appropriate inputs which help to come up with fruitful mentioned findings.

3.4. Population, Sample Size and Sampling Techniques

The study was conducted in government inclusive secondary schools of Bale Zone. As the data from Bale Zone Education Office shows, there are 20 Woredas in Bale Zone. These 20 woredas are clustered in to two by geographical location with 10 woredas in highland and 10 woredas in lowland, because the study area or cluster samples are widely scattered John, (2006). From each cluster three (30%) woredas are taken by using simple random sampling. Each selected woredas have 2 secondary schools with total of 12 secondary schools. From these 6 (50%) secondary schools was selected by using stratified random sampling.

After selecting the sample schools, school leaders (supervisors and principals) and teachers were identified. Krejcie (1970) suggested that the sample size for population of 150 shall be 108; calculated with the formula:

$$S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}.$$

S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size.

P = the population proportion assumed to be 0.50

d^2 = the degree of accuracy expressed as a proportion (0.05)

$$\begin{aligned} S &= X^2 NP (1 - P) \div d^2 (N - 1) + X^2 P (1 - P) \\ &= (3.841) (150) (0.5) (1 - 0.5) \div (0.05)^2 (150 - 1) + (3.841 \times 0.5) (1 - 0.5) \\ &= (3.841) (150 \times 0.25) \div (0.0025) \times 149 + 3.841 \times 0.25 \\ &= 144.0375 \div 0.3725 + 0.96025 \\ &= 144.0375 \div 1.33275 \end{aligned}$$

= 108.0754 as this shows the sample size for 150 populations shall be 108. So, from 150 teachers 108(72%) were selected by using systematic random sampling technique. From the total population of 12 (100%) school leaders (6 supervisors and 6 principals in numbers), the researcher took the entire sample 12 (100%), because they were the target group of the research and they were few in number by availability sampling method. Totally having 120 respondents were taken as a sample. While selecting samples from the target schools, the proportionality of the population and samples from each school was considered.

Table 1: Population, sample size and sampling techniques

No.	Sample Secondary Schools	Total population									
		Teachers			Supervisors			Principals			
		popula tion	Sample size	%	popul ation	Sample size	%	populat ion	Sample size	Total	%
1	Galema	40	29	72	1	1	100	1	1	31	100
2	Harodumal	27	19	72	1	1	100	1	1	21	100
3	Meliyu	25	18	72	1	1	100	1	1	20	100
4	Misra	21	15	72	1	1	100	1	1	17	100
5	Obora	21	15	72	1	1	100	1	1	23	100
6	Sofumer	16	12	72	1	1	100	1	1	18	100
7	Total	150	108		6	6	100	6	6	120	100
	Sampling techniques	Stratified random Sampling			Availability Sampling			Availability Sampling			

3.5. Tools of Data Collection

Gathering necessary data for the study was done by using questionnaires and interview. Both are adapted from Anderson (2000) and modified in line with characteristics' of the respondents in the study area. Even if the instruments were adopted the validity and reliability were checked.

3.5.1. Questionnaires

Anderson (2000) stated that "if well-constructed a questionnaire permits the collection of reliable and reasonable valid data relatively simple, cheaply and in a short span of time." Accordingly, the researcher developed questionnaire that consisted open-ended and closed- ended questions. Close ended questionnaire was developed in 5 rating scales items

1= strongly disagree (SD), 2= disagree (D), 3= Undecided (UD), 4=Agree (A), 5= strongly agree (SA) was administered to teachers and school leaders. 108 teachers, 6 Supervisors and 6 Principals were responded to questionnaire as well as interview in the main study.

In order to make sure whether the questionnaires were free from vague and unclear items, the draft questionnaire was examined by adviser and co-adviser for their comments before the main study was to be conducted. The comments were used to improve the clarity of statements, grammatical and typographical error and interpretation of the instruction and to build revised questionnaires was administered to the sample. Two special needs experts are also checked and commented on the questionnaire. The pilot study was conducted by rating scale to generate the expected information and whether the items had considered their internal consistency and improves the item for the main research. All respondents are returned their questionnaire because of close supervision of the researcher.

Reliability of the instruments:

To investigate the reliability of the questionnaires, the researcher conducted a pilot test for nine teachers of Hesu inclusive secondary school and two Principals of Robe Inclusive Secondary School which are excluded of the main research.

The reliability of the instruments were approved and tested in two ways. On one hand the prepared tools were given to the advisor to advice and commenting. In addition, pilot test was conducted to test their reliability. To investigate the reliability and validity of the tools the researcher was conducted a Pilot test for 9 teachers of Hesu inclusive secondary schools and 2 principals of Robe inclusive secondary schools, which are excluded of the main research. A test is said to be reliable to the degree that it measures accurately and consistently, yielding comparable results when administered a number of 0.75 (Dowdy, 2004). This is checked by the application of the *Spearman-Brown prophecy* formula

$r = 2r/1+r$ and the result is 0.77, so the calculated value is greater than the theoretical value, so this implies the instrument is reliable.

The rationale behind using this instrument was that it provides sufficiently valid descriptive information about views and attitudes of participants. Besides, a questionnaire require less time, less expense and permits the collection of data from much larger sample as compared to other data gathering instruments (Willington, 1996).

The questionnaires included both closed and open ended items. The questionnaires were presented for, 108 teachers, 6 supervisors and 6 principals. Then it was pretested to respondents of teachers and school leaders, who were not part of the sample of the study in order to check validity and reliability of questions.

3.5.2. Interview

When designing the interview, it was important to make informed and reflective decisions about the interview method to use at different stages of the study (Kvale 2002). Keeping this in mind, the kind of data that was needed from the interviewee is both structured and unstructured interviews going to be used. The first part of the interview was more structured to gather some background information about the school leaders, for example, their work experience, knowledge of inclusive education and school context. The second part of the interview was more semi-structured, thus allowing flexibility to focus more on the experiences or practices of the school leaders on supporting inclusive education in their schools John (2006).

Kvale, (2002) explain three basic ways of recording interviews. They are: audio recording (digital/cassette or video), note-taking and recording data soon after the interview. For the purpose of this interview the researcher take a note while the respondent is give his responses. As a result, irrelevant data, such as the school leader's stories which did not relate to the research interest and disputes that happened due to misunderstanding of inclusive education concept, was not transcribed. During this process care is also to be

taken so that potentially valuable information was not lost John (2006). In the interview was conducted in Afan Oromo language for free communication and Understanding of respondents and then translated to English Language by the researcher.

3.6. Data Collection Procedure

Gathering necessary data for the study were done by using questionnaires. Interview is also used as supplementary for questionnaire. Both tools were adopted from Atiklt (2008) and Haile (2006) and modified in line with characteristics' of the respondents in the study area. Even if the instruments were adopted the validity and reliability were checked.

3.7. Method of Data Analysis

The researcher was collecting quantitative data from sample respondents. The data collected through close ended questionnaire, were tallied and tabulated. The analyses were made with the help of frequency, percentage and mean quantitatively. On the other hand, for better analysis, the 5 rank responses or the rating scale of the questionnaire were made (Strongly agree. Agree. Undecided, disagree and strongly disagree). Finally, the data collected through interview and document analysis were narrated by supplementing the data gathered through questionnaires.

4. RESULT AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of the data gathered from the participants through questionnaires, interviews, and document analysis. Thus, the quantitative data was employed in this chapter.

In analyzing the findings of the study, the following technical and statistical methods and procedures are employed. Data collected are organized and compared the percentage of the items questions to generalize the analysis; it compares the mean value of the sub items on the basis of responses given by the respondents. Accordingly, mean value > 4.00 is very good practice or highly performed, mean value 3.00-3.99 is good practiced or moderately performed role, and mean value below 3.00 is poorly performed or low practiced.

Finally this chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

Table 2: Characteristics of the respondents

No	Items		Respondents							Total		
			Teachers			Supervisors		Principals				
			No	%	No	%	No	%	No	%		
1	Sex	Male	81	75	6	100%	6	100%	86	71.6%		
		Female	27	25	-	-	-	-	34	28.4%		
		Total	108	100	6	100%	6	100%	120	100%		
2	Experiences		M	F	To	%	-	-	-	-	-	
		0-5	6	3	9	8.3	-	-	-	9		
		5-10	9	5	14	12.9	-	-	-	14		
		10-15	18	8	26	24.1	2	33.4	3	50	31	
		15-20	19	10	29	26.8	3	50	1	16.6	33	
		20-25	24	1	25	23.1	-	-	1	16.6	26	
		Above 25	5	-	5	4.6	1	16.6	1	16.6	7	
		Total	81	27	108	100	6	-	6	-	120	
3	Educational status	Diploma	M	F	T							
			-	-	-	-	-	-	-	-	-	
		1 st Degree	73	25	98	90.7	3	50%	2	25%	103	85.8%
		2 nd Degree	8	2	10	9.3	3	50%	4	75%	17	14.2%
		Total	81	27	108	100	6	100%	6	100%	120	100%

All groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table above:

As shown under table tow, 81 (75%) of teachers are male ad 27(25%) of teachers are females. Concerning school supervisors all of them (100%) are male and all the school principals (100%) are male. This might be due to the fact that there are no female school

supervisors and principals in these secondary schools. With regard to work experience, the teacher respondents were asked their experience in their current position, and 8.3% of the teachers had teaching experience 0-5. The rest 12.9%, 24.1%, 26.8%, 23.1% and 4.6% of the teachers had teaching experiences of 6-10, 11-15, 16-20, 21-25 and above 25 years respectively. Concerning the school supervisors and principals, all of them had work experiences of 11-25 years and above 25 years. Regarding to educational level, 98 (90.7%) teachers have Bachelor of Education degrees. While only 10 (9.3%) of teachers have second degrees. But in the case of school supervisors, 50% of them have first degree and the rest 50% of them have second degree. Concerning the school principals, majority of them (75%) have second degree.

4.1. Analysis of Questionnaire for School Leaders

To information about their contribution in supporting inclusive education in secondary schools, the selected school leaders (school supervisors and Principals) were presented with a questionnaire with ten items. Accordingly, their responses to the given items are presented in the following table.

Table 3: Analysis of Questionnaire for School Leaders

RN	ITEMS	RATING SCALES										TOTAL		$\sum f x v$	MEAN VALUE
		1		2		3		4		5					
		f	%	f	%	f	%	f	%	f	%	F	%		
1	A school-based support team for assisting educators with SNE is available	2	17	2	17	2	17	4	33	2	17	12	100	38	3.2
2	In-service training opportunities for mainstream educators to cope with LSNE were offered	2	517	1	8	0	0	2	17	7	58	12	100	47	3.9
3	Effective administrative support to pursue inclusive goals is provided	2	17	1	8	1	8	4	33	4	33	12	100	43	3.6
4	Adequate funds for resources to facilitate effective teaching of LSNE were allocated	4	33	4	33	0	0	2	17	2	17	12	100	30	2.5
5	A model for collaboration between special and mainstream educators is available	2	17	3	25	2	17	2	17	3	25	12	100	37	3.1
6	Provision for consultation between inclusive and mainstream educators is available	2	17	3	25	1	8	3	25	3	25	12	100	38	3.2
7	Strategies to eliminate discriminating attitudes towards LSNE were developed	2	17	2	17	0	0	3	25	5	42	12	100	43	3.6
8	An efficient school leaders that supports inclusive education is available	3	25	3	25	1	8	2	17	3	25	12	100	35	2.9
9	An effective management team to implement inclusive education is applied	2	17	2	17	1	8	4	33	3	25	12	100	40	3.3
10	There is a good network (partnership) outside of the school	3	25	4	33	0	0	3	25	2	17	12	100	33	2.8

Item one, as it can be seen from the given table above, a school-based support team for assisting educators with SEN was stated to investigate the view of the respondents. It can be observed from the responses of the respondents the given item that the respondent school leaders (school supervisors and school principals) agreed with presence of school-based support team for assisting educators with SEN. This was confirmed by half of the respondents (50%) who showed their agreements for the idea of the given item. But other respondents with equal rank (17%) disagreed and strongly disagreed with the presence of school-based support team for assisting educators with SEN. As it can be seen from the mean value of their responses (3.2) indicates that the respondent school leaders (school

Supervisors and Principals) had the sense of agreement with the idea of school-based support team for assisting educators with SNE. However, during interview held with the school principals they stated that:

“There is no as such adequate school-based support for educators with special need education in assuring inclusive education at the selected inclusive secondary schools of Bale zone because of lack of training, insufficient budget, adequate man power and lose of co-operation with other stakeholders .”

Actually, the task of implementing inclusive education at schools is not only the work of few bodies; rather it needs collaborative support from different angles by different stakeholders. Instructional programs improve in communities where stakeholders share a vision for student success that is based on common values, traditions, and beliefs (Klingner et al., 2001). School leaders play pivotal roles in helping constituents develop a common set of instructional goals and objectives for all students (Hughes, 1999). Principals who recognize their responsibility for the education of all students and serve as the instructional leaders for all staff members improve the educational opportunities for students with disabilities and others at risk for school failure (Lipsky & Gartner, 1997).

Item two, concerning in-service training opportunities for mainstream educators to cope with LSNE majority of the respondents (42%) are strongly agreed with the idea of in-service training opportunities for mainstream educators to cope with the teaching learning problems in supporting learners with special need (LSNE). In addition 17% of the respondent school leaders agreed with the presence of such opportunities of in-service training programs for the concerned educators. On the other hand 25% of these respondents disagreed with the issue of in-service training for educators in coping with LSNE while still 17% of them strongly disagreed with the idea of this item. The mean value of their responses for this item is 3.9. This shows that the school principals and supervisors agreed with the concept of “In-service training opportunities for mainstream educators to cope with LSNE”. In line with this, one of the school principals stated:

“In-service training opportunities have been given for some teachers to help them upgrading their knowledge status. But such in-service training is not specifically concerning all teachers at our inclusive school, to develop their ability and skill to help learners with special needs education.”

Another aspect of school leaders' contribution in implementation of inclusive education is related to the task of capacity building for teachers at inclusive schools. According to (Hughes 1999), many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards Fullan, (2005).

Item3, In relation to effective administrative support to pursue inclusive goals, majority of the respondents (66%) showed their agreements that there was effective administrative support to pursue inclusive goals. That is, 33% of the respondent school leaders strongly agreed and 33% of them agreed that there is effective administrative support to pursue inclusive goals. Although it is small number of these respondents, 8% and 17% of the respondents respectively disagreed and strongly disagreed with existence of effective administrative support to pursue inclusive goals. Here from the responses of the respondents it can be concluded that most of the respondents were on the agreement about the need of effective administrative support in pursuing inclusive goals at inclusive secondary schools. This can also be concluded from the mean value of their responses (3.6) which almost shows the agreement of the respondents with the idea of the item. But the result from interview with school principals did not show the same result. For example, one of the interviewed principals stated:

“There are planned strategies to implement inclusive education in our inclusive secondary school. But lack of necessary support from concerned administrative bodies hinders the planned strategies for assuring inclusive education to apply

correctly as per the rule and regulation concerned for benefit of LSNE and the whole society.”

Item four; concerning allocation of adequate funds for resources to facilitate effective teaching of LSNE, most of the respondents are on the disagreement side. Thus, 33% of the respondents responded that they disagreed with allocation of adequate funds for resources to facilitate teaching of LSNE. Moreover, respondents with equal number (33%) strongly disagreed with the idea of this item. But in both cases 17% of the respondents strongly agreed and agreed that there are adequate funds for resources to facilitate effective teaching of LSNE. The mean value of their responses for this item is 2.5. This implies that these respondents were disagreed with adequacy of funds in facilitating effective teaching of LSNE. This was also confirmed by the information obtained during interview held with school principals in whom they confirmed that there is lack of funds in ensuring inclusive education at secondary schools. The interviewed principals noted:

“This could be due to lack of adequate funding as majority of the respondents cited the Government (Ministry of Education) as the main source of funding for inclusive education. Inadequate facilities and lack of relevant materials is also one of the major obstacles for the implementation of inclusive education in our general secondary schools.”

A study carried out by Kristensen (1997) in Uganda and another by Kisanji (1995) in Tanzania, both indicate that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

Item five; concerning a model of collaboration between special and mainstream educators, 25% of the respondent school leaders strongly agreed that there is a model of collaboration between special and mainstream educators while still 17% of them agreed with this idea. But 25% and 17% of these respondents respectively disagreed and strongly disagreed with the issue collaborative work between special and mainstream in supporting

inclusive education. 17% of the respondent responded that they do not know (neutral) about the idea of this item. In relation to their responses the mean value of the responses is 3.1. Thus, the mean value here indicates that the respondents neither agreed nor disagreed with the concept of collaboration between special and mainstream educators. But the interviewed school principals suggested that:

“Implementation of inclusive education at inclusive schools is a team work that requires the role of different bodies in collaboration but the needed collaboration between special need and main stream educators is too weak.”

Effective leaders encourage collaboration and recognize the importance of effective communication structures, e.g., common planning time for all team members. They assemble the tools and resources e.g., skill-building opportunities to develop group problem solving needed to facilitate these processes (Fullan, 2001).

Item 6, in the sense of collaboration in assuring Inclusive Education at schools, regarding provision of consultation between inclusive and mainstream educators were allocated, with equal rank 25% of the respondents responded that they strongly agreed and agreed with the existence of providing consultation between inclusive and mainstream educators. But 25% of the respondent school leaders disagreed with the concept of providing such a consultation. Moreover, 17% of the school leaders strongly disagreed with the idea of this item. The mean value of their responses for this item is 3.2 which showed the same result. That is, the respondents agreed with the existence of consultation to be provided between inclusive and mainstream educators in providing effective inclusive education at secondary schools. Novice administrators need to become familiar with existing organizational expectations, procedures, and processes related to communication and collaboration, e.g., chain of command, Collaborative structures, communication flowcharts. This knowledge, coupled with effective Skills facilitates their relationship-building efforts. Emphasizing effective communication within the context of principals’

accountability ensure that administrators understand the values placed on these skills and processes by leadership (Bateman, 2001).

Item seven; concerning strategies to eliminate discriminating attitudes towards LSNE were offered; 42% of the respondents responded that they strongly agreed with such strategies to eliminate discriminating attitudes towards LSNE while 25% of the respondents agreed with it. On the other hand 17% of these respondents (with equal rank) disagreed and strongly disagreed with the accomplishment of the concerned strategies. In line with their responses for this item, the mean value of their responses (3.6) implies the respondents' agreement with the idea of eliminating discriminating attitudes towards LSNE. In contradiction to this result, the interviewed school principals reported from their personal experience that all teachers do not treat all the students equally in the class.

Item 8, as stated above, for effective implementation of inclusive education, an efficient school leaders that supports inclusive education is available, is responding, 25% and 17% of the respondents showed their strong agreement and agreement respectively. On the other hand 25% of the respondents (both with equal rank) disagreed and strongly disagreed with the concept of efficient support from the school leaders. The mean value of their responses was 2.9. From this it can be concluded there is no efficient support from school leaders in the task of implementing inclusive education.

Item 9, moreover, for the given item about an efficient management team to implement inclusive education, 58% of the respondents was on the agreement side (25% of the respondents strongly agreed and 33% of them agreed with the item). The mean value of their responses for this item was 3.3 which indicated that the respondents agreed with the item. Actually, for the support of school leaders to be as strong as needed, there must be strong networking system between these school leaders and the school community Miles and Singal, (2010).

Item 10, the majorities of the respondents (58%) showed their disagreements for the given item, this was about the existence of network outside the school. It was also confirmed by

the mean value of the responses (2.8). As it was noted from the results of interview with the school principals:

“It was indicated that there is inadequate collaboration between the inclusive schools and other administrative bodies. They also stated that the network between inclusive schools and management bodies is not well established because of burden of jobs in the school for school leaders”.

Obviously, implementation of inclusive education at inclusive secondary schools needs the presence of various stakeholders and partners in inclusive education. In the process of assuring inclusive education at inclusive secondary schools, working to change the attitudes of teachers and other staff of school community is highly crucial. According to Salend (1999), in their review of studies (largely American), educators have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion, student characteristics, training and levels of support.

4.2. Analysis of Teachers’ Questionnaire

So far under the analysis part of this study it was attempted to analyze the questionnaire presented for school leaders (school Principals and school supervisors) similarly, teachers’ questionnaire was analyzed. Under this part of data analysis, responses of the respondent teachers were treated under different subheadings according to the similarity of ideas of the given items.

Table 4: Analysis of teachers' Questionnaire

R N	ITEMS	RATING SCALES										TOTAL		$\sum f$ xv	Mean value
		1		2		3		4		5		F	%		
		f	%	f	%	f	%	f	%	f	%				
1	I feel, I could teach / help LSNE without any discrimination(s) in my efforts	5	5	9	8	0	0	43	40	51	47	108	100	450	4.2
2	I experience difficulties in meeting the needs of the diversity of learners (LSNE)	0	0	5	5	8	7	35	32	60	56	108	100	474	4.4
3	I think, I could better teach/ help LSNE with the help of remedial educator(s)	2	2	6	6	0	0	36	33	64	59	108	100	478	4.4
4	I have to SPNE more time attending/ help to the needs of LSNE	0	0	4	4	0	0	45	42	59	55	108	100	483	4.5
5	I require more knowledge to educate /help LSNE	4	4	4	4	0	0	30	28	70	65	108	100	482	4.5
6	I feel that the number of learners in a class/ school make individual attention difficult.	2	2	5	5	0	0	34	31	67	62	108	100	483	4.5
7	I feel that the education of LSNE requires more tolerance (patience)	2	2	4	4	1	1	21	29	80	74	108	100	497	4.6
8	I must discipline all learners in the same manner	7	6	20	19	6	6	32	30	43	40	108	100	408	3.8
9	The support given from our school leaders is good	14	13	45	42	5	5	24	22	20	19	108	100	315	2.9
10	There is a skill gap of school principals to help teachers implementing inclusive education	3	3	9	8	0	0	30	28	66	61	108	100	471	4.4
11	I must safeguard against a discriminating attitude towards LSNE	4	4	8	7	0	0	26	24	70	65	108	100	474	4.4
12	I have to instill acceptance of LSNE in the classroom	2	2	3	3	1	1	33	31	69	64	108	100	488	4.5
13	I should avoid treating LSNE in a more sympathetic manner in class	8	7	10	9	10	9	40	37	40	37	108	100	418	3.9
14	I must not overlook unacceptable behavior of LSNE	2	2	2	2	3	3	30	28	71	66	108	100	490	4.5
15	There are best opportunities for the realization of inclusive education in my school	12	11	34	31	5	5	26	24	31	29	108	100	354	3.3
16	There are challenges for the realization of inclusive education in my school.	85	79	0	0	0	0	23	21	85	79	108	100	517	4.8

The Role of School Leaders in Implementing Inclusive Education

Item one, as stated under the analysis of data obtained from school leaders, the support of school leaders in implementation of inclusive education is inevitable. In responding to the item with concept, more than half (55%) the respondent teachers disagreed with the support given by school leaders at inclusive schools in helping LSNE, but 19% and 22% of the respondents respectively strongly agreed and agreed as the support given by the school leaders is good. The mean value of the responses of the teachers (2.9) indicates their disagreement with the intended support from the school leaders. Basically for the effective implementation of inclusive education at inclusive secondary schools, support from the school leaders is highly essential. In line with this, Peterson & Deal (1998) stated that shared leadership in schools facilitates a process of continuous reshaping to ensure that goals are met and that emerging needs are addressed appropriately. Schools that embrace rather than fear Organizational change is more successful in implementing new initiatives. Effective school leaders create an environment that fosters academic and social success for students with disabilities.

So far in responding to the item with the same concept the school leaders stated that there is almost good support from them in implementing inclusive education. But the respondent teachers indicated that there is the skill gap observed with the school principals in helping teachers to implement inclusive education at respective schools. For the item the same concept a great deal of agreement was observed from the respondent teachers as 61% of responded teachers strongly agreed and 28% of them agreed with the principals' skill gap in providing necessary support for teachers implementing inclusive education at inclusive schools. The mean value of their responses for this item is 4.4 which showed the existence of skill gap from school leaders in supporting inclusive education. Of in line with this, to question "What do you think about adequacy of support from the school leaders? One interviewed school principals stated that,

“The school leaders (both supervisors and principals) do not fully work according to the roles that are given for them. Because there is less support that they have to contribute for the implementation of inclusive education and there is also a skill gap to lead inclusive school.”

Concerning the existence of opportunities for making inclusive education practical in schools (item 15), 29% of the respondent teacher confirmed with strong agreement for the realization of inclusive education in their school while 24% of the them also showed their agreement with it. On the other hand, with contradicting responses 31% of the respondent teachers disagreed with the realization of inclusive education in the schools. *Moreover*, 11% of them strongly disagreed with this idea. For effective implementation of inclusive education at inclusive schools the first thing to be considered is to make all opportunities facilitated to implement inclusive education and then to meet the needs of learners with special education need (LSNE). Because both teachers and students with diversified needs require accessible opportunities or situations at inclusive schools. This actually needs the collaborative support from all concerned bodies specially the school leaders and teachers of inclusive secondary schools (Fullan, 2001).

Challenges of Implementing Inclusive Education

In line with this, while responding to the second item in the table above, 56% of the respondents strongly agreed that difficulties can be experienced in meeting the needs of LSNE in the class. However, 32% of the respondents showed their disagreement for the difficulties encountered in the diversity of learners in the class. The mean value of their responses for this item (4.4) indicates their agreement with the difficulties that can be encountered in the classroom with diversity of students' needs. According to Jull (2008) one of the challenges in implementing inclusive education at inclusive secondary schools is the difficulty that teachers face to meet the needs of diversity of students in the classroom. It is difficult to serve the needs of every student who is normally in the regular education class, and with the special needs students, the job becomes even more of a

struggle for the teacher. Teachers have to treat special needs students differently based on their learning level standards (Gregory et al., 1998). Similarly, during the interview held with the school principals, they confirmed that teachers at inclusive secondary schools mainly face the difficulty of addressing diversified needs of students in the class.

Treating learners with special need education (LSNE) is a time taking task that needs great effort from the teachers of inclusive schools. Concerning item 4 (I have to SPNE more time on attending/helping to the needs of LSNE) 55% and 42% of the respondents respectively showed their strong agreement and agreement with the task of SPNE more time in helping LSNE. Only 4% of the respondents did not accept this idea as their responses showed their disagreement with the idea of the item. For this item as to the mean value for their responses (4.4), the respondent teachers agreed that they accepted the concept of SPNE much of their time in helping LSNE.

As stated above, in the effective implementation of Inclusive Education at secondary schools, the difficulty of meeting diversity of students' needs in the classroom is one of the challenges teachers face at inclusive secondary schools. The diversity of the needs of the students in the classroom is directly related to the number of students in the class. In other words, large class size is one of the challenges in implementing inclusive education at inclusive secondary schools (Combs et al., 2010). Item 6 is related with the challenges of class size (number of students in the class). It is clear that the number of students with in class (class size) is a determining factor in the learning and teaching process. As to this item (item 6) the concept presented is about the difficulty of giving attention to individual students due to class size. For this item 62 % and 31% of the respondents respectively responded that they strongly agreed and agreed with the idea difficulty of giving attention to individual learners in large class size. However, 5% of the respondents showed their disagreement and 2% of them strongly disagreed with the item. Thus, it can be noted that majority of the respondents (93%) were agreed with the challenges of large class size in helping students according to their needs. The mean value of their responses (4.5) also shows their agreement with it.

Thus, teaching in large class size where there is diversity of needs in the class needs teachers' tolerance to deal with the need of all the students. In relation to this, item 7 deals with the tolerance required from teachers in teaching LSNE in the class in inclusive schools. For this item majority of the respondents (74 %) showed their strong agreement while 19% of them agreed with it. On the other hand, 4% and 2% of the respondents respectively responded that they disagreed and strongly disagreed with the item. The mean value of their responses (4.6) shows their strong agreement with the need of tolerance in teaching students with diversity of needs in the classrooms of inclusive schools.

In the schools with inclusive education one of the issues to be considered is the task of treating all the students in the same manner according to their needs which might be the challenge for some teachers in inclusive classrooms. Accordingly, while responding to item 8 (I must discipline all learners in the same manner according to their needs) 40% of the respondents strongly agreed and 30% of them agreed with it. But 19% and 6% of the respondents disagreed and strongly disagreed with the idea of the item. Only 6% of them were neutral in their response. The mean value of their responses for this item is 3.8. This indicates that the respondent teachers were on the agreement side with the issue treating all students in the classroom according to their needs and learning styles.

With the related idea, in their responses to item 16 all the respondent teachers were on the agreement side with the challenges in making inclusive education real at schools. In their responses to this item (Item 16) majority of the respondent teacher (79%) responded strongly agreed with the existence of challenges in realizing inclusive education in inclusive secondary school the rest of these respondent teachers (21%) agreed that there are challenges for the realization of inclusive education in the schools. Moreover, the mean value of their responses for this item (4.8) indicates that there are challenges in realizing inclusive education in inclusive schools.

The witness from the school principals during interview held with them was also supporting idea for this issue. With more related idea while responding to the interview

question about the extent to which the school fulfills the needs of learners with special need education, one of the school principals stated:

“As to our school contexts it is difficult to address the needs of LSNE. Because, in most of our inclusive secondary schools, the number of students in the classroom is difficult to manage, as a result it is not easy for teachers to treat students with special need education.”

Attitude of Teachers towards Inclusive Education and LSNE

In the process of implementing inclusive education at inclusive schools in one way or other depends on teachers' attitude towards inclusive education and LSNE. These are perceptions towards inclusive education among teachers which has led to improvements in the material circumstances of children with special needs. Children with special needs are viewed as objects of charity or asylum and subjected to patronizing attitudes based on the non-disabled person's view of them as not fully human or as incapable of living ordinary lives (Katwishi, 1988). Thus, teachers who feel good about inclusive education and LSNE are highly motivated to help these learners in inclusive classroom.

Accordingly, in response to the first item in the teachers' questionnaire (I feel, I could teach/help LSNE without any discrimination(s) in my efforts) majority of the respondent teachers showed their agreements. Accordingly, 47% of the respondents strongly agreed with the item while 40% of them agreed with it. Only 8% and 5% of the respondents responded that they disagreed and strongly disagreed respectively with the concept of the item. In this case the mean value of their responses (4.2) indicates that the respondent teachers agreed with the idea of the item.

Item 3 was presented to assess whether the teachers could better teach/help LSNE with the help of a remedial educators available. In responding to this item more than half of the respondents (59%) strongly agreed that they could teach LSNE with the help of a remedial educators. 33% of the respondents also agreed with the idea of helping LSNE with the

help of remedial educators. In this case the teachers responded that if they get help with remedial educators, they can help LSNE which was confirmed by the mean value of their responses (4.4).

In helping learners with special need at inclusive schools, the observed problems or challenges which are related to attitudes of concerned bodies, especially teachers. Attitudinal factors play very important role in treating all the students equally in the classroom. In this study item 11 (I must safe guard against a discriminating attitudes towards LSNE) was used to assess teachers' attitude towards LSNE at inclusive schools. As it can be observed from their responses in the table above, most of the respondent teachers have positive attitudes in safeguarding against discriminating attitudes towards LSNE. Accordingly, 65% of the respondent teachers showed their strong agreement while 24% of them agreed with the idea of safeguarding against discriminating attitudes towards LSNE. However, 7% and 4% of the respondents respectively disagreed and strongly disagreed with the idea of this item.

Other aspects of teachers' attitude towards LSNEs can be determined by the degree of teacher's acceptance for LSNE in the classroom. In this case teachers' positive attitude towards students with special need is resulted in well acceptance for these students in the classroom. In line with this idea, while responding to item 12 (I have to instill acceptance of LSNE in the class room) majority of the respondent teachers (64%) responded that they strongly agreed with the idea of instilling acceptance of LSNE in the classroom while 31% of them agreed. But only insignificant number of them showed their disagreement as 3% and 2% of them respectively disagreed and strongly disagreed with the idea of the item. The mean value of their responses for the given item is 4.5 which showed the respondent teachers' agreement with the given concept. In relation to this for the item which is about the manner of treating LSNE in the class room, in both cases with the equal rank, 37% of the respondents strongly agreed and agreed with this concept. But 9% Of they showed their disagreement while 7% of them strongly disagreed with it. The mean value of their responses for this item is 3.9. Thus, it can be concluded that the respondent teachers

agreed with fact of not being over sympathetic for LSNE in the classroom. This can lead to the need of developing attitude of treating all the students in the classroom equally.

As Gregory *et al.*, (1998) stated it is known that a classroom is a learning environment hosts students with different cultural background, living standard, ethical values and needs for learning. More significantly such students' personal variations are observed at inclusive schools with in inclusive classroom where part of the students need special kind of treatment for learning. In such kind of classroom situations teachers may be encountered with unacceptable students' behavior. In this regard for item 14 (I must not overlook unacceptable behavior of LSNE) 66% and 28% of the respondent teachers respectively responded that they strongly agreed and agreed with the idea of no need of overlooking unacceptable and challenging behaviors of LSNE that can be observed in the class room. As the mean value of their responses for this item (4.5) indicates, the respondent teachers agreed with the concept that different challenging behaviors of LSNE in the classrooms should not be negatively considered.

Even though the respondent teachers responded as they have positive attitude towards inclusive education and helping learners with special need education, data from principals' interview was on the opposite side. Two of the interviewed principals with the same idea suggested that:

“Teachers’ personal attitude is one of the challenges in assuring inclusive education, most of them think that it is difficult to teach LSNE together with learners without disabilities, because of this some teachers do not give well treatment and required supportive actions for LSNE.”

Provision of in-Service Training for Teachers

One of the contributions of school leaders in implementing inclusive education at inclusive secondary schools is related to facilitating conditions for the teachers' capacity building through short and long terms in-service training programs. Teachers perceived

that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Further, the teachers expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included in their regular classes; it is contributing to a reduction in the academic success of their schools (Bennett, 1997).

With regard to teachers' need of additional knowledge to educate/help LSNE (item 5), (70) 65% of the respondent teachers responded that they require more knowledge to provide help for LSNE. Similarly (30) 28% of the respondents replied that they agreed with the concept of additional knowledge required to teach or help LSNE in the class. Only few of the respondents were on the disagreement side with the regard to this item. That is, 4% of the respondents responded that they disagreed with the additional knowledge required while 4% of them strongly disagreed with the idea of this item. According to their responses to this item, the respondent teachers need additional knowledge to update their current status of teaching to help LSNE. Moreover, the mean value of their responses (4.5) showed their agreement with this idea getting in-service training to implement inclusive education so that to help LSNE. In the transcription of the interview with principals the similarity of the responses was considered and those principals with the same responses were combined together. In line with this, in the interview held with the school principals, they stated that:

''To fully capacitate the teachers and avoiding unnecessary attitudinal factors in educating students with special needs education, teachers should get in-service trainings and other continuous professional development courses in the school and out of the school from special needs education professionals.''

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The study was conducted in Oromia Region, Bale Zone, with the contribution of School Leaders in supporting inclusive teachers at inclusive secondary schools. Thus, the main objective of the study was to assess the contribution of school leaders in supporting teachers at Inclusive secondary schools taken as the target areas of this study. In addition to that, the study did aim to assess the challenges face to teachers at inclusive secondary schools in implementing inclusive education.

The study has used Quantitative research methods to collect relevant pieces of information. 12 school leaders (6 school supervisors and 6 school principals) and 108 teachers from inclusive secondary schools were the target subjects of the study. To acquire quantitative data for the study questionnaire for all school leaders and teachers was used. In addition to that, semi-structured interview and structured interview regarding the contribution of school leaders at inclusive education in selected inclusive secondary schools were used to gather quantitative data for this study. So, for the proper collection of data and important data collection tools as questionnaire, semi-structured interview guide and structured interview have been used. After checking the completeness of the data, quantitative data was processed and analyzed manually and through SPSS software using description statistics such as mean value and frequency distribution (frequencies and percentages). The main themes of the study were interpreted and reported. Both thematic analysis and content analysis were applied as part of the quantitative data analysis.

5.2. Conclusions

Depending on the results of the study, some conclusion has been made. The implementation of inclusive education in Bale selected inclusive General Secondary Schools is in its general form where all of the students in the schools were learning with their classmates in the same class room. But there is no any other supportive class for any type of disability. Therefore, it can be concluded that there were no adequate special

support for LSNE to treat them according to their learning ability and needs. Despite the fact that, the result of the document analysis showed that there was no specific and reliable documentation about the implementation of inclusive education in these inclusive secondary schools. This indeed made teachers not to assist or guide those students with special need education according to their needs.

School facilities should be improved to assist the proper implementation of Inclusive education at these inclusive secondary schools. But the result obtained showed that most of the schools were not provided with adequate funds and resources in realizing Inclusive education. This has also a major impact on the proper implementation of Inclusive Education at such inclusive secondary schools.

As to factors that affect the proper implementation of Inclusive education in the schools, lack of adequate training for teachers at these inclusive schools and teachers' lack of knowledge and skill regarding Inclusive Education mainly affected its proper implementation in these particular schools. The result obtained from semi-structured interview with the school principals and also from the Questionnaire analysis showed that there was no such regular and timely training for the teachers to improve their knowledge base and skill in implementing Inclusive Education and handling LSNE in the classroom. This resulted in the lack of knowledge among the teachers at inclusive schools about Inclusive Education and made almost all of them not to implement the required education in the same manner to support LSNE.

5.3. Recommendations

From the findings and conclusions made above some recommendations that can be important for the proper implementation of Inclusive Education in these inclusive secondary schools are listed in the following way:

- The school leaders should be able to closely support inclusive schools and teachers who are teaching at these schools to realize inclusive education. So that, the schools will be able to address the needs of LSNE.
- The concerned bodies should renovate all the necessary funds and resources for these inclusive secondary schools for the purpose of realizing Inclusive Education at the secondary schools which in turn favors the needs of LSNE to be fulfilled.
- The school leaders should give due attention in improving the knowledge base and skill of teachers at inclusive secondary schools through regular and timely in-service trainings for these teachers.
- The school leaders should be able to arrange awareness creating programs for teachers at inclusive secondary schools regarding the implementation of Inclusive Education and should regularly evaluate the implementation and observed progress from time to time.
- The schools should work with both Governments and Non-governmental bodies to solve problems related to funds, resources and provision of different trainings for teachers to promote Inclusive Education in the secondary schools.

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APPENDICE

APPENDIX A

Haramaya University

POSTGRADUATE PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

QUESTIONNAIRE: The Contribution of School Leaders in Supporting Teachers in Inclusive Secondary Schools.

At present, researcher is engaged in a research project towards his MA (Master's Degree in Education) at Haramaya University postgraduate program directorate in the Collage of Education and Behavioral Sciences, Department of Educational Planning and Management.

The research is concerned with *the contribution of school leaders in supporting teachers in inclusive secondary schools of Bale Zone, Oromia Regional state*. The researcher has taken the liberty of requesting you, as one of the selected respondents to provide me with information about your experiences relating to the topic under the study.

CONFIDENTIALITY

All information collected through this questionnaire will be kept **confidential**, and no personal details of any educator/respondent will be mentioned in the findings, or will any of the results related to any particular educator or school will be disclosed. I appreciate your co-operation.

INSTRUCTIONS TO THE RESPONDENTS

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip any page.

3. Please be totally frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion.

Kindly answer all the questions by supplying the requested information in writing or by making cross(*X*) in the appropriate box.

SECTION ONE: Biographical Information of the Respondent.

1.1. Gender

Male

Female

1.2. Age _____

1.3. Qualifications Diploma

BA/BSC

MA/MSc

Other

1.4. Teaching Experience in year's _____

1.5 Position

Principal

Deputy /Vice

Principal

Supervisor

SECTION TWO: A questionnaire for school leaders who lead at inclusive schools (Supervisors)

How school leaders contribute in successful implementation of inclusive education

5=strongly agree (SA), 4=agree (A), 3=Undecided (UD), 2=disagree (D), 1=strongly disagree (SD)

No	The following school leaders contributions and facilities for successful inclusive education are available at my school:	1	2	3	4	5
1	A school-based support team for assisting educators with SEN (Special Education Needs)					
2	In-service training opportunities for mainstream educators to cope with LSNE (Learners with Special Education Needs)					
3	Effective administrative support to pursue inclusive goals					
4	Adequate funds for resources to facilitate effective teaching of LSNE					
5	A model for collaboration between special and mainstream educators					
6	Provision for consultation between inclusive and mainstream educators					
7	Strategies to eliminate discriminating attitudes towards LSNE					
8	An efficient school leaders that supports inclusive education					
9	An effective management team to implement inclusive education					
10	There is a good network/partnership outside of the school					

SECTION THREE: How do school leaders support teachers in inclusive schools for successful implementation of inclusive education? Open ended questions for school supervisors.

1. How do you supervise teachers practicing Inclusive education in your school?

2. How do you encourage and enforce academically inclusive teachers in your school?

3. How do you provide support for inclusive teachers to develop their instructional efforts?

4. To what extent do you create learning communities that encourage growth and professional risk taking?

SECTION FOUR: Questionnaire for school teachers at inclusive secondary schools.

INSTRUCTIONS TO THE RESPONDENTS

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip any page.
3. Please be totally frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion.

Kindly answer all the questions by supplying the requested information in writing or by making cross(*X*) in the appropriate box.

BIOGRAPHICAL INFORMATION OF THE RESPONDENT

4.1 Gender

Male Female 4.2 Age 4.3 Qualifications Diploma BA/BSC MA/MSc Other 4.4 Teaching Experience in year's

No	Practice of teachers in Inclusive Schools	1	2	3	4	5
1	I feel, I could teach help LSNE without any discrimination(s) in my efforts					
2	I experience difficulties in meeting the needs of the diversity of learners (LSNE)					
3	I think, I could better teach/ help LSNE with the help of a remedial educator(s) must be available to me.					
4	I have to SPNE more time attending/ help to the needs of LSNE					
5	I require more knowledge to educate /help LSNE					
6	I feel that the number of learners in a class/ school make individual attention difficult.					
7	I feel that the education of LSNE requires more tolerance (patience)					
8	I must discipline all learners in the same manner					
9	The support given from our school leaders is good.					
10	There is a skill gap of school principals to help teachers implementing inclusive education.					
11	I must safeguard against a discriminating attitude towards LSNE					
12	I have to instill acceptance of LSNE in the classroom					
13	I should avoid treating LSNE in a more sympathetic manner in class					
14	I must not overlook unacceptable behavior of LSNE					
15	There are best opportunities for the realization of inclusive education in my school					
16	There are challenges for the realization of inclusive education in my school					

APPENDIX B

HARAMAYA UNIVERSITY

POSTGRADUATES PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for School Principals

Interview for school principals about their contribution and support to teachers at inclusive secondary schools

General Background

1. Can you please introduce yourself and describe your school?
2. What experience do you have in working in inclusive schools?
3. What experience do you have as a school leader in inclusive school?
4. What is your academic qualification?

1: Do you think the school community is aware of inclusive education?

- What do you think is the Benefit of Inclusive Education?
 - What does the school plan to promote Inclusive Education?
- 2:** To what extent do inclusive teachers see the importance of inclusive education?
- In terms of implementing full inclusion?
 - In terms of improving quality education in your school?

3: Do you think the school fulfills the needs of Learners with Special Educational needs students?

4: What strategies do you use to build inclusive school teachers competency in creating inclusive classrooms?

➤ How do you implement your strategy?

5: What do you think about adequacy of support from the school leaders?

6: Do teachers get in-service training?

7: What are the major challenges in assuring inclusive education?