

**Practice and Challenges of Inclusive Education Management in  
Jimma Zone Sigimo Woreda Primary Schools**

**By: - BikilaKebeda**



**College of Education and Behavioral Science  
Department of Educational Planning and Management**

**October, 2021  
Jimma, Ethiopia**

**Jimma University**  
**College of Education and Behavioral Science**  
**Department of Educational Planning and Management**

**Practice and Challenges of Inclusive Education management in  
Jimma Zone Sigimo Woreda Primary Schools**

**By: - BikilaKebeda**

A Thesis Submitted to the Department Of Educational Planning and Management in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in School Leadership

**Main Advisor: FrewAmsale (Ass. Pro)**

**Co - Advisor: Getachew Heluf**

**October, 2021**  
**Jimma, Ethiopia**

**Jimma University**  
**College of Education and Behavioral Science**  
**Department of Educational Planning and Management**

**Practice and challenges of Inclusive Education Management in  
Jimma Zone Sigimo Woreda Primary Schools**

**By: - Bikila Kebede**

**APPROVAL OF BOARD OF EXAMINERS**

1. Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Co – advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

3. Internal Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

4. External Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## **DECLARATION**

I Bikila Kebeda, hereby declare that the thesis entitled “Practice and challenges of Inclusive Education Management in Jimma Zone Sigimo Woreda Primary Schools” is my original work and has not been used by others for any requirements in other places and sources of materials used in this project have been acknowledged.

Name: Bikila Kebeda

Signature: \_\_\_\_\_

Place of submission: - Jimma University Department of Educational Planning and  
Management

The study has been submitted for examination with my appropriate approval as an advisor.

Name: Frew Amsale (Associate professor)

Signature: \_\_\_\_\_

## **ACKNOWLEDGEMENTS**

I would like to devote a few lines in praising the almighty God for all what he has bestowed on me throughout the journey of my life because words are weak to express what I am feeling.

I would then like, to express my deepest and heartfelt gratitude to my advisor Assistant professor Frew Amsale for his insightful and constructive comments and unreserved guidance. His comments were valuable not only for this study but also in my future career as well. Moreover, the time that he devoted searching relevant materials for the quality of this study was equally appreciable. Next, I am extremely thankful my Co-advisor Mr. Getachew Heluf whose comments greatly assisted me during this work.

I am deeply indebted to my colleagues from Jimma University Ato Bojor Bekele and Dendena Dinsa for their direct contribution as a partner in sharing resources, constructive ideas and moral values. I would like to express my deepest gratitude to my wife Dasi Tikse for her understanding and patience while I spend much time away from home for the study, as well as for her unreserved support and encouragement all the way through. I also have a special debt of gratitude to my parents, Ato Dawit Kebede and W/ro Robe Kebede; for their unconditional love and support all through the years.

Last but not least, I am grateful to my Working staff of Sigimo District education office from office to school, Jimma University Library staff. I truly admire the encouragement and caring attitudes they afforded me in all these years.

## Table of Content

ACKNOWLEDGEMENTS .....	i
List of Tables .....	v
LISTS OF ABBRIVIATIONS.....	vi
ABSTRACT.....	vii
CHAPTER ONE.....	1
1. INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 The Research Question .....	8
1.4 Objective of the Study.....	8
1.4.1 General Objective of the Study .....	8
1.4.2 Specific Objective of the Study .....	8
1.5 The Significance of the Study .....	8
1.6 Delimitation of the Study.....	9
1.7 Definitions of Key Terms .....	9
1.8 Organization of the Study .....	10
CHAPTER TWO .....	11
2. REVIEW OF LITERATURE .....	11
2.1 The Concept of Inclusive Education.....	11
2.2 Ethiopia Policies and Strategies on Disability .....	13
2.3 The Role of Stakeholders in Practicing Inclusive Education.....	14
2.4 Challenges of Inclusive Education.....	14
2.5 Some Major Factors Affecting Provision of Special Needs Education .....	15
2.6 Management of Inclusive Education.....	19
2.6.1 Managing the Implementation of Inclusive Curriculum .....	20
2.6.2 Supporting Learners with Physical Disabilities .....	20

2.6.3	Managing Human Resources .....	21
2.6.4	Managing the School Environment.....	21
2.7	Challenges Encountered in Managing Inclusive Education .....	22
2.8	Educational Learning Theories .....	23
2.9	Empirical Evidence on Inclusive Education .....	26
CHAPTER THREE .....		27
3.1	RESEARCH DESIGN AND METHODOLOGY .....	27
3.2	Research Design.....	27
3.3	Description of Study Area.....	27
3.4	Sources of Data .....	27
3.5	Population, Sample and Sampling Techniques.....	27
3.6	Instruments and Data collection.....	28
3.6.1	Questionnaire .....	28
3.6.2	Interview .....	29
3.6.3	Document analysis .....	29
3.7	Method of data analysis .....	29
3.8	Validity and Reliability of the Instruments.....	29
3.9	Ethical Consideration.....	30
3.10	Limitations of the Study.....	31
CHAPTER FOUR.....		32
4.1	FINDING AND DISCUSSION .....	32
4.2	Research Findings .....	33
4.2.1	Socio- Demographic Information of the Respondents.....	33
4.2.2	Preparation of School Plan.....	34
4.2.3	Support Given to teachers from School principals .....	37
4.2.4	Monitoring and Evaluation of teachers by principals .....	40
4.2.5	Challenges of practices and Management of Inclusive Education in the Primary Schools ..	42
4.3	Qualitative Analysis.....	45

4.3.1	Understanding of inclusive education.....	46
4.3.2	Educators Attitudes towards the implementation of inclusive Education.....	46
4.3.3	Advantages of inclusive education .....	47
4.3.4	Managing inclusive education .....	48
4.3.5	Placement of students with learning barriers .....	50
4.3.6	Support given to students in schools.....	50
4.3.7	Institutional support received by teachers.....	51
4.3.8	Challenges faced in the Management and implementation of inclusive education .....	51
CHAPTER FIVE .....		54
SUMMARY, CONCLUSION AND RECOMMENDATION.....		54
5.1	Summary.....	54
5.2	Conclusion .....	57
5.3	Recommendations.....	59



## **List of Tables**

Table 3.1: Summary of population and sample.....	28
Table 4.1 Socio-demographic characteristics of respondents.....	33
Table 4.2 Analysis related preparation of participatory school plan.....	35
Table 4.3: Analysis related to what extent school principal support teachers.....	37
Table 4.4: Analysis related to monitoring and evaluation of teachers.....	40
Table 4.5: Challenges faces practices and management of inclusive education.....	42

## **LISTS OF ABBRIVIATIONS**

**CEDAW**-Convention on the Elimination of All Forms of Discrimination against Women

**CERD**-International Convention on the Elimination of All Forms Racial Discrimination

**CRC** - Convention on the Rights of the child

**CRPD**- Convention on the Rights of Persons with Disabilities

**DPOs**-Disabled People's Organizations

**EFA**- Education for All

**GEM**-Global Education monitoring

**ICESCR** - International Covenant on Economic, Social and Cultural Rights

**IE** - Inclusive Education

**IEP**- Individualized Educational Plan

**ILO**-International Labour Organization

**NCF**- National Curriculum Frame Work

**NGOs**- Non- Government Organizations

**OECD**-the Organization for Economic Co-operation and Development

**SPSS**- Statistical Package for Social Sciences

**UDL**- Universal Design for Learning

**UNESCO**- United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

*The main purpose of study was the practice and challenges of inclusive education management in Jimma Zone sigimo woreda primary schools. The research design used was Concurrent Mixed Method Design. To attain the objectives of the study, 7 school principals, 14 vice principals, 1 supervisor were selected through census and 5 PTA members and 2 woreda education bureau experts were selected through purposive sampling. In addition, 138 teachers were selected through proportional random sampling filled the questionnaires. Principals, PTA members, supervisor and Woreda Education Experts were interviewed and document review had been used. As a result, the data obtained from different sources were analyzed using descriptive analysis for questionnaires and narrative analysis for data obtained through interviews. The study revealed the prepared the school plan of selected primary schools were not participatory; Most of the stake holders did not participate in the preparation of the schools' plan. This was negatively contributing the practice and management of inclusive education. The study also revealed that principals cannot be blamed at all for the partial knowledge of their roles in the practice and managing inclusive education which is attributed to inadequate training and complement by interviewed analysis. The study also revealed there are many obstacles that were still to be overcome. For instance, the issue of resource constraints, negative attitudes to disability and lack of support services, rigid curriculum, teacher training and large class sizes were major impediments to the realization of effective inclusive education management. In addition, management of inclusive education is compromised by lack of resources, lack of trained principals and vice principals in school leadership, lack of skilled teachers in braille and sign language. Recommendations were introduction of internal workshops the schools, provision of resources and building enough classrooms to reduce the learner-teacher ratio. There is need for schools to benchmark their practices against established best practices. School principals and their staff could collectively share their challenges and come up with possible solutions to the challenges facing the implementation and management of inclusive education.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF, 2007). Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jomtein World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This broader understanding of curriculum has paved the way for developing the National Curriculum Frame Work (NCF, 2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and confidence to learn.

Inclusive education has developed and established itself as field of educational research, policy and practice in a relatively short period of time. Put simply inclusive education is both an educational goal and methodology. It seeks to identify and dismantle barriers to education for all children so that they have access to, are present and participate in and achieve optimal academic and social outcomes from school. The education for all (EFA) movement has progressively chronicled cohorts of excluded students and mobilized governments, education authorities, non-government organizations and civil society to advance inclusive education. Inclusive education is secured by principles and actions of fairness, justice and equity. It is a political aspiration and an educational methodology. We want an inclusive world, so we must teach inclusively. Curriculum, pedagogy, assessment and the design of a school or classroom may be more or less enabling, more or less disabling. Education needs to be based upon principles of equity and inclusion (OECD, 2017; UNESCO, 2017) to lay the foundations for effective citizenship in civil society.

Inclusive education is very important because: all children are able to be part of their community and develop a sense of belonging and become better prepared for life in children

with varying abilities are often better motivated when they learn in classes surrounded by other children. Next, inclusive education creates 'A SCHOOL FOR ALL' where everybody benefits resulting to an inclusive society. It enhances the student with disability's self-respect and self-esteem (MOE, 2012). Decades of research in the United States and other high income countries have demonstrated that inclusive education benefits not only students with disabilities but also students without disabilities. For example, several studies have shown that students without disabilities make significantly greater progress in reading and math when taught in an inclusive setting with students with disabilities. Inclusive education is the most pedagogically effective way to support the education of students with disabilities; it is also the most financially effective. For example, the 1999 Organization for Economic Co-Operation and Development (OECD, 1999) report estimated that the costs for segregated school systems were 7 to 9 times higher than those for inclusive education systems.

Loreman (2009) suggests seven key features or characteristics of inclusive education for students with disabilities. These are; all children attend their neighborhood Schools and districts have 'zero-rejection' policy when it comes to registering and teaching children in their region. All children are welcomed and valued. All children learn in regular, heterogeneous classrooms with same-age peers. All children follow substantively similar programs of study, with curriculum that can be adapted and modified if need. Modes of instructions are varied and responsive to the needs of all. All children contribute to regular school and classroom learning activities and events. All children are supported to make friends and to be socially successful with their peers. Adequate resources and staff training are provided within the school and district to support inclusion. In practical terms, inclusive education seeks to increase access, presence, participation and success for all students in education. (Booth & Ainscow, 2016).

The World conferences on Special Needs Education: Access and Quality in Salamanca, Spain in 1994 is generally regarded as foundational to setting a global framework, agenda and movement for inclusive education for students with disabilities (Ainscow, Booth & Dyson, 2006; Ainscow, 2016). The Salamanca Statements and Framework for Action (UNESCO, 1994) couched in the language of its time foreshadowed the need for 'major reform to the ordinary school to meet the challenge of educating the child with special educational needs. In spite of the support by a number of policies and programs from time to time to accelerate the pace of all the efforts made in this direction the regular schools with inclusive orientation face many barriers and challenges. The challenges are; the whole idea of

inclusive education is defeated due to lack of proper attitude, and sensitivity on the part of teachers, parents, community and classmates. Lack of trained teachers, large class size, lack of child centered and relevant curriculum, limited appropriate teaching learning materials, teachers lack competence and will to modify methodology as per the need, lack of proper infrastructure, lack of access to main stream and lack of participatory activities.

Management is the coordination and administration of tasks to achieve a goal. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources. Management can also refer to the seniority structure of staff members within an organization. Planning is one of the most important aspects of management. A perfect plan can increase profits to their optimum levels. The entire process of planning consists of many aspects. These basically include missions, objectives, policies, procedures, programmes, budgets and strategies. The other aspects are organizing, directing, staffing and coordinating. Organizing is the function of management that involves developing an organizational structure and allocating human resources. Directing is the heart of management because; it helps to initiate actions towards accomplishment of desired objectives. Staffing is an operation of recruiting the employees by evaluating their skills and knowledge before offering them specific job roles accordingly. Coordinating means different types of work are performed by various departments and work groups.

Due attention of inclusive education is; the Human Rights and Development Concepts. Education as a basic human right was enriched in the 1948 Universal Declaration of Human Rights. Another, one is the issues of education for all. In the decades following the Universal Declaration, there was clearly still a large gap between the ideal and the reality of achieving universal education. The World Declaration on Education for All- formulated at the World Conference on Education for All in Jomtien, Thailand, 1990-tried to address some of these challenges.

The next due attention of inclusive education is diversity and Discrimination in Education and Disability and 'Special Educational Needs'. Several international instruments focus on the rights of particular groups facing exclusion or discrimination in society. The convention on the Elimination of All forms of Discrimination against Women –CEDAW (1979) demands that states ensure “the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education “and in particular, “by the revision of text books and school programmes and the adaptation of teaching methods.”

Classroom management focuses on three major components; these are content management, conduct management and covenant management; Content management emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instructions. Conduct management is centered on one's belief about the nature of the people. Covenant management stresses the classroom group as a social system. Four important strategies to be consider when designing management of inclusive classroom and curriculum. These are; use universal design principles to create accessible classrooms. UDL is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. The three main principles of UDL- Representation (the "what" of learning), Action and Expression (the how of learning) Engagement (the why of learning) - were formed based on these three brain networks. Another one is use a variety of instructional formats. The third one knows our students' IEP/504s and the fourth one is developing a behavior management plan.

Classroom in the 21<sup>st</sup> century have by law become inclusive, typically comprised of general education and special needs students. They add another layer of complexity to classroom management, requiring teachers to be highly structured, consistent and reinforcing. Some of the main issues emerging from the research include leadership and organizations (Ainscow, 2005; Ainscow&Sandill, 2010; Edmunds, Macmillan, Specht, Nowicki, & Edmunds, 2009), classroom management and instructional strategies (Polirstok, 2015) and attitudes and beliefs (Lore man, Sharma, &Forlin, 2013).

## **1.2 Statement of the Problem**

The principle of inclusive education was adopted at the "World conference on Special Needs Education: Access and Quality" (UNESCO, 1994) and was restarted at the World Education Forum (UNESCO, 2000). The statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of oppotunities for person with disability proclaiming participation and equality for all. Inclusive education has been a constant feature of UNESCO's work since the pioneering calls for Education for All in Jontiem, Thailand-1990. Successive conferences in Amman, Jordan-1996, Dakar, Senegal -2000, Geneva, Switzerland-2008, and Incheon, The Republic of south Korea-2015 have maintained momentum through 'Declaration and Frame

work for Action Statements' for Education for All movement, supported by global education monitoring (GEM) meetings, reports and agreements.

The Incheon Education 2030 Declaration and Framework for Action (UNESCO, 2015a; b) '- -- recognize (d) with great concern that we are far from having reached education for All' and set out a 'new vision for education' and corresponding implementation strategy, targets and monitoring schedules to achieve inclusive and equitable education. In their statement of intent, the contributors to the 'Incheon Declaration and Framework' were unequivocal. No education target should be considered met unless met by all.

In almost every country, inclusive education has emerged as one of the most the dominant issues in the education. With the release of the Salamanca Statement (UNESCO, 1994) a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. Inclusive orientation was a strong feature of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, agreed upon by representatives of 92 governments and 25 international organizations in June 1994. Moves towards inclusion are also endorsed by the UN Convention on the Rights of the Child. The adoption of the Convention by the UN General Assembly and its subsequent ratification by 187 countries specifically impose a requirement for radical changes to traditional approaches to learning provision made for children with learning barriers. The Convention contains a number of articles - Articles 2 (Non-discrimination), 23 (Access to quality education), 28 and 29 (Disabled children's rights) - that require governments to undertake a systematic analysis of their laws, policies and practices, in order to assess the extent to which they currently comply with the obligations they impose with respect to such children (Ibrahim, 2004:36).

Article 28 of the UN Convention on the Rights of Children asserts the basic right of every child to education and requires that this should be provided on the basis of equality of opportunity. In other words, the Convention rejects discrimination against access to education on the grounds of learning barriers. Furthermore, the continued justification of the types of segregated provision made in many countries needs to be tested against the child's rights because it is emphasized in Articles 28 and 29, together with Articles 2, 3 and 23 that all children have a right to inclusive education, irrespective of disability (UNESCO, 1994: ix).

Other sections of the UN Convention on the Rights of Children reveal interesting contradictions. Article 23, for example, state that 'children should be helped to become as independent as possible and to be able to take a full and active part in everyday life'



(UNESCO, 1994: ix). Nowhere does it mention specifically that these pupils should be taught in mainstream educational settings and, indeed it might be argued that the aims of the Article 23 are quite compatible with that notion that pupils with special needs may receive excellent education in special schools.

It can be argued that the key point in Article 23 of the UN Convention is the importance of ensuring that pupils with barriers to learning become as independent as possible so that they can take a full and active part in everyday life when they leave school. Many will argue that high-quality inclusive education is the only way to make this happens. Supporters of special schools and other forms of special provision claim that a concentration of resources and expertise is needed, in order to achieve this aim. In the UK the Centre for Studies on Inclusive Education also took a human rights view of inclusion/ integration (Ainscow& Farrell, 2002).

In conclusion, most of the European countries, for example, Germany and Netherland, operate what is refers to as ‘double track’. They allowed learners with diverse educational needs to receive equal and excellent education in separate special schools rather than in mainstream schools.

In other countries outside Africa, integration/inclusion still largely represents an aspiration for the future. In Germany, for example, while some pilot initiatives based on the idea of integration are underway, learners who are declared eligible for special education must be placed in a separate special school. While in the Netherlands it is reported that almost four percent of all pupils aged 4 - 18 attend full-time special schools, the exact proportion varies with age. More recent national policy developments are attempting to change this emphasis. Similar developments in countries such as Austria, England and New Zealand have led to major discussions of what might be the future roles of special education facilities and support services within a system driven by a greater emphasis on integration (Ainscow& Farrell, 2002).

Some countries, for example, Australia, Canada, Denmark, Italy, Norway, Portugal and Spain, have shown considerable progress in implementing the integration principle universally. The local community school is often seen as the normal setting for pupils with learning barriers, although even in these contexts the situation often exhibits variations from place to place (Langone, 1998).

The three African countries, Botswana, Lesotho and Namibia, have positive views regarding the implementation of inclusive education. They are, however, still struggling to have what

would be called complete inclusive education for all. This is attributed to the shortage of qualified personnel, lack of resources, inadequate training of the educators, and an inadequate supply of teaching and learning resources. Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21<sup>st</sup> century.

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different.

The Ethiopian Constitution accepts the international declarations and convention, and states education as human right. In line with the international declarations, conventions and policies, it establishes the universal right to education. It emphasizes the need to allocate resources and provide assistance to disadvantaged groups. It states that “expansion of quality primary education to all citizens. Education is not only a right but also a guarantee for development. It requires universalizing primary education and expansion of secondary and higher education and assures that disadvantaged groups will receive special support in education. The Ministry of Education is committed to provide universal primary education by 2015, assure access to quality education, and expand vocational training, secondary and higher education. The overall goal is to facilitate active participation of all citizens, including those with special needs, in the community and society.

Ethiopia has come a long way in education for all process. However, there is still a gap in providing access to all children and actualizing inclusive education. The main challenges/ barriers are lack of knowledge about diversity, in flexibility of the curriculum, insufficient preparation of teachers and education leaders, rigid and poor teaching methods, inconvenient learning environment, lack of need identification process, and inadequate assessment procedures. There is the gap in knowledge to practice and management of inclusive education. As a result, schools and teachers find it difficult to accommodate students with special needs, and compel them to adapt to the school, instead of adapting schools to the needs of the students. Curriculum provides directions for instruction since instruction is a method of delivering academic curriculum.

The main purpose of the study was to assess the practice and challenges of inclusive education management in Jimma Zone of Sigimo Woreda primary schools.

### **1.3 The Research Question**

In the course of this study the researcher addressed the following basic research questions;

1. To what extent school principals prepare participatory school plan in managing inclusive education in the primary school of sigimo woreda?
2. To what extent school principals support the implementation of inclusive education in the primary schools of Sigimo woreda?
3. How school principals monitor and evaluate inclusive education in the primary school of sigimo woreda?
4. What are challenges/barriers school principal faces in managing inclusive education in the primary school of Sigimo woreda?

### **1.4 Objective of the Study**

#### **1.4.1 General Objective of the Study**

The main purpose of the study was to assess the practice and challenges of inclusive education management in Jimma Zone Sigimo Woreda Primary Schools.

#### **1.4.2 Specific Objective of the Study**

1. To assess the extent to which school principals prepare participatory school plan in managing inclusive education in primary schools.
2. To assess the extent to which school principals support implementation of inclusive education in primary schools.
3. To assess the extent to which school principals monitor and evaluate inclusive education in primary schools.
4. To assess the challenges/ barriers school principals face in managing inclusive education in primary schools.

### **1.5 The Significance of the Study**

Education increases opportunities and choices for work and social connection in the whole of the lifespan (OECD, 2017). Access to education is regarded as a basic human right for all children and young people. Inclusion of all children and young people is a prerequisite for an education in and for democracy (Bernstein, 1996; Knight, 1985).

Global and local priorities are shaped by changing conditions in a fast-moving world (Bauman, 2004; Mason, 2015). In essence, inclusive education ought to provide a principled and systematic approach to identifying and dismantling barriers for vulnerable populations.

The importance of the study was provided information to members of the school community regarding the gap in knowledge /concept about inclusive education management and the barriers that affect in Jimma Zone Sigimo Woreda primary schools. Overall, this knowledge that was perceived to contribute to the persistence of barriers that affects the management of inclusive education in the primary schools provided the practical implementation of inclusive education and educational leaders with better knowledge base to improve their schools in an inclusive manner in combination with their own local educational strategies in line with the participation of all stakeholders.

## **1.6 Delimitation of the Study**

The scope of the study was limited to Oromia region, Jimma zone, Sigimo Woreda and in particular focus on selected seven primary schools. The study also focused on primary school teaching staff (teachers) and from school principals, vice principals and other school's stakeholders like supervisor, PTA members and Woreda Education Bureau experts.

The conceptual limit of the study was on the practice and challenges of inclusive education management of primary schools and assessed how school principals prepare school plans in managing inclusive education, assessed to what extent school principals support implementation of inclusive education and assessed the extent to which school principals monitor and evaluate inclusive education and identified the challenges school principals face in managing inclusive education in Sigimo Woreda primary schools. The time for the study was ranging from December 2013 to November 2014.

## **1.7 Definitions of Key Terms**

**Discrimination:** - unfair treatment of different categories of people on the grounds of race, sex, or age

**Handicap:** - a condition that restricts a person's ability to function physically, mentally or socially

**Impairment:** - weaken or damage.

**Jurisdiction:** - the official power to make legal decisions.

**Prejudice:** - an opinion that is not based on reason or experience or dislike or unfair behavior based on such opinions

**Stereotype:** - an oversimplified idea of typical characteristics of a person or thing.

**Vulnerable groups:** - exposed to being attacked or harmed.

## **1.8 Organization of the Study**

This study was organized of five chapters. The first part of the paper was consisted of an overall introduction; the Second Chapter provided the conceptual framework and the present study review of different related studies. This chapter provided a theoretical rationale for the study. The third Chapter was on methodology where participant of the study, instruments of data collection, and procedures of data collection and analyses employs in this study was discussed. The fourth Chapter contained the main study data analyses, findings and discussions. The last chapter of the thesis provided the summary, conclusions, recommendations and implications for further studies.

## CHAPTER TWO

### 2. REVIEW OF LITERATURE

This chapter presents concept, definition and benefits of inclusive education, the global and policy issues on inclusive education, inclusive education in Ethiopian context, the role of stake holders and challenges of inclusive education management in primary schools.

#### 2.1 The Concept of Inclusive Education

Most scholars believe that education is a basic human right and that it provides the foundation for a more productive society. For this reason, all human beings participate in education without any discrimination. To practice this type of educational system we must define and practice of inclusive education. When we see the definition of inclusive education according to (UNESCO, 2001) defines inclusive education as a developmental approach in education that seek to address the learning need of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. Inclusive education means welcoming all children, without discrimination in to regular classroom.

The Salamanca statement (1994) article 7, give clarification to strength the definition of inclusive education. The article state that "...all children should learn together where ever possible, regardless of any difficulties or differences, they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of leaning and ensuring quality education to all through appropriate curricula, organizational arrangements teaching strategies".

Generally, we understand from the definition of IE, it involves changes and a modification in content approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Parallel to definitions of IE it must to know the principle of IE, because it gives the way and framework to practice effectively. (Shannon L.Berg, 2004) stated that there are four main principles that provide a frame work and summarize the philosophies on which inclusive practices are based.

The first is Diversity- effective inclusion improves the educational system for all students by placing them together in general education class rooms, regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural back ground, religion, family structure and sexual orientation. Inclusionary schools welcome, acknowledge, affirm and celebrate the value of all learners by educating them together in

high quality age appropriate regular education classrooms in their neighborhood schools. All students have opportunities to learn and play together and participate in educational, social and recreational activities. These inclusionary practices, which promote acceptance, equity and collaboration are responsive to individual needs and embrace diversity.

Next frame work is Individual need – effective inclusion involves sensitivity to and acceptance of individual needs and differences. Educators cannot teach students without taking in to account the factors that shape their students and make them unique forces such as disability, race, linguistic background, gender and economic status interact and affect academic performance and socialization, therefore, educators, students and family members must be sensitive to individual needs and differences. In inclusive classrooms, all students are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from each other’s similarity and difference.

The third frame work Reflective practice – effective inclusion requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs. In inclusive classrooms, teachers are reflective practitioners who are flexible, responsive and aware of student’s needs. They think critically about their values and beliefs and routinely examine their own practices for self - improvement and to ensure that all students’ needs are met. Educator’s individualization education for all students in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations and a wide array of related services based on their needs. Students are given a multilevel and multimodality curriculum, as well as challenging educational and social experience’s that is consistent with their abilities and needs.

The last framework is Collaboration- effective inclusion is a group effort; it involves collaboration among educators, other professionals, students, families and community agencies. The support and services that students need are provided in the regular education classroom. People work cooperatively and reflectively, sharing resources, responsibilities, skills, decisions and advocacy for the students’ benefit. School districts provide support, training, time and resources to restructure their programs to support individuals in working collaboratively to address student’s needs.

## **2.2 Ethiopia Policies and Strategies on Disability**

The Government of Ethiopia developed a new Education and Training policy (ETP) in 1994. According to this policy “expansion of quality primary education for all citizens is not only a right but also a guarantee for development. “The policy aims to provide education to all children without any discrimination and assures that disadvantaged groups will receive special support in education. To this end, it confirms “special education and training will be provided for people with disabilities” (Educational Structure No.3.2.9). The policy has also underlined in one of its specific objectives that efforts will be made “to enable both the handicapped and the gifted to learn in accordance with their potential and need” (MoE, 1994:7). The policy also gave due emphasis on the training of special educators. To this end, it states “teacher training for special education will be provided in regular teacher training programs” (Educational Structure No.3.4.11).

Based to the educational policy in 2005, Ethiopia launched its SNE strategy; the core elements of the strategy were on promoting inclusive education system and inclusive schools with an aim to meet the goals of UPEC and EFA. It outlined a range of actions for improving access to education and underlines on the need to give affirmative actions to those deemed as disadvantaged society groups such as females, pastoral and semi-pastoral resident individuals and those with special needs. The strategy founded itself on the ideals of the 1994 TEP and the objectives were to implement the TEP and the international principles endorsed by government to honor the rights of citizens to education; develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs; facilitates the principles of learners with special needs in technical and vocational education and other higher education institutions; strengthen special needs education programs in teacher education institutions; improve supply of trained manpower and appropriate material to schools and other learning institutions.

The strategy has also identified action points and time frame to implement the strategy with regional education bureaus. In so doing it envisaged to prepare regional strategic plans, capacity building of regional and woreda level education stakeholders, developing guideline and curriculum, training SNE teacher’s education, establishment of support system in regions and sharing of good practices in a wider scale.

The Ethiopian building proclamation no 624/2009, Article 36 specifically addresses the accessibility of design and construction of public buildings for physically impaired persons.



In general, all the above international conviction ratified by Ethiopia and national policy documents includes the privilege, rights and benefits of persons with disabilities. But the implementation faced different challenges. Because of the country did not address universal primary education for all in the country as a whole. Even different proclamations have been declared on the disability they were not implemented effectively and all children with disability are not benefited in inclusive education.

### **2.3 The Role of Stakeholders in Practicing Inclusive Education**

An effective support system is essential if schools are to give every learner the opportunity to become a successful student. Support includes everything that enables learners to learn. The most important forms of support are available to every school, children supporting children, teacher supporting teacher, parents becoming partners in the education of their children and communities supporting their local schools. A coordinated approach to the provision of formal support is critical with services and agencies working together. The involvement of families and local communities is essential in achieving a quality education for all. Families and community groups can take an active role in promoting inclusive education, advancing changes in policy and legislation. Successful partnerships with families can be developed if both the professionals and families understand and respect each other's roles in those partnerships. Although it can take time to develop trust between the partners is vital (UNESCO, 2003).

### **2.4 Challenges of Inclusive Education**

Providing equitable access for special needs education and ensuring participation of children with special needs is still a serious problem in developing countries. Besides, special education needs are complex and diverse in nature so that to meet these needs it requires different strategies and actions, which are integrated to overall development efforts. Moreover, many children with special needs education are still excluded from education and also excluded within education. To overcome these problems, the special needs education strategies should focus on "Education for All" principles based on international declaration, convention and policies of the countries.

Furthermore, the community involvement in special needs education planning, developing and decision making is considered as effective way to achieve the intended educational goals and helps for monitoring the functional levels of education. Hence, the effective relationship between schools and the community can bring a desirable change in education system. With regard to this, (UNESCO,1995) reports that it is very sustain to increase in primary school

enrollment, particularly children with special needs as well as to bring about changes in educational value and understanding.

On the other hand, the Ethiopian constitution established the right of all Ethiopians to have equal access to health and education. Accordingly, the government committed to provide universal education by 2015. This strategic plan gave authority to regions and subsequent levels for the actual implementation plan designed. However, the participation of government in special needs is still insignificant.

According to MOLSA (2000) and MoE (2005), in Ethiopia, children with various disabilities have not received education and training which enable them to fulfill their needs because of its complex and diverse nature a great support is needed from local government, NGOs and religious organizations to accommodate their needs in the plan of period. The following strategies designed to provide inclusive and integrated education program. These are: The MoE (2012) recent special needs/ inclusive education program strategy further sets that “according to new education and training policy of 1994 the regions and subsequence levels are responsible for planning and implementing special needs education.”

The new strategy emphasizes on provision of inclusive education, which provides education opportunities for all children with special needs and as “Widen” the gate to equitable access in regular school system. That is, the new strategy has given priority for inclusive education in the regular school system and to support the system by establishing resource centers provide available materials and equipment in schools, assigning focal persons, providing trainings for staff, and school community and develop necessary human power (teachers), Raising the public awareness on the benefit of pre-school education, Encouraging the private sector, NGOs and the community participation to increase enrollment, Existing special needs education- training programs will be strengthened with human and material resources.

## **2.5 Some Major Factors Affecting Provision of Special Needs Education**

Many factors affect and regulate the development of inclusion. Some of the determinant factors are the attitudes of the community to wards children with disability and inclusion a limited understanding of the concept of impairment and hardened resistances to change are the major barriers impeding inclusive education (IDDC, 1998). Based on UNESCO and other scholars stated the major barriers of inclusion as follows.

## **Attitudes**

The greatest barriers to inclusive education caused by society, not by particular individual impairments. Negative attitudes towards differences result in discrimination and can lead to a serious barrier to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices. Regarding disabled children some regains still maintain established beliefs that educating the disabled is pointless, often the problem is identified as being caused by the child's differences rather than the education systems short coming. Furthermore, in most cases because of lack of understanding about disabilities, special education mainly is provided only for children with some disabilities. However, in some cases people are not aware of the diverse needs of all children with or without obvious disabilities; still others think that the provision of education for children with disabilities is humanitarian's activity.

Tirussew (2005) suggested that awareness raising program should involve parents, family, community members who need to be enforced and convinced to develop their contribution in promoting special needs/ inclusive education. Besides, sufficient level of awareness is very important for official and experts who are involved in budget allocation and decision-making regarding their duties concerning special needs / inclusive education.

## **Parents and Community**

Education of children with special needs cannot be achieved without active participation of parents as a wide range of the community services.

If the believes and attitudes of the community about the disability and children with disabilities is negative, it affects families' life and it also make children life hopeless. A sample study which was conducted by Tirussew (1995) on the attitude of the society towards persons with disabilities in Ethiopia shown that, most of the people have negative attitudes towards individuals with disabilities. This in turns, might affect in one way or another the implementation of special education or special needs education. The involvement of families and local communities is essential in achieving a quality education for all. Families and community groups can take an active role in promoting inclusive education, advancing changes in policy and legislation.

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parent's involvement in school activities may help to develop sufficient educational

provision for their children with disabilities. Lack of parent- school- teacher relationships, therefore, considered to affect the implementation of special needs education.

### **Teacher's Abilities and Competency**

Teacher abilities and attitudes can be major limitations for inclusive education. The training of staff at all levels is often not adequate where there is training it often tends to be disjointed, uncoordinated and inadequate. Today, inclusive education creates new challenges in the way which teacher development is constructed and organized in a country through important trainings to fulfill special needs educations in order to achieve the intended goals of inclusive education, different skills and training strategies are essential for special teachers to overcome challenges in the system. The special need educator attitude, skills and competence can be developed in various training mechanism. In the line of change in special education into inclusive education teacher, training system, and focus of their work change.

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 with special needs should be capable of teaching skills and knowledge.

### **Curriculum**

In any education system the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Curriculum is often unable to meet the need of a wide range of different learners. In many contexts the curriculum is centrally designed and rigid, leaving little flexibility for local adaptation or for teachers to experiment and try out new approaches. The content might be distant to the reality in which the students live and therefore inaccessible and motivating. Inclusive curricula are based on a view of learning as something, which takes place when students are actively involved in making sense of their experiences. Inclusive curricula are constructed flexibly to allow not only for school level adaptations and developments.

In addition, we have to manage a complex range of classroom activities be skilled in planning the participation of all students and know how to support their students learning without giving them predetermined answers. They also have to understand how to work outside traditional subject boundaries and culturally sensitive ways. Inflexible and content-heavy curricula are usually the major case of segregation and exclusion (UNESCO, 2003). Therefore, curriculum should consider the diversity of culture, language, skills and

knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in special needs/an inclusive education.

### **Lack of Assessment and Information**

Assessment in teaching- learning process was very important to identify an individual child's problems and to follow the progress and improvement in learning activities. In schools, we are concerned about competence in three domains in which teachers provide interventions: academic, behavioral (including social), and physical. Assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students (UNESCO, 2003). Parent and student were key contributors to the assessment process. Parents could provide information on how a student behave outside the school, describe the student early childhood development and gives feedback on the teachers' effectiveness of their work with the student. So, early assessment of a Child's difficulties is an important part of the assessment process. Early assessment and information minimizes the impact of any difficulties, reduce the need for costly programs of rehabilitation and remediation and makes it more likely that the students' needs can be met in a mainstream environment.

### **Lack of School Physical Facilities**

The vast majority of centers of learning were physically inaccessible to many learners, especially to those who have physical disabilities. In poorer particularly rural areas the centers of learning are often in accessible largely because buildings are run down or poorly maintained. They are unhealthy and unsafe for all learners. Many schools are not equipped to respond to special needs, and the community does not provide local backing (UNESCO, 2003).

According to the Federal MoE of Ethiopian special needs/inclusion education strategy (MoE, 2012) states that many educational settings (Schools, TVET, TEIs, HEIs, and Adult Education Centers) in Ethiopia are not conducive and friendly enough to accommodate Pupils with disabilities. Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc. should be accessible to these children. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities.

Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among children with disabilities and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE,2012).

### **In accessibility of Early Childhood Education**

Special needs pre-school (early childhood) program services for special population (children with disabilities) is provided starting from the age three in most developed countries. The provision of services also varies according to the degree and disability conditions. For instance, services, which are given for children with visual impairment, are mobility and orientation trainings. It is obvious that lack of these accesses will affect the future life of children with disabilities.

The Ethiopian education and Training policy (1994) declaration ensures the importance of early childhood education establishment to promote their holistic development and as it prepare them for formal education (Tirussew, 2005). But not much effort made by the government to strengthen and expand pre-school program in this country, because this sector is left for private and other non-governmental organizations.

In addition, the ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre- condition before joining in the regular education system. Hence, some education programs of children with special needs require preparatory programs before regular schools, but pre-schools (Kindergarten) such as blind and deaf (Tirussew, 2005) In principle pre-school program is essential for all children. Generally, pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However, absence of pre-school program may lead children to demonstrate less in their development.

## **2.6 Management of Inclusive Education**

Managing inclusive education is a complex and elusive process because even in stable and well-resourced contexts, the dynamics of change are not fully understood (Thurlow, Bush & Coleman, 2003). In the past, general educators often relied on special educators to develop and carry out instruction and manage the behavior of learners with learning barriers. As learners with diverse needs are educated with their peers, it becomes apparent that educators

should change their views because all learners are regardless of their differences likely to receive the same education in integrated settings (Kaff, Zabel&Milhan, 2007).

The most basic ingredient required for successful inclusion programmes is the need for general and special educators to work together as equal partners in teams that will solve problems, develop innovative programme options and curriculum and also implement instruction to learners with learning barriers and their peers (Langone, 1998).

### **2.6.1 Managing the Implementation of Inclusive Curriculum**

Inclusive education as stated in the Revised National Curriculum Statement is learner centered and could be located within the framework of learning theory such as constructivism. Curriculum consists of intentionally undertaken activities that are planned so that certain objectives are reached to enable learners to know certain things and have habits and patterns of emotional response (Goldstein, 2006). In other words, curriculum is that which is taught at school. It is an approach that focuses on and connects teaching in a school. It gives meaning to what teachers do and makes teaching predictable. Curriculum is the cornerstone of the teaching learning process. It consists of knowledge, skills and behaviors that lead to the attainment of the goals of education.

A flexible curriculum is important because it allows a flexible inclusive educator to use different methods of teaching that can allow learners with different abilities to be involved (DoE, 2002). What is taught through the curriculum may often be inappropriate to the learners' life situation, making learning difficult. This could contribute to a breakdown in learning. All these fallacies cause barriers to learning as learners are obliged to follow educational streams which they are not comfortable with. According to Loreman, Deppler and Harvey (2005), issues surrounding curriculum provision to children with diverse educational needs in inclusive settings are central to successful inclusion. The idea that children with diverse abilities should be provided with individualized programming has been widely accepted as an appropriate tool for educating children with diverse abilities.

### **2.6.2 Supporting Learners with Physical Disabilities**

Most understandings of disability relate to individual deficit. Therefore, disability has always been regarded as a barrier to learning. The barriers include: Visual barriers; auditory barriers; Oral barriers; Physical barriers; Medical barriers; and Psychological barriers (DoE, 2005).

### **2.6.3 Managing Human Resources**

According to Waltkinson (2003), the problem that inclusive teams face is the need for additional classroom personnel because children with diverse educational needs learn at different speeds and in different ways. It is also important that learners should not be bored. Learners with diverse needs are learners just like all other learners. They may be rich or poor and they may come from many different ethnic groups (Stakes & Hornby, 2000).

Very often, educators may be working with learners who might speak a different language, or learners who might or might not be literate in their first language, who might or might not have been exposed to written language and who might or might not have been in an educational setting before. Teaching inclusive classes requires ongoing evaluation and problem-solving. This requires educators to collaborate to design units of instruction and daily lessons that are suitable for learners with a wide range of interests, and learning styles (Janney & Snell, 2000). According to Walther-Thomas et al. (2000), appropriate and effective inclusion demands adequate resources. Assigning learners with diverse abilities to general education programmes without adequate support is not inclusion. Rather, this would be considered inappropriate education. Administrators must work closely with teachers and specialists to cultivate inclusive communities.

### **2.6.4 Managing the School Environment**

The DoE (2002) indicates that there were some learners who use wheelchairs and other mobility devices, which specifically need ramps instead of stairs, meaning that these learners will be unable to access those places without ramps. This was a form of discrimination. An inclusive classroom should guard against these discriminatory factors. It should consider the sizes of desks to be used. There should be enough space to cater for all learners who use crutches or wheelchairs and those who use computers as their learning aids. Some buildings are dilapidated due to lack of funds. The dilapidated may even be a threat to the children's lives.

Learners with mobility difficulties need to be able to freely move around. The layout should be simple and it should enable learners to be independent and to feel at ease in the room. There should be sufficient space for children to be able to access all areas without moving objects or other pupils. There should be consistent layout of furniture that is predictable and not liable to change without warning. Furniture should not have sharp edges and or be made of materials that would inflict bodily harm if a child stumbled on it. Low-level objects and adjustable tables are advisable. Floors need to be clear and uncluttered in areas where



children may be at risk of falling over objects or toys. Floor covering should be firmly fixed to the floor, not have tears or be curling up as this could cause an accident (Mednick, 2007).

Thus the bigger the classroom, the better it will be for those children with diverse needs. Modern classrooms are often cluttered with chairs, tables, benches, shelves, bags and other learning materials that can represent significant problems for children with mobility difficulties. Children with visual impairments may also be affected by this. Children with attention related disorders should be seated in areas in which distractions are minimized. For these children, a window seat may not be the best position (Loreman, Deppler & Harvey, 2005).

## **2.7 Challenges Encountered in Managing Inclusive Education**

Literature indicates that there are various ongoing concerns in the implementation of inclusive learning communities. The basic premise of inclusive learning communities is that all learners, irrespective of the challenges individual learners face, belong in schools where the concepts of inclusion, community, collaboration, democracy and diversity are embedded in the school's philosophy and organizational system.

Academic inclusion may sometimes involve a modified curriculum, but wherever possible it should involve the same curriculum, presented and assessed in different and creative ways. This does not seem to be the general perception as many mainstream educators in different countries are prepared to facilitate social inclusion but are not in favor of academic inclusion. They also resist learning new skills. One reason for the resistance is the perception that all is required to facilitate academic inclusion is 'good teaching'. In other words, teachers believe that they already possess the necessary skills.

Most traditional teaching methods in mainstream classrooms will not support the success of learners with special needs. Educators tend to consider it inappropriate for all learners to access the same curriculum, or to meet the same standards. They are not open to the demands of creating access and developing novel assessment strategies (Naicker, 2007).

### **Resources**

Resources allocation at most inclusive schools are too low to support learning and teaching. The education of children with diverse abilities might be impossible in many regions of the world because of a lack of resources needed to meet the individualized needs of such children. The United Nations' Declaration of Human Rights of disabled persons and the World Programme of Action concerning disabled people both called for provisions for persons with diverse abilities, but allowed for indefinite procrastination in implementation

because of using language which encouraged nations to take action only if resources were available.

### **Class size**

The number of learners varies from classrooms to classroom. Some classrooms have as few as 30 learners while others as many as 80. The more learners in a classroom, the more challenges arise in terms of inclusive education. Inclusive education approaches become a necessity where class sizes are too large for the educator to reach all learners. Unfortunately, teachers in overcrowded classrooms often become managers of group dynamics rather than purveyors of knowledge. To this end, valuable dimensions related to social and intellectual growth of diverse learners may be lost in environments where educators must maintain control over large numbers of learners (Stofile& Green, 2007).

### **Pedagogy**

Inclusive education has the potential to revolutionize learning for all learners. Some educators are individualizing instruction by using culturally relevant materials to stimulate interest and to maximize learning of particular topics. The endemic pedagogy found in classrooms at the micro level is a serious challenge to inclusive education efforts. (Zimba, Mowels&Naanda, 2007)

## **2.8 Educational Learning Theories**

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals acquire, organize and deploy skills and knowledge. To help readers organize and apply this extensive body of literature, various authors have classified these theories in different ways.

### **Behaviorism**

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Zhou and Brown, 2015).

In education, advocates of behaviorism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviors and punishing inappropriate ones. Rewards vary, but must be important to the learner in some way. Behaviorist techniques have long been employed in education to promote behavior that is desirable and discourage that which is not. Among the methods derived from behaviorist theory for

practical classroom application are contracts, consequences, reinforcement, extinction, and behavior modification (Zhou & Brown, 2015).

### **Cognitive**

An important implication of Piaget's theory is adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery Learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings (Zhou & Brown, 2015). Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands on" experiences to help children teach (Zhou & Brown, 2015).

### **Constructivism**

The basic premise of constructivist theory is that people are said to learn when they have gained experience from what they learn. That is, people create their own meaning through experience. The learners' knowledge is their own life, their style and their life is an experience they get. Therefore, the teaching and learning process must be related to the practical real world so that the classroom is designed and shaped in such a way that teacher and students can share their knowledge and experience actively (Suhendi, 2018).

The cognitive structure must always be altered and adapted according to the demands of the environment and the changing organism. The process of adjustment occurs continuously through the process of reconstruction (Amineh and Davatgari, 2015). The most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge, not others. Learners must be responsible for their learning outcomes. Their creativity and liveliness will help them to stand alone in their cognitive life.

In the perspective of constructivism theory, students are motivated and directed to learn the main idea through discovery learning. For example, learning about vocabulary by playing word strips; learning about additions and subtractions through manipulative use; or learning about the effects, impacts, and relationships of subjects with objects through experiments with different sizes and shapes of objects are motivated students in learning.

The above statement shows that students' own ideas about how things work play a big part in constructivism because they will try to explain what they encounter and fix it if they find

mistakes. This constructivist strategy emphasizes conceptual understanding rather than rote learning (Suhendi, 2018).

### **Humanism**

Humanistic education (also called person-centered education) is an approach to education based on the work of humanistic psychologists. The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favored instead of traditional didacticism (i.e. learn parrot-fashion everything the teacher says). As well as the child's academic needs the humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning.

Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered, and is typified by the child taking responsibility for their education and owning their learning (Barlow, 1985).

### **Connectivism**

After the founder's explanations, George Siemens, connectivism paved the way for a new model of learning, adequate to knowledge society, in which learning is a process of connecting specialized nodes or information sources (Dunaway, 2011).

As we know, into a network, there are a lot of connections, links between entities, entities which can be named nodes and each node has or has to have information as forms of knowledge. A node could be any entity such as: a person, a group of people, a computer or ideas and communities. A change of data in a node makes data's change in another node. Being connected into a network, the nodes play their role in sharing the information which can be transformed, by understanding, in true knowledge. Deep connections are representations of knowledge and understandings. In connectivism learning is actionable knowledge. Learners exploit the weak ties between nodes, recognize the patterns, connect to the small world of individual knowledge (meaning making) and extend personal network (Dunaway, 2011).

## **2.9 Empirical Evidence on Inclusive Education**

Research on inclusive education, particularly related to early childhood education, has mostly focused on the analysis of teachers' practice and early interventions for identifying effective and high-quality education for children with disabilities (Johnstone and David, 2009). This approach has often adopted children's learning outcomes as indicators of showing the effectiveness of preschool education on children's social skills and school progress.

However, when scholars examined children's participation, the studies revealed the relevance of considering the child's voice and involvement in social situations. Souza (2010) showed how children can be active participants in constructing knowledge (Teklemariam and Temesgen, 2011). Based on the sociology of childhood, researchers have shown children's active roles in constructing culture and contributing to peers' development (UNESCO, 2015).

Studies have also investigated the relevance of organizing spaces and practices that allow children's interaction to happen and the importance of free play as an opportunity for children to construct culture within an inclusive environment (Kangwa and Grazyna, 2003).

## **CHAPTER THREE**

### **3.1 RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design, source of data (questionnaire, interview and document analysis), sample size and sampling techniques, instruments and procedures for data collection, and methods of data analysis employed to analyze the data.

### **3.2 Research Design**

Concurrent mixed methods design was applied to identify the status of schools in managing inclusive education in primary schools. Using this research design, the study assessed the effort made, the population available, practice and the challenges faced during the management of inclusive education in primary schools of Sigimo Woreda. The basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of the research problem-results from collecting both quantitative and qualitative data. (Creswell & Plano Clark, 2011)

### **3.3 Description of Study Area**

This research was conducted in the Oromia region Jimma Zone of Sigimo Woreda. Currently, there are the total numbers of 50 Primary schools in Sigimo Woreda. The total numbers of teachers in the primary schools of this Woreda were 1026. From the 50 primary schools, seven primary schools were randomly selected for the study by lottery method. This schools namely, Aterkeda, AjoBadeyi, Diya, Baya, Kata, Ojo and Dagoye primary schools.

### **3.4 Sources of Data**

Data for the study were obtained from the primary and secondary data sources. The primary source of data was obtained through questionnaires and interviews from Woreda Education Bureau experts, supervisor, principals and teachers. Secondary source of data was obtained from documents, plans, reports.

### **3.5 Population, Sample and Sampling Techniques**

The population of this study encompassed all primary schools in Sigimo Woreda. Currently, there are the total numbers of 50 Primary schools. The total numbers of teachers in the primary schools were 1026. The target population includes teachers, principals, supervisors and woreda education bureau experts. From the 50 primary schools, the 7 were randomly selected by using the lottery method. The seven selected primary schools were Aterkeda, Diya, AjoBadeyi, Baya, Dagoye, Ojo, and Kata. Only these seven primary schools were selected because of time and financial constraints. There are 456 teachers in the seven primary schools. Mugenda (2003) states that to arrive at a reasonable sample size, take 10%

of the accessible population if the population is large and 30% if the population is small. So from the total population of teachers 456 (male=287; female=169) 30% that is 138(male=86; female=52) teachers were taken by proportional random sampling. In addition 7 principals, 14 vice principals and one supervisor were taken through census sampling. Woreda experts and PTA members were selected purposively. The purposive sampling technique was used to obtain rich information about management of inclusive education and this helps the researcher to understand more of management of inclusive education in the primary schools.

**Table 3.1: Summary of population and sample**

Types of respondents	Target population			Sample size			Sample techniques	Data gathering instruments
	M	F	T	M	F	T		
Principals	6	1	7	6	1	7	Census	Interviews
Vice principals	10	4	14	10	4	14	Census	Questionnaire
Supervisor	1	-	1	1	-	1	Census	Interviews
Teachers	287	169	456	86	52	138	Proportional random sampling	Questionnaire
Experts	15	10	25	1	1	2	Purposive	Interviews
PTA members	35	14	49	4	1	5	Purposive	Interview
Total	354	198	552	108	59	167		

### 3.6 Instruments and Data collection

Various instruments of data collection were employed. This helped the researcher to supplement data that were generated using variety of data collection tools. Data from primary sources were gathered through questionnaire and interview while reports and other relevant documents were collected from secondary sources.

#### 3.6.1 Questionnaire

The questionnaires were prepared for vice principals and teachers. The questionnaires included both close-ended and open-ended items and have two sets. A first set of questions designed to generate information from a specific demographic background of the research participants. The second sets of questions designed to collect data from respondents. There were a total of 48 closed-ended questions. All the closed-ended questions were in the five leveled likert scale. The questionnaires were modified based on the existing relevant review

of literatures, knowledge and experience of the researcher. Finally, the questionnaires were administrated, the data were collected, encoded, tabulated and analyzed.

### **3.6.2 Interview**

As the second tool of the study, semi-structured interview was held with school principals, supervisor, PTA members and educational officers. A face-to-face interview was carried out with seven principals of the seven sample schools, one supervisor, five PTA members and two woreda education officers. The interview was intended to obtain information about management of inclusive education and the challenges faces in the primary school of Sigimo Woreda. This helped the researcher to collect primary data and to support the data that were collected through questionnaire.

### **3.6.3 Document analysis**

Some relevant documents (annual reports, strategic plan) were also assessed to complement the quantitative data obtained through questionnaire concerning the challenges and management of inclusive education management in the primary schools.

## **3.7 Method of data analysis**

Depending on the nature of the collected data and the objectives of the research, the data gathered through the closed ended questionnaire were tabulated and analyzed by descriptive statistics such as percentage, frequency, mean and standard deviation. The quantitative data analysis was done by using SPSS (Statistical Package for Social Sciences).

Furthermore, the qualitative data collected through interview and document analysis were analyzed by thematic analysis and narrated in words. The interpretation and analysis were made to complement the results obtained through questionnaire. Finally, the result of the interpretation was discussed and summarized to arrive at dependable conclusions.

## **3.8 Validity and Reliability of the Instruments**

### **Pilot Test**

Before questionnaires were administered, pilot testing was conducted in Gata primary school which was not including in the sample study. It helps to ensure that the respondents understand what the questionnaire wants to address and was with the objectives of checking whether or not the items contained in the instruments could enable the researcher to collect relevant information, to identify and eliminate problems in collecting data from the target population. Consequently, the draft questionnaires were administered to two vice principals and eleven teachers of the above stated school was selected purposively. After the questionnaires were filled and returned the reliability of items was measured by using



Crobanchs alpha methods by the help of SPSS version 21. The obtained test result was 0.97. Therefore, as the result indicated it was good indication of the internal consistency of items. This implied the instruments was found to be reliable as statistical literature recommend a test result of 0.75(75% reliability) and above as reliable.

### **Validity of Study**

To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test were also being first informed about the objectives and how to fill, evaluate, and give feedback on the relevance the contents, item lengths, clarity of items, and layout of questionnaire. Depend on their reflections; the instruments were improved before they are administered to the main participants of the study. As a result of the comment, three irrelevant items were removed, three items were shortened and two unclear items were made clear. Moreover, to verify the content validity of the instrument, the questionnaire with sufficient number (48 copies) of items addressing all objectives of the study was administered to Jimma zone, selected woreda and then, semi-structured interview and document analysis were complementing the questionnaire. Information sources was multi-faced by using variety of respondents such as principals, vice principals, supervisor, teachers, woreda education bureau experts and PTA members. Indeed, after the necessary improvement made, the questionnaires were administered. Researcher personally visited the participants to gather information and to minimize the distance between the researcher and the participants. The researcher also allowed the participants to use their own language to air their views (Schulze, 2002)

### **3.9 Ethical Consideration**

Ethical measures are principles which the researcher should bind himself /herself with (Schulze, 2002). In this study, the researcher sought an ethical clearance letter from the Jimma University. The researcher also sought permission from the Department of Educational Planning and Management in the Jimma University and Sigimo Woreda Education Office before collecting the data in the targeted schools. Secondly, the participants were given adequate information pertaining to the study before data collection.

The researcher gave participants ample information about the aims of the research, the procedures that would be followed, possible advantages and disadvantages for the participants, and how the results would be used. This helped the participants to make informed decisions on whether they wanted to participate in the study or not. No form of

deception was used to ensure participation. This means that participation was voluntary and participants were free to withdraw at any time they wished to.

### **3.10 Limitations of the Study**

The interview technique was time consuming. Only two qualitatively tools& one quantitative data collection instruments were used, that is, in-depth individual interviews, document analysis and questionnaires. The study was only conducted at Jimma Zone of Sigimo Woreda primary schools. It is possible that different findings might have existed at Woreda level if the study had been extended to the other Woreda of Jimma Zone. The results of the study can, therefore, not be generalized to a larger, Zonal-based population. Despite this limitation, the researcher hopes that the findings in this study was inform the school principals, vice principals, teachers, supervisors, PTA members and woreda education experts about their role of managing inclusive education.

## **CHAPTER FOUR**

### **4.1 FINDING AND DISCUSSION**

In this chapter, data analysis, findings and discussion were presented. The data were grouped into quantitative and qualitative. The quantitative data were analyzed by using descriptive statistics such as mean and standard deviation and reported first. Then, the qualitative data were analyzed by narration and the findings were followed. For qualitative data, analysis began with the reading of each transcribed interview. The transcribed interviews were carefully re-read and compared with the handwritten responses that were used. The main thoughts conveyed in the interviews were highlighted and written down. Similar topics were clustered together in all the interviews.

The result was presented in a descriptive or narrative form supported by direct quotations from the raw data. This means that in this study verbatim accounts on conversations, transcripts and direct quotations were highly valued as data since they indicated the participants' understanding of issues. Data were compared to establish themes, trends and patterns. Emerging themes, patterns and trends were identified and written down. They were then cross-referenced with the research question to ensure that the research did not lose focus. Themes were categorized into topics. Related topics were written in one category. This is called open coding (Morgan & Spanish, 1984). Open coding was done to attach labels to segments of the text and to determine recurring categories in data themes. The aims and objectives of this study were covered by the topics on the questionnaires and interview guides which allowed the research participants to discuss what they do to ensure that inclusive education is implemented and managed without hiccups as well as to identify the requirements for the successful implementation of inclusive education.

## 4.2 Research Findings

### 4.2.1 Socio- Demographic Information of the Respondents

**Table 4.1 Socio-demographic characteristics of respondents**

Respondents		Academic Qualification of respondents															
		Degree				Diploma				Grade				Total			
		M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
Principals		3	1	4	57	3	-	3	43	-	-	-	-	6	1	7	4
Vice principals		4	1	5	36	6	3	9	64	-	-	-	-	10	4	14	8
Supervisor		1	-	1	100	-	-	-	-	-	-	-	-	1	-	1	1
Teachers		23	12	35	25	63	40	103	75	-	-	-	-	86	52	138	83
Experts		1	1	2	100	-	-	-	-	-	-	-	-	1	1	2	1
PTA		-	-	-	-	-	-	-	-	4	1	5	100	4	1	5	3
Total		32	15	47	28	72	43	115	69	4	1	5	3	108	59	167	100
Age of respondents	20-30	12	7	19	40	23	10	33	29	-	-	-	-	35	17	52	31
	31-40	18	7	25	53	49	33	82	71	-	-	-	-	67	40	107	64
	41-50	2	1	3	7	-	-	-	-	4	1	5	100	6	2	8	5
	Total	32	15	47	100	72	43	115	100	4	1	5	100	108	59	167	100
Work experiences	1-5 years	3	4	7	15	24	11	35	30	4	1	5	100	31	16	47	28
	6-10 years	23	7	30	64	27	17	44	38	-	-	-	-	50	24	74	44
	11-15 years	4	3	7	15	20	8	28	24	-	-	-	-	24	11	35	21
	Above 15 years	2	1	3	6	5	3	8	7	-	-	-	-	7	4	11	7
Total		32	15	47	100	76	39	115	100	4	1	5	100	112	55	167	100

Table 4.1 shows, out of total sample 167 respondents in primary schools, 112(67%) of them were male whereas, 55(33%) of them were female. In the aspect of age of the total sample of 167 respondents in the primary schools 52(31%) of them were in the age category of 20-30. 107(64%) of them were in the category of 31-40. In addition, out of total sample 167 respondents in the primary schools 8(5%) of them were in the age category of 41-50 years. Most of the respondents were male and nearly above half of them were in the age category of 31-40 years.

Regarding to educational background, out of 167 respondents, 115(69%) of them were with diplomas and 47(28%) of them were with BA/BSc degrees. In addition 5(3%) of them were with grades. With regard to their work experiences ranges from 5 to 15 and above 15 years. Out of total sample 167 respondents in the primary schools, 47(28%) of them were with the experience of 1- 5 years. In addition, out of the total sample of 167 respondents in the primary schools, 74(44%) of them were with the experience of 6-10 years. Indeed, out of the total sample of 167 respondents, 35(21%) of them were 11-15 years and 11(7%) of them were above 15 years.

#### **4.2.2 Preparation of School Plan**

Planning is the primary function of management. It also lays a good ground for effective working and control systems. Planning is the first functions, it defines the goals and alternatives, it maps out courses of actions that will commit individuals, departments, and the entire organization for days, months, and years to come (BantieWorkie, 2004). On the other hand, a successful planning needs the participation of concerned bodies. Planning needs participation in decision making at every stage, identification of problems, the study of feasibility, implementation and evaluation (UNESCO, 1992). Generally, one can conclude that school planning in school should take place by participating of the concerned bodies such as principals, teaching and non-teaching staff, PTA, Parents, students in order to make the plan successful and able to implement accordingly.

Planning equally provides for effective utilization of human and material resources used in imparting knowledge in school as well as providing a direction for teaching and learning. The stakeholders play important role in the managing the schools. In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, elected officials such as school board members.

**Table 4:2 Analysis related preparation of participatory school plan.**

Accordingly, teachers and vice principals asked whether the schools' stakeholders take part in preparation of school plan, replied disagree rated by the mean score of  $M= 2.00$  and  $SD =$

No	Statement	Respondents	Mean	SD
1	The schools' stake holders take part in preparation of school plan	152	2.00	.84
2	The school plan emphasizes the human resources	152	3.93	.89
3	The school plan emphasizes community participation in school affairs	152	3.93	.85
4	The school plan emphasizes material Resources	152	3.93	.89
5	The school plan raises the issue related different needs of students	152	3.91	.86
6	The school plan raises different behavior of the students	152	3.90	.87
7	The school plan emphasizes to support student with learning disabilities	152	3.94	.82
8	The school plan emphasizes CPD to improve teachers' competences	152	3.99	.78
9	The school plan emphasizes financial resources	152	3.89	.88
10	The school plan incorporates duties of principals	152	3.93	.87
11	The school plan holds duties and responsibilities of different schools' stakeholders	152	3.94	.86

0 .84, so this indicate that the participation of schools' stakeholders in preparation of school plan in selected primary schools is low. Respondents asked whether the school plan emphasize human resource to implement and manage inclusive classrooms, replied agree rated by the Mean = 3.93 and SD = 0.89, this implied that the school plan of the selected primary schools are emphasizes human resources to implement and manage inclusive classrooms is moderate. Respondents asked whether, the school plan emphasize to strengthen community participation in school affairs, replied agree rated by the Mean score = 3.93 and SD = 0.85 implied that the school plans of selected primary schools are emphasizes to strengthen community participation in school affairs is moderate.

Respondents asked whether, the school plan emphasizes material resources, replied agree rated by mean score of  $M = 3.93$  and  $SD = 0.89$  implied that the schools plan of selected primary schools emphasizes material resources to support the implementation of inclusive classrooms is moderate. Respondents asked whether the schools plan raises the issue related different needs of students, replied agree rated by the Mean score = 3.91 and SD = 0.86 implied the school plan of selected primary schools raises the issue related different needs of students in their leaning is moderate.

Respondents of primary schools, asked whether school plan raises different behavior of the students, replied agree rated by the mean score of  $M= 3.90$ ,  $SD = 0.87$  implied that the school plan of selected primary schools raise different behavior of the students in order to shape them through teaching learning process is moderate. Respondents of primary schools, asked whether schools plan emphasize to support student with learning disabilities, replied agree rated by the Mean score =  $3.94$ ,  $SD = 0.82$  implied that the school plan of selected primary schools emphasize to support student with learning disabilities is moderate. Respondents asked whether schools plan emphasize CPD to improve teachers' competences replied agree rated by the mean score of  $M = 3.99$ ,  $SD = 0.78$  implied that the school plan of selected primary schools emphasize CPD to improve teachers' competences for the implementation of inclusive education is moderate. Respondents asked whether schools plan emphasize financial resources, replied agree rated by the mean score of  $M = 3.89$ ,  $SD = 0.88$  implied that the school plan of selected primary schools emphasizes financial resources for the proper implementation of inclusive education is moderate.

Respondents asked whether schools plan incorporate duties of principals to give technical support for teachers, replied agree rated by the mean score  $M = 3.93$ ,  $SD = 0.87$  implied that the school plan selected primary schools incorporate duties of principals to give technical support for the teachers to implement inclusive education is moderate. Respondents asked whether schools plan hold duties and responsibilities of different school stakeholders, replied agree rated by the mean score  $M = 3.94$ ,  $SD = 0.86$  implied that the school plan of selected primary schools holds duties and responsibilities of different school stakeholders to realize inclusive education is moderate.

Interview analysis revealed that school plan was prepared and also supplemented by document analysis but, it was not participatory. One of the members of the principals had the following to say: *“Our school plan was not prepared participatory. Even though there were different bodies who participated in the process of preparation of school plan, like schools' stakeholders such as principal, vice principal, teachers, students, parents, PTA and etc., they do not participate in as necessary.”* This was also confirmed by one of the principals who had the following to say: *“Without planning the school was nothing. Especially, participatory school plan was very essential for the management and implementation of inclusive education in the primary school. School planning in school should take place by participating of the concerned bodies such as principals, teaching and non-teaching staff, PTA, Parents, students in order to make the plan successful and able to implement accordingly.*

### 4.2.3 Support Given to teachers from School principals

**Table 4.3: Analysis related to what extent school principal support teachers**

The above table revealed that study carried out on the support given to teachers from principals was presented below. Respondents of primary schools asked whether the principal give skill supports for teachers to prepare daily lesson plan that accommodate all learners in inclusive classrooms, replied agree rated by the mean score of  $M= 3.96$  and  $SD = 0.81$

No	Statement	Respondents	Mean	SD
1	Principals give skill support for teachers to make daily lesson plan	152	3.96	.81
2	Principals give in service trains for teachers to use different teaching methods	152	3.94	.88
3	principals give material resources for teachers	152	3.95	.83
4	Principals give in service trains for teachers about culturally responsive pedagogy	152	3.94	.88
5	Principals give in service trains for teachers to help students with special needs	152	3.92	.92
6	Principals give in service trains for teachers to help students with hearing impairment	152	2.07	.84
7	Principals give in service trains for teachers to help students with visual impairment	152	2.02	.85
8	Principals give in service trains for teachers to help students with physical impairment	152	2.03	.83
9	Principals give in service trains for teachers to help students with learning disabilities	152	2.07	.92
10	Principal provide instructional materials and equipment for meeting the needs of children with special needs	152	2.12	.92
11	Principal provides teaching aid according to SWDs learning styles in inclusive classrooms	152	2.05	.88

indicated that principals of selected primary schools give skill support to teachers in preparing daily lesson plan that accommodate all learners in inclusive classrooms is moderate. Respondents of primary schools asked whether principals give in service training for teachers to use different teaching methods in inclusive classrooms, replied agree rated by the mean score of  $M = 3.94$  and  $SD = 0.88$ . This indicated that principals of selected primary



schools give in service training for teachers to use different teaching methods in inclusive classrooms moderate.

Respondents of primary schools asked whether principals gave material resources for teachers to make and use different teaching aids in inclusive classrooms, replied agree rated by the mean score of  $M= 3.95$  and  $SD = 0.83$ . This indicated principals give material resources for teachers to make and use different teaching aids in inclusive classrooms is moderate. In other ways, respondents of primary schools asked whether principals give in service trains about culturally responsive pedagogy for teachers to accommodate diversified learners in inclusive classrooms, replied agree rated by the mean score of  $M= 3.94$  and  $SD = 0.88$ . This implied principal gave in service training for teachers about culturally responsive pedagogy to accommodate diversified learners in inclusive classrooms are moderate. Inclusive education has the potential to revolutionize learning for all learners. Some educators are individualizing instruction by using culturally relevant materials to stimulate interest and to maximize learning of particular topics. The endemic pedagogy found in classrooms at the micro level is a serious challenge to inclusive education efforts. (Zimba, Mowels & Naanda, 2007)

Respondents of primary schools asked whether principals give in service training for teachers to have different skills in order to help special needs students in inclusive classrooms, replied agree rated by the mean score of  $M = 3.92$  and  $SD = 0.92$ . This indicated principals gave in service training for teachers to have different skills in order to help special needs students in inclusive classrooms is moderate. In addition, respondents of primary schools asked whether principals give in service training for teachers in order to help students with hearing impairment in inclusive classrooms, replied disagree rated by the mean score of  $M=2.07$  and  $SD = 0.84$ . This indicated principals give in service training for teachers in order to help students with hearing impairment in inclusive classrooms is low.

Moreover, respondents of primary schools asked whether principals give in service training for teachers in order to help students with visual impairment in inclusive classrooms, replied disagree rated by the mean score of  $M = 2.02$  and  $SD = 0.85$ . This indicated from selected primary schools, principals give in service training for teachers in order to help students with visual impairment in inclusive classrooms is low. Respondents of primary schools asked whether principals give in service training for teachers in order to help students with physical impairment in inclusive classrooms, replied disagree rated by the mean score of  $M = 2.03$  and  $SD = 0.83$ . This implied that from selected primary schools, principals give in service

training for teachers in order to help students with physical impairment in inclusive classrooms is low.

Respondents of primary schools asked whether principals give in service training for teachers in order to help students with learning disabilities in inclusive classrooms, replied disagree rated by the mean score of  $M = 2.07$  and  $SD = 0.92$ . This implied from selected primary schools, principals give in service training for teachers in order to help students with learning disabilities in inclusive classrooms is low. In other way, respondents of primary schools asked whether principals provide instructional materials and equipment for meeting the needs of children with special needs in in inclusive classrooms, replied disagree rated by the mean score of  $M = 2.12$  and  $SD = 0.92$ . This implied that from selected primary schools, principals provide instructional materials and equipment for meeting the needs of children with special needs in in inclusive classrooms is low. In addition, respondents of primary schools asked whether school principal provides teaching aid according to SWDs learning styles in inclusive classrooms, replied disagree even, rated by the mean score of  $M = 2.05$  and  $SD = 0.88$ . This implied that from selected primary schools, principal provide teaching aid according to SWDs learning styles in inclusive classrooms is low.

The data gathered during the interviews reveals that the principals offered insufficient support to the teachers in the management and implementation of inclusive education. One of the members of the principals stated that, "*We assist the teachers in developing their lesson plans and work schedule. As we are not experts in all the fields, we normally encourage other teachers to help each other in areas where they faced a problem*". Based on the comment, it is evident that principals and supervisor play crucial roles in the management and implementation of inclusive education. It was further revealed that participants offered support to less experienced teachers. One of the principals had this to say: "*We organize school-based workshops to coach and train the less experienced teachers in various departments*". It is evident that all participants were eager to ensure the smooth implementation and management of inclusive education.

#### 4.2.4 Monitoring and Evaluation of teachers by principals

**Table 4.4: Analysis related to monitoring and evaluation of teachers**

No	Statement	Respondents	Mean	SD
1	Principals monitor the progress of managing inclusive classrooms	152	3.94	.84
2	Principals monitor the progress of teaching learning activities	152	3.92	.89
3	Principals monitor community participation in school affairs	152	3.92	.89
4	Principals monitors internal supervision of the staff	152	3.97	.86
5	Principals monitors sharing of experiences between different departments	152	3.94	.84
6	Principals evaluate management of inclusive classrooms	152	3.90	.90
7	Principals evaluate teaching learning activities	152	3.97	.86
8	Principals evaluate the students achievements	152	3.94	.82
9	Principals evaluate efficiency of teachers	152	3.90	.87
10	Principals evaluate the availability of instructional material resources	152	3.97	.83

Respondents of primary schools asked whether principals monitor the progress of managing inclusive classrooms, replied agree rated by the mean score of  $M = 3.94$  and  $SD = 0.84$ . This indicated that from selected primary schools, principals monitor the progress of managing inclusive classrooms in the selected primary schools is moderate. In addition, respondents of primary schools asked whether principals monitor the progress of teaching learning activities in inclusive classrooms, replied agree rated by the mean score of  $M = 3.92$  and  $SD = .89$ . This indicated from selected primary school's principals monitor the progress of teaching learning activities in inclusive classrooms toward the school objectives is moderate.

Respondents of primary schools asked whether principals monitor school community relations, replied agree rated by the mean score of  $M = 3.92$  and  $SD = 0.89$ . This implied that from selected primary schools, principals monitor school community relations is moderate. In other ways, respondents of primary schools asked whether principals monitor internal supervision of the staff, replied agree rated by the mean score of  $M = 3.97$  and  $SD = 0.86$ . This implied that from selected primary schools, principals monitor internal supervision of the staff is moderate. In addition, respondents of primary schools asked whether principals monitors sharing of experiences between different department about inclusive classrooms, replied agree rated by the mean score of  $M = 3.94$  and  $SD = .84$ . This implied from selected primary schools, principal monitored sharing of experiences between different departments

about inclusive classrooms is moderate. The most basic ingredient required for successful inclusion programs is the need for general and special educators to work together as equal partners in teams that will solve problems, develop innovative program options and curriculum and also implement instruction to learners with learning barriers and their peers (Langone, 1998).

Respondents of primary schools asked whether principals evaluate management of inclusive classrooms, replied agree rated by the mean score of  $M = 3.90$  and  $SD = 0.90$ . This implied from selected primary schools, principals evaluate management of inclusive classrooms toward the school objectives is moderate. In addition, respondents of primary schools, asked whether principals evaluate teaching learning activities, replied agree even, rated by the mean score of  $M = 3.97$  and  $SD = 0.86$ . This implied that from selected primary schools, principals evaluate teaching learning activities toward the objectives in selected primary schools is moderate.

Respondents of primary schools asked whether principals evaluate the students' achievements, replied agree rated by the mean score of  $M = 3.94$  and  $SD = 0.82$ . This indicated from selected primary schools, principals evaluate the students' achievements is moderate. Respondents of primary schools asked whether principals evaluate teachers' efficiency, replied agree rated by the mean score of  $M = 3.90$  and  $SD = 0.87$ . This implied that from selected primary schools, principals evaluate teachers' efficiency toward the objectives of the schools is moderate. Respondents of primary schools asked whether principals evaluate the availability of material resources, replied agree rated by the mean score of  $M = 3.97$  and  $SD = 0.83$ . This implied that from the selected primary schools, principals evaluate the availability of material resources is moderate.

The problem of managing and implementing inclusive education compelled the principals to monitor the teachers all the time. Teachers were monitored, in order to see how they taught learners with different learning abilities. This was supported by the following comment from a senior principal: *"Heads of department have a weekly timetable for visiting classes to monitor the strategies employed by the educators in the management and implementation of inclusive education. I also support them in areas where they face problems in the management and implementation of inclusive education."* This shows that members of the principals visited classrooms, in order to identify areas where support was needed.

#### 4.2.5 Challenges of practices and Management of Inclusive Education in the Primary Schools

**Table 4.5: Challenges faces practices and management of inclusive education.**

No	Statement	Respondents	Mean	SD
1	Lack of financial resources	152	3.95	0.91
2	Lack of material resources	152	3.98	0.82
3	Lack of human resources	152	3.90	0.97
4	Lack teachers competency (skills) for the implementation of inclusive education	152	3.98	0.89
5	Due to rigid curriculum for proper implementation of inclusive classrooms	152	3.96	0.95
6	Lack of appropriate infrastructures in the school compounds	152	3.98	0.90
7	Lack of students need identification	152	3.94	0.87
8	Lack of experienced teachers about inclusive educations	152	3.93	0.98
9	Due to negative attitudes of teachers about students with learning disabilities	152	3.90	0.99
10	Due to parents' negative attitudes students with learning disabilities	152	3.89	0.96
11	Lack of teachers' sufficient skills like brail and sign language to teach SWDs in inclusive class rooms	152	3.92	0.95

The above table presented respondents of primary schools asked whether lack of financial resources challenges the management implementation of inclusive education, replied agree rated by the mean score of  $M = 3.95$  and  $SD = 0.91$ . This implied that from selected primary schools, lack of financial resources challenged the management and implementation of inclusive education is high. Respondents of primary schools asked whether lack of material resources challenges management and implementation of inclusive education, replied agree rated by the mean score of  $M = 3.98$  and  $SD = 0.82$ . This implied that from selected primary schools, lack of material resources challenged implementation and management of inclusive education is high. Respondents of primary schools, asked whether lack of human resources challenges management of inclusive education, replied agree rated by the mean score of  $M = 3.90$  and  $SD = 0.97$ . This implied that from selected primary schools lack of human resources challenged management of inclusive education is high.

In other ways, respondents of primary schools, asked whether lack of teachers, competency or skills challenged implementation of inclusive education, replied agree rated by the mean score of  $M = 3.98$  and  $SD = 0.89$ . This implied that from the selected primary schools, lack of teachers, competency or skills challenged implementation of inclusive education is high. 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 with special needs should be capable of teaching skills and knowledge.

In addition, respondents of primary schools, asked whether rigid curriculum was challenged implementation of inclusive education, replied agree even, rated by the mean score of  $M=3.96$  and  $SD=0.95$  indicated that rigid curriculum was challenged implementation of inclusive education in selected primary schools high. Inflexible and content-heavy curricula are usually the major case of segregation and exclusion (UNESCO, 2003). MOE (2012, p.12) in the revised strategy states that adapt the curriculum to meet the educational needs of all children which also enables them to receive livelihood training. Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in special needs/an inclusive education.

Inclusive education approaches become a necessity where class sizes are too large for the educator to reach all learners. Unfortunately, teachers in overcrowded classrooms often become managers of group dynamics rather than purveyors of knowledge. To this end, valuable dimensions related to social and intellectual growth of diverse learners may be lost in environments where educators must maintain control over large numbers of learners (Stofile& Green, 2007). Schools lack of appropriate infrastructures challenged the implementation and management of inclusive education.

Respondents of primary schools asked whether lack of appropriate infrastructures challenged the implementation and management of inclusive education, replied agree rated by the mean score of  $M = 3.98$  and  $SD = 0.90$ . This implied that from selected primary schools lack of appropriate infrastructures challenged the implementation and management of inclusive education high. The vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities. In poorer particularly rural areas the centers of learning are often in accessible largely because buildings are run down or poorly maintained. They are unhealthy and unsafe for all learners. Many schools are not equipped to respond to special needs, and the community does not provide local backing (UNESCO, 2003).

According to the Federal MoE of Ethiopian special needs/inclusion education strategy (MoE, 2012) states that many educational settings (Schools, TVET, TEIs, HEIs, and Adult

Education Centers) in Ethiopia are not conducive and friendly enough to accommodate Person with disabilities. Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among Children with disabilities and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE,2012).

In addition, respondents of primary schools asked whether lack of students need identification was the challenges of inclusive education, replied agree rated by the mean score of  $M= 3.94$  and  $SD = 0.87$ . This implied that lack of students need identification was challenged the implementation and management of inclusive education of selected primary schools is moderate.

Assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students (UNESCO, 2003). Parent and student are key contributors to the assessment process. Parents can provide information on how a student behave outside the school, describe the student early childhood development and gives feedback on the teachers' effectiveness of their work with the student. So, early assessment of a Child's difficulties is an important part of the assessment process. Early assessment and information minimizes the impact of any difficulties, reduce the need for costly programs of rehabilitation and remediation and makes it more likely that the students' needs can be met in a mainstream environment.

Moreover, respondents/teachers of primary schools asked whether that lack of experienced teacher, was the challenge for the implementation and management of inclusive education, replied agree rated by the mean score of  $M = 3.93$  and  $SD = 0.98$ . This indicated from selected primary schools, lack of experienced teachers about inclusive education challenged the implementation and management of inclusive education in the primary schools is moderate.

In other ways, respondents of primary schools asked whether negative attitudes of teachers about students with learning disabilities was the challenges of inclusive education, replied agree rated by the mean score of  $M= 3.90$  and  $SD = 0.99$ . This implied that from selected primary schools' negative attitudes of teachers about students with learning disabilities challenged inclusive education is moderate.

Respondents of primary schools, asked whether parents' negative attitudes about students with learning disabilities was the challenges of management and implementation of inclusive

education, replied agree rated by the mean score of  $M= 3.89$  and  $SD = 0.96$ . This indicated from selected primary schools, parents' negative attitude about students with learning disabilities and with different impairments challenged implementation of inclusive education is moderate.

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parent's involvement in school activities may help to develop sufficient educational provision for their children with disabilities. Lack of parent- school- teacher relationships, therefore, considered to affect the implementation of special needs education.

In addition, respondents of primary schools asked whether lack of teachers' sufficient skills like brail and sign language to teach students with learning disabilities challenges implementation of inclusive class rooms, replied agree rated by the mean score of  $M = 3.92$  and  $SD = 0.95$ . This implied from selected primary schools, lack of teachers' sufficient skills like brail and sign language to teach students with learning disabilities challenged implementation of inclusive class rooms is high.

In other words, the researcher wanted to know what exactly was taking place within the specific area of study with regard to the management and implementation of inclusive education by interviews. It turned out that 'reality' of managing and implementation of inclusive education in primary schools correlated with different challenges revealed by the interviews. Of the many challenges discussed in the interviews, the following problems were identified as the major ones in the management of inclusive education in the primary school of Sigimo Woreda: shortage of resources; lack of adequate training of teachers, lack of training of principals in school leadership, lack of skills of teachers like braille and sign languages; and overcrowded classrooms revealed by document analysis.

### **4.3 Qualitative Analysis**

The findings discussed under each main heading are presented in sub-sections that are aligned to the sub-categories that emerged from the interview data.

The findings are organized and discussed under the following main headings: Understanding of inclusive education; Educators 'Attitudes towards the implementation of inclusive education; Advantages of inclusive education; Management of inclusive education; Support given to the teachers in the implementation of inclusive education; Placement of learners with learning disabilities; Support given to the schools in the management of inclusive education; and Challenges faced in the management and implementation of inclusive education.



### **4.3.1 Understanding of inclusive education**

An overwhelming majority of the participants agreed that inclusive education is the placing together of all learners, irrespective of their learning barriers, within the same classroom in the same school. The majority also argued that inclusive education involves using common resources. All learners are taught in mainstream classrooms. They are treated equally. One of the members of participants had the following to say: *“Inclusive education means the inclusion of all learners in mainstream classes. Education becomes non-discriminatory. All learners are offered the same opportunity to learn”*. This was also confirmed by one of the principals who had the following to say: *“Inclusive education is the education system in which all kinds of learners are taught together, for example, learners with disabilities and highly gifted learners. Unlike in the past where learners were grouped together based on their learning disabilities, inclusive education calls for the inclusion of all learners irrespective of their learning barriers in the same institution.”*

In this regard, participants unanimously agreed that inclusive education represents a dramatic shift from a discriminatory type of education system where learners are grouped according to their learning needs. The comment further illustrates the widely held view that, unlike in the previous system of education which grouped learners according to their learning needs, inclusive education views all learners as equal. Under inclusive education, all learners have the best possible opportunities to learn. The schools have to value all learners irrespective of their diverse needs. Their understanding of inclusive education is in line with the DoE’s principle (DoE, 2000:14), which states that *‘inclusive education is about acknowledging that all children and youth can learn and that all children and youth need support’*

### **4.3.2 Educators Attitudes towards the implementation of inclusive Education**

With regard to the perception of educators towards the implementation of inclusive education, the majority of the participants had negative views. They felt that it was highly impossible to implement inclusive education in an environment where there was a shortage of resources. One of the members of the participants had the following to say: *“We feel as if it is impossible to combine learners in the mainstream classes without proper resources like brail. Our classrooms are overcrowded and we do not have enough space to accommodate wheelchairs and to give learners free space to move”*. The comment was also confirmed by one of the principals who said that, *“It is difficult to manage inclusive education without proper resources”*.

Some of the participants cited lack of training as a stumbling block towards the implementation and management of inclusive education. One of the members of the participants was of the opinion that: *“It is difficult to implement and manage inclusive education in an environment which is characterized by untrained educators. Educators are not properly trained in the implementation of inclusive education. Their training is suitable to help certain groups of learners who do not have barriers to learning”*. The comments from the members of the participants reveal that they are willing to implement inclusive education, but due to certain factors such as improper training and a shortage of resources, they felt that it is not possible. This means that if these factors were addressed it would be easier to implement and manage inclusive education in primary schools.

It is evident from the collected data that all participants were fully aware of the things that needed to be done to improve the implementation and management of inclusive education in primary schools.

### **4.3.3 Advantages of inclusive education**

The majority of the participants were fully informed of the advantages of implementing inclusive education. It exposes learners to different learning environments and learners are able to share things. The following comment was made by one of the principals: *“students learn how to share as they are coming from different cultural groups. They learn to interact without discrimination. Those who have learning disabilities tend to forget about their physical appearance and concentrate on their education”*. Based on this comment, it is evident that inclusive education helps learners to view themselves as full human beings in an inclusive classroom. Students also develop or improve their social skills within an inclusive education environment. Students with and without learning barriers learn to work with one another in classrooms. This prepares them to work together in the real world. Students interact more frequently with their peers in inclusive settings than in self-contained settings.

The above comment further reveals that students commonly develop friendships with children who have learning barriers and those without learning barriers in inclusive settings. Children in inclusive settings have a more durable network of friends than children in segregated settings. This means that the social competence and communication skills of children with diverse abilities are improved in inclusive settings. Students have greater opportunities for social interaction with non-disabled peers who act as models for children still developing age-appropriate social and communicative competencies. Social acceptance is also enhanced by the nature of their instruction in inclusive classrooms which involve frequent small group work. The principal’s comment is in line with Harriett’s (2004) findings

which indicate that children get to see beyond the disability when working in small groups. They begin to realize that they have much in common with children with diverse educational needs.

This further indicates that children with learning barriers concentrate on their education and they enjoy to learn with their peer This suggests that inclusive education encourages learners with multiple and severe learning barriers to participate in co-operative learning groups in general education classrooms. They improve their basic communication and motor skills as well as their academic skills.

#### **4.3.4 Managing inclusive education**

From what was gathered the interviews on the role of the principals in managing inclusive education, the following categories emerged as aspects that should be taken care of: Preparation of school plan, managing school finances to support the implementation of inclusive education; supporting teachers; and Monitoring and evaluation of educators.

##### **Preparation of Participatory school plan**

An over whelming majority of the principals agreed that school plan was prepared and analysis of document also revealed that the school plan was prepared. But this school plan was not participatory. One of the members of the principals had the following to say: *“Our school plan was not prepared participatory. Even though there were different bodies who participated in the process of preparation of school plan, like schools’ stakeholders such as principal, vice principal, teachers, students, parents, PTA and etc., they do not participate in as necessary.”* This was also confirmed by one of the principals who had the following to say: *“Without planning the school was nothing. Especially, participatory school plan was very essential for the management and implementation of inclusive education in the primary school. Our school has not participatory school plan because some stake holders do not participate in the process of preparation. School planning in school should take place by participating of the concerned bodies such as principals, teaching and non-teaching staff, PTA, Parents, students in order to make the plan successful and able to implement accordingly.”*

##### **Managing school finances to support the implementation of inclusive education**

Against the background of policy changes, principals have been entrusted with the responsibility of managing school finances. In fact, some participants pointed out that inclusive education demanded that they become competent bookkeepers and entrepreneurs who are continuously searching for creative ways to gather the necessary finances to ensure

that effective teaching and learning takes place. One of the principal commented on this issue as follows: *“I record the income and expenditure of the school finances on a continuous basis. I also prepare the report and submit it to the finance committee and then to the bureau. I also consider and arrange different fundraising activities, e.g. selling school vegetables and tomatoes grown in the school-yard. The money is needed to support curriculum change implementation”*.

It is clear from the interviews that participants are aware that the added financial responsibility of the principals implies that they not only have to oversee the effective utilization of school money to purchase relevant resources, but that they also have to, in the first place, plan creatively to collect the necessary finances. For that reason, all participants referred to the need to draw up a school budget in order to be able to realize effective teaching in all its facets. Participants agreed, however, that the vested responsibility of raising additional funds empowered them to take the initiative for the pursuance of excellence in the provision of the needed resources.

Still on the management of funds, an overwhelming majority of the participants agreed that they had full control of the school finances in order to ensure the proper implementation and management of inclusive education. One of the school principals had this to say: *“I manage all the school finances to ensure that all funds are used effectively. Funds are channeled towards the purchase of relevant resources such as textbooks, sports materials and other necessary things. I also organize fundraising in order to supplement our funds”*. One of the members of the participants also indicated that he recorded all the income and expenditure by using the data taken from the school committee. He stated that, *“My responsibility is to record all resources acquired and used by our school”*. This shows that, in line with the new policy which requires principals to play a role in recording the school’s finances, all the participants are fulfilling their responsibilities. It is evident that funds raised by the schools also play a crucial role in the implementation and management of inclusive education.

### **Supporting teachers**

The data gathered during the interviews reveals that the principals offered support to the teachers in the management and implementation of inclusive education. One of the members of the principals stated that, *“We assist the teachers in developing their lesson plans and work schedule. As we are not experts in all the fields, we normally encourage other teachers to help each other in areas where they faced a problem”*. Based on the comment, it is evident

that principals and supervisor play crucial roles in the management and implementation of inclusive education.

It was further revealed that participants offered support to less experienced teachers. One of the principals had this to say: *“We organize school-based workshops to coach and train the less experienced teachers in various departments”*. It is evident that all participants were eager to ensure the smooth implementation and management of inclusive education.

### **Monitoring teachers**

The problem of managing and implementing inclusive education compelled the principals to monitor the teachers all the time. Teachers were monitored, in order to see how they taught learners with different learning abilities. This was supported by the following comment from a senior principal: *“Heads of department have a weekly timetable for visiting classes to monitor the strategies employed by the educators in the management and implementation of inclusive education. I also support them in areas where they face problems in the management and implementation of inclusive education.”* This shows that members of the principals visited classrooms, in order to identify areas where support was needed. They were not hunting for any negative things. They were interested in ensuring the smooth management and implementation of inclusive education.

### **4.3.5 Placement of students with learning barriers**

Participants indicated that they allowed learners to sit wherever they wanted so as avoid the discriminatory tendencies of the past. There was no restriction as far as sitting arrangements were being concerned. One of the members of the principals indicated that, *“We allow learners to group themselves but we make sure that learners who are shortsighted are occupying the front seats”*. This reveals a breakaway from the previous system of education where learners were admitted according to their learning needs.

### **4.3.6 Support given to students in schools**

What is clear from the interviews is that there was consensus amongst participating members of the principals that they supported their students in the implementation of inclusive education. Different strategies were employed to support students in the implementation of inclusive education. Acknowledging the significance of this fact, one principal was of the opinion that: *“Teachers encourage learners to involve themselves in different activities in school. They normally appreciate the good work done by all students irrespective of their learning conditions. We also give learners individual attention where they employ different learning devices depending on the learner’s need”*. The comment by the principal indicates

that teachers treat learners equally. The comment further indicates that teachers are concerned with the development of learners. They give individual learners' attention to ensure that they develop.

#### **4.3.7 Institutional support received by teachers**

All the participants agreed that they got support from the Woreda Education Bureau and support came in different forms. This statement was confirmed by one of the principals who said that: *“The Woreda Education Bureau gives us moral support. They encourage us to work hard and emphasize team work and accommodation of all students irrespective of their needs. They also give us relevant text books. They also purchase standardized desks suitable for students”*. This shows that the Woreda Education Bureau is dedicated to ensuring the smooth management and implementation of inclusive education.

#### **4.3.8 Challenges faced in the Management and implementation of inclusive education**

In conducting the interviews, the researcher aimed to understand the contextual reality regarding the management and implementation of inclusive education in the Sigimo Woreda. In other words, the researcher wanted to know what exactly was taking place within the specific area of study with regard to the management and implementation of inclusive education. It turned out that ‘reality’ of managing the implementation of inclusive education correlated with different challenges revealed by the interviews. Of the many challenges discussed in the interviews, the following three problems were identified as the major ones in the management of inclusive education in the primary school of Sigimo Woreda: shortage of resources; lack of adequate training of teachers, lack of training of principals in school leadership, lack of skills of teachers like braille and sign languages; and overcrowded classrooms revealed by document analysis.

##### **Shortage of resources**

All participants agreed that their schools did not have enough materials. This hindered the proper management of inclusive education in their schools. The shortage of materials ranged from insufficient to totally absent. This was evidenced by the following comment from a school principal: *“The most common problems experienced in managing inclusive education are the shortage of teaching and learning support materials. We do not have enough chairs. Some of the students are sitting on their bags while others put their books on their laps. We do not have television or electricity in our school. It is difficult for students to use brail in an*

*environment where there is no electricity*". All these mean that schools are not ready to manage and implement inclusive education because the resources are not enough.

One can, therefore, conclude that the implementation of inclusive education was rushed. This was also noted by Naicker (2007) who indicated that the number of learners included, as well as the severity of their needs must be considered in providing appropriate resources to educators. It is unrealistic to expect learners to learn from TV educational programs when they do not have TV and electricity at their schools. One cannot expect learners to learn to use brail when the school does not have electricity.

### **Lack of adequate training**

An overwhelming majority of the participants in the study agreed that teachers were not trained enough to manage and implement inclusive education. One of the Principals had the following to say: "Teachers had no sufficient skills like brail and sign languages to teach SWDs in the primary. Although I had more experience, I had no trained in the management. "Although teachers were well qualified, they did not emphasize the fact that educators are not well prepared to implement inclusive education.

### **Overcrowded classrooms**

All participants agreed that their schools did not have enough classrooms. The majority of the participants agreed that it is difficult to manage the implementation of inclusive education in an overcrowded classroom. In acknowledging this fact, one of the principals said: "*We do not have enough classrooms; so it is difficult to manage the implementation of inclusive education in a classroom where even a wheelchair could not move from one point to another. Even the teacher cannot move. It is difficult for the teacher to monitor all learners*". This means that the environment within which learners learn is not suitable for inclusive education. The comment further suggests that the general educators' class size is not considered before placing learners with learning barriers in the general education classroom. It would be effective if the general class size were reduced to fewer than 20 learners (Stofile& Green, 2007).

Participants revealed that the situation in the selected primary schools in Sigimo Woreda Primary school is that teachers have to handle classes of seventy-five learners per class on average. To compound the problem of overcrowded classrooms, is the fact that there are often not enough chairs for all the learners. As a result, some of the learners sit on their school bags and others have to sit on the floor. When they have to do some writing, they do so with books placed on their laps. In such circumstances some learners are so uncomfortable

that they are unable to concentrate on class activities. For the teacher, the haphazard sitting arrangements make it difficult to move freely amongst the learners and monitor groups properly. One of the principal participants remarked: “*We have just too many learners for too few classrooms.*”

In General, most of school principals agreed that: “There are many challenges which face us in managing inclusive education. Some of the challenges include inadequate resources, class size, pedagogy, challenges of implementing an inclusive curriculum, curriculum challenges, teacher education challenges, material and financial resource challenges and attitudes of teachers, and the physical and psychosocial learning environments. All these challenges have negative effects on us in our endeavors to manage inclusive education.”

In other ways, most of school principals confirmed that “For inclusive education to succeed, it is important for the principals to have good management styles. This calls for well-trained principals that will provide good management styles. Well trained principals should have skills to manage the school’s finances, the school premises, the human resources, the supply of resources and the admission of learners.”

Due to lack of some of these skills, the principals are unable to play their role in managing inclusive education. They do not have relevant managerial training related to inclusive education and yet some of them are faced with the challenge of dealing with learners who have learning barriers for the first time. Some of them have not even attended a workshop about inclusive education. This poses a challenge to the principals’ members who are expected to manage an inclusive school. Some face challenges of inadequate proper resources. Some rural schools do not have all the resources needed to ensure the success of inclusive education. In some cases, classrooms are overcrowded. The teacher-learner ratio is too high. It is, therefore, difficult for the principals to manage an inclusive school in such situations.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

The main objective of the study was to assess the practice and challenges of inclusive education management in Jimma Zone Sigimo Woreda Primary Schools.

In order to achieve the above objectives, the following basic research questions were raised:

1. To what extent school principal prepare participatory school plan in managing inclusive education in the primary schools of Sigimo Woreda?
2. To what extent school principals support the implementation of inclusive education in the primary schools of Sigimo woreda?
3. How school principals monitor and evaluate inclusive education in the primary schools of sigimo woreda?
4. What are challenges/barriers school principal faces in managing inclusive education in the primary schools of Sigimo woreda?

Depending on the result of the analysis made, the following major findings were obtained.

1. Personal information respondents and the results of interview have revealed that, there was a proportional variation between males and females of the sample population. With regard to their age, majority of teachers, principals vice principals, supervisor, experts and PTA within the range of young age. With regard to areas of specialization, all teachers, principals, vice principals supervisor and experts were from different academic discipline such as social science, natural science, mathematics and languages. Thus the study revealed that from the selected primary schools, principals do not have trained as school principals/ educational leaders. It is argued this is lack of relevant qualification might have deterred the principals from management of inclusive education in the primary schools.
2. The extent of preparation of participatory school plan. Vice principals and teachers asked whether the schools' stakeholders take part in preparation of school plan, replied disagree rated by the mean score of  $M= 2.00$  and  $SD = 0.84$ . This implied that participation of schools' stakeholders in preparation of school plan in selected primary schools is very low.
3. The extent of school principals supports teachers for the implementation of inclusive education. Vice principals and teachers of primary schools asked whether the principal give supports for teachers for the implementation of inclusive education, replied agree

rated by the mean score of  $M= 2.9$  and  $SD = 0.86$ . This implied that supports given for teachers for the implementation of inclusive education in the primary schools are moderate.

4. Monitoring and evaluation of teachers by school principals. Vice principals and teachers of primary schools asked whether principals monitor the progress of managing inclusive classrooms, replied agree rated by the mean score of  $M = 3.9$  and  $SD = 0.86$ . This indicated that from selected primary schools, principals monitor the progress of managing inclusive classrooms in the selected primary schools is moderate. In addition, evaluating management of inclusive classrooms by school principals, evaluating teaching learning activities by school principals, evaluating the students' achievements, evaluating teachers' efficiency by school principals, evaluating the availability of material resources by school principals are moderate.
5. Challenges/barriers school principal faces in managing inclusive education in primary schools; vice principals and teachers of primary schools asked whether lack of financial resources, lack of material resources, lack of human resources, lack of teachers' competency or skills, rigid curriculum, lack of appropriate infrastructures, lack of students need identification, lack of experienced teachers and negative attitudes of teachers, parents' negative attitude, that lack of teachers' sufficient skills like brail and sign language are challenges the practice and management of inclusive education in the selected primary schools, replied agree rated by the mean score of  $M = 3.94$  and  $SD = 0.93$ . This implied that from selected primary schools, lack of financial resources challenged the management and implementation of inclusive education is high. In other ways, lack of material resources and lack of human resources challenges inclusive education management in the primary schools is high. In addition lack of teachers' competency or skills is another challenge that hinders the proper practice and management of inclusive education in the primary schools. 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).

In other ways, the research revealed that rigid curriculum was challenged implementation of inclusive education. Inflexible and content-heavy curricula are usually the major case of segregation and exclusion (UNESCO, 2003).

Research revealed that lack of appropriate infrastructures challenged practice and management of inclusive education in the selected primary schools. In line with this the vast majority of centers of learning are physically inaccessible to many learners,

especially to those who have physical disabilities. In poorer particularly rural areas the centers of learning are often in accessible largely because buildings are run down or poorly maintained.

Research revealed that lack of students need identification was the challenges of practice and management of inclusive education in the selected primary schools. Assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students (UNESCO, 2003). Early assessment and information minimizes the impact of any difficulties, reduce the need for costly programs of rehabilitation and remediation and makes it more likely that the students' needs can be met in a mainstream environment. In other ways, research revealed that lack of experienced teachers and negative attitudes of teachers about students with learning disabilities was another challenge for the practice and management of inclusive education in selected primary schools. In addition, parents' negative attitude about students with learning disabilities was the challenges of management and implementation of inclusive education. Lack of parent- school- teacher relationships, therefore, considered to affect the implementation of special needs education. As research revealed that lack of teachers' sufficient skills like brail and sign language to teach students with learning disabilities another challenges of implementation of inclusive class rooms.

Based on the analyses, major findings were identified and presented in the next section. Thus, the following conclusions have been drawn from the finding.

## 5.2 Conclusion

1. Participation of schools' stake holders in the preparation of school plan is not sufficient.

The study revealed school plan of selected primary schools were not prepared by participating all concerned bodies. Some of stakeholders like principals, teachers and department heads were participated in but from results of interviewed and document analysis some of them like PTA members didn't participate in making the school plan. This is negatively contributed hindering the practice and management of inclusive education. The researcher argues that School planning in school should take place by participating of the concerned bodies such as principals, teaching and non-teaching staff, PTA, Parents, students in order to make the plan successful and able to implement accordingly. In contrary to this, a successful planning needs the participation of concerned bodies. Regarding this, UNESCO (1992) states that "planning need participation in decision making at every stage, identification of problems, the study of feasibility, implementation and evaluation." In the context of primary schools, principals, teachers, administrative workers, students, supervisors and the community (PTA) should participate in school planning to achieve the desired objectives of the school.

2. The supports given for teachers to prepare daily lesson plan that accommodate all learners in inclusive classrooms, in service training given for teachers to use different teaching methods; material resources given for teachers to make and use different teaching aids are moderate. In addition, in service trains given for teachers about culturally responsive pedagogy to accommodate diversified learners in inclusive classrooms is moderate. In other way, in service training given for teachers to have different skills in order to help special needs students in inclusive classrooms are moderate. But in service training given for teachers in order to help students with hearing impairment in inclusive classrooms, in service training given for teachers in order to help students with visual impairment in inclusive classrooms, in service training given for teachers in order to help students with physical impairment in inclusive classrooms, in service training given for teachers in order to help students with learning disabilities in inclusive classrooms, principals provide instructional materials and equipment for meeting the needs of children with special needs in in inclusive classrooms, principal provides teaching aid according to SWDs learning styles in inclusive classrooms are low. This indicated that the support given by school principals for the practice and management of inclusive education in the primary school is not sufficient. The principals cannot be blamed at all for the partial knowledge

of their roles in managing inclusive education. The partial knowledge of the roles of the principals in managing inclusive education is attributed to inadequate training which was also revealed from interviewed analysis mentioned by the participants as one of their challenges in managing inclusive education.

3. Monitoring and evaluation of teachers by school principals; The research revealed that principals monitor teachers for the progress of practice and managing inclusive classrooms, monitoring of the progress of teaching learning activities in inclusive classrooms, monitoring of school community relations, monitoring of internal supervision of the staff, monitors sharing of experiences between different department about inclusive classrooms by school principals are moderate. In addition, evaluating management of inclusive classrooms, evaluating teaching learning activities, evaluating the students' achievements, evaluating teachers' efficiency, evaluating the availability of material resources by school principals are moderate. This indicated that monitoring and evaluation of inclusive education management in the primary schools by school principals is not much enough. Considering the fact that a school's success depends on leadership, there is no assurance that the principals of the selected primary schools in Sigimo Woreda do not know the way that inclusive education should be lead particularly if they are also affected by lack of training in school leadership and absence of adequate resources coupled with overcrowded classrooms. All these factors can negatively contribute in hindering the practice and management of inclusive education.
4. The question that sought the challenges facing the practice and management of inclusive education were revealed and the conclusion drawn was that shortage of financial resources, shortage of material resources, inadequate training; lack of trained school principals and vice principals in school leadership, lack of trained teachers in special needs, lack of skilled teachers by brail and sign languages, lack of students need identification, rigid curriculum, lack of experienced teachers about inclusive education were major constraints facing management of inclusive education.

### **5.3 Recommendations**

The following recommendations were made for the concerned bodies.

1. The researcher recommend that school principals are strongly advised to involve PTA members, parents and students in preparing school plan so that these bodies can have a say on the overall school plan to achieve the desired school objective.
2. Based on the above findings, the researcher recommends that the schools, Woreda Education Bureau by cooperate with Zonal Education Bureau need to organize in-service training for the principals and teachers to ensure that best practices and management of inclusive education are realized.
3. There is a need for individual school to have school-based workshops where members will exchange their knowledge as well as understanding and practice of inclusive education. This will give them time to understand what is expected of them and time to reflect on it. This would help them share their success. This recommendation is informed by the fact that some teachers are not adequately trained and that they struggle severely in facilitating teaching and learning in inclusive classrooms. This compels the principals to linger around the classrooms instead of doing some managerial duties such as managing the school environment, and managing the teachers' class attendances.
4. There is need for schools to benchmark their practices against established best practices. For example, schools within the same circuit should establish a forum in which school principals and their staff could collectively share their challenges and come up with possible solutions to the challenges facing the implementation and management of inclusive education. Furthermore, the Woreda Education Bureau should provide teachers and school principals with workshops on a regular basis so that individual schools do not operate in isolation but should come together to discuss and share best practices with regard to the system of practice and management of inclusive education.
5. Based on the above findings, the study recommends that the Woreda Education Bureau and the schools need to raise financial resources by mobilizing community participation and other concerning bodies in school affairs to increase the school finance/income that would be channeled towards building more classrooms and other school activities. The building of more classrooms could reduce the teacher-learner ratio and help teachers deal with individual learners.

## References

- Ainscow, M. and Farrel, P. (2002:5) *Making Special Education Inclusive*. London: Da Fulton Publisher
- Ainscow, M. (2005). Developing inclusive education systems; what are the levels for change? *Journal of educational change*. 6(2). 109-124.
- Ainscow, M. Booth, T. and Dyson, A. (2006). *Improving School, Developing Inclusion* London, Roulledge
- Ainscow, M, & Sandill. A. (2010). Developing Inclusive Education Systems: the role of Organizational cultures & leadership. *International of Journal of Inclusive Education*, 14(4), 401-416.
- Ainscow, M. Dyson, A. Hopwood, L. and Thomson, S. (2016). *Primary Schools Responding to Diversity: Barriers and Possibilities*. York, Cambridge Primary Revie Trust.
- Press Bantie Workie. (2004). *Introduction to Management*. Addis Ababa: Alem Printing Press.
- Barlow, D.L, 1985. Educational Psychology: The teaching learning process, *Moody Press*.
- Bauman, Z. (2004). *Wasted lives: Modernity and its outcasts*. Oxford, Polity.
- Bernstein, B. B. (1996). *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. London, Taylor & Francis.
- Booth T, Ainscow M (2016). *Index for inclusion: a guide to school development by inclusive values*. 4th edition. Index for inclusion network, Cambridge.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). Thousand Oaks, CA: Sage.
- Department of Education (DoE) (2002:140). *Towards Effective School Management and Governance. Guide for School Management Teams*. Pretoria: CTP Book Printers
- Dunaway, M.K, 2001. Connectivism: Learning Theory and Pedagogical Practice for networked information landscapes. *Emerald Group publishing Limited*, 39, (4): 675- 685. doi.org/10.1108/00907321111186686
- Edmunds, A.L, Macmillan, R.B., Specht, J., Nowicki, E.A., and Edmunds, G. (2009) *Principals and Inclusive Schools: Insight into Practice*.
- Goldstein, H. (2006). *Towards Inclusive Schools for all Children: Developing Synergic Social Learning Curriculum*. Texas: pro-ed. International publishers
- Ibrahim, A.J. (2004:36) "Closing the Gap": Access, Inclusion and Achievement Basic Education

- Janney, R. and Snell, M. E (2000). *Teachers' Guides to Inclusive Practices: Modifying Schoolwork*. London: Poul H. Brookes Publishing Co.
- Johnstone Christopher J. and David W. (2009). Contributions and Constraints to the Implementation of Inclusive education in Lesotho. *International Journal of Disability, Development, and Education*, 56(2), 131-48
- Jomtein, Thailand (1990) *World Conference on Education for All*
- Kaff, M. S., Zabel, R.B. and Milhan, M (2007). Revisiting Cost- Benefit Relationships of Behaviour Management Strategies: What Special Educators Say about Usefulness, Intensity and Effectiveness. *ProQuest Education Journals*, 51(2): 35-45
- Kagwa Patrick and Grazyna Bonati, (2003). Learning together in the Mpika Inclusive Education Project. Retrieved from: [http://www.child-to-child.org/publications/mpika/MIEP Final Report.pdf](http://www.child-to-child.org/publications/mpika/MIEP%20Final%20Report.pdf)
- Knight, T. (1985). An Apprenticeship in Democracy. *The Australian Teacher*, 11(1), 5 – 7
- Langone, J. (1998). Focus on Exceptional Children: Managing Inclusive Instructional Setting: Technology, Cooperative Planning and Team-based Organization. *Pro Quest Education Journals*, 30(8): 1-15
- Lorenman, T., Deppler, J, & Harvey, D. 2005. *Inclusive Education: A Practical; Guide Supporting Diversity in the Classroom*. London: RoutledgeFalmer.
- Loreman, T. (2009). Straight talk about inclusive education outcomes in Alberta. *CASS Connections*. Alberta.
- Loreman, T. Sharma, U. and Forlin C. (2013) Do preschool teachers feel ready to teach in inclusive class rooms? A four country study of teaching self- efficacy. *Australian journal of teacher education*, 38 (1), 27- 44. Available at; [http://ro.ecu.edu.au /ajte/ vol138/iss1/3](http://ro.ecu.edu.au/ajte/vol138/iss1/3)
- Mason, P. (2015). *Post Capitalism. A guide to our future*. London: Penguin.
- Mednick M. (2007). *Supporting Children with Multiple Disabilities*. Second Edition. New York: Continuum International Publishing Group
- MoE (2012). Special Needs Education program strategy: Emphasizing inclusive education to meet the UPE and EFA goals. Addis Ababa, Ministry of education.
- Mugenda, O.M. 2003. Research methods (quantitative and Qualitative approaches) Nairobi; Act Press.



- Naicker S. (2007). Inclusive Education in South Africa. In P.Engelbrecht L. Green S. Naicker and L.Engelbrecht (eds), *Inclusive Education in Action in South Africa*. Pretoria: Van Schaik Publishers
- NCF (2005): *National Curriculum Frame Work*
- OECD (2017) *Education at a Glance 2017: OECD Indicators*. Paris: OECD Publishing.  
[https://read.oecd-ilibrary.org/education/education-at-a-glance-2017\\_eag-2017en#page1](https://read.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017en#page1) *OECD (2017) Organization for Economic Co- Operation and Development*
- Polirstok S. (2015) Classroom Management Strategies for Inclusive Classrooms, *Creative Education*, 06(10), 927-933. Htt://dx.doi.org/ 10.4236/ce.2015.610094
- Schulze, E. 2002. *Research Methodology. Department of Further Teacher Education*. Pretoria. UNISA.
- Shannon L. Berg (2004). The Advantages and Disadvantages of the Inclusion of Students with Disabilities into Regular Education Classroom. University of Wisconsin stout. Stake R. and Hornby G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers, Second Edition*. London: David Fulton Publishers
- Stofile, S. Y. & Green, L. 2007. Inclusive Education in South Africa. In P. Engelbrecht, & L. Green (eds.), *Responding to the challenges of Inclusive Education in Southern Africa*. Pretoria: Van Schaik Publishers.
- Suhendi A. (2018). Constructivist Learning Theory: The contribution to foreign language learning and teaching. *KnE Social Science*, 3(4), 87-95. doi. 10.18502/kss.v3i4.1921
- Teklemariam Alemayehu and Temesgen Fereja, 2011. "Special Needs Education in Ethiopia, Winzer, Margret. A., and Kas Mazurek (Eds) *International Practices in Special Education. Debates and Challenges*, pp.125-137
- Thurlow, M.Bush.T and Coleman, M. (2003). *Managing Education in South Africa:Leadership and Strategic Management in South African Schools*. London: Commonwealth Secretariat
- Tirussew (2005), *Disability in Ethiopia: Issues, Insights and Implementation*. Addis Ababa UN. (1948). *The Universal Declaration of Rights*. Retrieved from: <http://www.un.org/en/document/udhr>
- UN. (1989). *The conventions on the Rights of Child*, New Zealand

- UN. (2006). *Conventions on the Rights of persons with Disabilities*. Retrieved from: [http://www.un.org/disabilities/convention/conventions\\_full.shtml](http://www.un.org/disabilities/convention/conventions_full.shtml)
- UNESCO. (1992). *Books of Readings in educational Management: Zimbabwe, Mozongororo paper* Converted Pvt. Ltd
- UNESCO (1994). *Salamanca Statement framework for action on special needs education. World conference on special needs education: access and quality.*
- UNESCO (2000). *Dakar Framework for Action.*  
[http://www.unesco.org/education/efa/ed\\_for\\_all/dakfram\\_eng.shtml](http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml)
- UNESCO (2001), *Understanding and Responding to Children's Needs in Inclusive classrooms*. Paris, UNESCO
- UNESCO (2003), *Open file on Inclusive Education: Support materials for manager and Administrators*
- UNESCO (2009), *Policy Guidelines on Inclusion in Education*. Paris, UNESCO
- UNESCO (2014.), *The Right to Education; Law and Policy Review Guidelines*. Paris, UNESCO.
- UNESCO (2015a.), *A Teacher's Guide on the Prevention of Violent Extremism*. Paris, UNESCO.
- UNESCO (2015b.), *Education 2030 Incheon Declaration and Framework for Action*. Paris, UNESCO.
- UNESCO (2015c.), *EFA. Global Monitoring Report, 2015. Education for All 2000-2015; Achievements and Challenges*. Paris, UNESCO
- UNESCO (2015d.), *Global Citizenship Education. Topics and Learning Objectives*. Paris, UNESCO.
- UNESCO (2017). *A Guide for Ensuring Inclusion and Equity in Education*. Paris: UNESCO.  
<http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>
- UNESCO (2017) *A Guide for Insuring Inclusion and Equity in Education (European Agency)*  
Cole, C. M, Waldron, N. and Majd M. (2004) *Academic Progress of Students across inclusive and tradition.*
- UNICEF (2007): *The United Nation Children's Fund*
- Walther-Thomas C., Korinek L., McLaughlin V. L, and Williams B.T.C, (2000).  
*Collaboration for Inclusive Education: Developing Successful Programs.*  
London: Allyn and Bacon Publishers
- Waltkinson, A. (2003). *The Essential Guide for Competent Teaching Assistants: Meeting the National Occupational Standards at Level 2*. London: David Fulton Publishers.

Zhou, M. and Brown, D. (2015). Education Learning Theories. 2<sup>nd</sup> Ed. Education Open Text books.1.

Zimba R. F., Mowels. A.D and Naanda A.N. (2007).Inclusive Education in Namibia. In P. Engelbrecht and L. Greeneds. *Responding to the Challenges of inclusive Education in Southern Africa*. Pretoria: Van Schaik Publishers.

# APPENDIX-I General Directions

## JIMMA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Planning and Management

Questionnaire to be filled by Academic staff

I am a postgraduate student in Jimma University College of Education and behavioral Science department of Educational Planning and Management, as part partial fulfillment of the requirement to receive Master degree of School Leadership. I am undertaking my research entitled “To assess practice and challenges of inclusive education management in the primary school of Sigimo Woreda.” The purpose of this questionnaire is to obtain information to survey the assessment of practice and challenges of inclusive education management in the primary school of sigimo Woreda. Thus your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used only for academic purpose. Thus, you are kindly requested to provide your genuine opinions and suggestions. Due to this, your involvement as the respondents of the study is regarded as a great input to the quality of the research results and I believe that you will contribute more. I would like to express my appreciation in advance for your time and consideration.

Yours Sincerely!

### General Directions:

1. No need of writing your name.
2. Mark “√” tick in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.

Section one: Back ground information.

1. Name of the School: \_\_\_\_\_

2. Sex      Male                       Female   
              20-30 years                       31-40 years   
              41-50 years                       ≥ 50 years

4. Educational Level:

Certificate level                       BA/BSC/ B.Ed.   
College diploma                       MA/MSC

If other, please specify \_\_\_\_\_

5. Years of service:    1-5 years     6-10 years     11-15 years     ≥ 16 years

6. Qualification: Social science =       Natural science =

Mathematics =     Language =       Leadership =       Others =

## APPENDIX-II A; Questionnaire for teachers and vice principals

### 1. Questions Related to preparation of school plan.

No	Item(statements)	Scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The schools' stakeholders take part in preparation of school plan					
2	The school plan emphasizes the human resources					
3	The school plan emphasizes to strengthen community participation in school affairs					
4	The school plan emphasizes material resources					
5	The school plan rises the issue related different needs of students					
6	The school plan rises different behavior of students					
7	The school plan emphasizes to support student with learning disabilities					
8	The school plan emphasizes CPD to improve teachers' competences					
9	The school plan emphasizes financial resources					
10	The school plan incorporates duties of principals to give technical support for the teachers					
11	The school plan holds duties and responsibilities of different school stakeholders					

### 2. Question related to the support given by principals for the implementation of IE

No	Item(statements)	Scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Principals give skill support for teachers to make daily lesson					
2	Principals give in service training for teachers to use different teaching methods					
3	principals give material resources for teachers					
4	Principals give in service training support about culturally responsive pedagogy					
5	Principals give in service training for teachers to help students with special needs					
6	Principals give in service training for teachers to help students with hearing impairment					
7	Principals give in service training for teachers to help student with visual impairment					
8	Principals give in service training for teachers to help student with physical impairment					
9	Principals give in service training for teachers to help students with learning disabilities					
10	Principal provides teaching aid according to SWDs learning styles in inclusive classrooms					
11	Principal provides instructional materials and equipment for meeting the needs of children with special needs in in inclusive classrooms					

### 3. Question related to principals monitoring and evaluation of inclusive education

No	Item(statements)	Scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Principals monitor the progress of managing inclusive classrooms					
2	Principals monitor the progress of teaching learning activities					
3	Principals monitor school community relation					
4	Principals monitors internal supervision of the staff					
5	Principals monitors sharing of experiences between different departments					
6	Principals evaluate management of inclusive classrooms					
7	Principals evaluate teaching learning activities					
8	Principals evaluate the students achievements					
9	Principals evaluate efficiency of teachers					
10	Principals evaluate the availability of material resources					

### 4. Questionnaires related to challenges school principals face in managing inclusive education.

No	Item(statements)	Scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Lack of financial resources					
2	Lack of material resources					
3	Lack of human resources					
4	Lack teachers competency(skills) for the implementation of inclusive education					
5	Due to rigid curriculum for proper implementation of inclusive classrooms					
6	Lack of appropriate infrastructures in the school compounds					
7	Lack of students need identification					
8	Lack of experienced teachers about inclusive education					
9	Due to negative attitudes of teachers about students with learning disabilities					
10	Due to parents' negative attitudes about students with learning disabilities					
11	Lack of teachers' sufficient skills like brail and sign language to teach SWDs in inclusive class rooms					

### APPENDIX III: Interviews for Principals

Dear respondent, the purpose of these interviews is to collect relevant data on the study entitled “*assessment of practice and challenges of inclusive education management in primary school of sigimo woreda*”. Your responses are vital for the success of the study. You are kindly requested to respond to the interview confidentially. Be sure that your response will not be used for other purposes rather than academic issues.

#### General Information and Personal Data

1. Sex\_\_\_\_\_
  2. Age\_\_\_\_\_
  3. Academic Qualification\_\_\_\_\_
  4. Experience in year as; a teacher\_\_\_\_ Department Head \_\_\_\_ vice principal\_\_\_\_\_
1. What is your understanding of inclusive education?
  2. What are the benefits of inclusive education?
  3. How should inclusive education be managed?
  4. How do you prepare the school annual plan for the management of inclusive education in your school? Is it participatory? If yes, who are participating in? List them!
  5. How do you manage inclusive classrooms?
  6. How do you accommodate diversified needs of all learners in the classroom in your school?
  7. How do you support teachers for the management of inclusive classroom in your school? What kinds of support expected from you as instructional leaders?
  8. How do you place learners with learning disabilities in your schools?
  9. How do you support learners with learning disabilities in your classrooms?
  10. How do you monitor and evaluate schools stakeholders in the implementation of inclusive education?
  11. What are the challenges encountered in the management of inclusive education in your school?
  12. What support do you gain from woreda education in the implementation of inclusive education?

## **APPENDIX VI: Interviews for Supervisor and PTA Member**

### General Information and Personal Data

1. Sex\_\_\_\_\_
2. Age\_\_\_\_\_
3. Academic Qualification\_\_\_\_\_
4. Experience in year as: a teacher\_\_\_ department head\_\_ vice principal \_\_ principal\_\_\_
  1. What is your understanding of inclusive education?
  2. What are the benefits of inclusive education?
  3. How should inclusive education be managed? What are the managerial functions in managing inclusive education?
  4. How do you support primary school to manage inclusive education? What kinds of support you give for them? Would you list them?
  5. How do monitors and evaluate teachers and principals in the implementation of inclusive education in the primary school?
  6. What are the challenges/barriers you encountered in the management of inclusive education? Would you list them?
  7. Mention other structures that support your school in the implementation of inclusive education. Specify the type of support.



## **APPENDIX VII: Interviews for Woreda Education Experts**

### 1. General Information and Personal Data

1. Sex\_\_\_\_\_

2. Age\_\_\_\_\_

3. Experience in year as: \_\_\_\_\_

4. Academic Qualification\_\_\_\_\_

1. What is your understanding of inclusive education?

2. What are the benefits of inclusive education?

3. How should inclusive education be managed? What are the managerial functions in managing inclusive education?

4. How do you support primary school to manage inclusive education? What kinds of support you give for them? Would you list them?

5. How do monitors and evaluate teachers and principals in the implementation of inclusive education in the primary school?

6. What are the challenges/barriers you encountered in the management of inclusive education? Would you list them?

7. Mention other structures that support your school in the implementation of inclusive education. Specify the type of support.