

**PRACTICES AND CHALLENGES IMPLEMENTATION OF
INCLUSIVE EDUCATION PRIMARY SCHOOLS OF GIMBICHU
DISTRICT IN HADIYA ZONE, ETHIOPIA**

MA THESIS

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Arts in Educational Leadership and Management**

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DEDICATION

The researcher dedicated his work to his mother **Amarech Dobamo** for their valuable support in his life overall success. As well as the researcher extended his dedication to his brothers **Abebe Ayele, Dagne Ayele** and **Mulatu Ayele** for their dedicate support in the success of his work.

STATEMENT OF THE AUTHOR

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

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BIOGRAPHICAL SKETCH

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ACRONYMS AND ABBREVIATIONS

CwSN	Children with Special Needs
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education Training Policy
GTP	Growth and Transformation Policy
FDRE	Federal Democratic Republic of Ethiopia
IDDC	International Disability and Development Consortium
IE	Inclusive Education
MoE	Minister of Education
PwDs	Person with Disabilities
SDGs	Sustainable Development Goals
SENs	Special Education Needs
SNIE	Special Needs Inclusive Education
SNNPR	South Nation Nationality People Region
SwD	Students with Disabilities
UDL	Universal Design for Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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PRACTICES AND CHALLENGES IMPLEMENTATION OF INCLUSIVE EDUCATION PRIMARY SCHOOLS OF GIMBICHU DISTRICT IN HADIYA ZONE, ETHIOPIA

ABSTRACT

The main purpose of this study was to investigate the practices and challenges implementation inclusive education primary schools of Gimbichu district in Hadiya zone. Descriptive survey design was employed to conduct the study. The data were organized through quantitative and qualitative methods. The quantitative data were analyzed by using descriptive statistics such as percentages, frequency, mean and standard deviation by using version 20 (SPSS) for data analysis. Qualitative data were transcribed coded and then categorized into theme and presented in a narrative form. The major tools used for data collection were questionnaires, interview, and document analysis and filed observation. The data was collected from 12 school Principals, 126 teachers, 2 special needs inclusive education experts and 4 supervisors. Simple random sampling techniques was employed to obtain the data from teachers and census sampling technique was employed to obtain data from principals, supervisors and SNIE experts. The result of the study revealed that, the following major findings were obtained. The inadequate training about special needs education teachers, lack of knowledge and awareness, lack of motivation and commitments teachers and principals, inaccessible infrastructure, lack of involvements of parents and stakeholder's, lack of information communication technology skill of teachers and rigid and poor teaching methods are major challenges of implementation of inclusive education. Based on the findings some recommendations were suggested such as; school principals should be follow up the implementation of IE program, modifying the teaching learning methods in schools, modifying physical infrastructure, to develop schools based implementation of inclusive education strategy, allocating budget and finance, develop ongoing framework curriculum, raising awareness about IE among parents and school community and s principals work collaboratively with teachers parents and community were very strongly recommended.

1. INTRODUCTION

This chapter of the study presents background of study, statement of the problem, significance of the study, delimitation of the study, objective of the study, research questions, limitations of the study and definition of key terms.

1.1. Background of the Study

Education is a fundamental human right and is an indispensable instrument to bring economic growth and human development. It is also public good and has an immense contribution to national development through the production of critical and qualified human resources. This, in turn, stimulates productivity and eliminates poverty, disease, and ignorance. In this regard, it plays a pivotal role in eradicating poverty and promoting socio-economic development in any society (MOE, 2012).

Inclusive education entails providing meaningful learning opportunities to all students within the regular system. Inclusive education is a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education. Inclusion promotes quality and equity education for all without any type of barrier or exclusion including those who may be potentially marginalized due to disability, gender, emotional or behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others. Inclusion in education is recognized as a basic human right and the foundation for a more just and equal society. Inclusive education can only exist with strong support from the government and specific legislation (UNICEF, 2014).

The Salamanca Framework adopted in 1994 at the World Conference on Special Needs Education, highlights the necessity to educate children with disabilities within the general

education system. This statement urges governments and the international community to endorse inclusive education as the best approach to educating children with disabilities (UNESCO, 1994).

Sustainable Development Goals (SDGs) went further by aiming for the achievement of inclusive and equitable education for all by 2030 UN (2016). The instruments have indicated strong and collective international commitment that stimulates individual countries worldwide to improve education especially for the most vulnerable and disadvantaged children and hence calls for inclusive education (Mariga *et al.*, 2014).

Ethiopia accepts the international Declaration and Convention. Based on the constitution, the Education and Training Policy ETP (1994) has been formulated. The ETP stated that “the expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. Not only this, the ETP also aims at providing education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.

MoE designed the SNE/IE program strategy in 2012, which emphasizes inclusive education to meet the Universal Primary Education (UPE) and Education for All (EFA) goals, for the coming 5 years (until 2015). The Ethiopian growth and transformation plan (GTP) 2010-2015 focuses on providing education and training to persons with disabilities; the Education strategy development program IV (ESDP IV) plans to establish and implement 500 resource centers in the country by 2015.

A number of researches were conducted in the area of inclusive education in different regions in Ethiopia, for example Meseret (2018) practices and challenges implementation of inclusive education in Harari Region State. Here finding showed that main challenges are resource allocation, budget and stakeholder participation problems and Mander (2013) Benefit and experience of inclusive education programme for physically disable pupil at primary school in Bishoftu Town, Oromia region. The finding revealed lack of communication with parent, financial problems, lack of training for teachers regarding the practice of inclusive education. Therefore, this study is different from the above studies because it focuses on investigate the role of principals in the implementation of inclusive education in primary schools Gimbichu district in Hadiya zone.

1.2. Statement of the Problem

The MoE (2006) has launched special need education program strategy and inclusive education due emphasis on the implementation of inclusive education in ESDP VI. But, there are few special education and under resource mainstream schools which couldn't accommodate so many children with learning difficulties/ disabilities.

According to UNESCO (2007) on the issue stated as "Inclusive education the way of the future" suggest that by the inclusive education mean an education system that is open to all learners; regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments. The major factors influence that implementation inclusive education are unsuitable school environment, lack of infrastructure, lack of appropriate educational materials, and perceptions of various educational stakeholders towards disability could be some of factors affected implementation of inclusive education.

Anteneh (2014) identified practice and challenges of implementing of inclusive education in the case of German church school. The finding was lack training and lack of experience to run inclusive education, lack of physical space in class room, inappropriate infrastructure and inadequate special needs expertise

According to Tadesse (2014) the knowledge, attitude and practice of inclusive education in North Wollo Zone rural primary schools. The finding was teachers and the school community didn't have the proper training to students with disabilities, negative attitude of school partners, lack accommodation equipment, communication barriers between student with learning and meager financial resource.

Furthermore, Meseret (2019) conducted a study on practices of inclusive education in some selected governmental preschools of Addis Ababa. The finding showed that provide assistive device was not in enough way, there is inadequate materials in the process of teaching learning, teachers have no sufficient skills to teach SWDs and instructional material and equipments are not accessible.

For the concept of inclusion to be successfully put into practice, it is essential that school principals make careful decisions regarding the type of policies to establish, determine

informative guidelines, provide adequate resource, and plan with classroom teachers to maximize the educational experiences of disabled students (MoE, 2012).

Therefore, taking in to consideration all the above problems, there is a great need to carry out a research in order to identify the challenges encountered in the system and also come up with remedies if students with disabilities are to meaningfully benefit from inclusive education in the general education. However, still millions of students with disabilities are waiting for educational opportunities. Of course, success or failure in accessing special education provision is determined by the action taken in implementing the schemes in the country.

In the implementation process it is therefore, important to diagnose the existing system, assessing the nature of the problem by identifying the inclusive education problem where need to be solved through change in strategy, and policy statement by making significant study to improve the system. The studies focus practice and challenges implementation of inclusive education in the primary schools of Gimbichu district in Hadiya zone.

However, practice and challenges implementation of inclusive education still a problem in the primary schools of Gimbichu district in Hadiya zone. Since poor school leadership in the implementation of inclusive education has great challenges on student's achievements; this study is targeted to fill the gap of role of principals in the implementation of inclusive education in primary schools of Gimbichu district in Hadiya zone.

1.3. Research Questions

The following research questions were formulated to help investigate practice and challenges implementation inclusive education.

1. To what extent practices of inclusive education in the primary schools in Gimbichu District in Hadiya Zone?
2. What are challenges implementations of inclusive education in the primary schools of Gimbichu District in Hadiya Zone?
3. What are the possible strategies to overcome the challenges of inclusive education in the primary schools of Gimbichu District in Hadiya Zone?

1.4. Objectives of the Study

1.4.1 General objective

The main objective of this study is to investigate the principal's role in the implementation of inclusive education in primary schools Gimbichu district in Hadiya Zone.

1.4.2. Specific Objective

1. To identify the current practices of inclusive education in the primary schools of Gimbichu district in Hadiya Zone.
2. To identify the challenges implementation of inclusive education in the primary schools of Gimbichu District in Hadiya Zone.
3. To suggest possible strategies to overcome challenges of inclusive education in the primary schools of Gimbichu District in Hadiya Zone.

1.5. Significance of the Study

This study will be help in providing better understanding and create awareness about inclusive education. The study may also help to bring significant progress in implementing inclusive education or rights of persons with difficulties or disabilities in the study area. In addition, the result of the study may serve as source of information for other researchers who will be engaged in studying in this area, helps principals of how to create inclusive class room, students with diverse needs were those who most benefiting from this study since it provides better suggestion of how to overcome the challenges of implementation inclusive education, indicating the responsibilities expected from teachers, school principals and parents in implementing inclusive education in the schools and which strength the implementation of inclusive education in the primary school of Gimbichu district in Hadiya Zone. Finally the study could be useful to investigate role principals in the implementation of inclusive education in the leading schools.

1.6. Delimitation of the Study

It is important to note that the idea and practice the implementation of inclusive education is not limited to Gimbichu District primary schools in Hadiya Zone. It rather has a strong position in developed countries. It has also got national and international legal agreement. However, due to limitation in time, materials, and financial resources, this research is

delimited to assess the information in the research topic only in primary schools in Gimbichu District. Firstly, the study mainly focuses that, role of principals in the implementation of inclusive education in primary schools this studies was more important for our accessibility and equity of education for children it may gave little contribution in our research area. It may not give an adequate picture of the situation. Secondly, the study was covered small area in SNNPR, Hadiya Zone, Gimbichu District which may not necessarily be representative of all Hadiya zone, and because Hadiya Zone is wide in geographical it has 13 Woreda and 4 town administrations in the zone. The selection of the Gimbichu District as a setting for the study is based on the researchers experience and working area to sense the problem and due to shortage of finance, time and resources by following reasons the researcher was delimited research conducting area and schools to select only four primary schools thus, limiting generalization of the results.

1.7. Limitations of the Study

The personal condition and inattentiveness of the respondents can be taken as one limitation; the data collecting tools were questionnaires, interview, observation and document analysis since there are other important key variables that can be detected as valuable input can be taken as another pitfalls. However, since this study was delimited only to 4 primary schools because of financial, time and resource constraints, the finding of the study may not be generalized for the whole primary schools in Hadiya zone.

1.8. Operational Definition of Key Terms

Implementation: - such as schools review and plan; training and supporting all teachers in inclusive practice, not just specialized ones and supporting schools leadership to enact an inclusive vision for their schools.

Inclusive education: - refers to an education system that is open to all learners, regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments.

Primary school: - consists of two cycle grades 1 to 4 and grade 5 to 8 in this study refers to the education system it consists of grade 1-8.

Principals Role: - refers to principals role is to lead and manage the planning, organizing and implementing of school wide inclusive education programs. The key components of principal's role are setting direction, developing staff, awareness creation about inclusive education and managing the implementation of inclusive education within their school about students learning.

Zone: - refers to locally perceived as an administrative hierarchy that corresponds to the division between the regional state and Woreda.

2. REVIEW OF RELATED LITERATURE

This chapter of the study presents the concept inclusive education, benefits of inclusive education, role of principals in the implementation of inclusive education, needs for principals effective implementation of inclusive education, legal framework in support of inclusive education, challenges of inclusive education, policies strategies and guideline on inclusive education and conceptual framework.

2.1. Inclusive Education

In an internationally recognized policy for inclusion, students with special educational needs denote persons with disabilities, learning difficulties and behavioral problems, and also specially gifted and talented children. Inclusiveness also targets children deprived of education, which includes victims of cultural influences, children who are forced to live on the streets as a result of social, economic and political chaos, and working children. In the Ethiopian context, also children and youth in emerging regions and pastoral areas should be targeted to uplift the education coverage (UNESCO, 1994).

According to UNESCO, Inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education. It has been reiterated here that inclusive education fosters a learning environment where the individual needs of the learners are met and every learner has an opportunity to succeed.

Inclusive education has been progressing rapidly around the world. Inclusive education is one of the international agenda for Education for All (EFA). Inclusive education idea is an innovative and strategic educational approach to expanding access to education for all children including children who are forced to live on the street as result of socio-economic and political problem, victim of cultural influence and disable and impaired.

The other educator also define inclusive education in this way inclusive education is a philosophy that brings students, families, educators and community members together to creates schools and other social institution based on acceptance, belonging and community

(Salend, 2001). Furthermore, inclusive education means welcoming all children, without discrimination in to regular classroom. It is an approach that looks in to how to transform education systems and other learning environment in order to respond to the diversity of learners (MoE, 2012).

The current definition of inclusion has been adopted from collective meetings with mutual agreement by the World Declaration on Education for All Children. Every child is entitled to education without distinction, and that education is provided to children without discrimination. Children are legally protected to access education irrespective of impairment, religion, language, gender, ability, or other factors UNESCO, (2003) Sandkull, O (2005). This refers to inclusion as the provision of education on the basis of Human Rights underlying educational management, initiated at the International Conference on human rights following the Universal Declaration of Human Rights with a significant statement. Every single child shall have the rights to equal education and shall acquire school education for as high as possible, based on their potential and capacity. Education should enable children to use and improve their capability and potential. Children should be taught to live their life peacefully, preserve the environment, and respect the rights of others. Apart from taking into account the human rights and legal provision, inclusion is also defined in terms of practical guides for schools. Stainback (1996) defined inclusion as education provided by schools for all children regardless of their impairment, economic, social and cultural backgrounds. Schools seek means to facilitate children learning together and sharing learning benefits.

Similarly, Kuyini and Desai (2007) stated that inclusion in school settings is to provide education for all, as it is a place in which everyone participates, accepted and supported by peers and staff as well as the community, in response to needs for student development. Hence, inclusive management takes into account education that allows every child to learn together, to be recognized and provided with equal education opportunities.

According to a UNESCO(2012) commissioned report on Education for All, Ethiopia utilizes the terms ‘special needs education’ and ‘inclusive education’ as one concept, defined as focusing on children and students who are at risk of repetition and dropout due to learning difficulties, disabilities, socio-emotional problems, or are excluded from education(ibid: 22). Importantly, this statement recognizes children with disabilities as a group at risk of drop out, echoed in Ethiopia’s Study on Situation of out of School Children; however, further

clarification is needed to understand the core of the term inclusion. In this context, simply placing a student in a mainstream classroom, without the necessary adjustments in the education system does not qualify as inclusive education; rather, it is merely integrating. Inclusion is thus a process not merely about access but also about education 'quality and completion (Miles and Singal, 2010).

2.2. The Benefits of Inclusive Education

There are several noted benefits of inclusive education which have resulted in making inclusive education the more modern approach to teaching and learning today. According to Rudd (2002), students with disabilities make significant academic, behavioural and social gains when participating in their general education classroom. Students with disabilities spend more time engaged in learning and feel more comfortable interacting with their peers when they are included in their regular classroom. Bricker (2000) also found that students with disabilities have more positive role models to learn from when they are involved with their non -disabled peers.

In inclusive education, all learners learn and grow in the environment that they will eventually live and work in as participation of those who are different takes root, all learners and teachers gain the virtues of being accommodating, accepting, patient and co-operative. Other children gain some valuable virtues such as being considerate, patient and humble as they support their peers with special needs. Some learners with special need are gifted with special abilities, which their peer can benefit from. The best thing about inclusion is that when it is done well, everyone wins. This includes children with and without disabilities or giftedness, teachers in terms of improved practice and the wider school community in terms of building a more accepting school climate (MoE, 2012).

Another benefit of inclusive education for a special education student is the opportunity to make new friends and share new experiences. Children in inclusive settings have more durable network of friends than children in segregated settings. This is especially true of children included in their local neighborhood school, where they can more easily see friends outside of school hour. Teachers play a critical role in facilitating these friends (MoE, 2012).

Finally, benefits of inclusive education for a student with disability relates to cost-effective and give equal opportunities to all children thus promoting the rights of all to education. The

cost of educating student in segregated programs was double that for educating them in integrated program (MoE, 2012). This shows that in a time where many school districts are struggling with their budgets, inclusion of students with disadvantages in to regular education class rooms can be a cost-effective way of relieving some of the current budget short falls.

2.3. The Practices of Inclusive Education in Ethiopia

Inclusive education is referred as when students with disabilities participate in their general education classroom with their non-disabled peers. They are taught by a regular education teacher and participate in class activities and lessons that may be adapted for their individual needs. Students with disabilities may also spend part of their day in a special education classroom to meet their academic, social and behavioural needs. Inclusion programs should contain a belief that all children have the potential to learn and grow, the ability to respond to the cultural & socioeconomic needs of the student, the ability to support positive behavior in and out of the class room, A dedication to seeing each child as an individual and the modification of curriculum and activities to include all students (Stouts, 2001). But the implementation in IE faces locally different challenges environmental, materials, trained human and school management problems itself.

Ethiopia is one of the countries that have ratified the international convention on the rights of children on the December 1991. Accordingly, the constitution of the Federal Democratic Republic of Ethiopia (FDRE) article 9 (4) states, “all international agreements ratified by Ethiopia are an integral part of the land.” Regarding this Tirussew (2005) refers that the Ethiopia Government is moving forward to address the issue of PWDs. As a result, proclamation, concerning citizens with disabilities targeted to protect PWDs, including proclamation No.101, 1994. This focuses on the elimination of discrimination and protecting the rights of PWDs as a targeted to secure the rights of the people.

In this regard, the Ethiopian education and Training policy (TGE, 1994) deliberately outlined the principles of SNE as the Fundamental rights for all children including disabled and gifted children, to learn in accordance with their full potential and needs. However, practically there are various problems in implementing these policy issues in Ethiopia.

Regarding the practice of inclusion of student with disability, different researchers exposed their study as follows. Concerning to inclusion program, in Ethiopia, challenges of inclusive programming to disability most prominently exist in the education Fafchamps and Bereket, (2008). Because of the country did not address quality 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.

In supporting to the above idea World Vision (2009) described that in some schools inclusive education is under practice; school environment is not conducive for inclusive education which is difficulties teaching learning process even for the non-disable children. Therefore, in Ethiopia, there is limitation to know the existing services and activities provided students with disability (Thomas, 2005).

In addition, the study conducted by administration education bureau and Handicap International, showed that schools have not clear and supportive guideline .Therefore, running inclusive education is on the basis of good Will of school principles. Regarding the teacher conditions, in some school, regular teachers are asked to teach special needs students without receiving any form of training as well as administrative assistance (Etenesh, 2007). Fafchamps and Bereket, (2008) also the teachers are not trained to accommodate students with disabilities appropriate. Similarly, World Vision (2007) stated that teachers have lack of especial training to educate and assist children with disability.

Hence, Etenesh, (2000) conclude that because of lack of support; teachers who do not have sufficient background knowledge in special education are failure. Regarding the learning conditions of SED, the study conducted by World Vision (2007). Highlighted lack of teachers' patience and understanding of student's difficulty in Ethiopia children with disabled do not go to school. Similarly the study conduct by Addis Ababa city administration education bureau (AACAEB and HI, 2012) also showed that teachers and schools in general believe it is difficult to teach SWSN as don't have special learning materials. As a result, schools are either unwilling to admit SWSN or provide little or no additional support. Furthermore, the study showed that, to avoid admissions, new coming SED are advised the school is not good for them and look other better school. Still further, due to lack of understanding and commitment on the part of school principals, teachers are not push to accept CWSN in their class.

In this regard, World Vision (2007) also highlighted that in Ethiopia to teach SWD collaboration for inclusive education is very limited and needy further expansion.

2.4. Legal Framework in Support of Inclusive Education

In order to implement legal frameworks in support of inclusion Ethiopia has ratified and accepted various international conventions and policy instrument of relevant to special need education or inclusive education. From these 1948 Universal Declaration of Human Rights a general right to education was directly and specifically articulated for the first time in this declaration under article 26(1) states that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

1975 Declaration on the Rights of Persons with Disabilities calls for international and national actions to ensure the rights of the disabled to all services enable them to develop their capacities and skills to the maximum possible and hasten the process of their social integration.

1989 Convention on the Rights of the Child, establishes extended assistance, free basic education and effective access to basic services, education preparation for employment and recreation opportunities for children and youth with special needs in a manner conducive for the children and youth to achieve fullest possible social integration and individual development.

1990 Jomtien World Conference on Education for All .The world declaration on Education for All (EFA), 1990: emphasize the inherent right of a child to a full cycle of primary education, equal access to education for all, including those with special needs, in the same setting 1993 Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

The Salamanca Statement and Framework for Action (1994) proclaims that every child has unique characteristics, interests, abilities, and learning needs and that those with special education needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs. The Salamanca Statement also asserts that educational systems that take into account the wide diversity of children’s characteristics and needs are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The most recent and comprehensive of such conventions is the United Nations General Assembly UN, (2006) Convention on the Rights of Persons with Disabilities. This convention, as outlined in the objective of the convention itself aims at promoting, protecting and ensuring the full and equal enjoyment of all human rights and freedoms by all persons with disabilities and to promote respect for their dignity. The core principles of the convention include respect for dignity for individual autonomy and independence, non-discrimination, participation and inclusion in society, equality of opportunities and access and acceptance of diversity of persons with disabilities. The convention pays particular attention to the most vulnerable group among the disabled such as women and children and urges prescribing states to ensure protection of the rights of these groups by putting in place appropriate policies and the necessary enforcing and safeguarding mechanisms.

2.5. Challenges in the Implementation of Inclusive Education

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, organizing and implementing special needs education.”

The challenges principals implement of Inclusive Education in schools level are several problems have to be put in place to get the implements of successful inclusive education. Firstly, there has to be inadequate teaching and learning resources available in the classrooms. The availability of teaching and learning aids would also enable learners of varying learning styles and abilities to grasp a concept at their own level of understanding. As a result the teaching and learning in the inclusive setting without teaching aid ineffective.

Secondly, in order for inclusive education to succeed in public primary school there needs to be not enough qualified and experienced manpower. Teachers who are taken into the system should have the basic special needs qualification to work with students who have learning disabilities and experience teaching such students without experienced and qualified teachers’ implementation of inclusive education in schools difficult.

Thirdly, in order for the students with learning disabilities to feel uncomfortable and unproductive in their learning environment, there needs to be certain requirements in a classroom and in the outside school environment. These types of students would thrive in a classroom also because there is apart from just the classroom environment the school environment should also be not conducive for them. This includes the availability of ramps, toilets for the physically disabled and playground equipment that is unsuitable for them to use. This would enable them to be uncomfortable both inside the classroom and outside the classroom.

The most commonly identified challenges to principals' successful inclusion education implementation are:

- Social and community perspective
- Inadequate school resources and facilities
- Inadequate specialized school staff
- Inadequate teacher training in inclusive thinking and techniques
- Environmental Factors
- Rigid curriculum that offers no accommodation, modification, or personalization
- Unsupportive school and district leadership
- Socio-cultural attitudes about schools and disability

2.5.1. Economic Factors

Although academic achievement is completely possible, the likelihood of disabled students and their families to remain in an inequality trap is significantly higher than that of the general population (World Bank, 2005). This finding can arguably be traced to the human capital theory which suggests that the inability of the differently able to access and gain from education is directly related to experiences of poverty (Mantey, 2015). The increased exclusion of persons with disability is likely to result in decreased employment opportunities and wage limits for these students, which is likely to lead to poverty (Mantey, 2015). This poverty will then increase the possibility of unsanitary conditions and poor nutrition, both of which are precursors to disability (Mantey, 2015). This viewpoint suggests disability and poverty are cyclical in nature and whilst unlikely to remove these issues fully, education has been noted to result in the degradation of this cycle (Braunholtz, 2007).

2.5.2. Environmental Factors

Academic research has suggested that physical infrastructure improvements in education facilities will result in increased access to education. (Eleweke and Rodda 2002) suggest that in a number of low income countries, including those in sub-Saharan Africa, inadequate community services and a lack of infrastructure are the main barrier to societal and educational inclusion. Whilst environmental factors can negatively impact on educational inclusion, with the correct implementation the physical environment can facilitate societal and educational engagement (Watermeyer, 2006). Much of the environmental exclusion felt by disabled children is a result of architectural designs not suited to an adapted way of living (Prota, 2012). These include, amongst others, a lack of ramps and braille writing within the physical environment, which can exclude or deter the inclusion of children with disabilities in the school environment and/or community (Gal, et al., 2010). Whilst complete adaptation of the physical environment to facilitate independent movement and engagement is generally preferred, the use of social support may go a long way to increasing educational participation for these students. However, it is also important to consider that whilst a physically accessible school compound is highly important, an inaccessible commute will result in these adaptations being void (Gal, et al., 2010). Hence it is important to consider physical accessibility in terms of both the educational environment and public space as a whole.

2.5.3. Government Policy

In order to achieve inclusive education for all, institutional systems need to implement and enforce the values, practices and policy ideas set out by (UNESCO's 1994). In 2000, at the outset of the EFA movement, it was estimated that the achievement of universal primary education in Africa would cost an estimated \$3 billion (Mittler, 2000). Whilst steps have been made towards EFA there are still huge disparities in provision for general and disability specific education and in a post financial crisis world this price is likely to have changed very little or even increased (UNESCO, 2013).

As a result of these financial shortcomings within governmental institutions, the needs of disabled children in developing countries are being left broadly unmet (Alur, 2001). Education curriculums within inclusive education, according to (Erevelles 2011), may unintentionally serve to justify the exclusion of disabled students from mainstream classes due to its inappropriate and unadoptable nature. Programs of education should ideally cross the borders of school and society, promoting inclusionary practices throughout the

community; however, the teaching curriculum and policy in many regions prevents this (Goodley, 2011). As well as appropriate teaching subjects, institutional policy must include sufficient resources and educator training to ensure achievement of inclusive education. However, regardless of the exact content of governmental policy, it will mean little to the experiences of disabled children unless it aligns and is effectively implemented in all education institutions regardless of location, religion and/or community (Clough & Corbett, 2006).

2.5.4. Resources and Materials

Charema (2010) argues that in many regions funding and resource allocation is restricting the progress of educational inclusion for disabled students. Even where education authorities and mainstream teachers are committed to inclusion and inclusive programs, change is often difficult due to stringent time and funding restrictions (Charema, 2010); it has been suggested that without sufficient resources and funding, inclusive change cannot be realized (Charema, 2010)

2.5.5. Society Perspective about Disability

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. 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. As a result of this, though it may affect special needs/ inclusive education in the policy implementation process, accordingly, the existing provisions in Ethiopia mainly are carried out by humanitarian's and nongovernment organizations (Tirussew, 2005). 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.

2.6. Policies, Strategies and Guidelines on Inclusive Education

Ethiopia ratifies the international conventions about implementation of inclusive education. In response to these international programs were designed implement including EFA, MDGs, and the 2006 UN Conventions on the Rights of Persons with Disabilities, which recognizes the right of PwDs to inclusive education at all levels of the education system in 2010. Subsequently, this right has become part and parcel of the Constitution of the country more recently SDGs. All these international convention provided good legal and structural framework that could help provision for inclusive education.

The governments of Ethiopia develop education and training policy in (1994). This policy aims to provide education to all children without any discrimination and assure that disadvantage group will receive special support in education.

Based on the ETP, the (MoE) has developed a comprehensive Special Needs Education Program Strategy in 2006, which specified the establishment of Resource Centers (RCs). Nine RCs were established as part of the 2006 and 2012 SN/IE strategy implementation plan, which in turn has led to the preparation of this guideline for establishing and managing RCs in the country. The 2006 SNE strategy was revised in 2012. The overall objective of this revised SN/IE strategy is ‘to build an inclusive system which will provide quality, relevant and equitable education and training to all children, youth and adults with Special Educational Needs (SENs) and ultimately enable them to fully participate in the socio-economic development of the country. (MoE, 2012:14).

The strategy aims to enable access and equal opportunities for children, youth, women and adults with disabilities raise society’s awareness on the rights of children with disabilities to be educated in an inclusive system; adapt the curriculum to meet educational needs; strengthen teachers’ capacity through training; and finally, expand and strengthen a functional support system which includes RCs.

In summary, this literature review identified the role of principals in the implementation of inclusive education. In inclusive schools, principals play a crucial role in facilitating the development of an inclusive culture where in these students receive the support needed for success in school and beyond. This study explores the understanding and reported role of principals in the implementation of inclusive education some inclusive principals pertaining to issues related to inclusion and how inclusion may be implemented in schools.

In truly inclusive approach to principals all segments of the school community and all stakeholders must meaningfully contribute to and benefit equitably from these values and

vision. This study explores the way in which principals engage others in such meaningful participation in defining a schools vision and developing more inclusive schools.

The finding will add to our current research base and ideally expand knowledge of the role of principals in the implementation of inclusive education. Therefore, this study attempted to identify and describe the role of principals in the implementation of inclusive education in the primary schools of Gimbichu District in Hadiya Zone.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design and methodology that was used in carry out the research. It describes the research design that was used, description of the study area, research design, source of data, population, sample size and sampling techniques, data collection instruments, pilot test and ethical consideration.

3.1. Description of the Study Area

Geographically, in SNNPR, Hadiya Zone is situated roughly at the margin of the great Ethiopia rift valley at the western fringe in the northwestern part of the region. It is one of the 15 zones in SNNPR. In the northwest, it shares common boundaries with Oromia region and Yem Special Woreda. In the east and northeast are Halaba Zone and Silite Zone and Kambata a Tembaro Zone at its immediate south. But Woliayita Zone at the near far is the neighbor of detached three woredas and one administrative town namely Misrak Badewacho woreda. At the southeast beyond Bilate river, in land boundary of Hadiya Zone is Oromia region. This Zone relatively vast in size Latitudinal and Longitudinal extension of Zone is roughly between $7^{\circ} 39' 55.99''$ N and $37^{\circ} 44' 59.99''$ E. It locates 230 km away from capital city Addis Ababa to south west of Ethiopia .It is 155km away from the regional capital Hawassa. It is located in the tropical region with an altitude 900-2700m above sea level and with maximum rainfall (1800-2200). The major cash product in the Zone is wheat, maize, and teff. All of the woredas and administrative towns in the Zone have the facilities like road, transportation, telecommunication and hydro- power. Gimbichu District, which located at a distance of 32km west from zonal administration headquarter Hosanna and the common boundaries for the east Jajura district, southeast Duna woreda, northwest Gombora woreda in the west Jacho woreda (2015-16, Hadiya zone statistical Abstract).

Hadiya Zone comprises 13 woredas and 4 town administration. Gimbichu is city administration of Soro woreda. Soro woreda consists large population in the Hadiya zone. The researcher selects Gimbichu District due to limitation of financial resource, time and experience. Specifically the Gimbichu District 8 primary schools 4 public and 4 private schools the researcher selects all public primary schools because most of economically, Scio-culturally and disable and disadvantage child attend governmental schools due to freely accessible. The schools that were in focus on in this study involve primary schools in the Gimbichu District that offer inclusive education. These included N₀₁Gimbichu primary

School, kuter Hulet Gimbichu primary school, Fate Gimbichu primary school and Odaa primary school.

3.2. Research Design

The major purpose of this research was to identify the current practice and challenges of inclusive education in the primary schools in Gimbichu District in Hadiya Zone. The research design employed in this study was descriptive survey because the respondents answer the question administers interview or questionnaires. After a participant answers the question, researchers describe the responses given. In ordered for the survey to be reliable and valid it is important that the questions are constructed properly.

In this study both quantitative and qualitative research approaches were employee. Because these approaches enable the researcher to identify major issues to be addresses and to examine the role of principals in the implementation of inclusive education, challenges of inclusive education it might suggest possible strategy to overcome about challenges of inclusive and examining teaching learning methods of inclusive education in Gimbichu district inclusive education. Moreover, the approaches help to draw out recommendations that are subtracted from the findings of diversified sources and that may help to improve the implementation of existing inclusive education program. This research study used questionnaires, interview and filed observation as instruments to collect data.

3.3. Source of Data

The source data this research was both primary and secondary sources.

3.3.1. Primary Source

Primary source is an original source. It serves as an original source of information about the research topic. Primary source are original materials that provide direct evidence or firsthand information or testimony concerning atopic or events. First hand records created by people who actually participated in or remembered an event and reported on the event.

In this research work the primary source were teachers, principals, supervisor, and special need inclusive education experts. They are near to education system and play crucial role to improving schools and students achievements.

3.3.2. Secondary Sources

Secondary source is a documents or recording that relates or discusses. A source about an event, period or issue in history that was produced after that event, period or issue has passed.

In this research work the secondary source of data was represents from policy documents, strategies and guideline, annual reports and feedback and account of events that actually implementer report.

3.4. Population, Sample Size and Sampling Techniques

For this study, the researcher was used the 12 principals, 4 supervisor; 126 teachers and 2 Special need inclusive education experts. The sampling procedure that was used for this study is simple random sampling technique and purposive sampling methods. Simple random sampling technique was used for selected teachers and purposive sampling method used to select principals, supervisors and SNIE experts. Census sampling procedure was used respondents who are purposively selected or a data is more reliable and valid and the respondents were important for a specific purpose of the study. The target population of this study was teachers, principals, supervisors and Special needs inclusive education experts in this 100 % of schools was selected in the areas. In these selected schools, selected respondents are 126 teachers and 12 school principals and 4 Supervisors and 2 SNIE experts total selected respondents 144 in the percentage of population are 71.2%.

To determine the sample size of teachers from the selected from Gimbichu District primary schools the researcher uses the formula of (Yamane 1967,:886).

$$n = \frac{N}{1 + N(e)^2}$$

n = total sample size
e = 0.05, level of precision
N = total population of Sample schools

$$n = \frac{184}{1 + 184(0.05)^2}$$

$$n = \underline{126}$$

To represent equal proportion of sample teachers in each primary schools William (1977) formula was used. Hence, it was done by dividing the targeted sample teachers 126 with the total number of teachers in the sample primary schools 184 and multiplied by total number of teachers in each school.

The William (1977) formula was presented as follows;

Mathematically, $P_s = \frac{n}{N} \times (\text{no. of teachers in each schools})$

N

Where, P_s = Proportional allocation to size

n = Total teachers' sample size (126)

N = Total number of teachers in the 4 selected sample schools (184)

After completion of this proportional allocation to size determination, the researcher was used simple random sampling technique use selected teachers respondents because; evidence is available that they are related to outcome.

Therefore, the sample size for these study were 126 primary school teachers, 12 principals and 2 special need and inclusive education experts and 4 supervisors. So, the total of 144 respondents was included in the study.

Table 1. Target Population, Sample Size and Sampling Techniques

Types of respondents	Target sample	In percent (%)	Techniques	Data gathering instruments
Teachers	126	68%	Simple random	Questionnaires
Principals	12	100%	Census	Questionnaires
Supervisors	4	100%	Census	Interview
SNIE Experts	2	100%	Census	Interview
Total	144	100%		

Source: Field Survey (2020)

3.5. Data Collection Instruments

This study employed questionnaires, interview, observation and document analysis.

3.5.1. Questionnaire

The questionnaires were prepared for 126 teachers and 12 principals and the total respondents of questionnaires were 138. The questionnaires included both close-ended and open-ended items and have two sets. A set of questions designs to generate information from a specific demographic background of the research participants. The items of the questionnaires were classified under the basic research questions for the principals and teachers to consist three parts. The first part contained 3 Items that measure respondent's background information. The items of the questionnaire were classified under 4 sections. Section 1 contain 8 Items related to the challenges influence that implementation of inclusive education, section 2 contain 6 Items related to the practice of inclusive education 3 contain 6 Items related to the possible solution to overcome the challenges of IE.

The Items were classified under the four basic research questions. The close-ended items response category laid down Yes, No and from strongly agree to strongly disagree' (strong agree=5, agree=4, Undecided=3, disagree=2 and strongly disagree=1) was provided for the respondents to freely express their ideas by (Likert scale rating, 1932).

Before conducting the final administration of the questionnaire, issues of validity and reliability were checked. Thus, to do this, first of all discussions were carried out with 2 experienced individuals on research associated issues from related field of study and also with advisor to check the validity of instrument. A content validity test checks whether there are enough and relevant questions covering all aspect being studied and that irrelevant questions are not asked (Parahoo, 2006). Face validity also refers to the extent to which an instrument appears to measure what it is intended to measure. Therefore, both the contents and face validities of the instruments were made. With this, the clarity of language, ideas and contents of the questionnaire was checked and re-adjusted. In addition to its validity, the researchers also checked the reliability of instruments. Thus, pilot test was made on one randomly selected Jajura primary school. The pilot test was conducted 30 respondents (2 vice school principal, 1 principal, 27 teachers). The most commonly used measure of internal consistency for questionnaire is Cronbach's Alpha coefficient (Sekaran and Bougies, 2010). The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measuring tool. The normal range of Cronbach's coefficient alpha value range between 0-1 and the higher value of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be or higher than to reach internal reliability (Hair et al., 2003).

3.5.2. Interview

Interviewee gave the needed information on issues related to the role principals in the implementation of inclusive education in primary schools of Gimbichu District in Hadiya Zone. It conducts interviewee face to face in the working place to collect deep information. The items of interview were classified under 3 sections. Section one; consisted 3 items of information about the respondent. Section two consisted 8 items consists implementation of inclusive education and third section consisted 1 item of the conclusion of the interview and additional comments for of inclusive education. The interview questions was prepared for 4 supervisors and 2 special needs and inclusive education experts and the interview questions was prepared in English translated into Amharic (which is the local language) to ease the

communication with the sample pupil and to make express themselves more openly and at once times for interviewed each interviewee it is available.

The researcher used the telephone for recording their interview response from the respondents in their work place. Thus, interview was used to collect deep information on issues related to inclusive education in Gimbichu district in Hadiya Zone.

3.5.3. Filed Observation

At the end, the information obtained through observation was analyzed and triangulate with other information gather through questionnaire and interview.

Hence using checklists, purposely select four (4) schools were observed by the researcher to collect and organize relevant data on key inputs and overall indoor outdoor environment of schools including their documentation along with their entire contents of about the overall current practices of IE on the ground.

3.6. Pilot Test

The questionnaires were pre-tested in a sample of purposively selected teachers and principals who were not used in the main study. The purpose of pre-testing was to help the researcher to establish validity and reliability of the instruments. This was for instance to ensure that all questions were clear and had the same meaning to all respondents, the space to write responses were sufficient, and also to assess the time taken to administer the instruments. After the question fill and return the reliability and validity of items were measured by Cronbach alpha method by the help SPSS version20. The responses of the participants scored and assessed by using statistical analysis of Crobanchs Alpha and this shows that an item with test results of 0.6 and above was taken as a reliable item (Adams et al., 2007). The overall reliability level of instrument in pilot test was 0.887

Table 2. Cronbach's Alpha for each Variable of the Questionnaire

Variable	Number of items	Cronbach's Alpha test
Challenges in the implementation of inclusive education	9	0.787
Practices of inclusive education	8	0.965
Strategy to overcome the challenges of IE	7	0.91
Average	24	0.887

Source: filed survey (2020)

Therefore, as indicate in table 2, the Cronbach's coefficient alpha was calculated for each field of the questionnaire. As it can be seen from the table, for each field value of Cronbach's

Alpha is in the range between 0.787- 0.965. The average Cronbach's Alpha equals to 0.887 for the entire question which indicate good reliability. Therefore, as a result of pilot test important suggestions and constructive comments were forwarded, valuable items such as components of inclusive education were and irrelevant items were rejected. Finally, questionnaires were distributed for sample respondents..

3.7. Procedures of Data Collection

First of all, before the actual study was carried out, a pilot test was made. Then the researcher made all the necessary amendments on the questionnaire and forwarded it for the final administration. In order to administer the questionnaire, the researcher first attempted to contact the school principals, teachers, supervisor and SNE/ inclusive education experts for the successful accomplishment of the study. Next to this informed about the purpose of the study in detail and then they were given the required information about the questionnaire. To this effect, the respondents were told to reply the questionnaire based on the facts and their personal feeling. After the respondents had filled the questionnaire, they returned these data back to the researchers for further analysis. Moreover, the researcher personally conducted all of the interview participants and made interview in their work place.

3.8. Methods of Data Analysis

This research study was endeavoring to use both the qualitative and the quantitative approach to data analysis included the quantitative approach through the questionnaire and qualitative approach through interview and filed observation. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen et al. 2007). Second, mixed method approach important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon that is possible using either quantitative or qualitative methods alone (Creswell. 2003). The quantitative data were analyzes by using descriptive statics such as percentages, frequency distribution, mean, and standard deviation by using version 20 Statistical Package for Social Science (SPSS) for data analysis.

The result from the questionnaires were represents different using tables showing, factors that influence the implementation of inclusive education, role of principals in the implementation of inclusive education and possible solution to overcome the challenges implementation of inclusive education in Gimbichu district primary schools.

3.9. Ethical Considerations

In this study, on the cover page of the survey questionnaires the researcher clearly was present how to protect confidentiality and anonymity was ensured. In the same way of researcher people was participate with their full of permission i.e. respondent willing protect when inform permission to participants was gave voluntary before sharing private information. According to Cohen et al. (2007) confidentiality and anonymity of the respondents was emphasized to protect their privacy and the dignity.

4. ANALYSIS, INTERPETATION AND PRESENTATION OF DATA

This chapter deals with the presentation and analysis of the collected data. The chapter contains two parts the first part deals about the characteristics of the respondents and the second part presents the analysis and interpretation of the main data. The main objective of this study is to investigate role of principals in the implementation of inclusive education in Gimbichu district primary schools in Hadiya zone.

The data was collected using questionnaire, interview, documents analysis and filed observation. Both qualitative and quantitative approaches of data collection are used. The quantitative part of the analysis was treated based on the data obtained from the teachers and principals from primary schools. The close ended questions of the questionnaires were analyzed by using descriptive statistics such as; percentage, frequency, mean, overall mean and standard deviation whereas the second section that is the qualitative part of the study was treated based on the data from interview and document analysis and the close ended questions of the questionnaires were integrated systematically.

From the total respondents of 126 teachers and 12 principals those actually involved in the study were 138. Accordingly 115(91.2%) of teachers and 12(100%) of principals were returned. The response rate of the questionnaires was 83.3%. But 11(9.5%) them teachers did not returned back questionnaires for various reasons. In addition, using semi- structured interview; data were collected from 4 supervisor and 2 SNIE experts. Presentation of the data was followed by discussion and interpretation in line with basic research question.

4.1. Characteristics of the Respondents

The researcher believes that the following description of the characteristics of the sample respondents gives some basic insight about gender, educational qualification, and service year for better understanding of their situation. In this regard, table 2 presents background characteristics of the respondents. Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents, which directly or indirectly related to the objectives of the study.

Table 4.1. Show the characteristics of the respondents in the study

	Characteristics	Principals		Teachers	
		N	%	N	%
Gender	Male	10	83.3	83	65.8
	Female	2	26.7	32	25.4
	Total	12	100	115	91.2
Level of education	Diploma			79	63
	B.Sc./B.A	12	100	36	28.5
	Total	12	100	115	91.2
Total services Year	Below 5years			13	10.3
	6-10years	4	33.3	56	44.4
	11-15	3	25	33	26.2
	16-20	5	41.7	12	9.5
	Above 21years			1	0.8
	Total	12	100	115	91.2

Source: Field Survey (2020)

As indicated in Table 4.1, 126 teachers and 12 principals were included in the study. Among them, 83 (65.8%) were male teachers and while 32 (25.4%) of them were female teachers. This figure indicates that females teachers has low in numbers compared to male teachers this results are impacts in implementation of inclusive education. Relatively 10(83.3%) principals were male and 2(26.7%) principals were are female this indicate in leadership position female were low in numbers. This shows that the essential data was mainly obtained from male 93(67.4%) respondents. Moreover, one can understand that the numbers of female in the teaching profession and leadership are much lower compared to male in primary schools of Gimbichu district in Hadiya zone.

Regarding to educational qualification, 79(63%) of teachers are diploma and 36(28.5%) of teachers were degree holders. The standard states that minimum request qualification to teach at primary schools is the minimum requirement of qualification needed in primary schools of Gimbichu district in Hadiya zone. Similarly principals 12(100%) had B.Sc. /B.A degree holders. This implies that the qualification standard set by MoE was achieved and the minimum request qualification to lead primary school is at list first degree holders. Therefore, the researcher concluded that majority of teachers were diploma and all principals have first degree holders that are the minimum requirement of qualification MoE, (2001 E.C) needed in primary schools of Gimbichu district in Hadiya zone. It needs a great consideration in implementation of inclusive education.

Within the above table shows that the experiences of teachers and principals the majority 13(11.3%) of teacher were categorized between 1-5 service year, 56(44.4%) of teachers were categorized between 6-10 service year, 33(26.2%) of teachers were categorized between 11-15 service year, 12(9.5%) teachers were categorized between 16-20 service year and 1(.8%) teacher were categorized above 21 service year. Relatively 4(33.3%) principals were categorized 6-10 service years, 3(25%) principals were categorized between 11-15 service years, and 5 (41.7%) principals were categorized between 16-20 service years. From this result one can realize that the low(less) experienced teachers and lack of experienced teachers are one of the problems of implementation of inclusive education; because of the experienced teachers to guide the newly joined teachers. Similarly principals had work experience of above 6 years this recognized that more experienced principals are more aware about inclusive education and they can provide relevant and adequate information for they study. This implies that work experience great impact implementation of inclusive education.

4.2. Practice of Inclusive Education

The role of the principal is more complex and requires expertise in many areas when working to achieve school goals. Principals must possess necessary leadership and interpersonal skills when working with their staff to accomplish school goals, supervising and communicating effectively with students, parents, and community. The principal's role has expanded to include monitoring curriculum and instruction, conducting teacher evaluations, coordinating district and statewide testing, attending meetings for students with disabilities, collaborating with the general and special education teachers in regards to students with special needs in the inclusive setting, and developing activities for staff development(Idol , 2006).

The principal's leadership role is distinctive in the inclusion process. A principal's leadership is one of the most important factors to implementing inclusion successfully. To ensure the success of inclusion, principals must exhibit conduct that will advance the integration, acceptance, and success of children with disabilities in general education setting (Praisner, 2003).

Table 4.2. Responses on the Practices Implementation of Inclusive Education

M	Items	Respondents	F&P	Respondents Rating scale				M	SD
				SA	A	UD	DA		
1	To create safe learning environments about all students.	Principals	F 10 % 83.3	2 16.7				4.8	.38
		Teachers	F 63 % 54.8	32 27.8	10 8.7	10 8.7		4.4	.652
2	Teachers support their students with disabilities in conducting practical	Principals	F 9 % 75	2 16.7	1 8.3			4.6	.65
		Teachers	F 58 % 50.4	47 40.9	10 8.7			4.63	.56
3	To creating awareness about inclusive education in to school community.	Principals	F 8 % 66.6	2 16.7	2 16.7			4.5	.79
		Teachers	F 90 % 78.2	18 15.7	7 6			4.69	.62
4	The implementation of IE method by special need teachers in the school	Principals	F 8 % 66.6	3 25	1 16.7			4.58	.66
		Teachers	F 72 % 62.6	20 17.4	23 20			4.57	.59
5	Allocation of budget and finance implementation inclusive education.	Principals	F 7 % 58.3	4 33.3	1 8.3			4.5	.67
		Teachers	F 88 % 76.5	20 17.4	7 6.1			4.7	.57
6	Rising awareness about inclusive education policies, strategies and	Principals	F 10 % 83.3		2 16.7			4.6	.77
		Teachers	F 65 % 56.5	32 27.8	18 15.6			4.72	.45
7	Promote and sustain IE program in the school.	Principal	F 7 % 58.3	5 41.7				4.5	.67
		Teachers	F 98 % 85.2	17 14.7				4.8	.61
8	Establish a productive working relationship with the community.	Principal	F 10 % 83.3	2 16.7				4.8	.63
		Teachers	F 86 % 74.8	29 25.2				4.67	.67

Source: Field Data (2020)

Notes, 5= for Strongly agree; 4= for Agree; 3= for Undecided to agree; 2= for Disagree; 1= for Strongly Disagree SA=strongly agree, A=Agree, UN = Undecided, D=Disagree, SD=Strongly Disagree, Mean 4.5 and above as Strongly Agree".3.5 to 4.49 Agree".2.5 to 3.49 as undecided 1.5 to 2.49 Disagree and under 1.5 Strongly Disagree response'.

F=Frequency, %=Percent, M=Mean, SD=Standard deviation,

In above table 4.2, Item 1, is regarding to the role of principals in the first items depicted creating conducive learning environments. Depending on the Item 1 majority of principals responded on Item 10 (83.3%) responded as very strong agree, 2(16.7%) responded agree. Similarly to the same item on table 4 Items 1, 73(63.4%) teachers respondents responded as very strongly agree, 32(27.8%) of the respondents responded as agree and 10(8.7%) responded Undecided and 10(8.7%) responded disagree. Consequently, teachers and principals expressed their agreement (P.M= 4.8, SD=0.38) and (T.M=4.54, SD=0.65)) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the result of overall X= value and each result indicate that the, role of principals is to create a conducive learning environment implementing of inclusive education. In line with this Causton and Theoharis (2014); McLeskey and Waldron, (2015) state that the central role of the school principals is to create inclusive schools that are both excellent and equitable for all students. Inclusive schools develop and adopt a variety of strategies. These strategies include coming up with a collective inclusive vision and mission, independent inclusive implementation strategies, utilization of staff to ensure effective inclusive service delivery, developing collaborative agendas and teams, providing continuous professional development opportunities to staff, regularly monitoring and evaluation of service delivery, and deliberately creating a positive school environment.

Moreover, the researcher concluded that the, create conducive and supportive learning environment about all students in school level were strongly agreed role of principals in the implementation of inclusive education.

Similarly, interview expert forwarded that:

“Principals have a leading role and responsibility in the implementation of IE. They are expected to create school suitable to teaching learning process of every learner.”

In above table 4.2, Item 2, is regarding to the role of principals the second Items depicted, modifying teaching learning methods in school. Depending on the Item 2 of principals responded on 9 (75%) responded as very strong agree, 2(16.7%) responded agree and 1(8.3%). Similarly to the same item on table 4 item 1, 78(67.8%) teachers respondents responded as very strongly agree, 32(27.8%) of the respondents responded as agree and 5(4.3%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M= 4.6, SD=0.65) and (T.M=4.63, SD=0.56) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the result of overall mean X= value and each results indicate that the two groups of respondents have the

similar, modifying the teach methods are one of role of principals in the primary schools of Gimbichu District. Moreover, the researcher concluded that the, modifying the instructional methods in the classroom were strongly agreed role of principals in the implementation of inclusive education in the sampled primary schools.

Similarly, interview expertise said that:

“There was some attempt made in insuring modifying teaching learning process. Principals do not make appropriate support and guiding about inclusive education and facilitate a more inclusive education among their staff in addressing the needs of students. From the data it can be stated that the training of teachers and facilitating inclusive approach was not got attention.”

Tables 4.2, Item 3, is regarding to the role of principals the third Item depicted, create awareness about inclusive education. Depending on the Item 3 principals responded on Item 3, 8(66.6%) responded as very strong agree, 2(16.7%) responded agree and 2(16.7%) undecided. Similarly to the same item on table 4 items 3, 90(78.2%) teachers respondents responded as very strongly agree, 18(15.7%) of the respondents responded as agree and 7(6%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M= 1.42, SD=0.66) and (T.M=1.3, SD=0.592) respectively. The overall mean was 4.5. This indicates that the two groups of respondents have the similar responses toward principals creating awareness about IE. In line with this Twoing (2000) suggest that it is vital for school leader to have a solid understanding of inclusive education to effectively implement procedural requirements and to provide appropriate support for the teachers and the learners in their schools. From the data it could be said that they have awareness creation problem about IE and they do not establish supportive and motivating atmosphere in sample schools. Therefore, the researcher concluded that the, role of principal in the implementation inclusive education are awareness create about inclusive education among all participants.

Additionally, interview supervisors said that:

“Develop inclusive education awareness programs. This awareness program helps all stakeholders to have a better level of awareness around inclusive education. But, It also tried to prepare short training on the issue of IE but they did not get budget because the budget was not allocated for IE training at all; to tell the truth no body give attention about IE; the school principals also did not want to play their role.”

Tables 4.2, Item 4, is regarding to the role of principals the forth items depicted, to provide ICT training into every teachers to teach learners. Depending on the Item 4 principals responded on Item 8(66.6%) responded as very strong agree, 3(25%) responded agree and

1(8.33%) undecided. Similarly to the same item on table 4 items 3, 90(78.2%) teachers respondents responded as very strongly agree, 18(15.7%) of the respondents responded as agree and 7(6%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M= 4.58, SD=0.66) and (T.M=4.45, SD=0.59) respectively. The overall mean was 4.54. This indicates that the two groups of respondents have the similar responses principals promote the utilization ICT technology. Therefore, the researcher concluded that; promote utilization of ICT technology improves teaching learning process inclusive educations were strongly agreed.

Similarly, interview supervisor forwarded that:

“It is possible to verify the accessibility of education to the child’s and improve quality of education using information communication technology. Because, direct influence and improvement of IE. So principals to improve and expand this ICT service they have to work hard.”

In supporting the above Item filed observation of schools was confirmed that principals were not promote and facilitate modifying teaching learning process, not encourage the use of new technology and ICT and teaching staffs is not yet familiar with the use of ICT in primary schools of Gimbichu district in Hadiya zone.

Tables 4.2, Item 5, is regarding to the role of principals the fifth items depicted, allocation budget in implementation of inclusive education. Depending on the Item 5, principals responded on item 7(58.3%) responded as very strong agree, 4(33.3%) responded agree and 1(8.3%) undecided. Similarly to the same item on table 4 Item 5, 88(76.5%) teachers respondents responded as very strongly agree, 20(17.4%) of the respondents responded as agree and 7(6%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M= 4.75, SD=0.67) and (T.M=4.7, SD=0.57) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the result of overall mean X= value and each results indicate that the two groups of respondents have the similar responses to the role of principals in the implementation of inclusive education in the provision of budget and financial resource for implementation of inclusive education in the sample schools. In line with this Chireshe (2013); Sukhraj (2008) state that funding for inclusive education, as for all education initiatives is a substantial concern for government’s lack of financial resource as a primary reason for delaying the implementation of an inclusive education system. Moreover, allocation of budget and financial resource are important implementation of inclusive education in school level were strongly agreed.

Tables 4.2, Item 6, is regarding to the role of principals the six items depicted, raising awareness about schools community into inclusive education policies and strategies. Depending on the Item 6, principals responded on Item 10 (83.3%) responded as very strong agree, 1(8.3%) responded agree and 1(8.3%) undecided. Similarly to the same item on table 5 Item 5, 83 (72.2%) teachers respondents responded as very strongly agree, 32(27.8%) of the respondents responded as agree. Consequently, teachers and principals expressed their agreement (P.M=4.66, SD=0.77) and (T.M=4.7, SD=0.45) respectively. The overall mean was 4.6. This indicates that there was no statistically difference between two groups of respondents. This might be because of the two groups of respondents have the similar responses about the principals raising awareness about IE policy, strategy and guideline. In line with this WHO (2011) states that approaches involving the whole community reflect the fact that the child is an integral member of the community and make it more likely that sustainable, inclusive education for the child can be obtained.

Similarly, interviewer expertise forwarded that:

“The awareness creation work regarding the program should not be given by principals. This is because the principals do not know more inclusive education than others and as a result, they have difficulty in fulfilling their role feeding and educating the public about education.”

Therefore, the researcher concluded that the roles of principals are organizing parents and community involvements implementations of inclusive education were strongly agreed role of principals.

Tables 4.2, Item 7, is regarding to the role of principals the seventh Item depicted, promote and sustain inclusive education program in the school. Depending on the Item 7, principals responded on item 7(6%) responded as very strong agree, 4(3.5%) responded agree and 1(.86%) Similarly to the same item on table 4 Item 7, 98(85.2%) teachers respondents responded as very strongly agree, 17(14.7%) of the respondents responded as agree. Consequently, teachers and principals expressed their agreement (P.M= 1.58, SD=0.515) and (T.M=1.88, SD=0.32) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the result of overall mean X= value and each results indicate that the two groups of respondents have the similar responses to the role of principals implementing IE through the promotion and sustain IE program making it accessible to all stakeholders on an ongoing basis. Moreover, researcher concluded that it is important to make sure that IE is understood by all community and that there support the education in way that feeds them.

Tables 4.2, Item 8, is regarding to the role of principals the eighth Item depicted, establish a productive working relationship with the community. Depending on the Item 5, principals responded on item 10(83.3%) responded as very strong agree, 2(16.7%) responded agree. Similarly to the same item on table 4 Item 8, 86(74.8%) teachers respondents responded as very strongly agree, 20(17.4%) and, 9(7.8%). Consequently, teachers and principals expressed their agreement (P.M=4.8, SD=0.63) and (T.M=4.67, SD=0.67) respectively. The overall mean was 4.7. This indicates that principals and teachers responses are similar and the result of overall mean \bar{X} value and each results indicate that the two groups of respondents have the similar responses to the role of principals in the implementation of inclusive education establish a productive working relationship with the community. Moreover, researcher is concluded that the principals' roles are support IE in order to support disabled students.

From the interviewed experts said that:

“Develop strategies at schools levels must be made disability-inclusive, ensuring that the image of persons with disabilities as participants in curricula is reflected in it. Educational materials should be made available in accessible formats.”

Additionally, supervisors replied:

“Allocation of budgeting and finances in implementation of inclusive education is fulfillment of their right to education and to ensuring their rights to participate in development and society. Moreover, education spending is an investment in the human capital formation of future generations, and should be seen as such, rather than a cost. Conversely, the exclusion of persons with disabilities from education may result in considerable costs for states, limiting national economic growth.”

To sum up, the researcher obtained information from interview and filed observation how that possible to say the teaching learning process of inclusive education is not practically implemented primary schools of Gimbichu district in Hadiya zone. Principals they give more attention for formal education. This shows that the principals were not accomplished their role as the expected level. Moreover, the principals were not establish alliance with stakeholder and community, not explore modifying instructional technique to what teachers teach and they did not raise and discuss inclusive education issues to better awareness among stakeholders.

Generally according to the information form filed observation and interviewed informants in each primary schools the role of principals in the implementation of IE components i.e. make appropriate training about inclusive education, establishing alliance with stakeholders,

facilitating a more inclusive approach among their staff in addressing the needs of students, raising awareness and giving special service for students with disabilities. From the data it could be said that principals do not make create conducive learning environment, they do not create awareness about IE, they do not promote and utilize ICT technology and they do not allocate financial resource about implementation of inclusive education.

4.3. Challenges Influence the Implementation of Inclusive Education

Inclusion could be influenced either positively or negatively by factors such as: school and the surrounding environment, teaching/learning resources, curriculum, support services among others. These factors may create barriers towards effective learning for CWDs however; if proper intervention was done the CWDs would learn with little or no problems.

UNESCO (2004a; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions.

Additionally, Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs.

Finally, the curriculum has to be structured and be implemented in such a way that all learners can access it. Mittler (2002) argues that it must be sensitive and responsive to the diverse cultures, beliefs and values.

Table 3.3. Responses of Respondents on Challenges that Influence the Implementation of IE

No	Items	Respondents	F&P	Responses		M	SD
				YES	NO		
1.	Lack of adaptation and modification of the curriculum activities according to IE.	Principals	F	11	1	1.8	1.
			%	91.7	8.3		
		Teachers	F	96	19	1.7	.38
			%	83.5	16.5		
2.	Lack of support from school community implementation of inclusive education.	Principals	F	10	2	1.55	1.45
			%	83.3	16.7		
		Teachers	F	103	12	1.47	.38
			%	89.5	10.5		
3.	Teachers and principals are lack knowledge and awareness about IE.	Principals	F	10	2	1.8	0
			%	83.5	16.7		
		Teachers	F	101	14	1.45	.348
			%	87.8	12.2		
4.	Principals and teachers lack of knowledge about diversity and special needs education	Principals	F	9	3	1.22	0
			%	75	25		
		Teachers	F	105	10	1.89	.318
			%	91.3	8.7		
5.	Rigid, poor teaching method and in convent learning environment.	Principals	F	8	4	1.72	0
			%	66.7	33.3		
		Teachers	F	103	12	1.45	.328
			%	89.5	10.4		
6.	Insufficient preparation of teachers in the implementation of inclusive education.	Principals	F	7	5	1.43	0
			%	58.3	41.7		
		Teachers	F	82	33	1.67	.466
			%	71.3	28.7		
7.	Lack of an adapted curriculum for students with special needs.	Principals	F	5	7	1	
			%	41.7	58.3		
		Teachers	F	100	15	1.15	.356
			%	87	13		
8.	Negative attitudes of school community towards disabilities.	Principals	F	9	3	1.75	.45
			%	75	25		
		Teachers	F	100	15	1.87	.03
			%	87	13		
9.	Inadequate need assessment of students with disabilities.	Principals	F	8	4	1.67	.49
			%	66.7	33.3		
			F	82	33	1.71	.45
			%	71.3	28.7		

Source: Filed Survey (2020)

F=Frequency, %=Percent, M=Mean, SD=Standard deviation. The mean value of above 1.5 refers there is a challenges implementation of inclusive education in primary schools and under the mean value of 1.49 refers the Item is not factors the implementation of inclusive education.

The major factor influence the implementation of inclusive education is to satisfy the needs of heterogeneous group of learners in the classroom. Therefore, it is mandatory for all concerned stakeholders to seek solution for misconceptions, wrong belief and social barriers which are encountered with current inclusive education practice (Tirussew, 2005).

Under this section, factors which influence the implementation of inclusive education based on teachers and principals responses (table3) is analyzed and discussed. Respondents were asked a 9 possible factors influence the implementation of inclusive education in primary schools in Gimbichu district in Hadiya Zone.

As Table 4.3, Item 1 indicated in respondent was asked, lack of adaptation and modification of the curriculum activities according to inclusive education. Accordingly principals respondents on Item 1, 11 (91.7%) principals respondents are in the above question are YES and 1(8.3%) principals respondents replied NO and similarly to the same Item on table 4 Item 1, 96(83.5%) teachers responded YES and 19(16.5%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1, SD=0) and (T.M=1.175, SD=0.38) respectively. This indicated that principals and teachers responses are similar and the result of overall mean X= value and each result indicate that respondents have similar responses, lack of adaptation and modification of the curriculum activities in the primary schools of Gimbichu District. In line with this Lee. et al, (2006) stated that to respond to the needs of learners in the school, curriculum can be modified or adapted as needed; students with disabilities should follow the same curriculum as their nondisabled peers. For some students, this could mean that teachers preview new concepts or vocabulary with them before the class or teach them how to use graphic organizers, combining related pieces of information into units, and questioning techniques so that they can keep pace with their nondisabled peers during the class.

Therefore, the researcher concludes that the, lack of an adapted curriculum affect students with special needs.

Similarly, interview supervisor forwarded that:

“The problem with the curriculum is that it is the root cause of all school. This because despites the fact that inclusive education is written in the curriculum, it does not understand all the school in the curriculum. So the results are not insignificant my school is seeing this as well.”

Tables 4.3, Item 2 respondents asked lack of supports from schools community in the implementation of inclusive education. Accordingly principals respondents on Item 2, 6 (50%) respondents are in the above question are YES and 6(50%) of the respondents replied NO and similarly to the same Item on table 3 Item 1, 103(89.5%) teachers responded YES and 12(10.5%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1, SD=0.389) and (T.M=1.83, SD=0.38) respectively. This indicated that principals and teachers responses are almost similar and the result of overall mean \bar{X} value and each result indicate that respondents have similar responses, lack of supports school community implementation of IE. Moreover, the researcher concluded that there is lack of knowledge about IE, and the community lack of awareness about inclusive education is putting pressure in the implementation inclusive education in primary schools Gimbichu District in Hadiya Zone.

Tables 4.3, Item 3 respondents asked, teachers and principal's lack of awareness about inclusive education. Accordingly principals respondents on Item 2, 10(83.3%) respondents are in the above question are YES and 2(16.7%) of the respondents replied NO and similarly to the same item on table 3 Items 1, 101(87.8%) teachers responded YES and 10(12.2%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1, SD=0.389) and (T.M=1.14, SD=0.34) respectively. This indicated that principals and teachers responses are similar and the result of overall mean \bar{X} value and each result indicate that respondents have similar responses, principals lack awareness about inclusive education is having a significant impact on the effective implementation inclusive education in primary schools of Gimbichu district in Hadiya zone. In line with this Boer (2010) state that awareness of teachers about IE should engage parents in their child's learning as much as possible and find ways to share classroom achievements and challenges with parents. This show that the teachers and principals were paly great role in the create awareness about IE. Therefore, the researcher concluded that the teachers and principals' lack of awareness about inclusive education are serious factors influence implementation of inclusive education.

As it is observed in the Table 4.3, Item 4, the respondents were asked, lack of knowledge diversity of learners and special needs education. Accordingly the majority of principals respondents on item 9(75%) responded YES and 3(25%) NO, and similarly to the same on table 4 Item 4, 101(87.8%) teachers respondents YES and 14(12.2%) of the respondents replied NO and. Consequently, principals and expressed their agreement (P. M= 1, SD=0.3)

and (T. $M=1.11$, $SD=0.318$) respectively. This might be because of the two groups of respondents have similar responses, principals lack awareness and knowledge about student's diversity and special needs education, making it difficult to implement IE in the primary schools of Gimbichu District. Moreover, the researcher concluded that the principals lacks knowledge about learner's diversity and special needs education have lacks inclusion of schools performance and implementations, and schools are failing to implement inclusive education program.

As it is observed in the table 4.3, Item 5, the respondents were asked, rigid and poor teaching method and in convent learning environments. Accordingly the majority of principals respondents on Item 8(66.7%) responded YES and 4(33.3%) NO, and similarly to the same item on table 3 Item 4, 105(91.3%) teachers respondents YES and 10(8.7%) of the respondents replied NO and. Consequently, principals and expressed their agreement (P. $M=1$, $SD=0.3$) and (T. $M=1.12$, $SD=0.328$) respectively. The overall mean was 1.58. This indicated that teachers and principals responses are similar and the results of overall $X=$ values and each results indicates that rigid and poor teaching a significant impact on implementation of IE. Therefore, the researcher concluded that the teaching learning method in primary schools in Gimbichu district in Hadiya zone is rigid and poor these factor that influence implementation of inclusive education.

Similarly, interview supervisor replied:

“The implementation of inclusive education policy having an impact on the way our students are learning and there are still many short coming.”

Tables 4.3, Item 6 respondents were asked, inefficient preparation of teachers and principals. Accordingly principals respondents on Item 6, 7(58.3%) respondents are in the above question are YES and 5(41.7%) of the respondents replied NO and similarly to the same item on table 3 Item 6, 82(71.3%) teachers responded YES and 33(28.7%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P. $M=1$, $SD=0.389$) and (T. $M=1.31$, $SD=0.46$) respectively. This indicated that principals and teachers responses are similar and the result of overall mean $X=$ value and each results indicate that teachers and principals are inadequate prepared to implement of inclusive education, which is have a significant impact on the IE in the primary schools of Gimbichu district in Hadiya zone.

From the data it could be said that schools principals were not sufficiently prepared to help students with disabilities. Therefore, the researcher concluded that primary schools of Gimbichu District principals and teachers are lack of preparation implementation of IE.

Tables 4.3, Item 7 respondents were asked, inflexibility of the curriculum. Accordingly principals respondents on Item6, 10(83.3%) respondents are in the above question are YES and 2(16.7%) of the respondents replied NO and similarly to the same Item on table 3 items 6, 100(87.3%) teachers responded YES and 15(13%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1, SD=0.389) and (T.M=1.15, SD=0.356) respectively. This shows that. From this data analysis, someone can understand that the two groups of respondents have different perception in the inflexibility of curriculum in the sample schools. In line with this MoE (2012) teachers are not sufficiently trained in adapting the regular curriculum to suit the needs of individual learners. And there is no guideline for the implementation of curriculum adaptation and/ or modification at the school level. Moreover, the researcher concluded that the educational curriculum rigid and inflexible it should not be meet the needs of all learners.

Tables 4.3, Item 8 respondents asked, negative attitude of school community. Accordingly principals respondents on Item 8, 9(75%) respondents are in the above question are YES and 3(25%) of the respondents replied NO and similarly to the same item on table 3 Items 8, 100(87%) teachers responded YES and 15(13%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1.75, SD=0.45) and (T.M=1.87, SD=0.34) respectively. This indicated that principals and teachers responses are similar and the result of overall mean \bar{X} = value and each result indicate that respondents have similar responses, school community attitude about disabilities have influence the implementation of inclusive education it turn, pose a serious factor implantation of IE. Therefore, the researcher concluded that school community negative attitude towards disabilities is great factors that influence implementation of inclusive education in Gimbichu district primary schools in Hadiya zone.

Tables 4.3, Item 9 respondents asked inadequate need assessment of students with disabilities. Accordingly principals respondents on Item 9, 8(66.7%) respondents are in the above question are YES and 4(33.3%) of the respondents replied NO and similarly to the same item on table 3 Items 1, 82(71.3%) teachers responded YES and 33(28.7%) teachers responded NO. Consequently, principals and teachers expressed their agreement (P.M= 1.67, SD=0.49)

and (T.M=1.71, SD=0.45) respectively. The overall mean was 1.69. This indicated that principals and teachers responses are similar and the result of overall mean \bar{X} value and each result indicate that respondents have similar responses, inadequate need assessment of students with disabilities in inclusive education is have a great influence in the implementation inclusive education in the primary schools of Gimbichu district in Hadiya zone. Therefore, the researcher concluded that lack of adequate resource is having a significant impact on student with disabilities inclusive education in the sample schools.

Similarly, interview expertise said:

“The school compound is not suitable enough for students who disabled and this may have significant challenge in the implementation of inclusive education.”

Additionally, interview supervisor replied:

“Inclusive education program that requires sufficient financial, human and materials resource. The MoE in relation to IE training to teachers, principals and experts have not been implemented sufficiently. This situation has led to confusion and lack of direction on the part of school principals. This situation would entail negative impact on continuity and sustainability of the IE program by school principals.”

As can be from the above quantitative and qualitative data, one can understand that the implementation of inclusive education program was influenced by a series factors. As indicate above, some of these factors are related with school and school level factors while others seems beyond the capacity of the schools. In such a situation, it might be difficult to expect IE program to bring about envisage inclusive education program.

Tirussew (2005) the challenges towards inclusive education could emanate from different direction such as; attitudinal factor, resistance to change, rigid school system and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate.

During my filed observation, I was able to saw that special education was still being offered in the schools where the study was conducted, and that this was challenging the implementation of higher IE.

Generally, the data obtained from, interviewed respondents and filed observation deduced that, the identified sub- factors indicated above were factors that influence the implementation of inclusive education program in primary schools were factors that influence the efficiency and effectiveness of IE program activities.

4.4. Strategies to Overcome the Challenges that Affects Implementation of IE

The success of creating inclusive education as a key to establishing inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice.

The way schools articulate the strategies to overcome physical barriers enable learners with disabilities to access and participate fully in their learning process. Moreover, modified physical resources are needed for the success of students with disabilities in an inclusive learning environment (Smith and Tyler, 2010)

Inclusive guidelines focus not only on education quality for all learners but also demands that the learning environment should be restructured to accommodate diversity. Simply dumping learners with disabilities in regular schools without addressing issues of instructional, human and structural support towards educational diversity, condemns inclusion to failure (Hughes 2015). Schools that nurture diversity, adopt strategies that not only develop equal opportunities for learners to participate in the school curriculum but also need the development of financial support systems that provide resources essential for learners with special education needs.

Table 4.4. Response on Strategies to Overcome the Challenges of IE

No	Items	Respondent	F&P Respondents			Rating scale			M	SD	X
			F	SA	A	UA	DA	SD			
1.	Awareness creation among school community and stakeholders about IE.	Principals	F	2	10				4.73	.38	4.6
			%	16.7	83.3						
		Teachers	F	75	30	10			4.65	.63	
			%	65.2	26.1	8.7					
2.	Create identification procedures about inclusive education problems.	Principals	F	6	5	1			4.75	.45	4.6
			%	50	41.7	8.3					
		Teachers	F	82	21	12			4.6	.67	
			%	71.3	18.2	10.4					
3.	Avail appropriate materials and equipments.	Principals	F	8	4				4.6	.49	4.5
			%	66.7	33.3						
		Teachers	F	47	52	16			4.58	.63	
			%	41	45.2	13.9					
4.	Teachers and principals work collaboratively.	Principals	F	11	1				4.9	.28	4.8
			%	91.7	8.3						
		Teachers	F	55	48	12			4.7	.53	
			%	47.8	41.7	10.4					
5.	Develop ongoing curriculum framework development to consider learners about disabilities.	Principals	F	10	1	1			4.75	.62	4.5
			%	83.4	8.3	8.3					
		Teachers	F	81	16	7			4.6	.59	
			%	70.4	13.9	6.1					
6.	Allocate sufficient budget in area of SNIE	Principals	F	11	1				4.9	.28	4.7
			%	91.7	8.3						
		Teachers	F	72	35	8			4.55	.62	
			%	62.6	30.4	7					
7.	Gives special service for students with disabilities	Principals	F	10	2				4.83	.38	4.7
			%	83.3	16.7						
		Teachers	F	70	45				4.6	.49	
			%	60.9	39.1						

Source: Filed Survey (2020)

Notes, 5= for Strongly agree; 4= for Agree; 3= for Undecided to agree; 2= for Disagree; 1= for Strongly Disagree SA=strongly agree, A=Agree, UN = Undecided, D=Disagree, SD=Strongly Disagree, Mean 4.5 and above as Strongly Agree".3.5 to 4.49 Agree".2.5 to 3.49 as undecided 1.5 to 2.49 Disagree and under 1.5 Strongly Disagree response'. F=Frequency, %=Percent, M=Mean, SD=Standard deviation,

In above table 4.4, Item 1, is regarding to the strategy to overcome the challenges which affects implementation of inclusive education the first Item1, depicted, create awareness about inclusive education among schools community and stakeholders. Depending on the Item 1 principal responded on Item, 2(16.7%) responded as very strong agree, 10(83.3%) responded agree. Similarly to the same Item on table 5 Item 1, 85(74%) teachers respondents responded as very strongly agree, 20(17.4%) of the respondents responded as agree and 10(8.7%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.73, SD=0.38) and (T.M=4.65, SD=0.63) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the result of overall mean \bar{X} value and each result indicate that the strategies that is overcome the challenges of inclusive education is to raising awareness about inclusive education. In line with this MoE (2012) states that a concerted and continuous effort must be exerted to raise the level of awareness and rectify the wrong attitudes held by parents, community elders, religious, political and education leaders, teachers, employers and the community at large. However, the researcher concluded that the, create awareness about inclusive education among schools community and stakeholder's very strongly recommended strategy to overcome the factors that affect implementation of IE in the primary schools of Gimbichu District.

Similarly, interview supervisors forwarded that:

“Parents are not cooperative. When you call them to tell them about their children, they will tell you, there is nothing wrong with the child. There is also lack of information. These parents do not know anything about inclusive education, even about their children.

Table 4.4, Item 2, are regarding strategies to overcome the challenges which affect implementation of inclusive education the second items depicted, create identification procedures about inclusive education problems. Depending on the Item 2, principal responded on Item, 8(66.7%) responded as very strong agree, 3(25%) responded agree and 1(8.3%) responded undecided. Similarly to the same Item on table 8 items 2, 82(71.3%) teachers respondents responded as very strongly agree, 21(18.2%) of the respondents responded as agree and 12(10.4%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.6, SD=0.65) and (T.M=4.63, SD=0.56) respectively. The overall mean was 4.6. This indicates that principals and teachers responses are similar and the results of overall \bar{X} value and each results indicate that; create

identification procedures about inclusive education problems. From the data it could be said that schools principals create identification procedures about IE problems is one of the best suggested methods to overcome the inclusive education challenges in the sample schools. In line with this Fernald. et al. (2009) state that identifying a disability as early as possible is important, because interventions introduced early are much more likely to lead to long-term gains than those that are implemented later in life. Furthermore, early intervention is linked to several positive life outcomes, such as higher academic performance, increased likelihood of graduating secondary school, and decreased likelihood of committing crimes (Heckman & Masterov, 2005). Therefore, researcher conclude that the, school principals create identification and screening procedures is strongly recommended as possible strategy to overcome the factors that influence implementation of inclusive education.

A table 4.4, Item 3, is regarding strategies to overcome the challenges which affect inclusive education the third Item depicted, avail appropriate materials and equipments. Depending on the Item principal responded on Item 8(66.7%) responded as very strong agree, 4(33.3%) responded agree. Similarly to the same item on table 6 items 3, 77(67%) teachers respondents responded as very strongly agree, 32(28%) of the respondents responded as agree and 6(5.2%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.66, SD=0.49) and (T.M=4.58, SD=0.63) respectively. The overall mean was 4.5. This indicates that principals and teachers responses are similar and the result of overall mean \bar{X} value and each results indicate that the two groups of respondents have the similar responses avail appropriate materials implementation of inclusive education one of strongly suggested methods to overcome the challenges in the implementation of IE. Therefore, the researcher concluded that the, avail appropriate materials and equipments are very strongly recommended strategy as possible to overcome the factors that influence implementation IE in the primary schools of Gimbichu District.

A table 4.4, Item 4, is regarding strategies to overcome the challenges which affect inclusive education the forth Item depicted, teachers and principal's work collaboratively to implement inclusive education. Depending on the Item 4 principal responded on Item 11(91.7%) responded as very strong agree, 1(8.3%) responded agree. Similarly to the same item on table 5 Item 4, 88(76.5%) teachers respondents responded as very strongly agree, 22(19.13%) of the respondents responded as agree and 5(4.3%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.9, SD=0.28) and (T.M=4.72,

SD=0.53) respectively. The overall mean was 4.8. This indicates that principals and teachers responses are similar and the result of overall \bar{X} value and each results indicate that the two groups of respondents have the similar responses principals working collaboratively with teachers is one of the ways to overcome the challenges the implementation of IE in Gimbichu primary schools. Therefore, the researcher concluded that the, teachers and principals work collaboratively were very strongly recommended strategy as possible to overcome the factors that influence implementation of IE in the primary schools of Gimbichu District.

Similarly, interview supervisors said that:

“Teachers as well as principals must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. From the data it can be stated that the teachers and principals not work cooperatively implementation of IE.”

Tables 4.4, Item 5, is regarding strategies to overcome the challenges which affect inclusive education the fifth Item depicted, develop new ongoing curriculum frame work development to consider learners diversity. Depending on the Item 5 principal responded on Item 10 (83.4%) responded as very strong agree, 1(8.3%) responded agree and 1(8.3%) responded undecided. Similarly to the same Item on table 5 Item 4, 81(70.4%) teachers respondents responded as very strongly agree, 27(23.5%) of the respondents responded as agree and 7(6.1%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.75, SD=0.62) and (T.M=4.6, SD=0.59) respectively. The overall mean was 4.5. This indicates that principals and teachers responses are similar and the results of overall mean \bar{X} value and each results indicate that developments of new ongoing curriculum framework is one of the strongly suggested method to overcome the challenges of inclusive education problems. In the line with this, UNESCO (2004c) state that inclusive education curriculum are accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all.

Moreover, the researcher concluded that the, inclusive curriculum has built-in flexibility and adjusted to different needs in school level, principals develop school based curriculum were very strongly recommended as possible strategy to overcome factors influence implementation of IE in the primary schools of Gimbichu District in Hadiya zone.

Tables 4.4, Item 6, is regarding strategies to overcome the challenges which affect implementation of inclusive education the sixth Item depicted, allocation budget. Depending on the Item 6 principal responded on Item 11(91.7%) responded as very strong agree, 1(8.3%) responded agree. Similarly to the same Item on table 5 Item 6, 72(70.4%) teachers respondents responded as very strongly agree, 35(13.9%) of the respondents responded as agree and 8(6.1%) responded Undecided. Consequently, teachers and principals expressed their agreement (P.M=4.9, SD=0.28) and (T.M=4.55, SD=0.62) respectively. The overall mean was 4.72. This indicates that principals and teachers do not have the same responses to allocation budget and resource not is solution to inclusion problem. Moreover, allocations of budget and resource inputs were very strongly recommended as possible strategy to overcome the factors affect implementation of inclusive education.

A table 4.4, Item 7, is regarding strategies to overcome the challenges which affect inclusive education the seventh Item depicted, gives special service students with disabilities. Depending on the Item 7 principal responded on Item 10(83.3%) responded as very strong agree, 2(16.7%) responded agree. Similarly to the same Item on table 5 Item 7, 70(60.9%) teachers respondents responded as very strongly agree, 45(39.1%) of the respondents responded as agree. Consequently, teachers and principals responded their agreement (P.M=4.8, SD=0.38) and (T.M=4.6, SD=0.49) respectively. The overall mean was 4.7. This indicates that principals and teachers responses are similar and the result of overall X= value and each results indicate that the two groups of respondents have the similar responses gives special assistance and support for students with disabilities. Therefore, the researcher concluded that the, providing the necessary support and assistance to students who need help were very strongly recommended strategy to overcome the factors affect implementation of inclusive education in the primary schools of Gimbichu District.

Generally, according to the information obtained from gathered data, interviewed informants and reviewed documents in each selected primary schools showed that the strategies of these schools in relation to overcome the challenges of IE components i.e. make working collaboratively with stakeholders they are, create identification and screening procedures about inclusive education problems because children's needs change from month to month and from year to year, modifying teaching learning methods, regular periodic assessment must be conducted, individualized educational plan, the physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc., contribute a lot to

promote active-learning teaching methods and procedures. The implication is that unless primary school principals are developing well designed inclusive education strategies and activities it would be impossible to make successfully implementation of inclusive education.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

5.1. SUMMARY

This study was intended to practice and challenges in the implementation of inclusive education Gimbichu district primary schools in Hadiya Zone. The study also designed to achieve specific objectives to practice implementation of IE, to identify the challenges in the implements of inclusive education, to identify teaching learning process of inclusive education, and to suggest solutions the challenges of inclusive education.

The researcher used principals and teacher's questionnaire, supervisor and Special needs inclusive education expert's interview, and observation to collected data. The participants of the study were 12 principals, 126 teachers, and 4 supervisor and 2 SNIE experts. For the purpose of investigation, the following research questions were formulated.

1. To what extent practices of inclusive education in primary schools of Gimbichu District in Hadiya Zone?
2. What are challenges of inclusive education in primary schools of Gimbichu District in Hadiya Zone?
3. What are possible solutions to overcome the challenges of inclusive education in primary schools of Gimbichu District in Hadiya Zone?

In order to get answers for these research questions and to achieve the study objective, quantitative and qualitative data were gathered. The quantitative data were gathered from principals and teachers by using questionnaire. The qualitative data were collected from supervisor and SNIE experts through interview. Principals and teachers' questionnaires contains 25 items that were designed to collect data about the required facilities practice implementation of IE, challenges influence the implementation of IE and possible strategies to overcome the challenges of inclusive education. Moreover, observation was conducted to see inclusive educations were carried out in accordance with of teaching learning. On the other hand, supervisor and SNIE experts were interviewed to triangulate the information gathered through eight questions.

The obtained data were analyzed with the help of SPSS. Such statistical tools frequency, percentage, mean, standard deviation, and overall mean were used to analyses the

quantitative data whereas descriptive analysis was used for the qualitative part. Based on the analysis of the data, the researcher came up with the following major findings.

Hence, the Findings of the Study are Summarized as Follows: -

The findings indicate that physical facilities revealed that all schools offering inclusive education have not structured their physical facilities to accommodate students with disabilities. Needs of children's with and without disabilities not fulfill in the schools. There was lack of adopted toilet in all schools for the children with disabilities even regular students. In some schools door, ramp was lacking. This made the physically challenged students it was very difficult to learn under such environment. This further shows that implementation of inclusive education is not possible due to such types of schools environment.

The Findings indicated that the teachers training revealed that majority of primary schools offering inclusive education has not trained in special need inclusive education experts. This fact shows that the teacher lacked relevant knowledge; skill and commitment to handle disable children.

The findings indicated that the, awareness the majority of the teachers and principals not aware about inclusive education was very serious challenged to the successfully implementation of inclusive education in primary schools of Gimbichu district in Hadiya Zone.

The findings indicated that the inflexible of curriculums that may arise from within the education system itself. Aspects of the curriculum related problems identified that may perpetuate challenges to learning include the content, how the classroom is organized, teaching methods, pace of teaching, time allocated to complete the curriculum, learning materials used and assessment methods.

The findings indicated that principals and teachers didn't have preparation implementation of inclusive education. Mainstream teachers were incompetent to teach their subject matter in which they are qualified, since they didn't take proper training to help students with learning Difficulties/Disabilities. Teachers in the mainstream class took insufficient training or taught without training pertaining to Special Needs Education.

The findings indicated that educational facilities and materials are inadequate in most of the sample schools.

The finding indicated that lack provision and utilization of ICT technologies in most sample primary schools. This proves that reconstruct school system by modern technology.

ICT based teaching method is changing education and helping to make it more accessible for every child's.

The findings indicated that lack of transparency in the allocation of budget, lack of accountable system in the utilization of the budget or inadequacy of the budget allocation are a major factors influence the implementation of inclusive education.

All the above findings shows that, lack of adaptation and modification of the curriculum, lack of knowledge and awareness about IE, lack of knowledge about learners diversity, rigid and poor teaching methods, in convent learning environment, insufficient preparation of teachers and principals implementation of inclusive education, lack of instructional learning materials and inadequate are major factors influence implementation of inclusive education primary schools of Gimbichu district in Hadiya zone.

The findings indicated that, practice implementation of inclusive education is develop awareness creation program, develop school based inclusive education implementation strategies, fulfill teaching learning materials and equipment about inclusive education and principals should to create friendly relationship between and among CwDs and their non-disabled peers, teachers and supportive staff by rising the awareness of the school community.

The findings of the study indicated that, the possible strategies to overcome the challenges of inclusive education is awareness creation among school community about inclusive education one of the possible strategy to overcome the challenges of inclusive education, create identification and screening procedure about inclusive education problems was very strongly recommended strategy possible to overcome the challenges of inclusive education, to avail educational materials and equipments was very strongly recommended strategy to overcome the challenges of inclusive education, teachers and principals work collaboratively was very strongly recommended strategy to overcome the challenges of inclusive education, develop new ongoing curriculum was very strongly recommended strategy to overcome the challenges of inclusive education and allocate resource and finance was very strongly recommended strategy to overcome the challenges of inclusive education.

Additionally modifying the teaching learning methods was very strongly recommended strategy to overcome the challenges of inclusive education and arrangements of different training like ICT technologies because modern information technology is rapidly transforming the way of teaching learning process was very strongly recommended strategy to overcome the challenges of inclusive education.

5.2. CONCLUSION

This topic deals with conclusion of the study. While is the responsibility of all stakeholders to implement IE, principals have a crucial role to play and most importantly, inclusive education is implemented effectively, it will be effective solution to access education for all underprivileged students with disabilities. Based on the results of the study, the researcher has concluded that role of principals in the implementation of inclusive education in the primary schools of Gimbichu district in Hadiya zone the following conclusions are drawn.

1. On the topic practices implementation of inclusive education the finding of the study revealed that the most activities under this status implemented as very strongly recommended. The researcher indicates that principals play great important role in the implementation of inclusive education.
2. On the topic challenges does not have eligibility criteria to admit students with special needs and principals and teachers lack of knowledge about diversity and special need education and rigid and poor instruction methods the finding of the study was verified that majority of activities in factors that influence implementation of inclusive education in Gimbichu district primary schools were performed at serious problem. This factors influence principals the implementation of inclusive education in the primary schools of Gimbichu district in Hadiya zone.
3. On the status of possible strategies to overcome the challenges in implementation of inclusive education, the finding of the study revealed that the most activities under this status implementation of inclusive education as very strongly recommended. For instance, principals and teachers work collaboratively in the inclusive education, create identification procedures about inclusive education implementation problems, develop ongoing curriculum framework and give emphasis to learner's disabilities, avail appropriate materials and equipments rising awareness among inclusive education, utilize the ICT facilities, organizing parental and community involvement and supporting the private sector in establishing more schools and in enhance the implementation of IE.

5.3. Recommendations

Depending on the findings drawn from the summary and conclusions of the study, the following recommendations are forwarded practices and challenges implementation of IE.

1. Allocation of budget helps to supply materials, equipment and adjust accommodation to students with learning disabilities/ difficulties.

2. Awareness raising event, conference, symposium, parents day should arrange to fort he children with learning disabilities to participation, and school community to understand their role in the making of inclusive education.
3. Principals should improve communication among the students, parents and schools community so that their interaction and perception raised and hence better attitude towards about inclusive education.
4. The school principals are expected to be visionary and be able to create strategic direction, plan for the school and then facilitate and monitor the implementation of such plan and effectively manage all the school resource in support of inclusive education program.
5. The school principals should follow the scientific way of identification and assessment procedures and should conduct periodic assessment. Because if the students' needs is not fully assessed, it will be difficult to address all their needs or it might put them inappropriate placement.
6. Adjust the infrastructure of the schools to create least restrictive environment for students with learning disabilities/ disadvantage.
7. Helping teachers to understand their role in inclusive education and that inclusive of diversity in education in an opportunity and not a problem. The role of teachers in inclusive education is very crucial; the teachers have the ability to solve problems and take the advantage of children's individual interest and use their internal motivation for developing needed skills.
8. Government policy and decision-makers provide access to appropriate ICTs technology that can reduce inequalities in education, and ICTs can be a powerful tool in supporting educational inclusion. Therefore, ICT offer possibilities of transforming the learning paradigm and brining knowledge to those who have not earlier been able to participate in education.

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7. APPENDCES

APPENDIX I

HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Practice and challenges Implementation Inclusive Education Primary
Schools of Gimbichu District in Hadiya Zone, Ethiopia.

Questionnaire to be filled by teachers and Principals

General Direction

The main purpose of this questionnaire is to collect necessary data for my MA study on the topic entitled role of principals in the implementation of Inclusive Education in Gimbichu District in selected primary schools and thereby to come up with some workable solutions to overcome the existing problems. The outcome of this study will highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to fill the questionnaire honestly and with great responsibility as per the instruction. Your responses will be read only by the researcher and used only for academic purpose. Moreover, your identity will be kept strictly confidential.

Thank you in advance for your cooperation.

Instruction

1. No need of writing your name.
2. Give your response by putting a tick (√) in the appropriate box each close ended item.

Part I. Personal information

School name _____woreda/ city administration

Gender: i. Male ii. Female

1. What is your teaching experience? i. below 5 years ii. 6-10 years iii. 11-15 years iv. 16-20 years v. above 20 years

2. What is your highest professional qualification? i. TTI ii. Diploma. iii. Bachelor degree iv. BSc/ BA

3. What are your current positions? i. Principal ii. Teacher

4. Major Field of specialization. _____

Part II. The following questions are related to challenges which affected in Implementation IE. Read the following item and put (√) under your choice: YES, NO

No	Factor Influence the Implementation of Inclusive Education	YES	NO
1.	Lack of adaptation and modification of the curriculum according to inclusive education.		
2.	Lack of administration support from school principal.		
3.	Lack of parents and communities awareness about their children's education.		
4.	Lack of knowledge about diversity.		
5.	Rigid and poor teaching methods, inconvenient learning environments.		
6.	Insufficient preparation of teachers, and principals		
7.	Lack of adapted curriculum for students with special needs the		
8	Negative attitude of school community		
9	Inadequate need assessment of with disabilities		

If other please specify. _____

PART III. The following questions are related some roles of principals in the implementation of IE. Read the following item and put (√) under your choice: **5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree, 1=strongly disagree**

No	Challenges Implementation of Inclusive Education	5	4	3	2	1
1.	Creating conducive learning environments					
2.	To facilitate all stakeholder should give adequate support for disable students					
3.	Creating awareness about inclusive education for school community					
4.	Provides materials for teachers to teach students of disabilities					
5	Allocating finance to implement IE					
6.	All stakeholders should give necessary supports for implementation of IE					
7	Promote and sustain IE program in the school					
8	Establish a productive working relationship with the community					

If other please specify. _____

PART V. The following questions are related some strategies to solve challenges implementation of IE. Read the following item and put (√)under your choice: **5= very strongly recommended, 4=strongly recommended, 3= Undecided to recommended, 2=low recommended, 1=not recommended**

<u>No</u>	Strategies to overcome challenges of inclusive education	5	4	3	2	1
1	Incentive should be given to teachers teaches students with disabilities					
2	Provision of training for teachers and principals					
3	Creating awareness about inclusive education					
4	Teachers and principals are work together collaboratively					
5	Employments of special need education teachers					
6.	Allocate sufficient budget in the area of SNIE					
7	Gives special service students with disabilities					

If other please specifies: _____

APPENDIX II

HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT EDUCATION PLANNING AND MANAGEMENT
Practice and challenges Implementation Inclusive Education Primary
Schools of Gimbichu District Hadiya Zone, Ethiopia

Interview questions for schools Supervisors/ Special Needs Education Experts

Part I. Opening

1. Your current position, tasks, responsibilities?
2. Did you have experience regarding school management?
3. How long have you had experience working with this area?

Part II. Teaching learning of inclusive education, challenges, role of principals and possible strategies

1. What role does a principal's play in promoting and sustaining inclusive setting?
2. What does inclusion mean to you?
3. What factors influence the implementations of inclusive education in your school?
4. What defines your school as an inclusive environment?
5. What are the benefits of inclusive education?
6. What are challenges encounter in the implementation of inclusive education in your school?
7. What strategy is provided into supervises implementation of IE in your school?
8. What do you think needs to be done by principals to improve the implementation of IE?

Part III. Conclusions if you have any other additional comment to enhance the implementation inclusive education in your school please specify

Thank you very much for your cooperation!!

APPENDIX III

HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT
Practice and challenges Implementation Inclusive Education primary
schools of Gimbichu District Hadiya Zone, Ethiopia

OBSERVATION CHEECKLIST

This observation checklist was filled by the researcher when he visits the schools mentioned in the study based on the following indicators.

No	Indicator	Yes	No
1	Is there a learning assistant present in the class who helps with the children disables?		
2	Are the desks and chair comfortable enough for the students with disabilities?		
3	Is there enough classroom space for the students to be comfortable when seated and for movement?		
4	Establish a productive working relationship with the community?		
5	Does the teacher demonstrate a sound knowledge of understanding the student's with disabilities?		
6	Is the class well ventilated and free from external noise that may distract a student?		
7	Is the school compound free from obstacle that creates a challenge student movement?		
8	Dose the school develops and use signs and maps in tactile formats?		
9	Is the school establishes or adapts school compound according to student with special need?		
10	Dose the school provided and practice IE program for student with disability?		

APPENDIX V

ሐረማያ ዩኒቨርሲቲ
የስነ-ባህሪ ትምህርትና ጥናት ኮሌጅ
ትምህርት ዕቅድና ሥራ አመራር ድጋግ-ትምህርት

በመምህራን እና በርዕሰ- መምህራን የሚሞላ መጠይቅ።

አጠቃላይ የዚህ መጠይቅ ዋና ጠቃሚታ በጊምቢቹ ከተማ/አስ/ በተመረጡ በመጀመሪያ ደረጃ ትምህርት ቤቶች የርዕሳን -መምህራን በአካቶ ትምህርት ያላቸው ሚና በምል ርዕስ የተዘጋጀው ሁለተኛ ደግሪ የማሟያ ጥናት የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በሚሰጡት መረጃ መሰረት ለትምህርት ፕሮግራሙ ተግዳሮቶች መፍትሄዎችን ለመጠቀም እና ለትምህርት ጥቅም ብቻ እንደሚውል ሊረጋግጥሎ እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት ሞልተው እንዲመልሱ በአክብሮት እጠይቃለሁ ጥያቄዎችን ከመመላስዎ በፊት ትዕዛዙን በሚገባ ያንብቡ እንዲሁም ምላሾን ይህን(✓)ምልክት በመጠቀም ይመልሱ።

መምህር፣ ርዕሰ- መምህር! ስለመልካም ትብብር በቅድሚያ አመሰግናለሁ!

ክፍል I

የትምህርት ቤት ስም _____

ጾታ:- ወ ሴ

1. የእርሶ የስራ ልምድ ምን ያህል ነው?

- iii. 0-5 አመት ii. 6-10 አመት iii. 11-15 አመት IV. 16-20 አመት
- v. ከ20-25 አመት vi. 25 ዓመትና ከዝያ በላይ

2. እርሶ የተመረቁበት የትምህርት መስክ ደረጃ? i. ስርተፍኬት ii. ዲፕሎማ iii. የመጀመሪያ ደግሪ v. ሁለተኛ ደግሪ

3. አሁን የምሳሩት ስራ ወይም ያሉባት የስራ ድርሻ i. መምህር ii. ርዕሳን-መምህር

4. እርሶ የተመረቁበት የትምህርት መስክ? _____

ክፍል II. ለዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርት ትግበራን ይመለከታል። በመሆኑም የእርሶ ምላሽ አዎ፤ አልያም አይደለም፣ በማለትና(✓)ምሌክትን በመጠቀም ምላሽ ይስጡ።

ተ/ቁ	አካቶ የትምህርት ዐይነትን የማስተማር ሂደት	አዎ	አይደለም
1.	መምህራን የልዩ ፍላጎት ትምህርት እና አካል ጉዳተኛ ተማሪዎችን ለማስተማር ፍላጎት አለመኖር		
2.	አካል ጉዳተኛ ተማሪዎች የትምህርት ድጋፍ ክት/ቤቱ በበቂ ሁኔታ አለመገኛት		
3.	ሁሉም መምህራን ስለ አካቶ ትምህርት በቂ ግንዛቤ አለመኖር		
4.	ክት/ቤት አስተዳደር አካላት ጥሩ የሆኑ አስተዳደራዊ ድጋፍ ለአካቶ ትምህርት አለመደረግ		
5.	መምህራን የልዩ ፍላጎት ተማሪዎችን በጥሩ ሁኔታ አለመደገፍ		
6.	የተማሪዎች የመማሪያ ግብዓት በበቅነት አለመሞላት		
7.	ት/ቤቶች በሚገባ የተሞላ የማማሪያ ግዕዝ አለመኖር		
8.	ህብረተሰቡ ስለ አካል ጉዳተኛነት ያላቸው አመለካከት አሉተዊነት		
9.	በቂ የሆነ ለአካል ጉዳተኞች የምሆን የመማሪያ ግባአት አለመሞላት		

ተጨማሪ ሀሳብ ካለዎት፡- -----

ክፍል III: የሚከተሉት ጥያቄዎች በጊ/አስ/ከተማ የመጀመሪያ ት/ቤቶች አካቶ ትምህርትን ለመተግበር ተግዳሮቶች ልሆኑ ይችላሉ ተብለው የታሰቡ ናቸው። እረሶም በት/ቤቶች ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው ብለው የምታምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምሌክት በማድረግ ይለዩ። ማስታወሻ:- 5= በጣም እስማማህሁ 4=እስማማህሁ 3= መወሰን ያስቸግራል 2=አልስማማም 1=በጣም አልስማማም

ተ.ቁ	የአካቶ ትምህርት ተግዳሮቶች	5	4	3	2	1
1.	አካቶ ትምህርትን ለመተግበር የምራዱ ካርኩለምና ስርአተ-ትምህርት የመውጣት አቅም ማጣት					
2.	ከትምህርት ቤቱ አስተዳደር /ርዕሰ-መምህራን/ በቂ እገዛ አለመኖር					
3.	ስለልዩ ፍሊጎት ትምህርት መምህራን በቂ ዕውቃት፣ ክሎትና ተነሳሽነት መነስ					
4.	ስለአካቶ ትምህርትን ተገብ የሆነ ዕውቃት አለመኖር					
5.	የሌዩ ፍሊጎት ትምህርት ተማሪዎች የሚያገዝ የትምህርት መርጃ መሳሪያዎች በበቂ ሁኔታ አለመኖር					
6	ስለአካቶ ትምህርት ርዕሰ-መምህራና መምህራን በቂ ግንዛቤ የላቸውም					
7	አካቶ ትምህርትን የሚያገዙ የትምህርት ቁሳቁስ አለመኖር					
8	ጊዜን የማከለ ሥራዓተ ትምህርት አለመቅፅና ለትምህርት ምቹ አከባቢ አለመፍጠር					

ተጨማሪ ሀሳብ ካሎት:- -----

ክፍል III: የሚከተሉት ጥያቄዎች በጊ/አስ/ከተማ የመጀመሪያ ደረጃ ት/ቤቶች አካቶ ትምህርትን ለመተግበር ተግዳሮቶች ልሆኑ ይችላሉ ተብለው የታሰቡ ናቸው። እረሶም በት/ቤቶ ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው ብለው የምታምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምሌክት በማድረግ ይለዩ። ማስታወሻ:- 5= በጣም እስማማለሁ 4=እስማማህሁ 3= መወሰን ያስቸግራል 2=አልስማማም 1=በጣም አልስማማም

ተ.ቁ	የርዕሳነ መምህራን ለአካቶ ትምህርት ያላቸው ሚና	5	4	3	2	1
1.	ምቹ የመማር ከባቢን መፍጠር እና መማሪያ ክፍልችን ለሁለም ተማሪዎች ምቹ መድረግ					
2.	ሁሉም የ ት/ቤት ባለድርሻ አካላት በአካቶ ትምህርት ለይ የድርሻቸውን እንዲያበረክቱ ምቹ ሁኔታ መፍጠር					
3.	የት/ቤት ባለድርሻ አካላት በአካቶ ትምህርት ለይ ያላቸውን ግንዛቤ የመጨመር ሥራ መስራት					
4.	መምህራን አካቶ ትምህርትን በበቂ ሁኔታ እድተገብሩ እገዛ መስጠት					
5.	ተጫማር የአካቶ ትምህርት መስፈጸመያ ገንዘብ እና ቁሳቁስ መዘጋጀት					
6	በለድርሻ አካላት የአካቶ ትምህርት ለመስፈጸም ተገብውን ድጋፍ መበርከት					
7						
8						

ተጨማሪ ሀሳብ ካሎት:- -----

APPENDIX VIII

ሐረማያ ዩኒቨርሲቲ

የስነ-ባህሪ ትምህርትና ጥናት ኮሌጅ

ትምህርት ዕቅድና ሥራ አመራር ድጋግ-ትምህርት

ይህ ቃለ-መጠይቅ በሱፐርቨዘር እና በልዩ ፍለጎት ትምህርት በለሙያዎች የሚሞላ ነው።

የመግቢያ ጥያቄዎች

- 1. አሁን ምን የሥራ ድርሻ/ ኃላፊነት ነው ያሉት?
- 2. ት/ቤት የመምራት ዕድል ነበረ?
- 3. ምን ያህል የአገልግሎት አመት አሉት?

መደበኛ ጥያቄዎች

- 1. ርዕሰ-መምህራን የአካቶ ትምህርት በመሠፋጸም ሚናቸው ምንድነው?
- 2. ለርስዎ የአካቶ ትምህርት ማለት ምን ማለት ነው?
- 3. በትምህርት ቤታችው የአካቶ ትምህርት በምትገባበት ጊዜ ምን አይነት ተግዳሮት አጋጥሞል?
- 4. ትምህርት ቤታችው የአካቶ ትምህርትን በምን መልኩ እትገባሉ ይገኛል?
- 5. የአካቶ ትምህርት ጠቃሚታ ምንድነው ብለው ያስበሉ?
- 6. የአካቶ ትምህርት ተግዳሮቶች ናቸው ብለው የምሉት ምን ምንድር ናቸው?
- 7. ምን አይነት ስልት በመጠቀም አካቶ ትምህርት በጥሩ ሁኔታ መተግበር የምቻል ይመስሎታል?
- 8. የትምህርት ቤት ርዕሰ-መምህራን አካቶ ትምህርትን ለመተግበር ምን አይነት ሚና መጫወት አለባቸው ይላሉ?

APPROVAL SHEET
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POSTGRADUATE PROGRAM DIRECTORATE
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Primary School of Gimbichu District in Hadiya Zone, Ethiopia

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