

**THE REPUBLIC OF TURKEY  
SAKARYA UNIVERSITY  
THE INSTITUTE OF EDUCATIONAL SCIENCE  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
SUPERVISION**

**SCHOOL ADMINISTRATORS' ATTITUDES TOWARDS THE  
INCLUSION OF CHILDREN WITH DISABILITIES AT  
SCHOOLS A CASE STUDY OF ELEMENTARY AND MIDDLE  
SCHOOLS IN SAKARYA PROVINCE, TURKEY**

**A MASTER'S THESIS**

**HAMADI FADHIL NGULUMA**

**SUPERVISOR**

**ASSOC. PROF. DR. MUSTAFA BAYRAKCI**

**JUNE 2017**



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## DECLARATION

I declare that a thesis that I prepared it is completely my own work, in case of using other sources from other peoples's works, I showed every source that I referred and quoted in accordance with academic and ethical rules.

Signature



Hamadi Fadhil Nguluma



## JÜRİ ÜYELERİNİN İMZA SAYFASI

“School Administrator’s Attitudes Towards The Inclusion Of Children With Disabilities At School” başlıklı bu yüksek lisans tezi, Eğitim Bilimleri Bölümü Eğitim Yönetimi ve Denetimi Bilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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Doç. Dr. Halil İbrahim SAĞLAM  
Enstitü Müdürü

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## **ABSTRACT**

### **SCHOOL ADMINISTRATORS' ATTITUDES TOWARDS THE INCLUSION OF CHILDREN WITH DISABILITIES AT SCHOOLS**

Nguluma, Hamadi Fadhil

A Master's Thesis, Department of Educational Administration and Supervision

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All children have the right to education. Inclusive education ensures the participation of all students in schooling. It involves restructuring the cultures, policies and practices in schools so that they can respond to the diversity by acknowledges and respects the differences of the children at school. For decades, many educational reforms have been introduced to the education system in Turkey in order to identify various unsatisfactory aspects in the educational field. This reform was in relation to the initiative of inclusive education with the aim of integrating children with disabilities in schools, particularly in regular/general schools. Generally, the idea of inclusive education has been perceived as an opportunity to bring about changes in the structure of the contemporary educational system, in a way that increases the variety of educational and pedagogical experience among the educators in schools. Moreover, school administrators have been considered as the most significant role players among the various education professionals in the successful implementation of these educational reforms, particularly inclusive education program in their school environment. Therefore, it is important to understand the attitudes of the school administrators towards inclusive education. The foundation of this study is to find out the attitudes of the public elementary and middle school administrators and the possible factors that influencing their attitudes towards inclusion of children with disabilities in general schools.

This research is a descriptive study using survey methodology. The research was conducted using "Principals' Attitudes Towards Inclusive Education (PATIE) scale" that entitled to collect data from 232 school administrators in Sakarya province. The collected data were analysed using different analytical tools such as *t*-test, and MANOVA and ANOVA. The results of the study showed the overall attitudes of the school administrators towards inclusion of children with disabilities at schools was

significantly positive, though there some concerns that have been raised among the school administrators about effective implementations of inclusive education. Moreover, based on the results, the attitudes of school administrators in Sakarya were depended on the several independent variables such as school type, training related to special education, level of disabilities, job position and teaching experience in general schools. In other words, these variables played significant roles in the influencing school administrators' attitudes towards the inclusion of children with disabilities in schools. However, some of the independent variables such as; age, gender, teaching experience in special education schools, the number of disabled students, administrative experiences, personal experience with individuals with disabilities and the number of students enrolled in school were not found statistically significant and did not predict favourable attitudes among the school administrators towards the inclusion of children with disabilities in schools.

The majority of the participants confirmed that their teaching experiences and training related to special education and inclusive practices was quite limited, though they have expressed their experiences of educating or supervising regular schools with children with disabilities. Nevertheless, school administrators reported to support more inclusive education for the children with mild disabilities, and it has been found that those who undertaken training related to the special education tended to have more favourable attitudes towards inclusive education; in addition, they believe that disabled children and non-disabled children may benefit academically and socially from studying together in general/regular schools.

Since the majority of the demonstrated limited trainings on special education, this study emphasizes on the implementation of ongoing training development for teachers and school administrators. Developing training in special education is a way of overcoming teacher and school administrators' expressed lack of confidence, while giving emphasis to the importance of treating and monitoring each child positively, and inventing plans which will enable children to make progress in relation to their starting level of skills, knowledge and personal attributes. The government should make sure that all necessary resources supporting education for children with disabilities should be provided to the schools that committed to implement inclusive education.

**Keywords:** Attitude, Inclusive Education, General Schools, Public School Administrator, Children With Disabilities.



## ÖZET

### OKUL YÖNETİCİLERİNİN ENGELLİ ÇOCUKLARIN OKULLARDA DAHİL EDİLMESİNE YÖNELİK TUTUMLARI

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Bütün çocuklar eğitim alma hakkına sahiptir. Kaynaştırma eğitimi bütün çocukların eğitime katılımını sağlamaktadır. Çocuklardaki çeşitliliğe kabul, saygı ve farklılıkları ile cevap verebilmek için bu okullarda kültürlerin, politikaların ve uygulamaların yeniden yapılandırılmasını gerektirmektedir. Eğitim alanının yetersiz yönleri üzerinde çeşitli değişiklikler gerçekleştirmek için on yıllardır Türkiye eğitim sisteminde bir çok eğitim reformları ortaya konulmuştur. Bu reformlar, engelli çocukları genel eğitim okullarında kaynaştırmayı hedefleyen kapsamlı bir eğitim girişimiyle ilgiliydi. Genel olarak, kaynaştırma eğitimi fikri, okullarda eğitimciler arasında eğitim ve pedagojik deneyimin çeşitliliğini arttıran bir bakıma çağdaş eğitim sisteminin yapısında değişiklikler yapma fırsatı olarak algılanmıştır. Üstelik, okul yöneticileri çeşitli eğitim uzmanları arasında bu eğitim reformlarının, özellikle de kaynaştırma eğitim programının okullarında başarıyla uygulanmasında en önemli rol oynayanlar olarak görülmüştür. Bundan dolayı okul yöneticilerinin kaynaştırma eğitime yönelik tutumlarını öğrenmek ve anlamak önemlidir. Bu çalışmanın temel amacı, ilköğretim ve ortaöğretim okul yöneticilerinin engelli çocukların genel eğitim okullarına dahil edilmesine yönelik tutumlarını ve etkileyen olası etkenleri ortaya çıkarmaktır.

Bu araştırma, anket metodolojisini kullanan nicel bir çalışmadır. Araştırma, Sakarya ilinde bulunan 232 okul müdüründen veri toplayarak “Principal’s Attitudes Towards Inclusive Education (PATIE) ölçeği” başlıklı anket kullanılarak yürütülmüştür. Toplanan verilerin analizinde *t*-test, ANOVA ve MANOVA gibi farklı analiz teknikleri kullanılmıştır.

Çalışmanın sonuçları, bazı okul yöneticilerinin endişelerinin olmasına rağmen çoğunlukla okul yöneticilerinin engelli çocukların genel eğitim okullarına dahil edilmesi yönündeki tutumlarının önemli ölçüde olumlu olduğunu gösterdi.

Ayrıca, sonuçlar Sakarya'daki okul yöneticilerinin tutumları, okul türü, özel eğitimle ilgili eğitim, engellilik düzeyi, genel okullarda iş pozisyonu ve öğretim deneyimi gibi çeşitli bağımsız değişkenlere bağlı olarak elde edilmiştir. Başka bir deyişle, bu değişkenler okul yöneticilerinin genel okullara engelli çocukların dahil edilmesine yönelik tutumlarını etkilemekte önemli rol oynamıştır. Ancak, yaş, cinsiyet, özel eğitim okullarında öğretim deneyimi, engelli öğrenci sayısı, idari deneyimler, özürli bireylerle kişisel deneyim, okula kayıtlı öğrenci sayısı gibi bağımsız değişkenlerden bazıları istatistiksel olarak anlamlı bulunmamış ve okul yöneticileri arasında engelli çocukların genel okullara dahil edilmesine yönelik olumlu tutumları öngörmemiştir.

Katılımcıların çoğunluğu, engelli çocukları normal okullarda eğitmek ve yönetmek konusunda bazı tecrübelerinin olduğunu belirtmelerine rağmen, özel eğitim ve kaynaştırma eğitimi uygulamalarına ilişkin öğretme deneyimlerinin ve eğitimlerinin oldukça sınırlı olduğunu doğrulamıştır. Bundan başka, okullarına daha az sayıda öğrenci kayıtlı olan okul yöneticilerinin kaynaştırma eğitimine daha çok destek verdikleri görülmüştür. Özel eğitimle ilgili eğitim alan okul yöneticileri kaynaştırma eğitime karşı olumlu tutumlara sahiplerdi ve engelli ve engelsiz her çocuğun genel eğitim sınıflarında birlikte çalışmasının akademik ve sosyal açıdan fayda sağlayabileceğine inanıyorlardı. Bunun aksine, bu tür eğitim almayanların engelli öğrencileri kaynaştırma eğitimi için daha az yerleştirme öngördükleri algılanmıştır.

Bu çalışma, okul yöneticilerinin çoğunluğunun özel eğitim ve kaynaştırma eğitimi konusunda sınırlı eğitim aldıklarını gösterdiğinden, bu eğitimlerin devam ettirilmesinin üzerinde durmaktadır. Özel eğitim ihtiyaçlarını geliştirme çalışmalarının bir yolu, öğretmen ve okul yöneticilerinin ifade ettikleri güven eksikliğinin üstesinden gelmesi ve her bir çocuğun olumlu bir şekilde tedavi edilmesinin ve izlenmesinin öneminin üzerinde durulması, çocukların beceri, bilgi ve kişisel niteliklerinin başlangıç düzeylerinde ilerleme kaydetmelerini sağlayacak planlar oluşturulmasıdır. Hükümet, engelli çocukların eğitimini destekleyen için bütün gerekli kaynakların sağlandığından emin olmalıdır.

**Anahtar kelimeler:** Engelli Çocuklar, Genel Okullar, Kaynaştırma Eğitimi, Devlet Okul Yöneticileri, Tutumlar.

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# CHAPTER I

## INTRODUCTION

### 1.1. STATEMENT OF THE PROBLEM

Inclusive education was once described as an approach in which children with special education needs spend most or all of their time with non-disabled children in general education schools, rather than pulling out and place them in special education schools (Praisner, 2003). As with all children, children with disabilities are unique, the nature and severity of their disabilities can range from mild to severe/profound. In many cases, children with disabilities were preferred to be placed in special education schools where all their needs can be met. However, currently the fields of special education needs have moved from segregation paradigm through integration to a point where inclusive education becomes a central of placement for the children with special education needs. The governmental and educational efforts were made to include more students with disabilities in regular schools and classrooms which promise better educational results for these children (Sakız & Wood, 2015). Following with an initiative of inclusive education, school administrators, policy makers, guidance and counsellors, special and non-special education teachers and parents are being called upon to respond and to ensure inclusion practice in all aspects of the educational environment taking place more effectively. Therefore, in order for inclusion practices to be more effective, it is generally agreed that the school personnel who are responsible for the success of inclusion should be receptive to the principles and regulation relative to the special education and inclusion practices (Brown, 2007). With the leadership status they have, school administrators are the transformational and instructional leaders who most play a vital role in the process of including students with disabilities in the regular education classrooms. In other words, it is very important to understand that school administrators are the one who sets the quality of the school, the climate for the teaching and learning, and the level of professionalism and morale of the teachers, and believe that all children can learn and have right to be educated with their peers in appropriate regular education classrooms. In addition, if school is vibrant, innovative, child-centred place, has a

reputation for excellence in teaching and learning, and if students are performing to the best of their ability, one can almost always point to the school administrators' leadership as the key to success (U.S. Senator Committee Report, as cited in Adam, 2013). In this case, their traditional roles and responsibilities, school administrators are responsible for the development and improvement of all children in their schools by creating an appropriate teaching and learning environment, which involving all of their students in learning activities, and using evidence-based strategies. In addition to that, they (school administrators) need to have knowledge regarding the methods for development and implementation of individualised education programs (IEPs) and possess the behaviour management skills for working with the students with malicious characteristics, particularly those with disabilities, and collaborating with the families in order to offer them a necessary support they need (Brun & Mogharreban, 2009; Drewery & Kecskemeti, 2010; Smith, 2011).

Since school administrator is the key figure of making inclusive education come into effect in Sakarya and Turkey in general for instance, it is the school administrator's responsibilities, to ensure that guideline and principles of the TSESR are being implemented effectively. Moreover, inclusive education promotes diversity and respects the rights of minority groups which accredited as social-cultural initiative movements for supporting the rights of the individuals with special education needs to be included and educated in general schools. This seems that it is an essential step for the people who want to have an experience and grow up with the individual with disabilities. Past studies revealed that the attitudes of the school administrators are fundamental in design and effective implementation of inclusive education practices in their schools (Bailey, 2004; Brown, 2007), though Bailey and Du Plessis (1997) identified that the beliefs and values which guide their attitudes towards inclusive education to some extent are complicated in nature.

So far, many existing researches (Avramidis & Norwich, 2002; Aydin & Kuzu, 2013; Cavkaytar, 2006; Chaula, 2014; Hofman & Kilimo, 2014; Dapudong, 2013; Sari, 2007; De Boer, Pijl & Minnaert, 2011; Sari, Celikoz, & Seçer, 2009; Sucuoğlu, et al, 2013) have investigated the educators' attitudes towards inclusive education, and perhaps were restricted to the candidate teachers or school teachers' attitudes towards the inclusion of children with disability in general education schools, while ignoring the school administrators' attitudes. Nevertheless, those who investigated school administrators' attitudes were limited themselves only either in elementary schools (Praisner, 2000;

Durtschi, 2005; Emam & Mohamed, 2011; Galano, 2012; Weller, 2012), or secondary and high schools (Ngwokabuenui, 2013; Smith, 2011; Yuen & Westwood, 2001; Farris, 2011). Therefore, there is a need of investigating school administrators' attitudes towards inclusive education and identifying factors that affecting their attitudes towards the inclusion of children with disabilities in general education schools using samples of mixed groups of school administrators from both elementary and middle school levels.

### **1.1.1. Inclusive Education and Legal Framework**

In many developed and developing countries, inclusive education has received a momentum of the series of statutes and legal decisions, which prominently protect and give the rights to the children or individuals with disabilities to have an opportunity of studying together with their non-disabled peers in the same learning environment. Several local and international movement organizations such as UNESCO, Save the Children, UNICEF, and the Turkish Special Education Services Regulatory (TSESR) joined to address the issue of educating children with disabilities in general schools. Steinke (2010) despite the fact that perhaps for the school administrators are not enforced to be an expert in special education areas; however, having a basic knowledge may help them to work more comfortably with the children with special education needs while performing their administrative tasks and set about planning for better inclusive educational practices. In addition, as certified school leaders, they have to know and understand the background and principles of the inclusive education by referring the special education policies and regulations that governing and protecting the rights of the individual with disabilities, particularly the right to education. The rights of education for the individuals with special needs underlined in the legislative laws; the laws made purposefully to make sure that every child gets education or go to school without considering their different abilities or characteristics. The Turkish Grand National assembly (TBMM) constitutionally has responsible for making law of the country, including the laws that protect the rights of individuals with special needs and their rights to education. Besides, in the Turkish education system, the rights to special education and inclusive education practices have been adopted from the laws of the student with special education needs (Act no: 2916) of 1983. Inclusive education program in regular education classrooms referred as supportive educational services provided and supervised under the regulations of special education of the Ministry of National Education [MoNE] (Ira, 2015).

In 1997, a Legislative law (Act no; 573) enacted to emphasize that the children with disabilities should be educated alongside their peers in general schools. Eventually, inclusive education programs came to be accepted as an educational service model and made possible for the individuals with disabilities or special needs to receive education in general schools. From this legislative law (573), there are primary adequacy consideration services in terms of educational opportunity to the individual with disabilities. As the formal education, special education described as training services that provide supportive education services such as occupational therapy, speech therapy as well as physical therapy in rehabilitation centres and in the regular schools. A child with special education needs should be educated in the school with the inclusive educational environment and enjoy their school social life.

Moreover, in all educational levels, educators, including school administrators, counsellors and teachers are responsible by the laws and regulation to make sure that the required resources for the students with special needs are met (Sucuoğlu et al., 2013; Kıs, 2016). In 2006, the Turkish Special Education Services Regulatory (TSESR) enacted, and got its amendments in 2012 (Meral & Turnbull, 2014). It was enacted purposefully to increase more protection and respect of all children with special education needs. The intention of these legislation series was to channel children with disabilities back into the general schools, especially those with mild to moderate disabilities.

In earlier of 1980s, the separate schools were the major preferable place for the individuals with special education needs to study. However, this kind of educational placement has moved forward by establishing inclusive education programs, whereby children with disabilities can be educated with other children in the some school environments. Since then, the number of children with disabilities placed in regular education classrooms has increased too. In the statistics of 2011 indicated that about a total of 125,000 children with disabilities placed in inclusive education schools cited Sucuoğlu et al., 2013). And, in the recent year 2016 national education statistics [Milli Eğitim İstatistikleri] indicated that the number of children with disabilities placed in general/regular schools have increased to 202,541. About 173,412 were educated in the public elementary and middle schools, while 27,730 were in the inclusive high schools and 1,399 in the inclusive preschool classrooms. Following the development of inclusive education, the demanding for hiring qualified teachers and school administrators were highly increased too. Their skills and knowledge is the most

fundamental concerns in many countries that have begun practicing inclusive education programs. Therefore, a new demand of special education training caused many countries to re-evaluate their teachers and school principal training programs.

In Turkey, for instance, these trainings began since 1983 after the legalization of special education, and initially were offered in one university which mandated to prepare teachers in instructional strategies for serving children with special needs. But later other different universities started to offer special education courses around the country. Courses related to special education tended to change the attitude and give them knowledge and skill of assessing and managing miscellaneous behaviours of the child; and integrating them with supportive education facilities (Cavkaytar, 2006). The legislative changes give social interaction opportunities to the children experience the normal school life in and outside of their classrooms or school environment.

However, in one of the Turkish study by Kıs (2016) showed that yet some groups of school administrators, teachers, and parents of children with and without disabilities have showed their concerns about their efficiency and effective implementations of the inclusive education in regular schools without affecting their children. Further, this also draws attention to the roles and responsibilities of the school administrators. Traditionally, school administrators are the most important and influential persons for the success of inclusive education. Idol (2006), described that lack of administrative support from school administrators is one of the primary reasons why changes regarding inclusive education does not take place effectively within the school buildings.

### **1.1.2. The Role of School Administrators in Inclusive Education**

The philosophy of inclusive education emphasizes on educating children with disabilities alongside their non-disabled peers. The approach fosters understanding, tolerance and better preparing students' abilities to function in the real world beyond their school life. Although school administrators do not need to be disability experts, they must have fundamental knowledge and skills that will enable them to perform essential and special education leadership tasks. Their roles and perspective is very crucial in promoting successful inclusion practice and student's success. Administrator's leadership sets the school climate for learning and teaching environment, and inspire the teachers' morale in the implementation of the inclusive education more effectively in their schools. In addition, Sart at el. (2004) "many researchers who focused on the

inclusive educational practices suggested that for the school administrators who have enough knowledge and favourable attitudes towards inclusive education and the children with disabilities play considerable roles in the success of inclusive practices” (p 6). Likewise, DiPaola and Walther-Thomas (2003) those who focus on instructional issues, demonstrate administrative supports to the teachers and student with disabilities in order to meet expected goals of inclusive education.

In traditional ways, the levels of administrative support affect the teachers’ development and implement intervention designed to improve students with performance. If schools become inclusive and effective, the considerable changes in perspective and management within schools also may occur. According to the existing studies focusing on inclusive practices showed that the roles and responsibilities of the school administrators have been changed with the inclusive practices; therefore, they have been expected to understand the characteristics of children with disabilities, adapt the curriculum according to their development level, and interact with all children, including those with disabilities (Mogharreban & Bruns, 2009).

Besides changes, inclusion has been one among the challenging issues facing school administrators. One of the greatest challenges, most administrators lack qualification on special education course work and field experience needed to create learning environments and emphasize academic success for students with disabilities. Horrocks, White and Roberts, (2008) reported that in many cases when school administrators taking their leadership responsibilities, they are not required to demonstrate knowledge in special education nor take any course work in special education or supervise special education in order to fulfil certification requirements for their job recruitment. Currently, due to the growing concern about inclusive education, especially the importance of administrators’ roles in effective special education practices in regular education schools; effective school administrators need to develop a working knowledge about disabilities and a unique learning and behavioural challenges in various condition presented. They need to understand the laws that protect the educational rights of students with disabilities. Moreover, Bateman and Bateman (2014) without a clear understanding of the inclusive and special education laws, the school administrators may fail to administer the principles of special education more effectively. This implies that implementations of special education and inclusive education principles may differ from schools to schools, or from areas to another based on the country’s legal framework, but the typically administrators hold the key to the school achievements. In general,

administrators are responsible for communication with parents and teachers about special education services, promoting disability awareness, monitoring and evaluating special education decisions and services and ensure legal compliance. As instructional and transformational leaders, school administrators must understand and facilitate the uses of effective research based practices. Administrators who understand effective practice and recognize the instructional demands that teachers face can provide more appropriate support to these professionals. Conversely, without a clear understanding of professional support needs, school administrators may unintentionally frustrate the teachers' efforts to provide quality support services for students with disabilities (Bateman & Bateman, 2001; Waldron, Mcleskey & Redd, 2011). Effective school administrators know their own professional strengths and interests, and further, know how to foster shared leadership to support new instructional initiative. Traditionally, skilful administrators have effective teaching and management skills, and they are often committed to sustained implementation of various innovations towards the success of the children with disabilities at school. Waldron, Mcleskey and Redd (2011), added that schools become more inclusive as they become more collaborative. Effective leader knows how to build positive relationship that increase the social capital of their schools; by creating and supporting relational networks that facilitate sharing between teachers, administrators, students and parents for the benefit of all learners at schools.

Thus, in summary, administrators need to be effective school leaders who committed to the success of all students and collaborate with others to achieve the aims of inclusive education. At the same time, since many school administrators feel poorly prepared for their role and administrative responsibilities while working with the children with special education needs. For that reason, Villa and Thousand (2005) suggested that "there is a need for school administrators to have knowledge and skills in human development and individual differences, and to have adequate resources relative to special education needs in order to help them to develop, implement, and support inclusion of children with disabilities in general schools"(p187). Therefore, their attitudes towards inclusive education for children with disabilities in general schools cannot be neglected, because it has important attention to the teachers, parents and school administrators and parents on the implementation of inclusive education.

## **1.2. RESEARCH QUESTIONS**

Following the focus of the study of finding out the school administrators' attitudes towards the inclusion, and determine the possible predictive factors that may affect or influence administrators' attitudes towards the inclusion of children with disabilities in the general schools. Thus, purposely this study was designed to answer the following research questions:

1. What are the school administrators' attitudes towards the inclusion of children with disabilities at schools?
2. Is there any statistical significant difference in school administrators' attitude towards inclusion of children with disabilities based on the following demographic variables;
  - (a) Job position
  - (b) School type
  - (c) Gender
  - (d) Age
  - (e) Number of students enrolled in schools
  - (f) Level of disabilities
  - (g) Number of students with disabilities
  - (h) Experience with the people with disabilities, and
  - (i) Professional development and training related to special education
3. Is there any statistical significant difference in school administrators' attitudes towards inclusion of children with disabilities based on the following working experiences in relation to the years of;
  - (a) Leadership experience
  - (b) Teaching experience in special education schools
  - (c) Teaching experience in general education schools?

## **1.3. SIGNIFICANCE OF THE STUDY**

Nowadays, the school administrators are struggling to survive to meet the requirements of student achievements. Apparently, the body of knowledge is the crucial aspect that connected administrator's leadership to the success of inclusive education practices.



Research has shown that creating a successful supportive environment of students with disabilities requires knowledge of special education, learner characteristics, and a functional understanding of special education programs. Therefore, this study adds to the current literature and shared with other educators about the school administrators' attitudes towards inclusive education for student with disabilities. This is significant to the superintendents, school administrators, and principal preparation programs, because principals as the chief school academic supervisors and school administrators are the key individuals in the implementation of educational policies, and their attitudes may have the direction and success of inclusive education practices. In addition, not only the attitudes of the school administrators affect the outcomes of the programs they oversee, but their attitudes can also influence the attitudes of the teachers, parents and students (Santoli et al, 2008).

Basically, administrators have legal responsibilities of ensuring the schools continuing to provide education to all students and the legislative laws protecting children with disabilities are followed and implemented more effectively. In order to protect their educational rights, Steinke (2010) added that "it is important for the school leaders to have at least a level of familiarity and understanding the rules and regulations required by the legislation" (p 56).

This study creates a new awareness in the field of school leadership and it contributes to the solution of the significant challenges of the current and future school leaders in related to the knowledge and skills about working with the students with disabilities general schools. Turkey is implementing this right by offering education to the students with different types of disabilities, including; visual impairment, hearing impairments, speaking difficulties and language disorder, intellectual disability, physical impairments, autism and multiple disabilities in both elementary and middle schools (Şenel, 1998; Ciyer, 2010; Meral & Turnbull, 2014). Yet school administrators have major responsibilities and roles to play in supervising educational policy, laws and regulation related to the children with special education needs and make sure that their educational rights are preserved throughout their school life. The findings of this study would be used to improve educational administration programs to ensure that the school administrators received an adequate knowledge and understand the special education laws while working with the children with disabilities in the general schools.

#### **1.4. ASSUMPTION OF THE STUDY**

Since the focus of this study is to examine the school administrators' attitudes, and whether their attitudes are positive or negative towards inclusive education; the assumption of this study is that the participants would respond precisely and openly to the questions, in which their information reflect their attitudes towards inclusive education. The collected information would represent the administrators of the public elementary and middle schools. Also it is an assumption that some of the statements in the PATIE scale would not contradict the participants decision. Because wrong interpretation statements could bring them a bias while respond to the questions on the PATIE scale. However, the general assumption is that all questions would be responded correctly according to the participants' understand.

#### **1.5. LIMITATION OF THE STUDY**

The limitation of this study identifying possible boundaries where by the findings may lack generalization. The participants in this study included school administrators from all sixteen districts of the Sakarya province. Since the questionnaire used to collect data, relied on self-reporting and environmental factors Therefore, the participation and the return rate for the questionnaire depended on the will of the school administrators who volunteered to participate in this study. Considering these factors, the results of the school administrators' attitudes towards the inclusion of children with disabilities may have influenced the findings. In addition, the content of the study was limited to the idea and effort of implementing inclusive education in Sakarya province. For that reason, the results of this study cannot be generalized to the school administrators of other province or cannot be used to oversimplify the school administrators' attitude of the entire country.

#### **1.6. DEFINITIONS OF THE KEY TERMS**

*Special education:* is the education that is given by the teachers who are specifically trained in special education area for the children who cannot benefit from the normal education environment. Aim to meet the educational needs of individuals who are in need of special education in an environment that appropriate for the deficiencies and the

characteristics of those individuals using special educational programs that provided by specially trained staff. However, some students with disabilities also received education from separate educational environment out of general education schools, since special education service in some of the general/regular schools are not adequate for children with severe disabilities, and therefore special education services are necessary for them in a special environment (Kugelmass, 2003)

*School administrators:* The terms are used to identify principals and assistant principals as school leaders. Traditionally, qualified and certified in curriculum and instruction or hold a state certificate in the field of education as educational leaders at the school. They are responsible for financing, instructing and managing school and promoting the students' achievement by advocating collaboration with the teachers and parents in developing school culture, teaching and learning activities for all children at the school.

*General or regular education schools-* is a set of educational environment where children receive education and participate in all educational activities throughout the school day without being labelled as children with special needs (Vazquez, 2010). Also, the term general education schools used as an interchangeable term with regular education schools.

*Inclusive education:* The term is used as an interchangeable with inclusion; the term defined as the commitment to provide education with additional supports to the students with special needs in the context of general schools. It means that all students in a school are full members of that school community and each student participates equitably in the opportunities and responsibilities of the general education environment (Moore, Gilbreath & Maiuri, 1998; Ministry of National Education, 2011).

*Students with disability:* in the individualized education programs, the students or children who have been adequately evaluated, and found to have one of the following disability; mental retardation, hearing impairment, speech or language impairment, visual impairment, emotional disturbances, orthopaedic impairment, specific learning disability, deaf- blindness or multiple disabilities (Goley, 2013; Şenel,1998; Meral & Turnbull, 2014). Moreover, the identified children with this condition requires accommodation and modification to a special or general curriculum related to “the supportive services such as physical therapy, speech pathology, social work psychological services and occupational therapy”(Ministry of National Education, 2011:76).

*Individualized Education Program (IEP)*: that is the law and an important legal document. It spells out the child's learning needs, special education supports and services that the school will provide to help child reach goals, it also it describes how the of progress of the child will be measured.

*Least Restrictive Environment (LRE)*: LRE is defined as the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the children nature or severity of the disabilities is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily (Vazquez, 2010:11).



## **CHAPTER II**

### **THEORETICAL FRAMEWORK OF THE RESEARCH AND LITERATURE REVIEW**

#### **2.1. THEORETICAL FRAMEWORK OF THE RESEARCH**

The idea of inclusive education is gaining recognition in many parts of the world, and several major educational initiative programs have been done to support inclusive education. For instance, the UNESCO on the Salamanca statement (1994) calls on the international community to support the approach of inclusive education by implementing the strategic changes. These initiatives have led to a consideration of growth in the literature on integration and inclusive education. In general, it has developed several main directions; understanding the practices of inclusion as it related to the different disabilities and difficulties, understanding the factors that helps to build inclusive schools which can respond to diverse needs, comparing the efficiency of inclusive education, and understanding the theatrical frameworks and principles of inclusive education. Philosophical point of view, the concept of the inclusion of students with disabilities has been based on equal opportunities and treatment, full participation by eliminating socially constructed labels and categories about individuals with disabilities in educational affairs.

Many researchers have substantial and lasting contributions in the movement towards inclusive education. Several theories and approaches have been established to give a different meaning towards inclusive education concepts. However, some of them have been used as a model which elaborates the given phenomenon. In this study, leadership and social constructivism theory have been used as theoretical frameworks for the study.

The two frameworks used to describe the inclusive educational approach and how they related to the field of educational administration towards inclusion of students with disabilities in the regular education classrooms. Inclusive education is like every other

change in practice, does not occur in the absence of effective leadership. According to Gaylord, Vandercook and York-Barr (2003) “leadership is about influencing others to reflect on the current practices, to think about more desirable future, and to inspire action that results in the improvement of the inclusive education programs”(p. 5).

From the perspective of leadership theory, it describes that the school administrator’s responsibilities of thinking and inspiring others based on the objectives and expectations of inclusion of students with disabilities in regular classrooms.

The inspiration of the leadership is certainly characterized by the transformational type of the leadership theory. The underlying of transformation leadership assumption in education is the formation of the partnership between school leaders with teachers, parents, students and community. That partnership is one of the mutual respects, in which each party promote the vision of the school (Childers, 2013); and it signifies that the school leaders’ attitudes affect their teachers by motivating and inspiring them and other professional who work within inclusive education settings (Chandler, 2015).

The study conducted by Balyer (2012) in Turkey who examined the level of transformational leadership behaviour demonstrated by school principals during their administrative practices on a daily basis. Another study is Brander (2013) who studied to identify which principal’s leadership style (transformational, transactional, or passive-avoidance) are more employed by the school principals that demonstrated high academic growth of students with disabilities in North Carolina. Arnold (2014) in other hand, he studied leadership style and readiness to lead in Florida level 1 educational leadership preparation programs. The researchers found that school principals exhibited more transformational leadership styles Brander (2013), whereas in the study of Balyer (2012) reported that school principals demonstrated high level of characteristics of transformational leadership in terms of idealized influences, inspirational motivation, individualized consideration and intellectual stimulation behaviour.

While Arnold’s (2014) study result revealed that the participants who were future school principals perceived their leadership style as considerably more transformational than transactional/laissez-faire leadership style. Fundamentally, school administrators who linked to the transformational leadership style and incorporated with collaboration, communication and have high expectations from the teachers and students, it helps them as school administrators to develop their own strategies for helping all students, and eliminate the achievement gap between students with and without disabilities while

studying together in the general education schools. The concept perceived by the social constructivism theory. Traditionally, the focus of social constructivism theory in inclusive education is to provide students with disabilities more exposure to the general schools. By mixing with other children in general school will improve their social and communication skills with other students and their teachers. However, exclusion is the results of the school and education system that reflects the prejudices and discrimination found in society about the children with disabilities. Consequently, the children who categorized with any kind of disability remain the most marginalized and invisible group in the education, particularly general education system.

Fortunately, one of the major components of social constructivism theory is to develop a sense of learning in a community without separation, which implies a sense of community belonging and togetherness. All students with and without disabilities are valued and have equal rights to socialize like any other member of the school neighbourhood. In supporting this, two studies by Chaula (2014) and Farris (2011) demonstrated that the implication of the social constructivism theory to the inclusive education, and as it related to the attitudes of the school administrators. They described that the constructivism focuses on individualization of learning and believed in human equality surrounded within the individuals who construct knowledge through his/her surrounded environment. Farris (2011), based on the idea of inclusive education, students with disabilities can be educated through interaction with their teachers, and non-disabled peers in the general education schools. That means learner interaction is important due to fact that knowledge cannot be developed in isolated environment but through being in contact with others in the society where he/she live or study. Social constructivism believed that learning of the children begins from the early stage of the children's education and continues through their life after school (Farris, 2011; Chaula, 2014).

All in all, educational leadership has not come to mean only instructional management, but through transformation leadership, the school administrators said to be a role model for the teachers. Therefore, school administrators' attitudes or feelings related to the inclusive education can potentially affect and motivate as he/she form a partnership with teachers, parents and students to raise human consciousness in the inclusive education settings. At the society level inclusive educational support and welcomes diversity among all learners; simplify and maintain their life as a member of the society, as well as eliminating social exclusion of individual difference (Kugelmass, 2003). Therefore,

without their participation in inclusive education, their social life will be incomplete and devoid of the feeling of togetherness (Ministry of National Education, 2011). Inclusive education as a holistic approach which characterized by comprehension of all elements of interaction and influences each other to interact and reflect changes that needed by increasing the diverse structure of society. Also, it has been considered as a form that support all learners with the aims of improving school environment and culture, practice and policy in ways that make the goals of teaching activities or educating all children at school are enriched, and therefore child learning is also extended and future goals are achieved.

## **2.2. LITERATURE REVIEW AS RELATED TO THE RESEARCH**

In many research studies have shown that the school administrators; principals and assistant principals are the most important and influential individual who plays significant roles in the overall of school achievements. It is important to point out that school administrators are the main role players who responsible for supervising all educational activities that take place in school environments, this include parental guiding, teaching and learning activities. The successful practices and implementations of inclusive educational program depend on the attitudes of the school administrators. In this study through the literature review, a search for required and reliable sources of information has been made with regard to the subject area using computer and electronic databases; Ministry of National Education of Turkey (MoNE), journals of inclusive education, researches in special education, journal of school management and development, educational administration and inclusive education. Moreover, the results of the school administrators' attitudes as related to the previous studies fall into three attitudinal categories, which includes; (a) positive attitude towards inclusion, (b) negative attitude towards inclusion, and (c) uncertain attitudes towards inclusive education for the children with disabilities.



## **2.3. SCHOOL ADMINISTRATORS' ATTITUDES TOWARDS INCLUSIVE EDUCATION AS REVIEWED IN THE LITERATURE**

### **2.3.1. Positive Attitudes Towards Inclusive Education**

Several previous investigation studies (Choi, 2008; Irvine et al., 2010; Galano, 2012; Waller, 2012; Vazquez, 2010; Chandler, 2015) have reported the positive attitudes of the school administrators towards inclusion, and they showed that positive attitudes play a role as the significant and salient factors in the success of inclusive education programs. As a way of supporting positive attitude towards inclusion, Wagner et al (2006) claimed that the school administrators must maintain a clear vision and foster the understanding of inclusion, and provide enrichment opportunities for the teachers and staff to implement inclusive education. Irvine et al, (2010) investigated the inclusive educational experiences of the administrators in Canadian rural school districts. In their study found that school administrators were not viewed inclusive education as the only way about placement, but also providing support for all students at school. From these authors, it has been noted that diversity is not viewed as a deficit inborn in students, rather is the part of the norm.

Therefore, the role of the school administrators as noted by the several researchers is being a supportive and mentoring for all teachers and school staff to accept the diversity and not exclude it. The positive attitude of the school administrators as a salient factor in success of inclusive education also related to the study done by Horrocks, White and Roberts (2008) examined the school principals' attitudes towards the inclusion of students with disabilities, particularly with autism in Pennsylvania public schools. In addition, they also investigated significant relationships between attitudes of the school administrators based on their placement recommendations. Therefore, the general results of their study showed that school principals had positive attitudes towards the inclusive education; and also discovered significant relationships between demographic variables and school administrators' attitudes towards the placements for the children with autism. Furthermore, the belief among the school administrators was the most significant predictive factor for their favourable attitudes and higher recommendations of placements for the children with autism in general education schools. Horrocks, White and Roberts (2008) confirmed that those who believe in the children with autism can study together with their non-disabled; their recommendations were more likely to place such children in regular schools.

As compared to the demographic factors and school administrators' attitudes, the results showed the existence of significant differences of attitudes among the school principals. They further reported that, the time of service or working in the current schools was negatively correlated with school principals' attitudes towards inclusive education. While the other factors such as professional teaching and administrative experiences, believe in the inclusion of children with disabilities, formal training, school level and gender category were significantly and positively correlated with the school principals' attitudes and the level of placement recommendations towards inclusive education for the children with autism.

An American study conducted by Ramirez in Texas, examined the attitudes of elementary school principals' towards inclusive education programs for the children with special education needs in the regular schools. Also, her study investigated that to what extent does the demographic factors influences principals' attitudes towards inclusive education. In addition, she examined the appropriateness of the placements of students based on their type of disabilities.

In her research, data were collected using an instrument entitled Principals and Inclusion Survey (PIS) scale developed by Praisner (2000). The result showed that training and experience statistically had no impact to the school administrator's attitude towards inclusion. However, the study did find statistically significant differences among the administrator's attitude with regard to the special education teaching experiences, and generally, the overall attitude towards inclusion of children with disabilities were significantly positive. In her conclusion, Ramirez suggested that for the effective implementations of the inclusion practices, principals and assistant principals as academic and school leaders must be aware of the various program offers through special education, in order to have adequate knowledge about special education while serving children with special education needs in the general schools.

A study by Durtschi (2005) provides an insight of 566 elementary school administrators' involvement in preparation programs and their attitudes towards special education. Their attitudes and overall confidence in special education abilities were investigated. The results indicated that the school principals who felt comfortable in their abilities and those who spent their entire time with special education activities are more encouraged to implement inclusive education and also influence their teachers to practice it in learning and teaching activities in school. In addition, the finding also revealed that their

attitudes towards inclusive education for the children with disabilities were highly positive. Connecting to that, Garrison-Wade and his colleagues (2007) examined 99 graduate students from various administrative leadership programs and 25 students from the M.A in special education programs. Their purpose was to examine the preparation of the graduate students of administrative leadership and policy studies (ALPS) to lead inclusive school practices, and what specific skills were necessary to have in inclusive leadership.

The researchers used mixed-research method, and they came with suggestions that school administrators must have knowledge of differentiated instruction to support learning for all students, thus they must be supportive of professional development for their staff in promoting differentiated instruction. They concluded that for the school administrators to have supportive attitudes and to effectively implement inclusive education practices for the success of all students, the administrative leadership preparation programs must be prepared to the school administrators to serve students with and without disabilities. Because they understand the difficulties they faced and they know alternative ways of teaching and learning strategies in order to make sure that these students succeed in their education (Garrison-Wade, Sobel & Fulmer, 2007).

In a qualitative study, Idol (2006) interviewed five school administrators; three principals and two assistant principals about their attitude towards inclusive education. The researcher pointed out that all school administrators were supporting the inclusion of children with disabilities in general schools. In order to make inclusive more practice, they decided to work and collaborate with their teachers and parents. Additionally, Ramirez (2006) claimed that consultation and collaboration are suggested as the only way to incorporate the inclusive education program. A teacher with adequate knowledge of special education may act as paraprofessional during the planning of the lesson, which may also assist the regular education teachers in implementing lesson and activities relative to the students with disabilities.

Also favouring attitudes of the school administrators towards inclusion was reported in a Choi's (2008) study who to explored the attitude and perception of the principals of the public elementary schools towards the inclusive education practice in South Korea. In his study, he tended to examine their principals' understand the definitions of inclusive education, their knowledge about legislative laws for individual with disabilities, their attitude, perception towards inclusive education, and supportive resources needed for the

successful inclusive education practice. Using samples of 536 principals, the results indicated that South Korean elementary school principals' level of knowledge about their legal responsibilities was the most significant variable influencing their perception or attitude towards inclusive education. In accordance with that, Korean elementary school principals demonstrated a moderate level of legal knowledge which reflects the true understanding of the special education law. Although study findings also revealed that school principals agreed with the importance of inclusion concept, and generally they demonstrated a positive attitude towards the inclusive education, though some still maintained a negative attitude in some critical areas. They agreed that students with disabilities should be included in general education schools, regardless of their ability levels. However, the majority of the school principals considering that special education school is more appropriate placement for children with special education needs. This is might be a reason that these children are not provided with adequate instructions and curriculum adopting their special education need. In addition, it was school administrators' beliefs that their schools do not have enough teachers, teaching and learning resources, and administrative support for inclusion practices. School principals also reported significant concerns about behavioural issues that children with disabilities might present in regular schools; therefore they believed that special education schools were the best places for the students with disabilities.

Vazquez (2010) conducted a research with 98 school administrators. The participants of this study included the population of principals who were both serving in elementary, middle and high schools and working in the district during 2009-2010 school years. The impact of the school administrators' beliefs on placement decision were examined using Principal and Inclusion Survey (PIS) developed by Praisner (2000). The purpose was to find out the possible predictive factors that related to the school administrators' attitudes, the significant relationships with their attitudes regarding the placement of children with special needs in general education schools. The findings indicated that there were no significant relationships between principals' attitudes and their decisions related to the student with disabilities placements. Furthermore, the majority of school principals in the south-eastern part of the United States demonstrated positive individual experience with the students with disabilities. Therefore, those school principals with negative or no experiences with the children with disabilities are more likely to have a less placement decision for these children as compared to those who held positive experiences and beliefs are often more likely to include children with disabilities in the

inclusive environment. The researcher believed that the principals who possess a negative believe may not be well implemented while they develop negative beliefs. Consequently, it may slow down their capacity and ability as school leaders to put inclusive education into practice more successful. But in other side, those principals who possess positive believe can inspiring teachers and parents to accept the inclusion of children with special needs in regular schools. Although, school principals they believed that most children can learn in non special education schools, but the majority believed that the children with emotional and behaviour disorder, and variety autism disorders are better educated in special education schools where all their needs can be met. This implies that special attentions need to be given to those children with more severe disabilities.

In another study, Usman (2011) conducted a research with school administrators in Dubai to investigate the principals' attitudes and their stand towards Inclusion. Her research was purposely designed to find out the school administrators' attitude toward full inclusion and predictive factors that significantly have an impact on their attitudes about including children with disabilities in the non special education schools. Her study was limited to the public primary schools, middle schools and high schools. Data were collected from different school principals using a mixed-methods approach.

The expected participants in her research were 85 principals, but surprisingly, only seven out of 85 principals were responded by completing and sending back the questionnaire to the researcher. However, for the purpose of the study, the researcher was allowed to continue with her research, though had few participants. Therefore, the opinions of seven respondents; principals and assistant principals towards inclusion were analysed and presented. In terms of gender, only one male participated in the research and the rest six participants were female. His research results showed that the majority of respondents exhibited the positive attitudes; mean that school administrators were supporting a fully inclusive education for the children with special needs into the regular public schools. Nature and severity of disability were among the predictive factors that significantly had impacts on the school principals' attitudes. In addition, six out of seven participants tended to acknowledge regular schools as more suitable placement places for the students with special needs, particularly those with physical disabilities. Despite the fact that, school administrators demonstrated supportive and positive attitude, but the research findings also revealed that the principals' attitudes were influenced by their teacher training in special education area; but sadly principals

showed that their teachers had not enough training in special education area. Traditionally, lack of training and experiences in special education area, it may lead to the negative attitudes of the school administrators towards inclusion. Also, it has been indicated that school structure and the availability of adequate resources that supporting children with special needs to study in inclusive school have important roles to the school administrators' attitudes and implementation of inclusive education in all public schools in Dubai.

Using a modified version of Praisner's (2000; 2003) Principal and Inclusion Survey, Hack (2014) investigated the attitudes of 135 principals towards inclusive education for the children with disabilities in Pennsylvania middle schools. The findings revealed that the overall participants in his study indicated positive attitudes. Further, the middle school principals who received special education trainings and at least demonstrated teaching experience in special education had a more favourable attitude towards inclusive education. Moreover, the significant relationships were discovered between the experiences with an individual with disabilities, recommendation for the most appropriate placements for the children with disabilities and the school principals' attitudes.

On the other hand, Hack (2014) it noted that school principals should have adequate knowledge which may increase their confidence in working with the children with disabilities and also increase their favourable attitudes towards inclusive education. Traditionally, the implication of inclusive educational trainings has importance to both new school administrators and those who have already in the field of educational leadership.

### **2.3.2. Negative and Uncertain Attitudes Towards Inclusion Education**

Several studies (e.g., Sharma and Chow, 2008; Hofman & Kilimo, 2014; Ball and Green, 2014) have found a negative attitude of the school principals towards inclusive education. For instance, in the study conducted by Sharma and Chow (2008) to investigate the attitudes of the primary school principals towards integration, and their implementations of inclusive education in Hong Kong primary education system. They used a customized questionnaire of the Principal's Attitude towards Inclusive education (PATIE) developed by Bailey (2004). The study consisted of 130 participants of primary school principals. Based on gender, 57 were male principals (43.8%) and 73

female principals (56.2%). An overall, it has been discovered that the attitudes of the school administrators in Hong Kong primary schools were slightly negative. In addition to this, they also found the participants who had no previous experiences with individual with disabilities demonstrated more negative attitudes. The children population or student enrolled at schools predicted their suitable recommendation for students with disabilities placements. Principals in the school with a large number of students demonstrated less support to the inclusion as compared to those with a lower number of students. Furthermore, the majority of the participants reported that they had never undertaken any training related to special education, and it was approximated that they did not have special education teaching experiences. These results have significant connection with the recent study of Bella and Green (2014) conducted in the United State.

With regard to the attitudes of the school leaders towards inclusive education they collected data using principal and inclusion education Survey (PIS) from 138 volunteered participants; these participants were the principals and assistant principals. The researchers pointed out that, the participants in this study had limited knowledge of special education, since the majority of them have never undertaken trainings or/and experiences. Even though school leaders tend to support inclusive education, but their perceptions were differed based on disability categories. As a result, they are more likely to perceive a less placement in of children with high demand of special care in regular school. This was due to lack of adequate knowledge among the school leaders. From the findings of Bella and Green's (2014) study, it has been noted that there is a strongly needs for the quality and adequate training related to the special education for school administrators.

Nevertheless, the researchers (e.g., Ira, 2015; Workman, 2016; Muega, 2016) reported uncertain attitude of the school administrators towards the inclusion of children with special needs in general schools. For instance, the recent study conducted by Workman, (2016) reported that the majority of the school principals had a neutral attitude towards students with disabilities. In other word, the attitudes of school principals were neither positive nor negative. However, few of them tended to favour a more inclusive placement for these students within their schools. Moreover, researcher Workman used a quantitative research method to identify and measure the attitudes of the school principal and assistant principal towards the inclusion of students with autism spectrum disorder in the general education schools. With regard to the responses from 125

participants across the region of Virginia who completed survey of the Principal Autism Inclusion Survey (PAIS). Additionally, the researcher found the challenges faced by principals in the schools in rural areas regarding the implementation of inclusive education in their schools, though the challenges do not seem to influence their attitudes towards inclusion of the students with disabilities school principals from the rural area appeared doing the best they can with the resource they have. In a recent research done by Ira (2015) in the province of Kocaeli in Turkey, demonstrated the challenges faced by school administrators while implementing inclusive education practices.

Those challenges included the lack of adequate knowledge about special education, special education support, the majority of the regular teachers were not prepared enough to implement inclusive education, and therefore, teachers' knowledge related to special education were relatively limited. Further, the majority of them has experienced with insufficient educational services, material and supports for the inclusive education practices. Consequently, school principals failed clearly to declare their favourable attitude and full support towards inclusive education for the children who need special educational services in the regular schools. Based on the findings, knowledge and training of the school principals and teachers about inclusion should be provided, and also they should make sure their schools are ready for including children with different abilities. All supportive and necessary resources should be provided to the schools subjected to include children with special educational needs.

Similarly, Muega's (2013) study claimed that the educational situation in the Philippines is terrible, given that classes in the public and private schools, are most oversized. Likewise, is too difficult to accommodate every student with special needs, since most of Filipino schools the majority of the teachers and administrators do not have access to support inclusive education, also had less support from special educators and other specialists. The researcher stated that despite school administrators and teachers claimed their familiarity with inclusive education, the majority expressed doubts regarding their conceptions and practices of inclusive education in their schools, as they are not sure whether they have captured the real meaning of inclusive education well and its effective implementation.

When inclusive education being implemented in many countries through enacting legislative laws to protect educational right of the marginalized groups of children with special needs, many educators include school administrators demonstrated their



concerns about it. A primary reason is that these school administrators had been trained and spent entire of their teaching and administrative experience in regular education schools. The school teachers also voiced the same concerns as school administrators (Smith, 2011). The negative attitudes (Hofman & Kilimo, 2014) and uncertain attitudes (Sari, Celikoz & Seer, 2009; Sucoęlu et al. 2013) are still exist among the teachers and candidate [student] teacher when it comes to work with vulnerable group of children who needs a special care.

In other hands, several research studies by (Seer et al, 2010; Emam & Mohamed, 2011; Hwang & Evans, 2011; Dapudong, 2013; Aydın & Kuzu, 2013; were investigated the attitudes of the school teachers or student teachers who have direct responsibilities of imparting knowledge to these children. In general views, these studies have reported that the investigated attitudes of the participants towards inclusive education were significantly positive. Meaning that, the children with special education needs can be included in regular education schools, though their training and experience was limited. Smith (2011) claimed that for the school administrators who don't have commitments and knowledge of the importance of inclusive education, it is possible for them to have unfavourable attitudes towards the regular schools which mandated to implement inclusive education policy and include these students in their regular schools.

All in all, the majority of studies have shown the good direction of the school administrators towards their attitudes of inclusion children with special education in the inclusive educational environment. However, their negative or uncertain attitudes can be considered as an idea to formulate and attract more criticism than praises among the school administrators due to the different reasons (Erkilic & Durak, 2013). This includes, lack of success in inclusion such as the narrow understanding of inclusion as only a placement issue, rather than an overall approach to educational improvement, lack of qualified human resources, and exclusionary school culture containing negative attitudes towards children with disabilities.

Though there is still hope of transforming a popular idea of inclusive education into successful practices that can result in changes in the education system (Sakiz, 2016). Conclusively, it has been recommended from the previous findings that the government and educational stakeholders should address the challenges in the implementation of educational policies through hiring more teaching staff, building more classes or schools with adequate equipments; and also the financial resources should be allocated for the

continuous training opportunities to the school principals on behaviour management. Through directive training intellectually would increase the number of qualified human resources and keep school administrators with skills that will assist to run their schools more effectively for the successful practice of inclusive education.

#### **2.4. LEADERSHIP PREPARATION PROGRAM FOR INCLUSIVE EDUCATION**

Although training alone is not enough to counter inclusive educational practice, but it creating a shared understanding of the importance of inclusion of students with disabilities in the general education schools. Raising achievement in elementary and middle schools is linked to developing the conditions for schools, their school leaders and teachers to succeed. School principals tend to follow a style of administrative rather than pedagogical leadership, and most they are chosen based on their teaching professional experiences. Principals of specialized schools might require experience in that particular type of education. However, (Dapudong, 2013; Muega, 2016; Kis, 2016) claimed that general education teachers in many schools find themselves have either little or no preparation in special education for serving children with disabilities. Consequently, when they come to be school administrators they will develop a lack of confidence about working with children who do not fit their expectation of a “normal” child, particularly when they have fear or prejudices about what such children will be like. But there are many practical ways of helping school administrators overcome their fears of helping them to work more closely with the children with disabilities.

According to Organization for Economic Co-operation and Development [OECD] (2013) report, showed that in Turkey in-service training was limited, and the school principals reported having a lack of qualified teachers, support, personnel and the instructional materials in their schools. However, there are many practical guides and material activities, tools and strategies to assist in training school administrators and teachers.

For instance, with numerous of reforms and challenges in schools, school leaders should have access to quality inclusive trainings and on-going training that support to develop their effectiveness. This training not only as administrative leaders, but also as pedagogical leaders to support inclusive education practices. Since school leaders are

chosen based on their prior teaching experiences; Bellamy, Crockett and Nordengren (2014) suggested that there is a need of having alternative integrated leadership programs that extent of accomplished teaching through teacher leadership into school administrative position. Such approaches will open possibilities for job-embedded leadership programs, and simultaneous development of individual and shared leadership for instructional improvement. Similarly, a focus on creating jobs-embedded leadership opportunities for effective special education teachers could help to cultivate a new generation of aspiring school principals with knowledge and experience to create an inclusive school that work for all students (Bellamy, Crockett & Nordengren, 2014). Therefore, in order to succeed, this effort of preparing principals to administer inclusive education in their schools should start from the teacher preparation programs effectively. Because school teachers also have pivotal roles like school principals have. Thus, their training on the administrative leadership program alongside with special education will help them understand their legal responsibilities for the educational progress of all students, including those with disabilities. Their knowledge will be significantly vital in the future when they would be selected as school leaders. Lashley (2007) suggested educational slogan of “All Children Can Learn” and principals needs to be proficient to be successful in administrating special education in the general education settings. Significantly, school principal plays critical roles as facilitator in re-culturing efforts, which is necessary for both school outcomes and students’ progress.

Conclusively, inclusive education has led to a significant increase of the placement of students with disabilities in regular education classrooms. The school administrators must have knowledge or being aware of their own attitudes while serving students with disabilities, and facilitate change in the development of more inclusive educational settings. Based on the literature reviews, several prior study researches have revealed negative or uncertain attitudes of the school administrators towards the inclusion of children with disabilities. However, the majority of researchers concluded that the attitudes of the school administrators are generally positive, Bella & Green, (2014) though their training and teaching experience related to special education were limited. Indeed, their attitudes have been found to be successive key factors which either positively or negatively affect the process and the outcome of inclusive education to a great extent among the school administrators (Bailey, 2004; Chandler, 2015) and the school teachers as well (Rakap & Kaczmarek, 2010; Emam & Mohamed, 2011; Sari, 2007). In general results, these studies have strongly emphasized on the importance of

experiences and the pre and in-service training in educational leadership programs that prepares school administrators with adequate knowledge and create favourable attitudes towards the inclusion of students with disabilities in regular education schools (Bellamy, Crockett & Nordengren, 2014).



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. RESEARCH MODEL**

The focus of the study was to examine the attitudes of the school administrators in the public elementary and middle schools towards the inclusion of children with disabilities in general education schools in the Sakarya province.

This is a descriptive research study, which also known as a quantitative or traditional study designed for the purpose of examining the attitudes of the school administrators towards inclusion and to determine to what extent school administrators viewed the importance of children with disabilities and their inclusion in the general education schools. Descriptive research depended on instrumentation for measurement and involves gathering data using scientific research methodologies of data collection and analysis techniques that yield reports concerning the examined topic and participants' information. Moreover, the survey methodology of using a questionnaire was effectively employed to collect data from the school administrators who participated in this study in order to identify their attitudes towards the inclusion of children with disabilities. The descriptive study has an important role in educational research since it has greatly increased our knowledge about what happens in schools.

#### **3.2. POPULATION AND SAMPLING**

This part contains participants who volunteered to participate in this study. According to the Sakarya provincial and the education directorate (Sakarya-MEB), there are 16 districts in Sakarya, in which about 600 school administrators work across the 556

public elementary and middle schools [<http://sakarya.meb.gov.tr>]. In order to have a balanced sample size of the study, the participants were selected through their schools from all 16 districts in both urban and rural areas. The 232 participants were obtained based on the formula of *population sample size* =  $\frac{x^2 NP(1-P)}{d^2(N-1)+x^2 P(1-P)}$  and the table of determining population sample size for the research study that developed by Krejcie & Morgan, (1970). Moreover, all selected participants came from diverse backgrounds with a variety of educational skills and experience. Table 1, summarizes the participants' data.

Table 1. Demographic Data on Participants

Variable	Sub-category	Frequency	Percentage(%)
Gender	Male	217	93.5
	Female	15	6.5
	Total	232	100
Job Position	Principals	85	36.6
	Assistant principals	147	63.4
	Total	232	100
Age	30 years or below	9	3.9
	31-50 years ago	180	77.6
	51 years or above	43	18.5
	Total	232	100
School Type	Elementary	118	50.9
	Middle	114	49.1
	Total	232	100
Educational Level	Bachelor degree	192	82.8
	Master's degree	40	17.2
	Total	232	100
School Location	Urban areas	150	64
	Rural areas	82	36
	Total	232	100

It has been revealed from the Table 1 that participants of the study were predominantly male (93.5%) who came from different age group, whereby the majority (77.6%) were between the age of 31-50 years. The multiple age groups of the participants indicate their relevant working experience in the field of education. Of 232 participants, 85 participants were school principals and 147 assistant principals who selected from 118 elementary schools and 114 middle schools. All participants in this study showed that had at least one or more years of teaching and leadership experience in general

elementary schools or middle schools. Contrary, nearly all school administrators (97%) who participated in this study demonstrated that had no any teaching experience in special education schools as shown in Table 2.

Table 2. Number of Participants by the Years of Working Experience in Education

Variables	None	5 years	6-10 years	11-20 years	21 years <sup>+</sup>	Total
General schools	1	25	66	78	62	232
Special schools	226	5	1	-	-	232
Leadership	-	122	39	42	29	232

Basically, this implies that all school administrators possessed both general education teacher and administrative leadership certificates as they spent the entire of their teaching professional and leadership career in the general education schools.

In regards to the professional development or training and experience with the people with disabilities, the participants were asked to indicate whether they have attended any in-service training related to special education during their leadership period, and whether they have individual experience with the people with disabilities either from a friend or relative with disabilities. Table 3 provides information of the participants' responses

Table 3. Number of Participants by Attending Professional Training Related to Special Education and Experience With the People With Disabilities

Variable	Yes	No	Total
Attending in-service training in special education	101	131	232
Having a relative or friends with disabilities	123	109	232

Table 3 shows that the majority of school administrators (56.5%) did not undertake or attend any in-service training related to the special education during their leadership or teaching professionals period. In other words, school administrators have limited preparation in regard to special education and knowledge about the children with disabilities. However, nearly half of the participants (53%) declared that had at least a

personal experience with the people with disabilities from friends, relatives or family members with disabilities.

Finally, the demographic variable was also involved gathering data in relation to the school characteristics or information. Demographically, the school administrators who participated in this study were asked to provide information related to the school population size whereby the participants indicated the number of students' enrolled in their schools, which include the current total number of student enrolment, number of students with disabilities and their level of disabilities. This was due to the fact that the participants of this study were solely selected from the public elementary and middle schools which practice inclusive education with at least one or more children with disabilities in their schools. A summary of the participants' responses about the population size of their schools, and the level of disabilities of their children with disabilities enrolled at school has been presented in Table 4 below.

Table 4. Participants' Responses on School Enrolment Rate and Level of Disability

Variables/sub-categories	School Administrators' Responses	
	Frequency	Percentage (%)
Total number of student enrolment		
500 or less	102	44.0
501-1000	93	40.1
1000 <sup>+</sup>	37	15.9
Total	232	100
Number of students with disabilities		
20 or less	216	93.1
21-40	16	6.9
Total	232	100
Level of disabilities		
Mild disabilities	194	83.6
Moderate	38	16.4
Total	232	100

Table 4 shows that the majority of the participants indicated that the school had an average of the student enrolment around 500 students or less with at least of 1 to 40 students with disabilities. Most students with disabilities who enrolled in these schools were at least identified with the mild level of disabilities (83.6%). However, and none of the participant has indicated having students with severe disabilities.



### 3.3. INSTRUMENTATION

As a quantitative research, the data were collected using the *Principals' Attitudes towards Inclusive Education* (PATIE scale) developed by Bailey (2004). This instrument used to examine principals and assistant principals' attitudes towards the inclusion of children with disabilities in general schools in Sakarya. The instrument has five dimensions, namely; teacher workload and management, inclusion benefits and level of disability, learning challenges in inclusive education, exclude students and professional training. In the statements of each dimension, the participants were asked to rate their level of responses with the option of 5- points Likert type scale ranged from “*strongly disagree*” to “*strongly agree*” for the positive worded items, while for the negative worded items a Likert scale option was opposite reversed from “*strongly agree*” to “*strongly disagree*”. The instrument also has accompanied with demographic information checklist which gathering information such as age, gender, personal experience with disabilities, in-service training relating to the special education, and number of enrolled students at school, number of student with disabilities and their levels of disabilities, teaching and administrative experience, job position and school type, which also regarded as predictive variables to the school administrators' attitudes towards the inclusion of children with disabilities in general schools. In addition, the validity and reliability of the PATIE scale used to obtain data from 232 samples for this study were also examined.

#### 3.3.1. Validation and Reliability

##### 3.3.1.1. Factorial analysis on validity of the PATIE scale

According to Cohen, Manion and Morris (2007) validity refers to the extent to which the instrument measure what it is supposed to measure. Factorial analysis attempts to identify a small set of factors that represent the underlying relationship among the groups of related variables. Factor analysis involves assessment of the data, factors extradition and factor rotation using a *Principal Components Analysis (PCA)*. The results show that the Bartlett's Test of Sphericity is statistically significant at  $p < .05$  level (i.e., Sig.value is .000) and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) value is .794; therefore, according to Pallant (2005) in his book of SPSS survival manual guide, the factorial analysis in this study was appropriate.

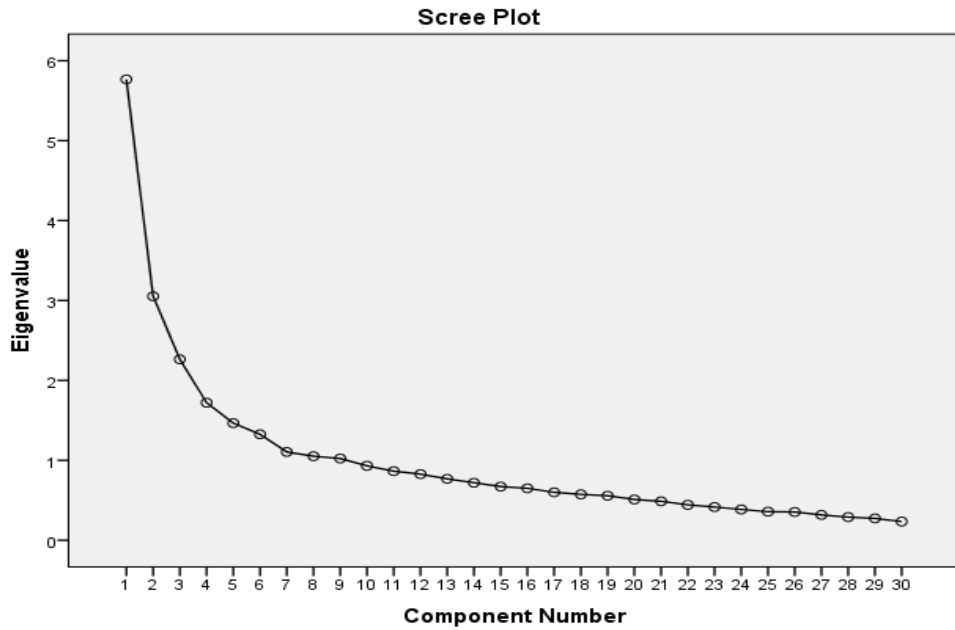


Figure 1. Number of Retained Components/Dimension

Figure 1 shows the quite a clear break between the sixth and the seventh components. The retained dimensions explain much more of the variance than the remaining components. Therefore, from this plot only five dimensions have been recommended for the extraction and rotation procedures, since were recorded with Eigenvalue above 1 (5,766, 3,053, 2,263, 1,720 & 1,464) respectively. All retained dimensions explained a total of 47, 56 percent of the variance. The rotation of the dimensions was done using a Varimax rotation method whereby the total variance of all five dimensions of PATIE scale explained is 47.56 percent, which means there were no changes of total variance after rotation procedures for the retained dimensions. The results of the variance explained for factor analysis in each rotated dimensions are presented in Table 5 below.

Table 5. Total Variance Explained for the Factor Analysis

Dimension/ Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,766	19,221	19,221	3,415	11,383	11,383
2	3,053	10,175	29,396	3,010	10,032	21,415
3	2,263	7,545	36,941	2,841	9,470	30,884
4	1,721	5,736	42,677	2,753	9,178	40,062
5	1,465	4,883	47,560	2,249	7,498	47,560

*Extraction Method: Principal Component Analysis.*

Table 5 shows the presence of five dimensions with Eigenvalues that exceeding 1, and explaining a total variance in each dimension has been adjusted after rotation. A total variance of the first dimensions is 19.22%; the second dimensions is 10,17%; the third dimensions is 7.54%; the fourth dimensions 5,73% and the last dimensions have a total variance of 4,88%, which make a general total of 47,56%. Moreover, according to Tezbaşaran (1996), a total variance of more than 40% is providing a validity of the dimensions to be used for the data analysis. Likewise, loadings of each items on five rotated components are presented in Table 6 as calculated using Varimax method.

Table 6. The Results of the Rotated Dimensions/Components Matrix

PATIE Items	Selected Dimension after Rotation				
	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5
PATIE 16	.884				
PATIE 21	.768				
PATIE 28	.657				
PATIE 3	.549				
PATIE 27		.716			
PATIE 26		.709			
PATIE 9		.623			
PATIE 15		.608			
PATIE 11		.552			
PATIE 25		.448			
PATIE 24		.429			
PATIE 4			.731		
PATIE 18			.669		
PATIE 5			.651		
PATIE 19			.651		
PATIE 2			.612		
PATIE 12			.471		
PATIE 29			.317		
PATIE 6				.860	
PATIE 17				.843	
PATIE 14				.716	
PATIE 13					.643
PATIE 20					.553
PATIE 1					.431

Table 6 provides information about loading of the items in each of the five dimensions as revealed by the PCA factor analysis; Dimension 1 labelled as “Teacher Workload and Management” and it contained 4 items (3, 16, 21 & 28), which has a higher loading value of ,884 while the lowest is ,549. Dimension 2 has seven items (9, 11, 15, 24, 25, 26 & 27) named as “Benefits of Inclusion and the Level of Disabilities” which describes social and academic benefits of inclusion. In this dimension the highest loading value is .716 while the lowest is .429. The dimension 3 labelled as “Learning Challenges in Inclusive Education” has seven items (2, 4, 5, 12, 18, 19 & 29), whereby the highest loading value is .731 and the lowest is .317; this dimension explains the types of disabilities or complexities that regular teachers find difficulty for the students with disabilities to cope. As for the fourth dimension named “Exclude Students” formed by 3 items (6, 14, & 17) has the highest loading value of ,860 while the lowest is .716. The dimension also describes the students in terms of behavioural challenges presented to the teachers. The last dimension labelled as “Professional Training” formed by 3 items (1, 13 & 20), in which has the highest loading value of .643 and lowest is .431. This dimension describes the preparation of teachers and school administrators for inclusion.

Moreover, it is important to note that all dimensions obtained Eigenvalues of more than 1.0 cut-off point, in which after rotation the Varimax solution select all items loaded with a coefficient value of more than .3 cut-off points in each dimension. However, the six items (7, 8, 10, 22, 23 & 30) were removed by not meeting the rotation criteria. Thus, the total numbers of 24 items were selected across the five dimensions for the factorial validation permit. Therefore, this indicates that the PATIE scale obtained strong construct validity with 24 items and five dimensions established, the next step was to perform a reliability analysis of the PATIE scale.

### **3.3.1.2. Reliability of the PATIE Scale**

Reliability refers to a degree of confidence regarding the results of measuring instrument which effectively measures different theoretical construct across different group of people, in a different time and different settings. The reliability of PATIE scale was calculated using SPSS Cronbach’s alpha Coefficient in order to check the degree of

scores distribution, levels of agreement on statements for attitudes towards inclusion and the importance of inclusive education. The results are shown in Table 7 below.

Table 7. Reliability Statistics for the PATIE Scale (N=232)

Variable	$\bar{X}$	Std. Dev.	Cronbach's Alpha	Number of items
Principals' Attitudes Towards Inclusive Education (PATIE) Scale	85.39	12.929	.78	30

Table 7 shows that the Cronbach's Alpha coefficient reliability for the 24 items plus six deleted items (7, 8, 10, 22, 23 & 30) was .78. Bailey (2004) reported reliability coefficient of 0.92, which is considered to be a very high level of inter-items consistency. Indeed, according to Gable and Wolf (2012) suggested that a reliability coefficient between .70 and .79 is considered to be good and reliable for the scale. Based on the reliability statistic results for the PATIE scale, the similar finding has been reported in the several previous studies (Idol, 2006; Chandler, 2015 Brown, 2007; Sharma & Chow, 2008) who also recommended that the PATIE was a reliable and valid scale for measuring school principals' attitudes towards the inclusion of children with disabilities in general schools. Moreover, the normality test was also performed to check whether scores in the PATIE scale were normally distributed. In this part, the significant value of the normality score distribution was checked using the Shapiro-Wilk, Skewness and Kurtosis. Table 8 provides results of the normality test distribution.

Table 8. Test of Normality of the Distribution of PATIE Scores

Variable	Statistical Significant Values (Sig.)		
	Shapiro-Wilk	Skewness <sup>+</sup>	Kurtosis <sup>+</sup>
Principals Attitude Towards Inclusive Education (PATIE) Scale	.113	-0.52	1.33

<sup>+</sup> Skewness and Kurtosis was calculated by dividing their measures and standard error

Table 6 shows that the Skewness (-0.52) and Kurtosis (1.33) was significant at -1.5 or +1.5 levels. Moreover, the Shapiro-Wilk test showed that had significant value .113, means that the obtained value was not significant at ( $p < .05$ ) levels Therefore, this result

signifies that the scores on the PATIE scale in terms of the Shapiro-Wilk, Skewness and Kurtosis were symmetric and normally distributed.

### **3.4. DATA COLLECTION PROCEDURES**

The Sakarya provincial education directorate was informed of the purpose of the study and data was collected upon receiving approval from the provincial education directorate of conducting research in elementary and middle schools in all sixteen districts in Sakarya. The *Principals' Attitudes towards Inclusive Education Questionnaire* was used to collect data for this study. I (the researcher) collect data personally by visiting all participants in their schools. Each visited participants were asked their permission to participate in this study, and in addition, were informed that the information provided by them are extremely confidential and will be only used for the purpose of the study. As a result, the names of the participants (principals and assistant principals) and their schools are remaining anonymous.

### **3.5. DATA ANALYSIS TOOLS**

The computerized analysis programme called *Statistical Package for Social Science (SPSS) version 20.0* was used during the data analysis processes. The descriptive statistical analysis was used to obtain the frequencies, percentage, mean scores, related to the demographic variables (*as shown in Table 1-4*) of age, gender, personal experience with disabilities, in-service training relating to the special education, and the current number of enrolled students at school, number of students with disabilities and their levels of disabilities, teaching and administrative experience, job position and type of school. In addition, the *t*-test and analysis of variance (ANOVA) and MANOVA were used to analyse data for the significant differences in school administrators' attitudes towards inclusive education.

The PATIE scale used five Likert choices ranged from 1 stands for “*strongly disagree*” to 5 stands for “*strongly agree*” for the items with positive statements (item #3, 8, 9, 11, 13, 15, 20, 23, 24, 25, 26, 27 & 30). This means that the higher mean scores in PATIE scale indicate agreeable to the statements and high level of positive attitude. Contrarily,

the items with negative statements (item #1, 2, 4, 5, 6, 7, 10, 12, 14, 16, 17, 18, 19, 21, 22, 28, & 29) where the Likert scale choices were literally reversed to the opposite, so that beginning with 1 stand for “*strongly agree*” to 5 stands for “*strongly disagree*”. With regard to the negative worded items, the lower mean score indicates more agreeable with the statements which also suggests a positive attitude while vice versa higher mean scores suggest negative attitudes.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND INTERPRETATION**

The purpose of this chapter is to present research findings of the school administrators' attitudes towards the inclusion of children with disabilities in general schools. However, initially, it is important to find out the general attitudes of the school administrators towards the inclusion of children with disabilities in general schools as described in the PATIE scale. The PATIE scale has five dimensions, namely; teacher workload and management; inclusion benefits and level of disability; learning challenges in inclusive education; exclude students and professional training. Then, the factors that affecting/influencing the attitudes of the school administrators will be determined through statistical significant differences in attitude scores obtained by school administrators based on demographic variables of age, gender, personal experience with disabilities, in-service training relating to the special education, and the current number of enrolled students at school, number of students with disabilities and their levels of disabilities, teaching and administrative experience, job position and type of schools.

#### **4.1. ADMINISTRATORS' ATTITUDES TOWARDS INCLUSIVE EDUCATION**

The general attitudes of the school administrators were analysed using a descriptive statistics by calculating attitude mean scores of the participants based on the rate of their agreement or disagreement on the statements about the inclusion. In other words, their responses were examined on how they viewed children with disabilities and their inclusion in the general education schools. In this part, included five dimensions of the PATIE scale as dependent variables, in which forms the attitude of the school administrators towards the inclusion of children with disabilities in general schools. For that reason, the school administrators' attitudes were analysed by reviewing their



responses to the statement in each of the PATIE scale dimensions, namely; teacher workload and management; inclusion benefits and level of disability; learning challenges in inclusive education; exclude students and professional training. The PATIE scale used a Likert-type scale option ranged from *strongly disagree* to *strongly agree* as indicated in each statement across the all five dimensions.

#### 4.1.1. Teacher Workload and Management Dimension

This dimension, involves the responses of the participants to the items with statements that describe the classroom management and teaching workload of the teachers while working with the children (with disabilities) special education needs in the general schools. Table 9 provides information for the total sample (n=232) participants regarding the frequencies, percentages, mean and standard deviation of each item, falling to this dimension.

Table 9. Attitudes Scores as Related to the Teacher Workload and Management

PATIE Items	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	$\bar{X}$	sd
3	12	5.2	36	16.0	77	33.0	60	26.0	47	20.0	3.41	1.128
16	19	8.2	47	20.3	84	36.2	51	22.0	31	13.4	2.88	1.129
21	28	12.1	51	22.0	68	29.3	53	22.8	32	13.8	2.96	1.220
28	8	3.4	29	12.5	70	30.2	79	34.1	46	19.8	2.46	1.052
Average mean scores and standard deviation											2.92	1.132

Note: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Table 9 shows the average mean scores across the four items,  $\bar{X}= 2.92$ ,  $SD=1.123$ . In addition, the lowest mean scores of all participants corresponded to Items 16, 21 and 28 with scores of  $\bar{X}=2.88$ ,  $\bar{X}= 2.96$ , and  $\bar{X}= 2.46$  respectively. The most favourable responses of the school administrators was Item 3 ( $\bar{X}=3.41$ ), which describes that “including students with special needs create few additional problems for the teachers’ classroom management”. This implies that school administrators who participated in this study perceived neutral to slightly negative attitudes towards the inclusion by considering that including children with disabilities in general schools may increase the burden and it could be unfair to the teachers who already have teaching workloads.

Therefore, it will take too much time for the teachers to cope with the children with disabilities who need a special care and close follow up.

#### 4.1.2. Inclusion Benefits and Level of Disability Dimension

This dimension describes the potential benefits that children with and without disabilities can get from the inclusion, in which the benefits of inclusion ranged from the academic to social aspects. The participants were required to rate their level of agreement and recommendations in the PATIE items regarding the benefits of including children with disabilities by considering the level of disabilities. Table 10 provides the information on the attitude scores as measured in terms of frequency, percentage, mean and standard deviation.

Table 10. Attitudes Scores as Related to the Inclusion Benefits and Level of Disability

PATIE Item	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	$\bar{X}$	sd
9	13	5.6	24	10.3	42	18,1	81	34.9	72	31.0	3.75	1.164
11	6	2.6	13	5.6	33	14.2	94	40.5	86	37.1	4.04	,986
15	16	6.9	32	13.8	81	34.9	75	32.3	28	12.1	3.29	1.068
24	104	44.8	63	27.2	25	10.8	18	7.8	22	9.5	2.10	1.310
25	46	19.8	42	18.1	80	34,5	47	20.3	17	7.3	2.77	1.193
26	7	3.0	22	9.5	69	29.7	103	44.4	31	13.4	4.36	,943
27	9	3.9	25	10.8	73	31.5	87	37.5	38	16.4	3.52	1.015
Average mean scores and standard deviation											3.40	1.097

Note: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

From the findings shown in Table 10, it has been discovered that the average mean scores ( $\bar{X}$ =3.40,  $SD$ =1.097) of all seven. Moreover, the lowest mean scores of all participants corresponded to Items 24 and 25 which describe the inclusion of children with severe disability ( $\bar{X}$ =2.10) and moderate disability ( $\bar{X}$ = 2.77) respectively. However, the higher attitude mean scores were obtained in five items (26, 27, 15, 9 & 11), in which participants showed their level of agreement based on the importance of inclusive education that; has social benefits for the children with disabilities ( $\bar{X}$ = 4.36) and for the children without disabilities ( $\bar{X}$ = 3.52). Also, they agreed that inclusive

education has academic benefits for the children with disabilities ( $\bar{X}= 3.29$ ). With high responses, all participants tended to agree that the practice of inclusion should be supported even though some parent may resist it ( $\bar{X}= 4.04$ ). This signifies that the school administrators who participated in this study prefer and supporting the inclusion of the children with mild level of disabilities while ignoring children with severe and moderate disabilities. This might be simply because they believe that a child with mild disabilities needs a little special care.

#### 4.1.3. Learning Challenges in Inclusive Education Dimension

This category examines the participants' attitudes towards the inclusion of children with disabilities based on their responses as related to the challenges that teachers might faced while including the children with disabilities in general schools, particularly in learning and teaching processes. Table 11 gives information about the participants' responses in terms of frequencies, percentages, mean scores and standard deviation.

Table 11. Attitudes Scores as Related to the Learning Challenges in Inclusive Education

PATIE Items	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	$\bar{X}$	sd
2	54	23.3	74	31.9	60	25.9	23	9.9	21	9.1	3.50	1.21
4	27	11.6	50	21.6	63	27.2	48	20.7	44	19.0	2.86	1.27
5	82	35.3	50	21.6	56	24.1	33	14.2	11	4.7	2.31	1.22
12	11	4.7	29	12.5	58	25.0	61	26.3	73	31.5	2.33	1.17
18	21	9.1	67	28.9	65	28.0	44	19.0	35	15.1	2.98	1.20
19	16	6.9	42	18.1	58	25.0	62	26.7	54	23.3	2.59	1.22
29	13	5.6	45	19.4	59	25.4	62	26.7	53	22.8	2.58	1.19
Average mean scores and standard deviation											2.78	1.21

Note: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Table 11 shows the average mean scores of the participants in all seven Items ( $\bar{X}= 2.78$ ,  $SD= 1.21$ ). Based on the individual item responses, six items (i.e., Item 4, 18, 19, 29, 5 & 12) scored lowest mean scores. The participants responded negatively by either strongly disagree or disagree to the inclusion of the children with disabilities who have the following characteristics; the children who cannot read formal print size ( $\bar{X}=2.86$ );

the children with disabilities whose achievement level of basic skills are significantly lower ( $\bar{X}$ = 2.98); the children with disabilities who need special ways of communication like sign language ( $\bar{X}$ = 2.59); and the children with severe speech difficulties ( $\bar{X}$ =2.58). In addition, the participants agreed that the children with disabilities should stay in special education schools where there is a better resource for them ( $\bar{X}$ =2.31); and they strongly stressed that all children with special education needs belong to the special education schools ( $\bar{X}$ = 2.33) respectively. However, only Item 2 scored slightly higher ( $\bar{X}$ = 3.50) mean scores, in which participants disagreed that the children with physical disability can create learning challenges that could create problems in the implementation of inclusive education for the children with disabilities. These results indicate that school administrators were not in favour with the children with severe language impairment or learning disorder, whereby clearly they suggested that special education schools are the best places for the children with disabilities where all supportive resources can be found. Therefore, lack of adequate resources might be considered as a major challenge to the teachers and school administrators to implement.

#### 4.1.4. Exclude Students Dimension

This dimension has the items that provide a clear explanation about the behaviour and characteristics of some of the children with disabilities. Correspondingly, the participants were asked to give out their views over the children with disabilities, and whether they consider excluding them from general schools based on the descriptive characteristics given in this dimension. Table 12 provides information about the attitude scores of the participants in terms of frequencies, percentages, mean and standard deviation as they responded in each item.

Table 12. Attitudes Scores In Excluding Students With Disabilities

PATIE Items	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	$\bar{X}$	sd
6	17	7.3	36	15.5	48	20.7	62	26.7	69	29.7	2.44	1.26
17	20	8.6	35	15.1	42	18.1	60	22.9	75	32.3	2.42	1.31
14	49	21.1	58	25.0	52	22.4	42	18.1	31	13.4	3.22	1.33
Average mean scores and standard deviation											2.69	1.30

Note: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Initially, Table 12 shows that the average mean scores of ( $\bar{X}= 2.69$ ,  $SD= 1.30$ ) all participants' responses. Then, based on the descriptive statistics, the results show the lowest scores of the participants' responses were matched up to the Item 6 and 17. This result describes that the participants were strongly disagreed with the inclusion of children with disabilities who behave aggressively to their fellow students ( $\bar{X}= 2.44$ ) and their teachers or school staff ( $\bar{X}= 2.42$ ). However, they disagreed that all children with disabilities may behaviour aggressively and disrupt other children' learning ( $\bar{X}= 3.22$ ). In other word, this result illustrates that despite of the acceptance of including children with disabilities in general schools, but aggressive behaviour seemed to be a big concern to the majority of the school administrators who participated in this study.

#### 4.1.5. Professional Training Dimension

This dimension measures the attitudes of the school administrators as related to the importance of professional development and in-service training related to the special education for the school administrators and teachers. This dimension has three items which significantly describe whether teachers and school administrators are well trained to cope with the children with disabilities in general schools. Therefore, the participants were asked to rate their level of agreement in each item by relating the training received in special education and their abilities to work with the children with disabilities. Table 13 provides a descriptive statistic result of the participants' responses in terms of frequency, percentage, mean and standard deviation.

Table 13. Attitudes Scores As Related To The Professional Training

PATIE Items	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	$\bar{X}$	sd
1	42	18.1	38	16.4	63	27.2	49	21.1	40	17.2	2.97	1.34
20	10	4.3	41	17.7	83	35.8	71	30.6	27	11.6	3.28	1.22
13	33	14.2	57	24.6	63	27.2	52	22.4	27	11.6	2.93	1.02
Average mean scores and standard deviation											3.06	1.19

Note: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

The descriptive statistic results in Table 13 shows the average mean scores of the participants' responses across three items ( $\bar{X}=3.06$ ;  $SD=1.19$ ). The lowest mean scores

corresponded to Items 1 and 20, which illustrate that the participants were either neutral or agreed that teachers ( $\bar{X}= 2.97$ ) and school administrators ( $\bar{X}=2.93$ ) were adequately trained to cope with the children with disabilities in general schools respectively. Rather, they believe that the guidance and councillors’ teacher ( $\bar{X}=3.28$ ) to some extent were trained adequately to cope with the children with special education needs. Since these results express lack of training for the teachers and principals related to special education and inclusion practices, yet the participants perceived slight favourable attitudes towards inclusion. Similarly, it has been noted that their professional careers as teachers and school administrators were not well prepared them to work with the children with disabilities in general school.

Finally, the general review of all five dimensions based on the participants’ responses in each item was examined in order to get a clear picture of the school administrators’ attitudes in regards to the inclusion of children with disabilities. Table 14 summarizes the results.

Table 14. A Summary Of The Total Attitude Scores In Each Dimension

PATIE Scale Dimensions	$\bar{X}$	sd
Teacher Workload and Management	2.92	1.13
Inclusion Benefits and Level of Disability	3.40	1.09
Learning Challenges in Inclusive Education	2.78	1.21
Exclude Students	2.69	1.30
Professional Training	3.06	1.19
Total Average mean scores and standard deviation	2.97	1.18

*Note:* The total average mean score of the general attitudes was calculated by adding mean scores of all five dimensions and divided by the number of dimensions.

Table 14 shows two dimensions obtained higher mean scores; “inclusion benefits and level of disability” ( $\bar{X}= 3.40$ ) followed by the “professional training”( $\bar{X}= 3.06$ ) which described the favourable attitudes towards inclusion among the school administrators. However, the three dimensions obtained neither highest nor lowest mean scores; “teacher workload and management ( $\bar{X}=2.92$ ); “learning challenges in inclusive education”( $\bar{X}= 2.78$ ); and “exclude students” ( $\bar{X}=2.69$ ), which describe that school administrators perceived neither neutral nor negative attitudes towards inclusion. Therefore, it can be concluded from the findings that the overall attitudes of the school

administrator who participated in this study were slightly positive with the average mean score ( $\bar{X}=2.97$ ). Bailey (2004) in his study reported the average of the PATIE mean scores ( $\bar{X}= 2.83$ ), which is not far away from the present study.

## **4.2. SCHOOL ADMINISTRATORS' ATTITUDES BASED ON THE DEMOGRAPHIC VARIABLES**

After identifying school administrators' attitude in the previous section, then in this section, the demographic variables were examined to determine whether having an influence to the school administrators' attitudes towards the inclusion of children with disabilities. Therefore, significant differences in the school administrators' attitudes as described in the PATIE scale dimension were analysed by reviewing demographic variables (i.e., job position, school type, gender, age, number of students enrolled in schools, level of disabilities, number of students with disabilities, experience with the people with disabilities, professional development and training related to special education) respectively.

### **4.2.1. School Administrators' Attitudes Based on the Job Position**

The school administrators who participated in this study responded to this independent variable by indicating their job descriptions and level of responsibility they have in schools, according to the administrative leadership positions. Therefore, the school administrators' attitudes as described in the PATIE scale dimensions were analysed using *t*-test in order to identify significant differences in attitude scores for the two categorical variables of school principals and assistant principals. Table 15 provides a summary of *t*-test analysis results for principals and assistant principals.

Table 15. Results of (*T-Test*) Attitudes Scores Based on the Job Position

PATIE Dimensions	Job position	n	$\bar{X}$	sd	t	df	Sig.
Teachers' workload and management	Principals	85	11.90	2.36	.986	230	.324
	Assistant principals	147	11.57	2.47			
Inclusion benefits and level of disability	Principals	85	21.70	4.28	2,346	230	.020*
	Assistant principals	147	20.47	3.56			
Learning challenges in inclusive education	Principals	85	19.40	5.28	.533	230	.595
	Assistant principals	147	19.01	5.34			
Exclude students	Principals	85	6.90	2.92	-.216	230	.829
	Assistant principals	147	6.98	2.62			
Professional training	Principals	85	11.15	2.52	2,012	230	.040*
	Assistant principals	147	10.44	2.63			

*\*The mean difference is significant at  $p < .05$  level*

As shown in Table 15, statistical significant differences in school administrators' attitude scores were found in the PATIE Scale dimension of "inclusion benefits and level of disability" [ $t_{(230)} = 2, 346; p = .020$ ]; and "professional training" [ $t_{(230)} = 2,012; p = .040$ ]. The difference in attitude scores as found in the dimension of inclusion benefits and level of disability for school principals was slightly higher ( $\bar{X} = 21.70$ ) than assistant principals ( $\bar{X} = 20.57$ ). Likewise, in professional training dimension principals had ( $\bar{X} = 11.15$ ) while assistant principals had ( $\bar{X} = 10.44$ ). Therefore, it has been noted that the mean scores of the school principals are higher than assistant principals in all two dimensions, which also describes more positive attitude towards the inclusion of children with disabilities with regards to the professional training for the educators and the benefits of inclusion.

#### 4.2.2. School Administrators' Attitudes based on the School Type

In this independent variable, the *t*-test was performed to identify whether the administrators of elementary and middle schools are significantly differ each other in regards to their attitude towards the inclusion of children with disabilities in general schools. Table 16 provides information about the attitudes mean scores for the administrators of elementary and middle schools as measured by PATIE dimensions.



Table 16. Results of (*T-Test*) the Attitude Scores for the School Type

PATIE Dimensions	School Type	n	$\bar{X}$	sd	t	df	Sig.
Teachers' workload and management	Elementary School	118	11.72	2.33	.140	230	.889
	Middle School	114	11.67	2.54			
Inclusion benefits and level of disability	Elementary School	118	20.96	3.70	.157	230	.876
	Middle School	114	20.88	4.07			
Learning challenges in inclusive education	Elementary School	118	19.40	5.01	1,105	230	.270
	Middle School	114	19.35	5.59			
Exclude students	Elementary School	118	7.30	2.62	1,988	230	.035*
	Middle School	114	6.59	2.80			
Professional training	Elementary School	118	10.72	2.75	.105	230	.916
	Middle School	114	10.68	2.46			

\* *The mean difference is significant at  $p < .05$  level*

Table 16 shows the significant difference in attitude scores was found in one of the PATIE dimensions, namely; “exclude Students” [ $t_{(230)} = 1,988$ ;  $p = .035$ ]. A *t*-test analysis revealed a statistically significant difference in attitude mean scores for the school administrators of elementary schools ( $\bar{X} = 7.30$ ) and middle schools ( $\bar{X} = 6.59$ ). This result describes that the middle school administrators perceived slightly lower positive attitude as compared to their counterpart of elementary schools towards inclusion. Therefore, they may prefer to exclude children with disabilities from the general schools, when they find the children with disabilities experienced with disruptive behaviour against their teacher or other students. However, *t*-test analysis did not reveal any significant differences in attitude scores in other dimensions; “teachers’ workload and management” [ $t_{(230)} = .140$ ;  $p = .889$ ]; “inclusion benefits and level of disability” [ $t_{(230)} = .157$ ;  $p = .876$ ]; “learning challenges in inclusive education” [ $t_{(230)} = 1,105$ ;  $p = .270$ ]; and “professional training” [ $t_{(230)} = .105$ ;  $p = .916$ ].

#### 4.2.3. School Administrators’ Attitudes based on the Gender

In this part, statistically significant differences in attitude scores of the school administrators were examined based on the gender category. In other words, the aim was to determine whether being a female or male administrators could influence their attitudes towards the inclusion of children with disabilities. Therefore, a *t*-test analysis was used to identify whether the two groups of male and female participants are

significantly differ each other in the attitudes mean scores regards to the inclusion of children with disabilities in general schools. The results as shown in Table 17.

Table 17. Results of (*T-Test*) the Attitude Scores Based on the Gender

PATIE Scale Dimensions	Gender	n	$\bar{X}$	sd	t	df	Sig.
Teachers' workload and management	Mal	217	11.64	2.45	-1,376	230	.170
	Female	15	12.53	2.03			
Inclusion benefits and level Disability	Male	217	20.92	3.92	-.008	230	.995
	Female	15	20.93	3.26			
Learning challenges in Inclusive education	Male	217	19.05	5.26	-1,140	230	.255
	Female	15	20.96	5.88			
Exclude students	Male	217	6.94	2.73	-.258	230	.797
	Female	15	7.83	2.74			
Professional training	Male	217	10.77	2.60	1,699	230	.091
	Female	15	9.60	2.41			

*The mean difference is not significant at  $p < .05$  level*

From the Table 17, the *t*-test results shows that there is no any significant difference in attitude mean scores among the school administrators as measured in all PATIE scale dimensions based on the gender category. This indicates that the significant value of the attitude scores for male and female participants was higher than the ( $p < .05$ ) cut-off point, as is noted in all dimensions; “teachers’ workload and management” [ $t_{(230)} = -1,376$ ;  $p = .17$ ]; “inclusion benefits and level of disability” [ $t_{(230)} = .008$ ;  $p = .99$ ]; “learning challenges in inclusive education” [ $t_{(230)} = -1,140$ ;  $p = .25$ ]; “exclude Students” [ $t_{(230)} = -.258$ ;  $p = .79$ ]; and “professional training” [ $t_{(230)} = 1,699$ ;  $p = .091$ ]. From these results, it can be concluded that both male and female school administrators perceived similar perception about inclusion; and based on the results, the gender variable could not be considered as a predictive factor for the administrators’ attitudes towards the inclusion of children with disabilities in schools.

#### 4.2.4. School Administrators’ Attitudes based on the Age of the Participants

The study was designed to examine whether any significant difference exists in attitudes mean score among the participants from different age groups against five PATIE scale dimensions. The age category divided into three groups, namely; 1<sup>st</sup> group; indicates participants with the age of 30 years old or below; 2<sup>nd</sup> group for the participants with the

age ranged between 31-50 years old; and the 3<sup>rd</sup> group represent all participants with the age of 51 years old or more. The data analysis was conducted using MANOVA analytical tool to compare administrators' attitudes scores as described in the PATIE scale dimensions between the age groups. A summary result on multiple comparison between age groups as measures by the MANOVA are presented in Table 18 below.



Table 18: Post Hoc Test (MANOVA) Results On Multiple Comparisons For Age PATIE Scale

Dimensions	(I) Age	(J) Age	n	$\bar{X}$	sd	df	f	Sig.
Teachers' workload and management	30 years	31-50 years	9	11.00	3.082	231	.949	.389
		51+ years						
	31-50 years	30 years	180	11.81	2.482	231		
		51+ years						
	51+ years	30 years	43	11.37	2.058	231		
		31-50 years						
Inclusion benefits and level Disability	30 years	31-50 years	9	20.66	3.082	231	1.612	.202
		51+ years						
	31-50 years	30 years	180	20.71	3.810	231		
		51+ years						
	51+ years	30 years	43	21.88	4.255	231		
		31-50 years						
Learning challenges in Inclusive education	30 years	31-50 years	9	18.88	5.622	231	.238	.788
		51+ years						
	31-50 years	30 years	180	19.28	5.208	231		
		51+ years						
	51+ years	30 years	43	18.67	5.768	231		
		31-50 years						
Exclude students	30 years	31-50 years	9	6.66	2.598	231	.932	.395
		51+ years						
	31-50 years	30 years	180	6.85	2.691	231		
		51+ years						
	51+ years	30 years				231		
		31-50 years	43	7.46	2.922			
Professional training	30 years	31-50 years	9	11.22	1.855	231	2,070	.129
		51+ years						
	31-50 years	30 years	180	10.51	2.647	231		
		51+ years						
	51+ years	30 years	43	11.37	2.497	231		
		31-50 years						

*The mean difference is not significant at  $p < .05$  level*

As shown in Table 18, the Post hoc test of multiple comparisons indicated that the difference in attitude scores based on the age groups was not significant, whereby significant difference levels between the age groups of the participants was above the  $p < .05$  level in all dimensions; “Teachers’ workload and management” [ $F_{(231)} = 949; p = .39$ ]; Inclusion benefits and level” [ $F_{(231)} = 1.612; p = .20$ ]; “learning challenges in Inclusive education” [ $F_{(231)} = .238; p = .79$ ]; “exclude students” [ $F_{(231)} = .932; p = .40$ ]; and professional training [ $F_{(231)} = 2,070; p = .13$ ]. This illustrates that being in a younger or older age did not determine the differences of attitudes among the school administrators who participated in this study towards the inclusion of children with disabilities in general schools.

#### **4.2.5. School Administrators’ Attitudes based on the Number of Students**

The study conducted to find out the significant difference of the attitude scores of the participants by the number of students’ enrolled in school. As presented in Table 19 below, an estimated number of students were divided as follows; 1<sup>st</sup> group has 500 students or less, 2<sup>nd</sup> group has 501-1000 students and the 3<sup>rd</sup> group has 1000 students and above. MANOVA used to examine significant differences of attitude scores among the participants.

Table 19. Post Hoc Test (MANOVA) of Multiple for Number of Students

PATIE scale Dimensions	I) Number of Students	(J) Number of Students	n	$\bar{X}$	sd	df	f	Sig.
Teachers' Workload and Management	500/less	501-1000 1000+	102	11.70	2.527	231		
	501-1000	500/less 1000+	93	11.68	2.458	231	.001	.999
	1000+	500/less 500-1000	37	11.70	4.434	231		
Inclusion benefits and Level Disability	500/less	501-1000 1000+	102	20.68	4.198	231		
	501-1000	500/less 1000+	93	21.12	3.901	231	.349	.706
	1000+	500/less 500-1000	37	21.08	2.851	231		
Learning challenges in Inclusive	500/less	501-1000 1000+	102	19.51	4.936	231		
	501-1000	500/less 1000+	93	18.73	5.467	231	.536	.586
	1000+	500/less 500-1000	37	19.21	5.958	231		
Exclude Students	500/less	501-1000 1000+	102	6.813	2.767	231		
	501-1000	500/less 1000+	93	6.946	2.806	231	.579	.561
	1000+	500/less 500-1000	37	7.378	2.453	231		
Professional Training	500/less	501-1000 1000+	102	10.67	2.621	231		
	501-1000	500/less 1000+	93	10	2.569	231	1.387	.252
	1000+	500/less 500-1000	37	11.32	2.646	231		

*The mean difference is not significant at  $p < .05$  level*

The finding describes that there is no any significant difference in attitude scores among the participants based the number of students enrolled in their schools; given that the

results of the MANOVA revealed that differences was not significant as indicated by the Post hoc test on comparison for the three groups of the number of students in all PATIE scale dimensions; “Teachers’ workload and management” [ $F_{(231)} = .001$ ;  $p = .99$ ]; “inclusion benefits and level disability” [ $F_{(231)} = .349$ ;  $p = .70$ ]; “learning challenges in inclusive” [ $F_{(231)} = .536$ ;  $p = .58$ ]; “exclude students [ $F_{(231)} = .579$ ;  $p = .56$ ]; and “professional training” [ $F_{(231)} = 1.387$ ;  $p = .25$ ]. This implies that the attitudes of the school administrators towards the inclusion of children with disabilities in general schools were not significantly influenced by the number of students enrolled in their schools.

#### 4.2.6. School Administrators’ Attitudes based on the Level of Disabilities

This independent variable was examined to see whether a significant difference exists in the school administrators’ attitude scores towards the inclusion of children with disabilities as measured by the PATIE scale dimensions. The data analysis was performed using a  $t$ -test analytical tool to determine a significant difference in the attitude mean scores in relation to the independent variable, level of disabilities of the children with special education needs. Table 20 provides a summary of the results for the  $t$ -test analysis.

Table 20. Results of ( $t$ -test) Attitude Scores for the Level of Disabilities

PATIE Dimensions	Disability level	n	$\bar{X}$	sd	t	df	Sig.
Teachers’ workload and management	Mild disability	194	11.82	2.45	1,871	230	.166
	Moderate disability	38	11.02	2.23			
Inclusion benefits and level of disability	Mild disability	194	20.00	3.73	.649	230	.517
	Moderate disability	38	20.55	4.61			
Learning challenges in inclusive education	Mild disability	194	19.30	5.38	.998	230	.033*
	Moderate disability	38	17.36	4.91			
Exclude students	Mild disability	194	7.06	2.71	1,390	230	.319
	Moderate disability	38	6.39	2.80			
Professional training	Mild disability	194	10.72	2.56	-.972	230	.332
	Moderate disability	38	11.07	2.81			

\* *The mean difference is significant at  $p < .05$  level*

From the findings as shown in Table 20, it has been discovered that a statistically significant difference was noted only in the PATIE scale dimension, namely; “learning challenges in inclusive education” dimension for the moderate and mild level of disabilities [ $t_{(230)} = .998$ ;  $p=.033$ ] as perceived among the school administrators. Significant differences in attitude mean scores for mild disability level ( $\bar{X}=19.30$ ) were slightly higher as compared to the moderate disability ( $\bar{X}=17.36$ ). This indicates that school administrators who participated in this study tended to perceive more positive attitudes for the children with minor disability as they consider learning challenges in inclusive education; given that children with mild disabilities are more likely to be included in general schools. In addition to that, the level of disability played important roles as a predictive factor for the school administrators’ attitude towards the inclusion of children with disabilities at schools.

#### **4.2.7. School Administrators’ Attitudes Based on the Number of Students with Disabilities**

On the other hands, the  $t$ -test was also conducted to determine significant differences in attitudes mean scores of the participants as described in the PATIE scale dimension in relation to the number of students with disabilities enrolled in general schools. The participants indicated at least one or more students with disabilities in their schools. Number of students were divided into two groups, in which 1<sup>st</sup> group indicates 20 students or below, while the 2<sup>nd</sup> group represents the number of students ranged between 21- 40. The summary results of the  $t$ -test analysis presented in Table 21 below.



Table 21. Results of (*T-Test*) Attitude Scores for the Number of Students with Disability

PATIE Dimensions	Disability level	n	$\bar{X}$	sd	t	df	Sig.
Teachers' workload and management	20 students/ below	216	11.72	2.45	.656	230	.548
	21-20 students	16	11.31	2.12			
Inclusion benefits and level of disability	20 students/ below	216	20.89	3.96	-.411	230	.056
	21-20 students	16	21.31	2.57			
Learning challenges in inclusive education	20 students/ below	216	19.19	5.36	.462	230	.419
	21-20 students	16	18.56	4.63			
Exclude students	20 students/ below	216	6.93	2.77	-.444	230	.111
	21-20 students	16	7.25	2.17			
Professional training	20 students/ below	216	10.62	2.61	-1,570	230	.312
	21-20 students	16	11.68	2.41			

*The mean difference is not significant at  $p < .05$  level*

Since Table 21 showed that the independent variable of the number of students with disabilities obtained higher significant value than the ( $P < .05$ ) cut-off point in all five dimensions of the PATIE scale; “teachers’ workload and management” [ $t_{(230)} = .656$ ;  $p = .54$ ]; “inclusion benefits and level of disability” [ $t_{(230)} = -.411$ ;  $p = .056$ ]; “learning challenges in inclusive education” [ $t_{(230)} = .462$ ;  $p = .41$ ]; “exclude students” [ $t_{(230)} = -.444$ ;  $p = .11$ ]; and “professional training” [ $t_{(230)} = -1,570$ ;  $p = .31$ ]. Considerably, the number of students with disabilities was not significantly influenced school administrators’ attitudes; therefore, it is not considered as a predictive factor for the school administrators’ attitudes towards the inclusion of children with disabilities in general education schools.

#### **4.2.8. Attitudes Based on the Experience with the People with Disabilities**

In this independent variable, the participants’ responses related to the attitude mean scores towards the inclusion of children with disabilities were examined based on their personal experience with the people with disabilities. In order to find out whether there is a significant difference in attitudes mean scores based on the experience with the people with disabilities, a *t*-test was used for the data analysis since the independent variable has given the two categorical levels of grouping (i.e., Yes/No). The results are as shown in Table 22.

Table 22. Results (*T-Test*) for the Experience with the People with Disabilities

PATIE Dimensions	Have a friend Or relative with disability?		n	$\bar{X}$	sd	t	df	Sig.
	Yes	No						
Teachers' workload and management	Yes		123	11.79	2.53	.654	230	.514
	No		109	11.58	2.32			
Inclusion benefits and level of disability	Yes		123	20.25	3.74	1,358	230	.176
	No		109	20.55	4.01			
Learning challenges in inclusive education	Yes		123	19.67	5.18	1,588	230	.114
	No		109	18.56	5.41			
Exclude students	Yes		123	7,21	2.71	1,560	230	.120
	No		109	6,66	2.66			
Professional training	Yes		123	10.65	2.66	-.273	230	.785
	No		109	11.75	2.55			

*The mean difference is not significant at  $p < .05$  level*

The results in the Table 22 above show that there were no significant differences of attitude mean scores among the school administrators in regards to how they viewed children with disabilities and their inclusion in the general schools. The statistical differences were not significant at  $p < .05$  levels in all PATIE scale dimensions: "Teacher workload and management" [ $t_{(230)} = .654$ ;  $p = .51$ ]; "Inclusion benefits and level of disability" [ $t_{(230)} = 1,358$ ;  $p = .17$ ]; "learning challenges in inclusive education" [ $t_{(230)} = 1,588$ ;  $p = .11$ ]; "exclude students" [ $t_{(230)} = 1,560$ ;  $p = .12$ ]; and "professional training" [ $t_{(230)} = -.273$ ;  $p = .78$ ]. Therefore, it can be described that experiences with the people with disabilities either from friends or relatives with disabilities could not influence school administrators' attitudes towards the inclusion of children in general schools.

#### 4.2.9. Attitudes Based on the Professional Training Related to Special Education

A *t*-test was performed for the purpose of examining the attitudes mean scores and providing an explanation as to whether there is a significant difference in the mean scores on the attitudes as described in the PATIE dimension across the group of participants who received in-service training related to the special education and those who didn't. The results of the *t*-test about the significant difference in attitude mean scores among the school administrators are presented in Table 23 below.

Table 23. Results of (*T*-Test) Attitude Scores for the Training Related to Special Education

PATIE Dimensions	Received training related to special education?	n	$\bar{X}$	Sd	t	df	Sig.
Teachers' workload and management	Yes	101	11.70	2.45	,026	230	.979
	No	131	11.69	2.43			
Inclusion benefits and level of disability	Yes	101	21.71	3.91	2,745	230	.007*
	No	131	18.32	3,76			
Learning challenges in inclusive education	Yes	101	19.69	5.08	1,357	230	.176
	No	131	18.74	5.46			
Exclude students	Yes	101	7,21	2.86	1,279	230	.202
	No	131	6,75	2.61			
Professional training	Yes	101	10.72	2.50	-,103	230	.918
	No	131	10.68	2.69			

\*. *The mean difference is significant at  $p < .05$  level*

Table 22 show that the significant difference in the attitudes mean scores based on the training of the participants were noted only in one of the PATIE scale dimensions “benefits of inclusion and levels of disabilities” [ $t_{(230)} = 2,745; p = .007$ ]. Significant differences in attitude mean scores of the participants who received in service training is ( $\bar{X} = 21.71$ ) and for those who did not receive training was ( $\bar{X} = 18.32$ ). However, in the other dimensions did not reveal significant differences; “teachers’ workload and management” [ $t_{(230)} = .026; p = .97$ ]; “learning challenges in inclusive education” [ $t_{(230)} = 1,357; p = .17$ ]; “exclude students” [ $t_{(230)} = 1,279; p = .20$ ]; and “professional training” [ $t_{(230)} = -.103; p = .91$ ] respectively. The implications of this study suggest that there is a need for professional development through ongoing training for the teachers and school administrators. As a result, the more they receive training related to special education, the more tended to perceive positive attitudes towards inclusion by reflecting the benefits of including children with disabilities. In addition, in this study, training as independent variable has shown significant influence to the school administrators’ attitude towards inclusion of children with disabilities in schools.

### 4.3. SCHOOL ADMINISTRATORS' ATTITUDES BASED ON THE WORKING EXPERIENCES IN THE EDUCATIONAL FIELD

#### 4.3.1. School Administrators' Attitude based on the Leadership Experience

In this independent variable, the ANOVA analysis was conducted to examine the significant differences in the attitude mean scores among the participants in relation to the number of the years of working as school administrators. The years of working experience were ranged between 5 years or less to 21 years or more. ANOVA was used since the independent variable of leadership experience included three or more levels of groupings. The results are presented in Table 24 below.

Table 24. Post Hoc Test (ANOVA) on Multiple Comparisons for the Leadership

PATIE Scale Dimensions	(I) Leadership experience	(J) Leadership experience	n	$\bar{X}$	sd	df	f	Sig.
Teachers' workload and Management	5 years/less	6-10 years	122	11.71	2.35	231	.785	.503
		11-20 years						
	6-10 years	5 years/less	39	12.05	2.33			
		11-20 years						
11-20 years	21+ years	42	11.71	2.79				
	6-10 years							
Inclusion Benefits and Level of Disability	5 years/less	6-10 years	122	20.45	3.79	231	1,429	235
		11-20 years						
	6-10 years	5 years/less	39	21.64	3.16			
		11-20 years						
11-20 years	21+ years	42	21.54	4.18				
	6-10 years							
Learning Challenges in Inclusive Education	5 years/less	6-10 years	122	19.23	5.46	231	.858	.463
		11-20 years						
	6-10 years	5 years/less	122	19.00	4.60			
		11-20 years						

		21+ years	39			
	11-20 years	5 years/less 6-10 years 21+year	42	19.92	5.36	
	21+ years	5 years/less 6-10 years 11-20 years	29	17.89	5.48	
Exclude Students	5 years/less	6-10 years 11-20 years 21+ years	122	7.03	2.67	
	6-10 years	5 years/less 11-20 years 21+ years	39	7.07	2.86	
	11-20 years	5 years/less 6-10 years 21+years	42	6.19	2.76	231 1,687 .171
	21+ years	5 years/less 6-10 years 11-20 years	29	7.58	2.65	
	5 years/less	6-10 years 11-20 years 21+ years	122	7.03	2.67	
Exclude Students	6-10 years	5 years/less 11-20 years 21+ years	39	7.07	2.86	
	11-20 years	5 years/less 6-10 years 21+years	42	6.19	2.76	231 1,687 .171
	21+ years	5 years/less 6-10 years 11-20 years	29	7.58	2.65	
	5 years/less	6-10 years 11-20 years 21+ years	122	7.03	2.67	

*The mean difference is not significant at  $p < .05$  level*

Table 24 above indicated that significant differences of means attitude score was not exist between the groups of the years of working experience as school administrators, since mean difference was not significant at ( $p < .05$ ) level in all dimension. “Teachers’ workload and management” [ $F_{(231)} = .785; p = .50$ ]; “inclusion benefits and level of

disability” [ $F_{(231)} = 1.429$ ;  $p = .23$ ]; “learning challenges in inclusive education” [ $F_{(231)} = .858$ ;  $p = .46$ ]; “exclude students” [ $F_{(231)} = 1.687$ ;  $p = .17$ ]; and “professional training” [ $F_{(231)} = 1.748$ ;  $p = .15$ ]. This result implies that the years of leadership experiences of the participants did not influence their attitudes towards the inclusion of children with disabilities in the general schools.

#### 4.3.2. Administrators’ Attitude based on the Teaching Experience in Special Schools

With regards to the working experience of teaching in special education schools, a t-test was conducted to identify whether significant differences exist in attitudes mean scores among the participants. The t-test was appropriate, since the participants responded only on the two categorical levels. Though independent variable of the years of teaching experience in special education schools included three or more levels of groupings. The results of the attitudes mean scores are presented in Table 25 below.

Table 25. Results of (*T-Test*) Attitude Scores for the Teaching Experience in Special Schools

PATIE Dimensions	Years of teaching special in schools	n	$\bar{X}$	sd	t	df	Sig.
Teachers’ workload and management	None	227	11.71	2.43	.834	230	.422
	5 years/ below	5	11.80	2.28			
Inclusion benefits and level of disability	None	227	20.97	3.89	1,239	230	.176
	5 years/ below	5	18.80	2.94			
Learning challenges in inclusive education	None	227	19.12	5.28	-.529	230	.716
	5 years/ below	5	20.40	7.26			
Exclude students	None	227	6,96	2.72	.460	230	.726
	5 years/ below	5	6,40	3.36			
Professional training	None	227	10.72	2.58	-.951	230	.343
	5 years/ below	5	11.80	3.70			

*The mean differences is not significant at  $p < .05$  level*

Similarly, a *t*-test analysis revealed that the difference attitudes mean scores is not significant at  $p < .05$  levels. Therefore, this result is clearly reports that a significant

difference in the attitude mean scores based on the years of teaching experiences in special education schools was not exist in any of the PATIE dimension. “Teachers’ workload and management” [ $t_{(230)} = ,834; p=.42$ ]; “inclusion benefits and level of disability” [ $t_{(230)} = -,529; p=.17$ ]; “learning challenges in inclusive education” [ $t_{(230)} = 1.239; p=.71$ ]; “exclude students” [ $t_{(230)} = ,460; p=.72$ ]; and in the dimension of “professional training” [ $t_{(230)} = -,951; p=.34$ ]. With regards to this result, it can be concluded that the years of teaching experience in special education schools didn’t show any significant impact to the school administrators ‘attitudes towards the inclusion of children with disabilities in general education schools.

### 4.3.3. Administrators’ Attitudes based on the Teaching Experience in General Schools

Finally, ANOVA analysis was performed to find out whether school administrators’ attitudes differs among the participants based on the years of teaching experience in general schools. The independent variable of teaching experience in general schools grouped into three or more categorical levels ranged from 5 years or less to 21 years or more. Table 26 presents the results of attitude means scores as measured by the PATIE.

Table 26. Post Hoc Test (ANOVA) Results Of Multiple Comparisons For The Teaching Experiences In General Schools

PATIE Scale Dimensions	(I) Teaching Experience	(J) Teaching Experience	n	$\bar{X}$	sd	df	f	Sig.
Teachers’ workload and Management	5 years/less	6-10 years	26	11.11	1.86	231	1,200	.311
		11-20 years						
		21+ years						
	6-10 years	66	12.07	2.79				
11-20 years								
21+ years	5 years/less	78	11.51	2.34				
6-10 years								
Inclusion Benefits and Level of Disability	5 years/less	6-10 years	26	19.92	3.26	231	2,417	.067
		11-20 years						
		21+ years						
	6-10 years	66	21.15	3.10				
11-20 years								
21+ years	5 years/less	62	11.77	2.32				
6-10 years								
11-20 years	5 years/less	62	11.77	2.32				
21+ years								

	11-20 years	5 years/less 6-10 years 21+years	78	20.34	4.04			
	21+ years	5 years/less 6-10 years 11-20 years	62	21.83	4.47			
Learning Challenges in Inclusive education	5 years/less	6-10 years 11-20 years 21+ years	26	17.23	4.54			
	6-10 years	5 years/less 11-20 years 21+ years	66	19.96	5.41	231	1,682	.172
	11-20 years	5 years/less 6-10 years 21+years	78	19.20	5.16			
	21+ years	5 years/less 6-10 years 11-20 years	62	19.03	5.58			
	5 years/less	6-10 years 11-20 years 21+ years	26	5.84	2.49			
Exclude Students	6-10 years	5 years/less 11-20 years 21+ years	66	7.36	2.49	231	2,165	.093
	11-20 years	5 years/less 6-10 years 21+years	78	6.80	2.71			
	21+ years	5 years/less 6-10 years 11-20 years	62	7.17	3.93			
	5 years/less	6-10 years 11-20 years 21+ years	26	10.76	2.10			
Professional Training	<b>6-10 years*</b>	5 years/less 11-20 years <b>21+ years*</b>	66	9.92	2.67	231	3.130	<b>.026*</b>
	11-20 years	5 years/less 6-10 years 21+years	78	10.89	2.84			
	21+ years	5 years/less 6-10 years 11-20 years	62	11.25	2.26			



*\*The mean difference is significant at  $p < .05$  level*

Table 26 shows the existence of the statistically significant difference among the participants in their mean attitude scores towards inclusive education. Based on data analysis of ANOVA in the Post hoc test result on multiple comparisons showed significant differences appeared in one of the PATIE scale dimensions; “professional training” [ $F_{(231)} = 3, 130; p = .026$ ], whereby it recorded significant differences in attitude scores for the participants who had 6-10 years ( $\bar{X} = 9.92$ ) and those who had 21 years or more ( $\bar{X} = 11.25$ ) of teaching experience in general schools. This implies that school administrators with more teaching experience (21 years or more) in general schools have more favourable attitudes towards children with disabilities being included in general schools. Further, indicate that over time, teaching experience helps to develop their teaching strategies and skills; therefore, rely upon their wealth experience when they find benefits for the children with disabilities. As a working experience, teaching in general schools showed significant influences in the attitude of the school administrators who participated in this study towards the inclusion of children with disabilities in general schools. Therefore, in order to cope with the children with disabilities in schools, this study suggests that both teachers and school administrators, including principal and assistant principals should be motivated to develop their professional careers and work with the children with disabilities, which gives them adequate time to study and understand the disabilities.

In summary, the attitudes of the school administrators who participated in this study were found positive towards the inclusion of children with disabilities in general schools. Moreover, several few demographic variables such as school type, level of disabilities, and in-service training in special education and teaching experience in general schools were found to have significant influences on the attitude scores among the school administrators as measured by the PATIE scale in all dimensions. Contrary, the demographic variables like age, gender, personal experience with disabilities, number of students, number of students with disabilities and their levels of disabilities, job position, special education teaching and administrative experience were not found either statistically or significantly have influences on the attitudes among the participants. In other words, these variables are considered as non-predictive factors for the school administrators’ attitudes towards the inclusion of children with disabilities in general schools in Sakarya.

## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. DISCUSSION OF THE RESEARCH FINDINGS**

With regards to the main purpose of this study of examining administrators' attitude towards the inclusion of children with disabilities in the general schools, and determine the factors that influencing school administrators' attitudes. Through data analysis of the participants' responses about the children with disabilities and their inclusion in general school, the study identified the attitudes of the school administrators and the factors that influencing their attitudes towards the inclusion of children with disabilities. In examining the results of this study, it is important to keep in mind that the participants' response rate was (100%) and sample size was 232, which was much fairly enough for the study. The higher response rate of the population sample to the questionnaire reduces response and non-responses biases which decreases the margin of error (Rea & Parker, 2005). This rate also lends its self to the implication that the findings are likely to be more representative of the population of Sakarya public elementary and middle school administrators.

##### **5.1.1. The Overall School Administrators' Attitudes Towards Inclusive Education**

Based on the analysed data, the study results indicated that school administrators who participated in this study had positive attitudes towards inclusive education. Meaning the school principals and assistant principals in Sakarya were generally either strongly agreed or agreed to the inclusion of the children with disabilities in general schools by considering social and academic benefits of the inclusive education. However, there some concerns about inclusive education when it comes to the challenges related to the teacher's workload, professional training of the teachers and school administrators. Nevertheless, their positive attitude towards inclusive education for the children with

special education needs indicates that despite of the challenges, school administrators tried to show their commitments on the implementation of inclusive education principles in their general schools. Additionally, as school and academic leaders, their favourable attitudes give them impression that tolerance of individual differences enhances the ability to coexist, cut back the segregation and marginalisation of the including children with disabilities at schools.

This finding correspondingly aligns with several research studies related to the attitudes of the school administrators' towards the inclusion that conducted in the previous time. Respectively, a positive attitude among the school administrators towards the inclusion of students with disabilities in general schools was previously reported by (Mashiya, 2003; Praisner, 2003; Choi, 2008) and later in the study of (Usman, 2011; Farris, 2011; Smith, 2011; Hack, 2014 & Chandler, 2015) conducted in Dubai and the United States. However, in the present study findings seemed to be significantly differed from the previous studies that clearly reported either negative attitude (Praisner, 2000; Sharma & Chow, 2008; Ball & Green, 2014) or uncertain attitude (Ira, 2015; Workman, 2016; Muega, 2016) of the school administrators towards the inclusive education.

For instance, Praisner' (2000) study reported that only twenty percent of the participants had a favourable attitude towards inclusive education, in which his finding was not far away from Sharma and Chow (2008) who found that the attitudes of Hong Kong primary school principals towards inclusion were slightly negative.

So far, the present study also reported the significant concerns about behavioural issues; especially aggressive behaviour that children with disabilities might present in the schools. The majority of the participants believed that special education schools were better educational placements for children with disabilities. This signifies that some of school administrators in Sakarya are afraid of including children with disabilities in their general schools, because they do not know whether their teachers or themselves know how to intervene when challenging behaviour are exhibited by these children. Similar concerns were also reported by Choi (2008) in his study about the school administrators' anxiety related to the behavioural issues against the children with disabilities in South Korean elementary school principals. Furthermore, he suggested that school administrators who received professional training related to special education and behaviour management, may not have fears about their ability to deal with the behavioural problems that arisen by the children with disabilities at schools.

Traditionally, behaviour management skills to the children with disabilities requires more attention for both school administrators and teachers by providing systematic interventions, teaching students appropriate behaviours and appropriate reinforcement to the children at schools. Inclusive education has developed a based fundamental belief that children with disabilities can benefit more in general education schools than in special education. If Sakarya school administrators do not share this belief, their commitments and active cooperation in inclusive education practice will be difficult to attain. In addition, I suggest that the research on challenges faced by school administrators towards the implementation of inclusive education in Sakarya should be conducted in order to understand why some of these school leaders consider special education schools is better placements for the children with disabilities.

### **5.1.2. Factors that Influencing School Administrators' Attitudes Towards the Inclusion of Children with Disabilities in Schools**

Since the positive attitude of the school administrators was revealed in this study towards the inclusion of the children with disabilities. The second objective of the study was to find out whether demographic variables (gender, personal experience with disabilities, in-service training relating to the special education, and the current number of enrolled students at school, number of students with disabilities and their levels of disabilities, teaching and administrative experience, job positions and school type) influence school administrations' attitudes towards the inclusion of the children with disabilities in general schools.

Based on the data findings, significant demographic variables of positive attitudes towards the inclusion of children with disabilities were school type, job position, and level of disabilities, teaching experience in regular schools and training related to special education. For instance, in the independent variable of the Level of disabilities, the aim of the study was to identify a comprehensive analytical outlook of the school administrators' attitudes' based on the severity level of disabilities, which confirmed it had significant impact on the administrators' attitudes towards the inclusion of children with disabilities. In other words, their attitudes on the placement recommendation depending much on the nature and severity of the disability, and it has been found that over eighty percent of the school administrators in this study were only ready to include children with physical and mild disability in the general schools. Believing that students

with severe disabilities are too impaired to benefit from regular education schools, and strongly suggested regular or general education schools are the most suitable placements for the children with mild disability, while perceived that children with physical disabilities may not cause any difficulty that prohibit them to be included in general schools. These results have linked to the study conducted by Farris (2011) who investigated the Texas High School Administrators' attitudes in the U.S. In his study (Faris, 2011) found that the majority of participants were strongly disagreed with the inclusion of children with severe disabilities in the general schools. Instead, suggested that children with severe disabilities should be placed in special schools that specifically designed for them.

Similar finding was also reported in the Cameroonian study conducted by Ngwokabuenui (2013) to investigate the public secondary and high school administrators' attitudes towards the inclusion students with disabilities in the general education schools. In his study examined all disability conditions, and found that the school administrators perceived that since students with severe disabilities are those with serious disability and require high levels of supports and intensive care; and they should be educated in the most appropriate schools which specifically designed for them. Therefore, according to this belief, only children who are seen easy to manage are likely to be considered for the inclusive education system.

Another two independent variables of school type and job position were found to be significantly associated with the school administrators' attitudes. It has been found that the middle school administrators scored less positive attitudes than their counterpart from elementary schools. Further, elementary school administrators might believed that lack of access to other professionals such as occupational and speech therapist could not make inclusion difficult. This has been one of the most consisted findings in the body of literature on the school administrators' attitudes towards inclusion of children with disabilities. This finding linked with the study conducted by Brown (2007) who reported that the school administrative areas had significant impact on school administrator' attitudes towards the inclusion of children with disabilities.

Therefore, it was determined by the school administrators' self reporting that elementary and middle school as the school administrative areas played an important role as predictors of the predictable variables on the school administrators' attitudes towards inclusive education for the children with disabilities.

The significance of the demographic independent variable of working experience in relation to the number of years of teaching experience in general schools, revealed its impact on the school administrators' attitudes towards inclusion of children with disabilities. In addition, this result supported by Choi (2008) who reported in his study that the participants with more years of teaching experience tended to have more positive attitudes towards inclusive education for the children with disabilities than those participants with none or few years of teaching experience. Likewise, many years of teaching experience enable them to have reliable skills and use it when they find benefits to the inclusion of children with disabilities in the general education schools. This illustrates that many of the school administrators are selected based on the number of years in their professional teaching career. In other words, the more teaching experience school administrators had, the more positive their attitude was towards the inclusion of children with special education needs in general schools.

Professional development and training was also shown to be significantly related to the attitudes of the school administrators towards the inclusion of children with disabilities. Significantly, training related to special education has been emphasized to be the most considerable factor or predictor that basically influences school administrators' attitudes and contributing to the acceptance of inclusion of children with disabilities in general schools. Correspondingly, similar findings (Bailey & Du Plessis, 1997; Praisner, 2003; Steinke, 2010; Smith 2011; Galano, 2012) were also reported on the importance of training to the school administrators related to the children with disabilities and inclusive education practices. In this matter, Galano (2013) and Smith (2011) stressed that training in special education is one of the greatest factors in the formation of positive attitudes. Traditionally, school administrators who undertaken ongoing training related to special education appeared to have more favourable attitudes towards the inclusive education as compared to those who did not receive such training. This simply can be described that school administrators are among the important person who can implement the principles of inclusive education, and influence their teachers to implement it more effective since they are school in charge.

In addition, some study (Yuen & Westwood, 2001; Rakap & Kaczmarek, 2010) was also reported on the importance of ongoing training for the teachers, since the school administrator are selected from among the teachers with at least teaching experiences. Therefore, such trainings in special education are the key contributor of expressing their confidence on pedagogical experience, teaching and learning activities while working

with diverse children with different abilities, characteristics and behaviour. It can be inferred from these findings that the teachers with guidance trainings may continue to have more positive attitudes when they are later appointed to be school administrators.

On the other hands, some of the variable factors were not statistically significant and did not predict either positive or negative attitudes for the school administrators towards the inclusive ducation. In other words, indicated no significant differences or relationships in school administrators' attitudes based on the following demographic variables; age, gender, administrative experiences, teaching experience in special education schools, the number of students enrolled at school and personal experience with people with disabilities. Like (Galano, 2012; Prisoner, 2000; Ramirez, 2006; Fontenote, 2005), I found that gender and age were not significant predictors of the attitudes among the school administrators who participated in this study. Besides, from the findings of this study, the influence of gender on the attitudes remains unclear, since the school principals and assistant principals who participated in this study were predominantly male (93.5%). This might be caused by the appointment system of school administrators which support masculine.

It has been noticed in several studies (Titrek, Bayrakçı & Gunes, 2014; Oplatka, 2006; Aycan, 2004) in Turkey gender inequality is a major barrier to the women's participation in the leadership positions in many sectors, including educational sectors. This indicates that women maintain their teaching positions in the elementary and middle school levels; and their presence in administrative leadership role is extremely under represented. Thus, this generally reflects the under-representative participation of women, and make difficult for them to access to the administrative leadership positions. This is due to the fact that Celikten (2005) society believes women do not fit for the higher level of the leadership positions.

On the other hands, the age of the participants signifies working experience and attitudes, but in this study confirmed that being younger or older may lack significance and play less role to the attitudes towards inclusion of children with disabilities among the school administrators, however, Praisner (2003) found that younger school administrators had more positive attitudes towards inclusion of children with disabilities.

Despite over 50 percent of the school administrators reported having personal experience with individuals with disabilities from a family member or friend with

disabilities. However, in this study having a friend or relative with disabilities could not play significant roles on the attitude of the participants. Contrary, Sharma and Chow (2008) found that having of having family members or close friends with disabilities had a significant and positive impact on the principals' attitudes towards the inclusion of children with disabilities in regular schools. They concluded that lack of contact with the individuals with disabilities is most likely lead to the formation of negative attitude among the educators towards the inclusion students with special needs in the general education schools. In addition, Mashiya (2003) suggested that "educators who are familiar with individuals with disabilities will have advantages than those who are not familiar" (p 60). With regard to the number of students enrolled in school, the present study revealed no association with attitudes. Though, Chandler (2015) and Sharma and Chow (2008) found that school administrators with a low number of students (500 or below) appeared to have a more positive attitude than those in school with a large number of student enrolment. Because (Aydın, Sarier and Uysal, 2013; Ciyer, 2010; Sharma and Chow,2008) it is easier for the school administrators to create an interaction environment through good relationships and collaboration with teachers, parents and students while they have the appropriate number of student enrolment, which is quite reliable for them to intervene against challenges and provide more supports.

## **5.2. CONCLUSION**

Traditionally, based on the current trends in the education and the positive attitudes demonstrated by the public elementary and middle school administrators in Sakarya, the inclusive education model appears to gain a wide acceptance as a viable law granted by the Turkish grand national assembly (TBMM), and the service option for the individuals with disabilities with the ministry of national education (MoNE). Moreover, the school reform efforts such as inclusive education movement paved the way for the integration of children with disabilities into the general education. This should require school administrators and teacher preparation programs to provide adequate trainings in the inclusive education model. As shown in this research investigation, the majority of the school administrators in Sakarya believes that children with disabilities can be placed in general education. Likewise, agreed that both children with and without disabilities or



with special education needs benefit socially and academically from inclusive education.

The public elementary and middle school administrators, who participated in this study, generally have favourable attitudes towards inclusion. Further, school administrators who undertaken in-service or formal training related to the special education and inclusion practices are absolutely considerable having more favourable attitudes towards the inclusion of students with disabilities in the general education schools. Despite the key role and primary figure that the school administrators have when it comes to developing the school capacity and facilitate changes in school education settings, for years, they have relied with special education profession instead of having direct contact with students with disabilities themselves. Nevertheless, the more school administrators have direct contact with either individual or children with disabilities, the more they develop a positive attitude towards such children, and eventually including them in the general education schools.

In fact, it is evident from this study that inclusion in Sakarya public elementary and middle schools is gradually becoming a reality in education. According to this study, although the majority of Sakarya public schools have positive attitudes towards inclusion practice, but some of a current research in other province reported uncertain or negative attitude towards inclusion practices to both teachers and administrators. This uncertain or negative attitude towards inclusion is often related to the lack of professional development being offered to the teachers and school administrators through professional development, in which trained and prepared them to implement models of inclusive educational teaching for students with disabilities in general education system.

Based on this study the majority of Sakarya elementary and middle school administrators are prepared for inclusion through in-service training program, but not at the adequate level; however, there are still rooms for improvement with continuously in-service training programs that also will include regular teachers who did not undertake pre-service training regarding the inclusive education. Thus, starting with building teachers and school administrators through trainings is a fundamental aspect in the development of inclusive education in the general schools. This study also implies the need for the colleges and universities being proactive through integration of special

education courses into the curriculum of the teachers and administrators training programs.

Generally, It is important to note that making an effective inclusive education; the administrators as the school and academic leaders should be aware of how their attitudes, experiences and knowledge can influence the development of inclusive education in general schools, while remaining as supportive and highly-influential team member of the school community towards the inclusion for the children with disabilities.

### **5.3. RECOMMENDATION**

#### **5.3.1. Recommendations for Educational Implication**

Administrators as the school leaders play key important roles in the placement procedures for the children with disabilities in schools. Despite the considerable challenges in the implementation of inclusive education for the children with special needs, over seventy percent of the participants who investigated were found with favourable attitudes towards inclusion. When children with disabilities taught in the same classrooms or school environment with other non- disabled students, it will increase interaction and improves social-communication skills and academic development for all children at schools.

From this perspective, it could be a good indication that elementary and middle school administrators in Sakarya are becoming familiar with and possibly showed a supportive perceptions of the implementation of inclusive education in the general education system. However, there should be more effort to prepare or create a supportive environment that facilitates and supports school administrators to promote inclusion more effectively. At the same time, school administrators' outlook and thoughts about inclusive education should be positive, which lends them to become more responsive in regards to the importance of children with disabilities and their inclusion in the general education schools.

The findings of this study present a case for having a strong special education component in the educational administration training or/and leadership preparatory programs, which better preparing school administrators; principals and assistant principals for carrying out their roles as educational leaders in the field of education

within their school community. Moreover, despite of the favourable attitudes of the school administrators were significantly related to their training and experience. However, the majority expressed lack of confidence in the behaviour management. Frick, Faircloth and Little's (2013) study concluded that "likely lack of behaviour management skill becomes predominant challenges to the majority of school leaders for the children who behave aggressively" (p 12). Therefore, proper training on behavioural management skills is needed to these school administrators who supervise educational activities at schools and make sure that the school and students outcome are achieved.

The behaviour management skill in educational leadership preparation programs helps administrators with adequate knowledge, skills and abilities on how to deal and solve behavioural problems imposed by the children with disabilities. It also will help them supervising inclusive education programs more effectively. In addition to this, special attention also should be given to the adoption of curriculum and coursework that relevant to the inclusive practices and special education among the student teachers, new and experienced administrators. Systematic training in current inclusion practices should be required as part of the renewal procedure for all educational certificates.

The results have essential implication to all educators, since it was found that the training taken by administrators influences inclusive school practices directly or indirectly. Practically, educational administration system in Turkey, the school administrators are predominately chosen from the ranks of general education teachers based on passing an oral and written exam. According to OECD (2013), on review of basic education in Turkey reported that in-service trainings for the teachers are also limited. Since then the teacher educators should impart experience in these (special education) areas for the candidate teachers which required in that particular type of education. In preparing them with adequate knowledge in order to cope with students with disabilities, it will provide them with an understanding in the implementing of inclusion practices in their classrooms as teachers, and ultimately as school administrators when he/she is appointed to have such leadership responsibilities.

Another beneficial finding is that school administrators with no special education teaching experiences tend to have more negative attitudes as shown in the previous discussion. Therefore, this is important to consider in the recruiting process of school administrators, a special attention should not be only to the qualification of teaching experience in general schools, but also to those school administrators who have at least

knowledge and skills, and already implementing inclusion program, and have teaching experience in special education schools.

Lastly, this study indicates the need for enough resources that necessary to support inclusive education for the children with disabilities. Although the Turkish government mandated all schools should implement inclusive education under the legislative laws of TSESR, but some participants have demonstrated the potential concerns such as human and financial resources are not well adequate to support inclusion programs in some of the general schools. Despite the fact that many educators, researchers, parents, and educational policy maker often believe that children with disabilities can not only socially benefit from inclusion, but also can benefit in academic perspectives when integrated with non-disabled peers in the general education schools or classrooms. Nevertheless, one can speculate that failure to provide adequate and supportive resources that are widely present implementation problems may impose some difficulties in the inclusive education practices. In addition, it has been noticed that sample of this study was dominated by male school administrators. This indicates that women's representation and participation in elementary and middle school leadership in Sakarya are extremely low as compare to their fellow counterparts, male. In order to break the gap on gender inequality and improve gender equality in school administration position female participation in educational administration should not be neglected.

### **5.3.2. Recommendations for the Future Research**

This study suggests several educational implications for the inclusive education in Sakarya province based on the review of the surrounding data of this study. However, some issues remain and basically needed to be investigated through further researches. First, the other levels like pre-schools and high schools, as well as private schools were not included in this study. Thus, additional research is needed to investigate Sakarya administrators' attitudes of other school levels and participants from other areas should be included to cover larger population both rural and urban areas.

Second, more investigations are needed to examine which kind of inclusive education, practice has been implemented in Sakarya, and what relationship exists between school administrators' attitudes related to the main inclusive practices. However, as discussed previously, some time might be complicated precisely to evaluate school administrators' attitude solely using a structured question. To examine the actual inclusive practices

among the school administrators, qualitative components of semi-structured questions can be included to allow participants to provide their additional information.

Third, given that the results of this study and several previous studies have indicated that the children who do not require much special educational services and intensive care were preferable by the participants. Thus, additional research should be designed to examine school administrators' attitudes towards the children who need intensive care in general schools. Thus, differences in inclusive practice and attitudes or perceptions based on severity and type of disabilities need to be investigated for the purpose of providing more appropriate training and for resource availability and to make inclusive education more benefit to all children at school, including children with profound disability

Fourth, since the results of this study reported only on school administrators' attitudes as the population sample, whereas the parental involvement was not addressed in this study. Therefore, there is a need to include also parents in the investigation using a comparison research approach to examine and compare their opinions and perceptions regarding the inclusion of children with disabilities in general education schools. Because parents also have the major roles in the processes of making decision to which school, does his/her child should be included based on the child's special needs requirements and abilities.

Finally, systematic investigations are needed to examine the impact of the educational administration preparatory programs to the attitude towards of the principals and student teachers about inclusive education for the children with disabilities. It is important to note that the importance of student teachers' opinions who prepared and expected to work as teachers and future school leader soon after completing their studies.

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**Appendix A: Principal Attitudes Towards Inclusive Education (PATIE) Scale**

<b>Demographic information</b>						
1.	<b>Gender :</b>	(1) Male	(2) Female			
2.	<b>Job position:</b>	(1) principal	(2) assistant principal			
3.	<b>Completed years as school administrator?</b>	(1) 5 years or below	(2) 6-10 years	(3) 11-20 years	(4) 21+ years	
4.	<b>Type of school:</b>	(1) Elementary school	(2) Middle school			
5.	<b>Your age:</b>	(1) 30 years /below	(2) 31-50 years	(3) 51+ years		
6.	<b>Your education level:</b>	(1) Bachelor	(2) Master's	(3) PhD		
7.	<b>Years of Teaching experience in special school</b>	(1) None	(2) 0-5 years	(3) 6-10 years	(4) 11-20 years (5) 21+ years	
8.	<b>Teaching experience in general school:</b>	(1) None	(2) 0-5 years	(3) 6-10 years	(4) 11-20 years (5) 21+ years	
9.	<b>Did you receive any in-service training related to special education?</b>	(1) Yes	(2) No			
10.	<b>What is your current student enrolment:</b>	(1) 500 students or less	(2) 501 -1000	(3) 1000+		
11.	<b>Number of students with disabilities in your school**</b>	(1) 20 students /less	(2) 21-40;	(3) 41- 60	(4) 61 - 99 (5) 100+	
12.	<b>Level of disabilities**</b>	(1) Severe disability	(2) Mild disability	(3) Moderate disability		
13.	<b>Do you have a relative or friend with disabilities?</b>	(1) Yes	(2) No			
<p>When considering THE PRACTICE OF INCLUSION, to what extent do you agree with the statements below? Please indicate how you feel about the following items by placing a circle around the appropriate response in one of the 5 boxes for each of the 30 items.</p> <p align="center"><i>[ 1= Strongly disagree; 2=Disagree 3=Neutral; 4= Agree ; and 5= Strongly agree]</i></p>						
<b>PATIE Items Descriptors</b>				<b>Responses</b>		
1.	Regular teachers are not trained adequately to cope with students with disabilities	1	2	3	4	5
2.	Students with physical disabilities create too many movement problems to permit inclusion	1	2	3	4	5
3.	Including students with special needs create few additional problems for teachers' class management	1	2	3	4	5
4.	Students with disabilities who cannot read formal print size should not be included in regular classrooms.	1	2	3	4	5
5.	Students with special needs should stay in special education school because special schools have better resources to cater special needs students.	1	2	3	4	5
6.	Students with disabilities who are continually aggressive towards their fellow students should not be included in regular education classrooms.	1	2	3	4	5
7.	Lack of access to other professionals such as occupational and speech therapist makes inclusion difficult	1	2	3	4	5
8.	Regular student benefits academically from inclusion	1	2	3	4	5

9. Students with mild disabilities should be included in regular classrooms	1	2	3	4	5
10. Teachers during their teaching profession periods should attend in-services training or seminar about the special education program in order to cope with students with special needs easily*	1	2	3	4	5
11. Regardless of whether the parents of the regular students object to the inclusion, the practice of inclusion should be supported	1	2	3	4	5
12. Students with special needs belong to a special education school where all their needs can meet.	1	2	3	4	5
13. Guidance and counsellors are trained adequately to cope with students with special needs.*	1	2	3	4	5
14. Students with disabilities will disrupt other students' learning so we should resist inclusion	1	2	3	4	5
15. Students with disabilities benefit academically from inclusion	1	2	3	4	5
16. Regular students will be disadvantaged by having special needs children in the classroom	1	2	3	4	5
17. Students who are continually aggressive towards school staff should not be included in regular classrooms.	1	2	3	4	5
18. Students with disabilities whose achievement level in basic skills are significantly lower than their age classmates should not be included in regular classrooms	1	2	3	4	5
19. Students who have to communicate in a special way (e.g. Communication boards/signing) should not be included in regular classrooms	1	2	3	4	5
20. Regular school principals are trained adequately to cope with the students with disabilities.	1	2	3	4	5
21. Including students with special needs is unfair to regular teacher who already have a heavy work load	1	2	3	4	5
22. The policy of inclusion is fine in theory, but does not work in practice	1	2	3	4	5
23. School have sufficient teaching resources to cope with the inclusion	1	2	3	4	5
24. Students with severe disabilities should be included in regular classrooms	1	2	3	4	5
25. Students with moderate should be included in regular classrooms.	1	2	3	4	5
26. Students with disabilities benefit socially from inclusion	1	2	3	4	5
27. Regular students benefit socially from inclusion	1	2	3	4	5
28. Students with disabilities will take up much of the teacher's time	1	2	3	4	5
29. Students with severe speech difficulties should not be included in the regular classroom	1	2	3	4	5
30. There is sufficient funding to permit inclusion of student with disabilities	1	2	3	4	5

Note: \*\* Denotes added questions in the demographic variable

\*. Denotes changed questions from the original questionnaire



## **Appendix B: Request to Use PATIE Scale**

To: Dr. Jeff Bailey

From: Hamadi Nguluma

Date: Tuesday, 16 February 2016

Re: Request to Use PATIE Scale

I am a master's student at Sakarya University in Turkey. I'm requesting your permission to use your scale of the School Principals' Attitudes Towards Inclusive Education (PATIE) as a part of my Master's thesis study. The survey scale will be useful in my research.

Thank you in advance for your support.

Hamadi F. Nguluma

## Appendix C: Permission to Use PATIE Scale

Subject: RE: Permission to use PATIE Scale for Master's Thesis

Date: Monday, 18 February 2016 at 7:11 AM

From: Jeffrey Bailey <[jbaile28@une.edu.au](mailto:jbaile28@une.edu.au)>

Date: Tuesday, 16 February 2016 at 7:11 AM

To: Hamadi Nguluma <[hamadi.nguluma@ogr.sakarya.edu.tr](mailto:hamadi.nguluma@ogr.sakarya.edu.tr)>

You have my approval to use PATIE Scale for your study only Hamadi,

Good luck.

Jeff



## Appendix D: Request for Permission of Conducting Research in Sakarya Province

Evrak Tarih ve Sayısı: 17/02/2016-E.2205



T.C.  
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : 81179084/044/  
Konu : Anket Uygulama (Hamadi  
NGULUMA)

### İLGİLİ MAKAMA

İlgi : Hamadi NGULUMA 16/02/2016 tarihli ve - sayılı yazı

Eğitim Yönetimi ve Denetimi Ana Bilim Dalı tezli yüksek lisans 1370Y45010 numaralı öğrencisi Hamadi NGULUMA; "Kaynaştırma Eğitimi Uygulamalarında Okul Yöneticilerinin Görüşlerinin Belirlenmesi" ile ilgili anket formları hazırlamıştır. Anket formları Enstitümüzce incelenmiş olup, yasal gerekliliğin ilgili okul müdürlüklerine ait olması ve derslerin aksatılmaması kaydı ile yapılması uygun görülmüştür. Gereğini bilgilerinize arz/rica ederim.

Yrd.Doç.Dr. Özlem CANAN GÜNGÖREN  
Müdür Yardımcısı

17/02/2016 V.H.K.İ  
17/02/2016 Enst.Sek. Vekili

E.ÇORAPÇIĞIL  
H.F.TATAROĞLU

Evrak Doğrulamak için : [http://193.140.253.232/envision\\_Sorgula/BelgeDogrulama.aspx?V=BEKR35NJB](http://193.140.253.232/envision_Sorgula/BelgeDogrulama.aspx?V=BEKR35NJB)

Öğrenci İşleri Birimi Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü 54300  
Hendek/Sakarya  
Tel:0264 214 2434 Faks:0264 293 7492  
E-Posta : [egitim@sakarya.edu.tr](mailto:egitim@sakarya.edu.tr) Elektronik Ağ : [www.egitim.sakarya.edu.tr](http://www.egitim.sakarya.edu.tr)



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

## Appendix E: Letter of Permission of Conducting Research



T.C.  
SAKARYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 53920820-605-E.2277402  
Konu: Anket İzni

26.02.2016

### MÜDÜRLÜK MAKAMINA

Sakarya Üniversitesi Rektörlüğü, Eğitim Bilimleri Enstitüsü Müdürlüğü, Eğitim Yönetimi ve Denetimi Ana Bilim Dalı tezli yüksek lisans 1370Y45010 numaralı öğrencisi Hamadi NGULUMA'nın "Kaynaştırma Eğitimi Uygulamalarında Okul Yöneticilerinin Görüşlerinin Belirlenmesi" konulu anket çalışmasını, İlimizdeki tüm okul Yöneticilerince uygulanma talebi, Sakarya Üniversitesi Rektörlüğü, Eğitim Bilimleri Enstitüsü Müdürlüğünün 17/02/2016 tarihli ve 2205 sayıları ile bildirilmiştir.

Söz konusu anket çalışmasının, İlimizdeki tüm Okul Yöneticilerince uygulanması, yasal gerekliliğin ilgili Okul Müdürlüklerince yerine getirmesi kaydıyla Şube Müdürlüğümüzce uygun mütalaa edilmekte ise de;

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ahmet ALTIN  
Şube Müdürü

OLUR  
26.02.2016

Mevlüt KUNTOĞLU  
İl Millî Eğitim Müdürü

Ek: Anket Örneği (4 Sayfa)

Resmî Daireler Kampüsü  
B Blok 54290 Adapazarı / SAKARYA  
<http://www.meb.gov.tr> - Sosyal-Kültürel-Sporitif Faaliyetler

Ayrıntılı bilgi için: Arzu AKINCI  
Tel: 0 264 251 36 14 - 15 - 16  
Faks: 0 264 251 36 04

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden: d6ac-2c55-39c5-93fb-ce51 koda ile teyit edilebilir.

## **AUTOBIOGRAPHY**

Hamadi Fadhil Nguluma was born in Morogoro region (1984) in the Eastern part of Tanzania. He received his primary education in the Melela Primary School (1993-1999) in Morogoro region, and secondary education in the Bagamoyo Secondary School (2000-2003) in the Coast/Pwani region. Then, he proceeds with advanced level of education in Ubungo Islamic High School in Dar es Salaam (2004-2006) when he got an opportunity to continue with tertiary education at the University of Dar es Salaam (2006-2009) in Tanzania and he received a Bachelor degree of Art with Education (BAEDU) in a two major teaching subjects; Kiswahili language and History.

After completing tertiary education, he was employed as a teacher and academic master in Mudio English Medium Primary School in Kilimanjaro region (2009-2013) before went for further studies. From 2013-2017 he was pursuing his Master's degree in Art, majoring Educational Administration and Supervision at Sakarya University in Turkey under the Turkish scholarship scheme for the international students. During his master's degree, he did a research study related to the "School Administrators' Attitudes Towards the Inclusion of Children with Disabilities at Schools" and "Challenges Faced by International Students in Turkey".

Email; [hchaule@gmail.com](mailto:hchaule@gmail.com).