

*School Administrators' Attitudes toward Inclusion of Children with Disabilities In the General Education Classrooms

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Abstract

The purpose of this study was to find out school administrators' attitudes and the possible factors that might have influenced their attitudes toward the inclusion of students with disabilities in the regular education classrooms. A customized questionnaire entitled the Principals' Attitudes Toward Inclusive Education (PATIE) scale was used for the data collection. The study included 232 school administrators; principals and assistant principals from the public elementary and middle schools in Sakarya Province. The results of this study showed the overall attitude of the school administrators was significantly positive, and their attitude toward inclusion of children with disabilities in general schools were influenced by several independent variables; training related to special education, job position and the years of teaching experience in general schools. However, since the participants were limited in terms of teaching experience and training in special education and inclusive practices, this study emphasizes on the professional development through ongoing training related to the special education. This is due to the fact that ongoing training is one of the greatest factors in the formation of favourable attitudes among the school administrators toward inclusive education; and considered as a way of overcoming their lack of confidence while working with the children with disabilities.

Keywords: Attitudes, school administrator, inclusive education, students with disabilities.

1. Introduction

Inclusive education is a social and fundamental issue which emphasizes on the rights not to discriminate and segregate children on the ground of their individual difference. Currently, the field of education has moved from segregation paradigm through integration to a point where inclusive education becomes central of placement for the children with disabilities. Educational efforts were made by the government to include students with disabilities in inclusive education/general schools which promise better educational results for all children (Sakız & Wood, 2015). By preventing discrimination, inclusive education provides equal opportunity in regards to the fundamental of human rights in educational field (Ministry of National Education, 2011). The philosophy of inclusive education differs from the traditional education practices, whereby the minority children with disabilities perhaps segregated from the general population.

Likewise, inclusive education system is a fundamental for realizing the rights of learning opportunities the children with disabilities and not be excluded from the general school system on the ground of their disabilities. Ideally, it allows children with and without disabilities to attend the same classes in the general schools with addition of educational supports. Traditionally, it increases a higher frequency of interaction between disabled and non-disabled children, which improves their academic and social- communication skills. In addition, inclusive education involves fundamentally re-thinking the meaning and purpose of education for all children. Administratively, school administrators are the academic and school leaders who play key roles in supporting inclusive education. Therefore, their attitudes towards the inclusion of children with disabilities in general schools cannot be neglected.

Available evidence in the body of literature suggests that school administrators have been mentioned as the key role players in the school improvement and improving students' outcomes (Waldron, McLeskey & Redd, 2011; Farris, 2011; Bateman & Bateman, 2014; Gous, Eloff & Moen, 2014).). In addition, inclusion of children with disabilities in general schools and the school administrators' attitudes towards the inclusive education became the main focus of the research investigation in the field of education (Dapudong, 2013). Different results about attitudes, beliefs, and perceptions of the school administrators toward the inclusion of students with disabilities in general schools were revealed respectively.

For instance, in the recent studies (Chandler, 2015; Hack, 2014; Galano, 2012; Waller, 2012; Vazquez, 2010; Choi, 2008) examined school administrators' attitudes to see on how they reviewed the importance of

children with disabilities and their inclusion in the general schools. From their findings reported that the majority of the school administrators perceived favourable attitudes toward inclusion. Based on the academic and social benefits that children with disabilities can get from inclusion, the school administrators understanding that there is a need of integrating these children in order to make non-disabled children to be familiar with the children with disabilities. Furthermore, in some of the studies found that professional development through in-service training in special education was the key factor for the school administrators' attitudes toward the inclusion of children with disabilities (Goley, 2013). Adding that training is one of the most factor in the formation of favourable attitudes toward inclusive education, which provides them with knowledge about disabilities, management skills, and understanding laws that mandate the inclusion of children with disabilities in general school. Similarly, the importance and impact of the professional development and training was also reported in the several previous studies (Vazquez, 2010; Santoli, Sachs, Romey & McClurg, 2008; Ramirez, 2006; Brown, 2007; Horrock, White & Roberts, 2008). In addition, Vazquez (2010) described that the participant with more experiences and those who received training in special education found to have more positive attitudes toward the inclusion and children with disabilities than those who didn't.

Conversely, some of the studies reported negative attitudes (Sharma & Chow, 2008; Bell & Green, 2014), while others reported that school administrators' attitudes were neither positive nor negative (Ira, 2015; Muega, 2016; Workman, 2016) toward the inclusion of students with disabilities in general schools. According to Ball and Green (2014) noted that negative attitudes of the school administrators creates less inclusive placement for students with disabilities in general schools, which primarily resulted from the lack of adequate training and experience related to special education and inclusion practices.

Moreover, the attitudes toward inclusion of special education students in general schools was also reviewed among the school teachers (Hwang & Evans, 2011; Avramidis & Norwich, 2002; Dapundong, 2013; Emam & Mohamed, 2011; Sari, 2013; Seçer, et al, 2010) and candidate teachers who found that the attitudes of the school teachers toward inclusion were positive; their findings supported by Aydin and Kuzu (2013) who reported positive attitudes of the candidate teachers of Marmara University towards inclusive education. On the contrary, study conducted by Sari, Celikoz and Seçer (2009) in Konya and Sucuoğlu et al (2013) in Ankara found the attitudes of the preschool teachers and candidate teachers were neither positive nor negative, while Hofman and Kilimo (2014) found that many Tanzanian primary school teachers had more negative than positive attitudes toward inclusive education. In addition, suggested that lack of training in behavioural management, shortage of teaching and supporting learning material, and poor working environment were the driving force of negative or uncertain attitudes of the primary school teachers (Hofman & Kilimo, 2014). Based on literature review, the attitudes among the school administrators and teachers towards inclusion of students with disabilities were found to be multidimensional. Therefore, emphasized on the improvement of ongoing training in educational leadership programs that prepares school administrators with adequate knowledge, understanding the principles and legal frame work and principle of inclusive education. Melekoglu, Çakiroglu, and Malmgren (2009) the law of special education service have been in the Constitution of the Republic of Turkey since 1926. However, currently, inclusive education has received a common appreciation that earlier adopted from the Law of Children with Special Education Needs Act No.2916 of 1983 and Act No 573 of 1997, that prominently mandated to protect and gives the rights of the children with disabilities to have an opportunity of studying alongside their fellow non-disabled children in general schools (Sucuoğlu et al, 2011; Sari, Çelikoz & Seçer, 2009; Ira, 2015). Adding to that, these laws were formulated for the effective implementation of inclusive education (Sari, Çelikoz & Seçer, 2009). Likewise, Ciyer (2010) reported the laws were formed to promote the quality of educational services for the children with special educational. Therefore, it has been noted that inclusive education approach is the most effective means of combating discriminatory attitudes, while creating welcoming communities, building an inclusive society and facilitates achieving of educational opportunities for all children.

Significance and Objective of the Study

The key aspect of this study was to identify the attitudes of the school administrators in regards to how they view the children with disabilities and their inclusion in the general schools. In addition, study framed to find out to what extent the demographic variables (i.e., gender, age, years of teaching and administrative experiences, training in special education, personal experience with individuals with disabilities, school type, job position, students' enrolment and the level of disabilities) affect school administrators' attitudes toward inclusion. Therefore, the significant findings from this study will provide educational implications to the

educators; include school administrators, teachers, special education supervisors and researchers as a part of the professional development in the field of educational leadership and administration, management and supervision. Moreover, the findings of this study will add to the existing literature related to the school administrators' attitudes toward the inclusive education practices as reviewed in the series of legislative laws on the importance of including children with special education needs in the general education schools.

2. Research Methodology

This is a quantitative research study structured to examine the attitudes of the public school administrators toward the inclusion of children with disabilities general schools. The study used a survey method to collect data from the participants. The participants of this study were the principals and assistant principals working in the leadership positions as school administrators in the public elementary and middle schools. The participants were obtained based on the table developed by Krejcie & Morgan, (1970) for determining sample size from a given population. Of 600 school administrators working in the 556 elementary and middle schools in Sakarya (<http://sakarya.meb.gov.tr>), 234 participants were selected. However, only 232 participants were willing to take part in this study.

In regards with gender of the participants, over 90 percent of them 217(93.5%) were male while only 15 (6.5%) were female 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. Moreover, nearly all (99.5%) of the participants in this study showed that had at least one or more years of teaching and leadership experience in general elementary or middle schools. However, the majority of them had no teaching experience in special schools. Of 232 participants, 85 participants were school principals and 147 assistant principals who selected from 118 elementary schools and 114 middle schools.

Instrumentation

A customized questionnaire of the Principals' Attitudes Toward Inclusive Education (PATIE scale) developed by Bailey (2004) was used to collect data from the participants. The PATIE scale has 30 items and the demographic questions which gathered data related to the gender, age, job position, school type, the years of teaching and administrative experiences, personal experience with the people with disabilities, professional training related to the special education, and student enrolment rates and level of disabilities. The demographic information used as predictive factors to the school administrators' attitudes toward the inclusion of children with disabilities in general schools.

Data Collection and Data analysis

The data was collected upon receiving approval from the provincial education directorate of conducting research in elementary and middle schools in Sakarya. I (the researcher) collect data personally by visiting all participants in their schools. Then, all collected data were analyzed using a computerized programme called Statistical Package for Social Science (SPSS) version 20.0. The PATIE scale used five-point likert scale options ranged from 1="Strongly Disagree" to 5="Strongly Agree" whereby the participants could rate their level of agreements. The five option of the likert scale used to assess the school administrators' attitudes and how they viewed the importance of children with disabilities and their inclusion in the general schools. The highest mean scores indicates positive attitudes while the lowest mean scores indicates negative attitudes. The descriptive statistical analysis was used to obtain the frequencies, percentage, mean scores, for the data related to the demographic variables, while t-test and ANOVA used to obtain statistical significant difference of mean scores for the dependent variable, attitude of the school administrators toward inclusion. Furthermore, the PATIE scale was also subjected to a reliability coefficient analysis which revealed a Cronbach's alpha as shown in Table 1.

Table 1. Reliability statistics for the PATIE scale (n=232)

Variable	\bar{X}	Std. Dev.	Cronbach's Alpha	Number of items
Principals' Attitudes Toward Inclusive Education (PATIE) Scale	85.39	12.92	.78	30

As shown in Table 1 above, a Cronbach's alpha coefficient reliability is .78. 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 this coefficient level PATIE is considered as an acceptable scale for this study.

In order to achieve the purpose of the study, the study sought to answer the following research question.

1. What are the school administrators' attitudes towards the inclusion of students with disabilities in general schools?
2. Is there any statistical significant difference in school administrators' attitude towards inclusion of children with disabilities based on the following demographic variables; gender, job position, school type and professional training related to special education and the personal experience with the people with disabilities
3. Is there any statistical significant difference in school administrators' attitudes toward inclusion of children with disabilities based on the following working experiences in relation to the years of; leadership experience, teaching experience in special education schools, and teaching experience in general education schools?

3. Results

School Administrators' Attitudes as measured in the PATIE dimensions

This part includes five categories of the PATIE scale as dependent variables which form the attitude of the school administrators toward the inclusion of children with disabilities in general schools. Therefore, 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 in each category. Table 2 presents the results in terms of frequency, mean and standard deviation.

Table 2. A summary of the total attitude scores in each dimension

PATIE Category	SD		D		N		A		SA		Statistics	
	F	%	F	%	F	%	F	%	F	%	\bar{X}	sd
Category 1	17	7	41	18	74	32	61	26	38	17	2.92	1.13
Category 2	29	12.3	32	13.6	58	24.8	72	31.2	42	18.1	3.40	1.09
Category 3	32	13.7	51	22	60	25.8	47	20.6	42	17.9	2.78	1.21
Category 4	30	14.5	43	18.5	47	20	54	22	58	25	2.69	1.30
Category 5	28	12.3	45	19.5	70	30.1	58	24.7	31	13.4	3.06	1.19
The total Average mean scores and standard deviation											2.97	1.18

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

The descriptive statistic results as shown in Table 2 revealed that the average mean scores of the participants' responses in all PATIE dimensions is ($\bar{X}=2.97$; $SD=1.188$). In addition, it has been discovered that two dimensions obtained higher mean scores; "inclusion benefits and level of disability" ($\bar{X}= 3.40$) which describes social and academic benefits of inclusion for the children with and without disabilities. Another dimension with higher scores is the "professional training" ($\bar{X}= 3.06$) which describes the preparation of the teachers and school administrators for inclusive education and working with the children with disabilities. Therefore, in all those two dimensions, the school administrators expressed favourable attitudes toward inclusive education.

However, the three dimensions obtained neither highest nor lowest mean scores; "teacher workload and management" ($\bar{X}=2.92$) which describes the main responsibilities of the teachers in general school while working with the children with disabilities. In addition, the dimension of "learning challenges in inclusive education" obtained ($\bar{X}= 2.78$) and "exclude students" ($\bar{X}=2.69$) which explain the functional challenges

including aggressive behaviour and severe disabilities that teachers and school administrators themselves difficulties to cope while working with the children with special education needs in general schools. All these three dimensions indicate that school administrators perceived neither neutral nor negative attitudes toward inclusion. Therefore, in general views, 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 ($\bar{X}=2.97$) which also supported by Bailey (2004) who reported an average of the PATIE mean scores ($\bar{X}= 2.83$). Perhaps, the favourable attitudes of the school administrator was due to acknowledge of the benefits and importance of inclusion, in which they believe that all students with and without disabilities could study together, and therefore benefits academically and socially from inclusion.

School Administrators’ Attitudes Based on the Demographic Variables

Since the positive attitude of the school administrators was found toward the inclusion of the children with disabilities. The second objective of the study was to find out whether demographic variables (gender, job position, school type, level of disabilities, personal experience with the people with disabilities and professional training related to special education) have influence to the school administrations’ attitudes toward the inclusion of the children with disabilities in general schools.

School Administrators’ Attitudes Based on the Gender

As an independent variable with two categorical grouping, t-test analytical tool was conducted to find out whether female school administrators are significantly differ from the male school administrators in their attitudes toward the inclusion of children with disabilities in the general schools. Table 3 provides the results of the attitudes mean scores for male and female school administrators.

Table 3. Results *t*-test for the attitudes scores based on the gender

Dependent variable	Gender	N	\bar{X}	sd	t	df	Sig. (2-tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Male	217	85.26	12.890	-,599	230	,550
	Female	15	87.33	13.787			

Mean difference is not significant $p<.05$ level 2 (tailed)

Table 3 shows that the t-test revealed there is no significant differences in attitude mean scores for male and female school administrators [$t(230) = -,599; p=, 550$] as measured by the PATIE scale. This documenting that the male and female school administrators did not significantly differ in their attitudes toward the inclusion of children with disabilities. In fact, the mean of the PATIE scores were nearly similarly ($\bar{X}=85, SD=12.89$) for male school administrators and ($\bar{X}=87, 33 SD=13.787$). From this result, it can be concluded that since male and female school administrators perceived similar perception about inclusion, the independent variable of gender could not be considered as a predictive factor for the school administrators’ attitudes toward the inclusion of children with disabilities in regular schools.

School Administrators’ Attitudes Based on the Job Position

The school administrators’ attitudes as described in the PATIE scale were analysed using t-test in order to determine if significant differences exist in their attitude mean scores for the school principals and assistant principals; and to describe whether school administrators’ attitudes can be influenced by the independent variable of job position. In other words, how much the school administrators perceived their attitudes in

regards to whether they are female or male. The results of attitudes for school principals and assistant principals are presented in Table 4 below.

Table 4. Results (*t*-test) of attitude mean scores based on the job position

Dependent variable	Job position	N	\bar{X}	sd	t	df	Sig (2tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Principals	85	87.68	13.041	2,062	230	,040*
	Assistant principals	147	84.07	12.721			

**Mean difference is significant at $p < .05$ levels (2-tailed)*

As shown in Table 4, statistical significant differences in school administrators' attitude scores were found [$t(230) = 2,062$; $p = .040$]. Moreover, the difference in attitude mean scores for principals was slightly higher ($\bar{X} = 87.68$, $SD = 13.041$) than assistant principals ($\bar{X} = 84.07$) as measured by the PATIE scale. Therefore, it has been noted from these findings that school principals perceived more favourable attitudes than the assistant principals toward inclusion; therefore, it can be documented that the independent variable of job position was considered as predictive factor for the school administrators' attitudes toward the inclusion of children with disabilities.

School Administrators' Attitudes Based on the School Type

In this independent variable, a *t*-test was performed to identify whether administrators of elementary and middle schools are significantly differ each other in regards to their attitude toward the inclusion of children with disabilities in general schools. Table 5 provides information about the attitudes mean scores for elementary and middle school administrators.

Table 5. Results of (*t*-test) the attitude scores for the school type

Dependent variable	School type	N	\bar{X}	sd	t	df	Sig(2tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Elementary	118	86.43	11.53	1,238	230	,217
	Middle	114	84.32	14.20			

Mean difference is not significant at $p < .05$ levels

As it noted in the Table 5 above, the significant difference in attitude scores was not found since the mean difference was not significant at $p < .05$ levels [$t(230) = 1,238$; $p = .217$]. This indicates that school administrators of elementary schools and middle schools did not significantly differ on how they viewed the importance of children with disabilities and their inclusion in the general schools. In fact, the mean of the PATIE scores are nearly similar ($\bar{X} = 86.43$, $SD = 11.53$) for the administrators of the elementary school and ($\bar{X} = 84.32$, $SD = 14.20$) for middle school administrators; therefore, an independent variable of job position could not be counted as a predictive factor for the school administrators attitudes, since it was not significantly associated with the dependent variable of administrators attitudes toward inclusion of children with disabilities in general schools.

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 toward the inclusion of children with disabilities as measured by the PATIE scale dimensions. The data analysis was performed using a *t*-test 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 6 provides a summary of the results for the t-test analysis.

Table 6. Results of (t-test) the attitude scores for the level of disabilities

Dependent variable	Level of disabilities	N	\bar{X}	sd	t	df	Sig(2-tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Mild	194	85.81	12.79	1,084	230	,283
	Moderate	38	83.23	13.55			

Mean difference is not significant at p<.05 levels (2-tailed)

From the findings as shown in Table 6, it has been discovered that mean difference was not significant at p<.05 levels in the level of disabilities [t (230) =1,084; p=.283] as measured by the PATIE scale. As it noted from the results that the mean scores for mild level of disabilities (\bar{X} =85.81, SD=12.79) and mild disability level (\bar{X} =83.23, SD=13.55) which were nearly similar. This indicates that school administrators who participated in this study tended to perceive the same attitudes for the children with disability and their inclusion in the general schools. Since the independent variable of the level of disabilities was not significantly, therefore, it could not be used as a predictor of the school administrators' attitudes toward the inclusion of the children with disabilities in general schools in Sakarya.

School Administrators' Attitudes Based on the experience with the people with disabilities

In this independent variable, the participants' responses related to the attitude mean scores toward 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 was given two categorical levels of responding (i.e., Yes/No). The t-test results are as shown in Table 7 below.

Table 7. Results of (t-test) the attitude scores for experience with the people with disabilities

Dependent variable	Having relative or friend with disabilities	N	\bar{X}	sd	t	df	Sig. (2-tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Yes	123	87.07	12.73	2,114	230	.034*
	No	109	83.50	12.94			

**Mean difference is significant at p<.05 levels (2-tailed)*

In t-test revealed that experience with the people with disabilities found to be significantly [t (230) =2,114; p=.034] associated with the dependent variable of the attitude toward inclusive education for the children with disabilities. This is due to the fact that the attitudes mean scores (\bar{X} =87.07, SD=12.73) for the school administrator who having experience with the people with disabilities and those who did not have such experience (\bar{X} =83.50, SD=12.94) were slightly differ. This documenting that an independent variable of having experience with the people with disabilities demonstrated significant impact to the school administrators' attitudes toward the inclusion of children with disabilities in general schools.

School Administrators' Attitudes Based on the Professional Training in Special Education

An independent sample 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 of the attitudes as measured by the PATIE scale between the participants who received such profession training through ongoing training related to the special education and those who did not. The results of the t-test significant difference presented are in Table 8 below.

Table 8. Results of (t-test) Attitudes for the Professional Training in Special Education

Dependent variable	Received training in special education	N	\bar{X}	sd	t	df	Sig. (2-tailed)
Principals Attitude Toward Inclusive Education (PATIE)	Yes	101	87.60	12.50	2,305	230	.022*
	No	131	83.69	12.03			

*Mean difference is significant at $p < .05$ levels (2-tailed)

The results of the t-test analysis presented in Table 8 above revealed that there was statistically significant, [t (230) =2,305; p=.022] in the professional training in special education received during their leadership periods. Based on the difference in attitudes mean scores among the participants, the mean scores for the participants who received training related to special education was slightly higher (\bar{X} =87.60, SD=12.50) than those who did not receive such training (\bar{X} =83.69, SD=12.03). This implies that the school administrators who received professional training related to the special education perceived more favourable attitudes. Meaning that professional development and training in relation to special education play an important role to the school administrators' attitudes toward the inclusion of children with disabilities in the general schools.

Administrators' Attitudes Based on the Years of Teaching Experience in General Schools

As an independent variable, the working experience of the participants was examined in terms of the number of years of working experience in general schools as teacher before appointed to be school administrator. One way- ANOVA was an appropriate analytical tool for examining significant difference in attitudes means scores, since the numbers of the years of teaching experience have four distinct categories. In addition, ANOVA results as shown in Table 9 will help to conclude whether teaching experience has significant impact to the school administrators' attitudes.

Table 9. Post host test (ANOVA) on multiple comparisons for attitudes scores Based on teaching experience in general schools

Dependent Variable	(I) Leadership experience	(J) Leadership experience	Mean difference (I-J)	N	\bar{X}	sd	df	f	Sig.
Principals Attitude Toward Inclusive Education (PATIE)	5 years/less	6-10 years	-6,09557	26	80.19	10,18	231	2,745	,044*
		11-20 years	-3,98718						
		21+ years	-7,96898*						
	6-10 years	5 years/less	6,09557	66	86.28	13,17			
		11-20 years	2,10839						
		21+ years	-1,87341						
	11-20 years	5 years/less	3,98718	78	84.17	12,92			
		6-10 years	-2,10839						
		21+ years	-398180						
	21+ years	5 years/less	7,96898*	62	88.16	13,14			
		6-10 years	1,87341						
		11-20 years	3,98718						

*Mean difference is significant at $p < .05$ levels

As shown in the Table 9 above, the results are statistically significant [F (231) =2,745; p=.044]. This documenting that the participants with five years or less of teaching experience are significantly differed from those participants who have 21 years or above. In fact, based on the attitude mean the results showed that (\bar{X} =80.19, SD=10, 18) for the participants with five years or less of teaching experience in general schools while (\bar{X} =80.19, SD=10, 18) for the participants who have such experience of teaching for almost 21 years or above. This study suggests that the more teaching experience in general schools increases, the more school administrators' perceived favourable attitude toward the inclusive education. Therefore, it can be concluded

based on the results that the years of teaching experience in general schools had significant impact to the school administrators' attitudes toward the inclusion of children with disabilities in schools.

4. Discussion of the Research Findings

With regards to the main purpose of this study of examining administrators' attitude toward the inclusion of children with disabilities in the general schools, and determines the factors that influencing school administrators' attitudes. In fact, based on the findings, the overall attitude among the school administrators was positive towards the inclusion of children with disabilities in general schools. Meaning the school principals and assistant principals in Sakarya were generally strongly agreed or agreed to the inclusion of the children with disabilities in regular schools by considering social and academic benefits of the inclusive education. Similar results were reported in several research studies (Mashiya, 2003; Praisner, 2003; Choi, 2008; Usman, 2011; Farris, 2011; Smith, 2011; Hack, 2014 & Chandler, 2015). 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 toward the inclusive education. The present study also reported several independent variables such as administrative position, school type, and experience with the people with disabilities, professional training related to the special education and teaching experience in general schools, which revealed significant impact to the school administrators' attitudes toward the inclusion. Nevertheless, school administrators' attitudes were not significantly influence by the independent variable of gender, school type and level of disabilities.

So far, this results connected the previous studies (Bailey & Du Plessis, 1997; Horrocks, White and Roberts, 2008; Steinke, 2010; Galano, 2012; Praisner, 2003) who found that having relatives, or friends with disabilities or received training in special education were the most predictors of the positive school administrators' attitudes toward inclusive education. In addition, when Choi (2008) found administrators' anxiety related to behavioural issues against students with disabilities in South Korean elementary school principals, he suggested on the importance of development professional for the school administrators though ongoing training in special education which helps them to have confidence while working with the children with disabilities at schools.

Correspondingly, the two research studies conducted in Hong Kong (Yuen & Westwood, 2001) and in Turkey (Rakap & Kaczmarek, 2010) found that teachers who received training in special education had higher favourable attitudes as compared to those who did not receive such training. It can be contingent from these findings that teachers with adequate guidance and trainings may continue to have their positive attitudes, even in the future when appointed as the school leaders. However, the prior personal experience with an individual with disabilities from relative or friend with disabilities appeared to have positive support towards inclusive practices; and therefore it signified that more personal experiences from relative or friend with disabilities administrators had, the more positive their attitude decreased toward inclusion practices.

In a recent study by Chandler (2015) and Brown (2007) suggested that traditionally, adequate training in special education and having positive experiences of teaching and working with individuals with disabilities are more paramount and substantial tools that provides school administrators with awareness and knowledge to cope with students with disability.

4. Conclusion and Educational Implications

School administrators who value diversity in the student population that support inclusive program help them to implement inclusion practices more easily and effectively while their schools are subjected to include students with disabilities. In this study, school administrators are substantially perceived favourable attitudes towards inclusive education for the children with disabilities, their attitudes seemed critical, not just for the success of inclusive education, but also the success of all students out comes. The results of this study revealed that the majority have teaching and administrative experiences, but yet reported lack of knowledge and skills in special education and children with disabilities. Documenting that they neither did have an opportunity to join to the in-service training, nor seminar on leadership related to special education. Therefore, this study emphasizes on the professional development through ongoing training related to the special education. Ongoing training is one of the greatest factors in the formation of favourable attitudes among the school

administrators toward inclusive education; and considered as a way of overcoming their lack of confidence while working with the children with disabilities.

The provincial education directorate and the MoNE should set up a network of national and international educational leaders in order to share and exchange knowledge and experience in inclusive education leadership. In a context of changes where experience alone is inadequate, training is fundamental for the school administrators. The training will help them to use planning framework and set indicators and questions about all aspects school-classrooms, playground and staff rooms. This would make them feel more self-confident and function effectively, and at the same time became aware of the children with disabilities. This involved changing negative attitudes toward children with disabilities among the teachers and principals. The provincial education authority should make sure that all necessary requirements for inclusive education are available to the schools subjected to include children with disabilities. The school administrators should be supported with adequate resources to conduct a self review of school culture, policy and practices, and encourage them to participate in leadership training programs related to special education. Furthermore, the finding of the study provides word of honour towards inclusive educational reforms and practices, especially in the issues of leadership preparation and professional development programs. In addition, this study paves the way for more research to improve the attitudes of the school administrators toward inclusive education alongside with knowledge and skill through training in special education as a key aspect of leadership professional development for school administrators to make their schools more welcome for the children with disabilities.

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