

**TEACHERS AND STUDENTS ATTITUDES TOWARDS THE INCLUSION OF  
STUDENTS WITH DISABILITIES IN THE HANDBALL  
THE CASE OF WESTERN WOLLEGA MENESIBU  
PREPARATORY SCHOOL**

**BY:**

**EBISA GEMECHU**

**ATHESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIED OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN SPORT  
SCIENCE**

**ADDIS ABABA ETHIOPIA  
AUGUST, 2014**

## **Acknowledgement**

I wish to express my heartfelt to my advisor Dr. Sahlemichael Bizuneh who has devoted his precious time and knowledge to give me constructive and valuable suggestions, and who tireless marked the draft. His keen interest in the problems treated in this study and his generosity and patience served me as a source of constant enlightenment.

I also greatly indebted my mother Emmahoy Bultu Wage for her moral support throughout my stay in the university.

## TABLE OF CONTENTS

Content	page
Acknowledgement -----	i
Table of contents -----	ii
List of tables-----	v
Acronyms -----	vi
Abstract -----	vii
<b>CHAPTER I</b>	
<b>INTRODUCTION.....</b>	<b>1</b>
1.1. Background of the Study .....	1
1.2. Statement of the Problem.....	2
1.3. Research Question .....	4
1.4 .Objective of the Study .....	4
1.5 .Significance of the Study .....	4
1.6 .De limitation of the Study .....	5
1.7 .Limitation of the Study .....	5
1.8 .Organization of the Study .....	5
1.9. Operational Definitions .....	6
<b>CHAPTER II</b>	
<b>REVIEW OF RELATED LITERATURES .....</b>	<b>7</b>
2.1. History of handball in the World .....	7
2.2. Handball History in Ethiopia .....	8
2.3. What is Disability? .....	9
2.3.1 Types of Disability .....	10
2.3.1.1. Physical Disability .....	10
2.3.1.2. Sensory Disability .....	10
2.3.1.3 Vision Impairment .....	11

2.3.1.4 Hearing Impairment .....	11
2.3.1.5 Olfactory and Gustatory Impairment .....	11
2.3.1.6. Somatosensory Impairment .....	11
2.3.1.7. Balance Disorder .....	12
2.3.1.8. Intellectual disability .....	12
2.3.1.9. Mental Health and Emotional Disabilities .....	12
2.3.2 Autism Spectrum Disorder .....	12
2.3.2.1. Developmental Disability .....	13
2.3.2.2. Non Visible disabilities.....	13
2.4 The Concept of Inclusion.....	13
2.4.1 Preschool Teachers' Attitudes and Primary Teachers' Attitude .....	14
2.4.2. Education Administrators Attitude .....	15
2.4.3. Secondary Schools Teachers' Attitudes .....	15
2.5. Influential Factors of Teachers Attitudes .....	16
2.5.1. Student Related Factors .....	16
2.5.2. Teacher Related Factors .....	16
2.5.3. Education Environment Related Factors .....	17

**CHAPTER III**

Methodology of the Study .....	18
3.1 Method of Data Analysis-----	18
3.2 source of data_-----	18
3.3 Population and Sampling techniques -----	18
3.4 Data collection Instrument -----	18
3.5 Data collection techniques -----	18
3.6 Method of Data Analysis -----	19

**CHAPTER IV**

**4.1 Data Interpretation and Analysis .....20**

4.1. General background of the respondents .....20

4.2. The questionnaires filed by P.E teachers .....22

4.3. The questionnaires filed by the students .....25

4.4. Major Findings .....31

**CHAPTER V**

**Summary, Conclusions and Recommendations .....33**

5.1. Summary .....33

5.2. Conclusion .....35

5.3. Recommendation .....35

**BIBLIOGRAPHY .....37**

**APPENDIX I .....39**

**APPENDIX II .....41**

## List of Tables

4.1.1 General background of respondents -----20

### **4.2 The questionnaire filed by physical education teachers is pointed in the following tables.**

Table 1. Concerning the function of preparatory school P.E teachers. -----32

Table 2. Concerning the participation of students of with and without disabilities together. -----32

Table 3. Concerning negative attitudes towards the students with disabilities due to P.E teachers. -----33

Table 4. The presence of consult due to the school administrators for the students with disabilities. -----33.

Table 5. The presence of psychological treatment for the student with disabilities. -----34

Table 6. The attention given for the students of with disabilities. -----34

Table 7. The presence of conducive environment for the students with disabilities. -----35

### **4.3 The questionnaire filed by the students is pointed in the following tables.**

Table 1. Preparation of preparatory school administrator's conducive environment for the students with disabilities. -----35

Table 2. The occurrence of negative attitudes towards students with disabilities -----36

Table 3. concerning the result students with disabilities. -----36

Table 4. The attitudes of physical education teachers for the students of with disabilities --37

Table 5. The attitudes of the students with disabilities about themselves in

handball practice. -----	38
Table 6.The participation of the students with disabilities in handball -----	38
Table 7.The importance of participating in the handball practice for the students with disabilities. -----	39
Table 8.The advantage and disadvantage of participating in the handball training for the students with disabilities. -----	39
Table 9.The possibility of participation of the students with disabilities in handball practice -----	40
Table 10.The demonstration in handball during practice for both students.-----	40
Table 11. Concerning negative attitude towards students with disabilities-----	41

## **ACRONYMS**

ADA: American with Disabilities Act

DHB: Deutsche Handball Bund

ICF : International Classification of Functioning and Health

IFI : Inclusive Fitness Initiative

IHF : International Handball Federation

TTO: Team Time Out

WHO: World Health Organization

## **Abstract**

The main purpose of this study was to investigate a study on teachers and students attitudes towards the inclusion of students with physical, visual, hearing disabilities in the handball the case of western Wollega Menesibu preparatory school. In this study interest of P.E teachers, students of Menesibu preparatory school and the preparatory school administrators are played vital role for the success of this study , this is the issue that everybody should give special attention , because of the importance of physical training is not only for the students but also the students of with disabilities unless and otherwise they can't resist additional disease in addition to their disabilities so in order to encourage those disabled students it is important for both teachers and students to have positive attitude and assist them in their physical training .

The respondents simple random sampling techniques from the total population of 42 was carried out. The data were collected from both physical education teachers, students and students with disabilities of menesibu preparatory school. This result implies that both teachers and students of Menesibu preparatory school have no positive attitude for the students with disabilities during handball training . So that is recommended that depending on the result concerned bodies such as P.E teachers, students and the school administrations should equally treat both students during the handball training and both P.E teachers and students of Menesibu preparatory school should not have negative attitudes towards the students with disabilities during handball training .

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

According to world health organization health is not only the absence of disease, this implies without any disease somebody can be patient, this is through lack of regular exercise he/she can be physically not healthy, socially it is also possible to be patient due to lack of social interactions or relations and etc. So through participating in sporting activities it is possible to be free from those problems.

The importance of participating in sporting activities are the common interest of human being, so the students of with disabilities are the part of the students that need physical exercise but due to the students and teachers attitudes the participation of the students with disability in practice are decreased and put them in additional problem.

The proper focuses on the teachers and students attitude for the students with disabilities during handball training. Disability is highly varied and complex condition with range of implications for social identify and behavior. Disability largely depends upon the context and is a consequence of discrimination, prejudice and exclusion. Persons with disabilities struggles to overcome this shortcoming which keeps restricting him/her. To this end, we can say that the government is doing in developing a policy by giving due emphasis for persons with disabilities take part in all sectors of community in general and getting access for educating and participating in sport training .Thus, P.E is one of the disciples which are delivered in schools for all pupils regardless of any differences in order pupil to develop all rounded personality, for person with disabilities even more.

Physical training is very important for all rounded development of an individual, currently, PE is concerned to be a significant subject on any school's time table. In addition to improvements in the students physical skills and wellbeing, the critical

contribution that it can make to his/her development in physical, social, psychological and academic areas is becoming more widely recognized and accepted.

PE, therefore, is an area of practical activity and experience which is vital to the growth and development of all students, but even more so in the case of students with disabilities some type of disablement in variably lack basic mobility to some degree for students with disabilities. They are sometimes also overprotected or need to be mobilized or hospitalized for long periods. As a consequence, opportunities for exploring, for learning about how they can move around their surroundings, for playing alone or with others, can be severely limited. So, they need more, not less PE than their peers, so that they are able to keep fit and health, and are enabled to both learn to move and move to learn thus allowing all the benefits of the P.E program to accrue.

George & Hart, 1983, Jewsey, 1995).

According to universal declaration of human rights for instance, the United Nations Declaration of "The rights of the person with disabilities" adapted on December 9, 1975 cited in Tadesse (1999) states that, everyone (including person with disabilities) has the right to education, so this implies the person with disabilities can educate and perform every training in the school, but the attitudes of both teachers and students are affecting the training of those students. In addition to this, Radda Barnen (1999) revealed that, the majority of children with disabilities are deprived of the opportunity to take part in sporting activities.

In general because of there is no participation of the students with disabilities during handball training in Menesibu preparatory school, to dig out the problem and give possible solution it is good to study this issue.

## **1.2 Statement of the problem**

Studies reveal that the students with disabilities are separated from their peers because of their disabilities, especially during physical exercise their participation is quite low, also the attention given for those students is low and they isolate from their peers because of psychological attack by their peers, so the students with disabilities have fewer opportunities to learn and show their talent through physical training, this attitude is not only through their peers also through the teachers of preparatory school.

Teachers' have negative attitudes towards children with disabilities. A lot of children who are emotionally disturbed possess deficient long-standing patterns of disruptive and deficient behavior. (Carey, 1997).

So, in order to enhance the participation of the students with disabilities the teachers of Menesibu preparatory school should show positive attitudes to the students of with disabilities, during handball training.

Severity of disability shows an inverse relationship with positive attitudes such that as the perception of severity increase, teachers positive attitude decrease. (Forlin, et al 1996).

The students of with disabilities need assistance the same with the rest of the students , because of the only difference among them is only their disability but they have the same interest to benefit from physical training.

Disabled students require extra supports facilitated through personal assistance, physical assistive technologies and related services in order to receive an appropriate exercise (Marches 1998)

In general when the students with disabilities are intended to doing during handball training session they are enforced to sitdown and gain points without doing training seem to be a big challenge of handball training.

### **1.3 Research question**

To achieve the objectives the following research questions were raised.

- What is the problem of avoiding the students with disabilities during handball training?
- What are the attitudes of teachers and students on the participation of the students with disabilities?
- How the students with disabilities attain point without doing handball training?

### **1.4 Objective of the study**

#### **1.4.1 General objectives :**

To analyze teachers and students attitude towards the inclusion of students with disabilities in handball the case of Western Wollega Menesibu preparatory school.

#### **1.4.2 Specific objectives**

- To identify teachers attitudes towards students with disabilities during handball training
- To identify students attitudes towards students with disabilities during handball
- To identify the attitude that didn't involve students with disabilities in handball training
- To suggest possible way of helping students with disabilities during handball training

### **1.5 Significance of the study**

Sporting activity can be offered in different countries, school, collage, university and etc. Appropriate training increases our fitness and avoid fatigue, that is increase the resistivity of our body to disease and also economic development, this means through regular training we can attain fitness and perform the given work for a long periods of time without fatigue or tired that is not concerning only students but also the students with disabilities .

Because of these and other reasons, the purpose of this study is to identify teachers and students attitude towards the inclusion of students with disabilities in handball the case of Western Wollega Menesibu preparatory school.

The researcher exciting to have the following values

- To create awareness for P.E teachers, students and students of with disabilities as disability is not inability.
- To suggest possible way of participating in handball the students with disabilities of this preparatory school.
- To create awareness the participation of the students with disabilities in Handball training are equal values for both students.
- This study might serve as a source for researchers and special needs educators to carry out further related study on a wider scale.

## **1.6 Scope/Delimitation / of the study**

It is said that the success of inclusive education requires conviction, commitment and good will of the individuals who constitute any society. Although it is necessary to study the attitude of all these individuals (teachers, students, administrators ), this study gives priority to investigate only the attitude of teachers and students from menesibu preparatory school.

## **1.7 Limitation of the study**

The study attempt to investigate some of teachers and students attitude towards the inclusion of students with disabilities in handball the case of Western Wollega Menesibu preparatory school. . However , the result of the study is limited in scope and depth because of the following reasons.

- limitation of the study
- Lack of time
- lack of sufficient references
- lack of sponsor

## **1.8. Organization of the Study**

This paper is organized in to five chapters, Chapter one Background of the study, chapter two Review of the related literature, chapter three deals with Methodology of the study,

Chapter four Interpretations and Analysis of data, the last chapter consists of the summary, conclusion and recommendation of the study.

### **1.9. Operational definitions**

Acoustic: pertaining to the sense or organ of hearing, to sound, or to the science of sound.

Apnea: a temporary suspension of breathing, occurring in some newborns (infant apnea) and in some adults during sleep (sleep apnea)

Attitude: is an expression of favor or disfavor toward a person, place, thing, or event (the **attitude object**).

Champion: a person who has defeated all opponents in a competition.

Disability : is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these.

Handball : is a [team sport](#) in which two teams of seven players each (six outfield players and a goalkeeper) pass a ball to throw it into the goal of the other team.

Inclusion : accommodating any person with a disability

Visual impairment vision :- visual impairments woozy

## CHAPTER TWO

### 2. Review of Related Literatures

#### 2.1 History of handball in the World

Team handball made its first appearance in the Olympics during 1936 Summer Olympics in Berlin. After 1936, the sport disappeared from the Olympics only to be resurrected in the 1972 Summer Olympic Games in Munich as an indoor sport. A 16 men's teams participated and Yugoslavia was victorious and won the first gold medal of indoor handball in the Olympics. As the sport was immensely popular in the region, the Eastern European countries evolved as a dominant force in the sport after it was reintroduced. However, after 36 years of oblivion, the sport once again resurfaced in Helsinki in 1952 where it was played as a demonstration sport. Women handball players had to wait until 1976 to set their feet in an Olympic arena for the first time. The Soviet Union won this first women's Olympic competition. Fast paced and high scoring, the team-handball is an exhilarating team sport and surely hordes of spectators will turn out during 2012 London Olympics to enjoy the thrill. Bylaws(2009)

19<sup>th</sup> century, when it emerged as the successor to such regionally popular games as raffball and Königsbergerball. Holger Nielsen of Denmark - who actually medaled in fencing and shooting at the first modern Olympic Games in 1896 - and German physical education teacher Max Heiser are credited with shaping the basic rules that would come to govern the sport. The International Amateur Handball Federation was established in 1928; it was replaced in 1946 by the International Handball Federation, which continues today as the sport's world governing body. Ibid.

In recent decades, the sport has migrated from its ancestral homeland in northern Europe to parts of the world where it once was unknown. It has made big gains in Asia, as evidenced by the Koreans' Olympic success: Both the women and men medaled at the 1988 Seoul Games, taking the gold and silver, respectively. The women won the gold again four years later in Barcelona. Ibid

Handball enthusiasts have had more difficulty in importing their sport to the Americas. It has caught on in a few countries - notably Brazil and Argentina - but remains a curiosity

in the United States, where it is often confused with the racquetball-style recreational sport of the same name. Ibid

The absence of elite college players has impacted the American national teams. No American handball team of either gender has ever won an Olympic medal, and no American team is going to win one until at least 2012. In 2007, the US men's and women's national teams both failed to qualify for the Pan-American Games; consequently, they will not compete in the Beijing Olympics. Ibid

A part of The New York Times Company, provides original and syndicated online lifestyle content. Matt Herb is a freelance writer based in St. Louis. He covers college football, basketball and nonrevenue sports for the St. Louis Post-Dispatch and other publications and Web sites. Ibid

## **2.2 Handball History in Ethiopia**

Today the game handball has seen spread throughout the school in Ethiopia. It has become one of the popular sports in our country inter schools. Although it has long since the handball was introduced in Ethiopia. Participation students at the school life for various reason such as culture, Religion, family influence, Low devotion of sport science teachers and coaches etc for the game and which contribute for successful life in handball game at national level and in our project.

According to Meberatu.B (2003) suggested that the game of handball was started in Ethiopia in Addis Ababa university. In the first time the game was formed in Addis Ababa University. The 1960 the game was started in our country Addis Ababa University. The Ethiopian handball game introduce by Ato Tekwame Weldetsadik and other physical education instructor in Addis Ababa university

The Ethiopia handball federation found in 1962; despite its long journey and effort that have been made as compared to other ball games. The game is less popular and less development. This is due to the fact the numbers of clubs in the country has been decreasing over the past years. Our performance in the international competition has not been satisfactory and insignificant.

The reason for the low development is that shortage of trained man power, finance, low attention given to the sport. However there is a new approach promoting start of training children and young under different projects in different regions. More over the attention given to this sport and training of man power has increasing.

In 1963 the committee of handball was formed as federation in Ethiopia and in 1964 the federation of handball was formed. Meberatu.B (1986).

### **2.3 What is Disability?**

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime **Guidford press.p.26**

Disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives. Ibid

An individual may also qualify as disabled if they have had an impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory, and cognitive or developmental disabilities. Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also qualify as disabilities. Ibid

Some advocates object to describing certain conditions (notably deafness and autism) as "disabilities", arguing that it is more appropriate to consider them developmental differences that have been unfairly stigmatized by society. However, other advocates argue that disability is a result of exclusion from mainstream society and not any inherent impairment. Ibid

### **2.3.1. Types of disability**

The term "disability" broadly describes an impairment in a person's ability to function, caused by changes in various subsystems of the body, or to mental health. The degree of disability may range from mild to moderate, severe, or profound. A person may also have multiple disabilities. Ibid

#### **Conditions causing disability are classified by the medical community as:**

Inherited (genetically transmitted); congenital, meaning caused by a mother's infection or other disease during pregnancy, embryonic or fetal developmental irregularities, or by injury during or soon after birth; acquired, such as conditions caused by illness or injury; of unknown origin. Ibid

#### **Types of disability may also be categorized in the following way:**

##### **2.3.1.1. Physical disability**

Any impairment which limits the physical function of limbs, fine bones, or gross motor ability is a physical impairment, not necessarily a physical disability. The Social Model of Disability defines physical disability as manifest when impairment meets a non-universal design or program, e.g. a person who cannot climb stairs may have a physical impairment of the knees when putting stress on them from an elevated position such as with climbing or descending stairs. If an elevator was provided, or a building had services on the first floor, this impairment would not become a disability. Other physical disabilities include impairments which limit other facets of daily living, such as severe sleep apnea. Ibid

##### **2.3.1.2. Sensory disability**

Sensory disability is impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can be impaired. Ibid

### **2.3.1.3 Vision impairment (or "visual impairment")**

is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery. **Ibid**

### **2.3.1.4 .Hearing impairment**

Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people. Mild hearing loss may sometimes not be considered a disability. **Ibid**

### **2.3.1.5. Olfactory and gustatory impairment**

Impairment of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

There are various olfactory disorders:

Anosmia – inability to smell

Dysosmia – things do not smell as they "should"

Hyperosmia – an abnormally acute sense of smell

Hyposmia – decreased ability to smell

Olfactory Reference Syndrome – psychological disorder which causes patients to imagine they have strong body odor

Parosmia – things smell worse than they should

Phantosmia – "hallucinated smell", often unpleasant in nature **Ibid**

### **2.3.1.6. Somatosensory impairment**

Insensitivity to stimuli such as touch, heat, cold, and pain are often an adjunct to a more general physical impairment involving neural pathways and is very commonly associated with paralysis (in which the motor neural circuits are also affected). **Ibid**

### **2.3.1.7 Balance disorder**

A balance disorder is a disturbance that causes an individual to feel unsteady, for example when standing or walking. It may be accompanied by symptoms of being giddy, woozy, or have a sensation of movement, spinning, or floating. Balance is the result of several body systems working together. The eyes (visual system), ears (vestibular system) and the body's sense of where it is in space (proprioception) need to be intact. The brain, which compiles this information, needs to be functioning effectively. Ibid

### **2.3.1.8. Intellectual disability**

Intellectual disability is a broad concept that ranges from mental retardation to cognitive deficits too mild or too specific (as in specific learning disability) to qualify as mental retardation. Intellectual disabilities may appear at any age. Mental retardation is a subtype of intellectual disability, and the term intellectual disability is now preferred by many advocates in most English-speaking countries. Ibid

### **2.3.1.9. Mental health and emotional disabilities**

A mental disorder or mental illness is a psychological or behavioral pattern generally associated with subjective distress or disability that occurs in an individual, and perceived by the majority of society as being outside of normal development or cultural expectations. The recognition and understanding of mental health conditions has changed over time and across cultures, and there are still variations in the definition, assessment, and classification of mental disorders, although standard guideline criteria are widely accepted. Ibid

### **2.3.2. Autism spectrum disorder**

Autism spectrum disorder describes a range of conditions classified as neurodevelopment disorders in the fifth revision of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental \_ . These conditions are characterized by social deficits and communication difficulties, stereotyped or repetitive behaviors and interests, and in some cases, cognitive delays. Ibid

### **2.3.2.1. Developmental disability**

Developmental disability is any disability that results in problems with growth and development. Although the term is often used as a synonym or euphemism for intellectual disability, the term also encompasses many congenital medical conditions that have no mental or intellectual components. Ibid

### **2.3.2.2. No visible disabilities**

Several chronic disorders, such as diabetes, asthma, inflammatory bowel disease, epilepsy, or some sleep disorders may be counted as no visible disabilities, as opposed to disabilities which are clearly visible, such as those requiring the use of a wheelchair. Ibid

## **2.4 The concept of inclusion**

The basic concept of inclusion and integration states that principles of equity, discrimination, social justice and human rights make it compulsory that students with special needs and disabilities should enjoy the same privileges as all other students in a regular school environment(training) and to a broad, balanced and relevant curriculum (Knight 1999).

Disabled students are being included at every level of the education system as a result of efforts by all of those concerned about them, parents, advocates, teachers and administrators. The effect of inclusive training is being increasingly being evaluated by including children with disabilities in assessments of school performance. (Barlett and McLeod 1998)

It is believed that integration in the mainstream enables students with disabilities to benefit from the stimulation of mixing with relatively more able students and having the opportunity to observe higher models of social and academic behavior (Elkins 1998).

Disabled students require extra supports facilitated through personal assistance, physical assistive technologies and related services in order to receive an appropriate exercise. Planning for studies should include the scheduling of supports at appropriate times in order for supports to be able to complement activities in physical exercise and education.

Students who need assistance later in life benefit greatly from learning management support services early in life. (Marchesi 1998)

The move towards integration began tentatively in a few countries as long ago as the late 1960s and early 1970s, but the trend became much more vigorous on an international scale in the 1980s and throughout the 1990s. A major factor influencing the rapid worldwide movement towards inclusion was the promulgation of the Salamanca statement and Framework for Action on Special Needs Education and training. This statement recommends among others, that all students with special needs should have full access to regular schools and be taught in schools using predominantly adaptable and child centered pedagogy. (UNESCO, 1994)

#### **2.4.1 Preschool teachers' attitudes and primary teachers' attitude.**

Preschool teachers' have negative attitudes towards children with disabilities. A lot of children who are emotionally disturbed possess deficient long-standing patterns of disruptive and deficient behavior. These children are particularly upsetting to teachers because they challenge the teachers' role and threaten the order and composure of the exercise. Some of these children exhibit the feelings needed to get what they want that is manipulate others. These children are often able to identify weaknesses in the teacher and exploit them. (Carey, 1997)

Majority of primary school teachers both female and male have negative attitudes towards the inclusion of students with abilities in regular exercise. Children taught by teachers who show highly positive attitudes have significantly higher levels of education and exercise satisfaction and marginally lower levels of exercise friction than children taught by teachers with less positive attitudes.

Primary school teachers are usually worried about the well being of students with special needs in the exercise. It is usually hard for them to ensure that special children do not lose out in both academics and related skills as compared to other children in the class. (Carey, 1997)

### **2.4.2 Education administrators**

Demographic factors, training and experience does not have a statistically significant effect on administration attitudes towards inclusion. Administration programs that are good prepare administrators with stronger, more positive attitudes toward including students with disabilities. School counselors can take the lead in assessing school climate in relation to students with disabilities initiating interventions or advocating for change when appropriate. (Wilczenski, 1992)

Some school administrators might possess slightly negative attitudes toward students with disabilities. The attitudes of school counselors are similar to if not more positive than those of other school personnel. Principals who have completed more training both (pre-service and in service) related to inclusion and special education have positive attitudes towards students with disabilities.

It is claimed that the understanding of administrators on the Americans with Disabilities Act (ADA) is very limited and they have not taken any measure to ensure compliance to it. Negative attitudes have been indicated to be of the more significant barriers to successful integration of students with disabilities. (Wilczenski, 1992)

### **2.4.3. Secondary schools teachers' attitudes**

These teachers have more positive attitudes compared to primary school teachers. Teachers' expectations and beliefs are easier to change than their behaviors and emotions. High school teachers also have positive attitudes towards the use of the software because the software has the potential to improve student learning, increase student engagement, provide important study skills and improve student motivation through the novelty of using computers in social studies instruction. High school teachers cooperate more with each other when it comes to provision of assistance regarding disabled students. (Forlin, et al 1996).

Some people argue that in primary school inclusion develops well only for serious problems to emerge at the secondary level. These problems could be from the increase in

subject specialization which makes it hard for inclusion to sail smoothly. This problem is made worse by the fact that the gap between special students and the rest increase with age.

## **2.5 Influential factors of teachers attitudes**

### **2.5.1 Student related factors**

One of the most important factors affecting teachers' attitudes towards integration or inclusion is the type and severity of disabilities. Research revealed that irrespective of teaching experience, severity of disability shows an inverse relationship with positive attitudes such that as the perception of severity increase, teachers positive attitude decrease. (Forlin, et al 1996).

A study done in fourteen nations discovered that teachers favor disabilities of certain types to be included in the regular school setting. Teachers are more disposed to accept students with mild disabilities than students with more severe disabilities particularly students with social maladjustments and emotional disturbance, due to a lack of training and support and large class sizes. (Leyser and Tapperndirf, 2001).

### **2.5.2 Teacher-related factors**

With regards to gender, reports showed that male teachers' attitudes towards integration are more negative than female teachers. Other studies that examined teachers experience noted that teachers' acceptance of integration is related to previous experience with children with disabilities. (Giangreco, 1997)

Overall teaches' contact and interactions with people with disabilities promote positive attitudes towards integration. Teachers' with a higher education level are also more negative towards integration. The opposite is true in some cases. Teachers' attitudes also appear to vary based on integration in-service training. The study reported positive teacher attitudes after in service training, while other studies found that staff development failed to improve teachers' attitudes. (Stoler 1992)

### **2.5.3 Education environment-related factors**

#### **a) Support factors**

Top-down educational initiatives can be rendered ineffective if the program is interrupted at the principle level or the teacher level. The attitude of special educators is determined by general trainers. Furthermore most principals are critical of policy changes and their support of inclusion is viewed by teachers as being motivated by cost savings opportunities. (Forlin, et al 1996).

If a country or state has policy friendly to students with disabilities then teachers are likely to have a positive attitude towards inclusive education. For example, the Zimbabwe education Act 1996, the Disabled Person Act 1996 and various Ministry of Education circulars (Education, Secretary's Policy Circular No P36, 1990) require that all students, regardless of race, religion, gender, creed and disability, have access to basic or primary education. (Education Act, 1996).

#### **b) Other related factors**

Factors external to the school that affect the working conditions of teachers such as financial rewards, status in society and professional expectations have also been found to influence the teachers' motivation and dedication. The grade level taught is such an external factor found that high school teachers displayed more positive attitudes towards integration than elementary school. Their results also showed there were more positive attitudes towards integration in high school teachers than in primary school. (Leyser et al 1994)

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Method of Data Analysis**

The original questionnaire was taken from English and translated to structured Afan Oromo. Wording may not be exactly the same as original version. The validity and reliability of questionnaires were evaluated by experts before the distribution.

Quantitative approach was used in which the investigatory primarily used for developing knowledge ( cause and effect thinking, reduction to specific variables and hypothesis and questions, used for measurement

#### **3.2 source of data**

To conduct this study the source of data that the researcher used are primary from respondents and secondary data from written materials.

#### **3.3 Population and Sampling techniques**

The population and sample schools were determined on the basis of 2006 numbers of students of Menesibu preparatory school (N=3) PE teachers, (N=5) students with disabilities, (N=5) students without disabilities. The researcher used 100% PE teachers, students, and students of with disabilities and school administrators of Menesibu preparatory school.

#### **3.4 Data collection Instrument**

The questionnaire items were prepared to students, students with disabilities and PE teachers. This instrument was selected for its relevancy to collect data, opinions and attitudes from respondents.

- To gather information from respondent and often designed for analysis .

#### **3.5 Data collection techniques**

The data was collected from the Menesibu preparatory school by questionnaire. The questionnaire were included only close ended .The questionnaire prepared by English were translated into their language for only the students to minimize any problem they have due to English language and for more clarification any question of the

questionnaire. The researcher used questionnaire because of it is the strongest method to prove or disprove hypothesis.

### **3.6 Method of Data Analysis**

Since, the design of the study was quantitative and the method of study was descriptive survey, the method of data analysis is depends on the result obtained from respondents through questionnaire. After the questionnaire was collected, the data obtained through questionnaires tabulated in tables. Depending on the tabulated responses percentages were calculated, and analysis and interpretation were conducted.

## CHAPTER FOUR

### 4.1. Data Interpretation and Analysis

To complete the study properly, it is necessary to analyze the data composed in order to test the hypothesis and answer the research questions. As already indicated in the preceding chapter, data is interpreted of the findings resulting from this study.

#### 4.1.1 General Background of Respondents

Table A. Shows the age background of the student respondents

The following table implies Age and Sex Background of student Respondents

Age		16-18	19-22	23-28	above 30	Total
students	M	4	2	1	-	7
	F	2	1	-	-	3
Total		10				
Types of students disability				Male		Female
Hearing impairment						1
Physical disability				3		-
Visual impairment						1
Total						5
Respondents				Male	Female	Total
Teachers				3	-	3
Respondents		Diploma	Degree	Masters	Total	
Teachers		-	3	-	3	

The above table implies the age background of the student respondents in Menesibu preparatory school.

As the above table shows the numbers of sampled students of with disabilities in Menesibu preparatory school , this means in Menesibu preparatory school there are ten students, as it is tabulated above seven of them are male and three of them are females to attain reliable information questionnaire are distributed to all of those students

The above table also implies the kind of students disability in Menesibu preparatory school, so as the above table shows the numbers of students with hearing disability is 1, the numbers of visual impairment is 1 and the numbers of physical disabilities are 3 in this preparatory school.

So this studies directly concerning the above disabled students all in all.

The above also implies the numbers of teacher respondents or physical education teachers who are teaching from Menesibu preparatory school are appointed to fill the questionnaires are three in numbers.

As the above table implies the educational background of P.E teachers in Menesibu preparatory school as it is pointed in the above table all of them are the same grade level. The above table E implies the total numbers of student respondents and their grade levels, So as the above table implies the numbers of student respondents are 10 in numbers out that 7 of them are the students of grade 12 and 3 of them are from grade 11 regular students.

## 4.2 The questionnaires filled by P.E teachers are presented as follows

	yes	%
Do preparatory school administrators prepare conducive environment to enhance the preparation of the students with disabilities?	-	3

The above table 1 shows three of teachers are agreed the absence of conducive environment to enhance the participation of the students with disabilities in this preparatory school.

Therefore as it can be seen from the above data, lack of conducive environment has negatively affected students with disabilities in Menesibu preparatory school.

### **Table 2. Concerning the participation of students with and without disabilities together**

Do participation in handball training of students With and without disabilities together have its own effect?	Yes	No
	2	1

The above Table 2 shows that about 2 of the sampled teachers agreed or believed as participation of both students are impossible. Whereas about 1 is believed as it is possible to train both students together.

In general according to the above information the negative attitude of physical education teachers due to not including both students together has its own effect on the participation of students of with disabilities in handball training.

Table 3. Table that shows the presence consult due to the school administrators for the students of with disabilities

	Yes	No
Is there any consult due to administrator of the school to motivate the students with disabilities during handball training?	1	2

The above table 4 shows that more than 2of the sampled teachers are believed as there is no consult and around 1 of teachers’ respondents are agreed with the presence of consult for disabled students

In general as we see the above table lack of consult due to administrators of preparatory school the participation of the students with disabilities declined, So all activities in preparatory school are controlled by the administrators of the preparatory school so, the above result implies the presence problem due to administration of the school.

**Table 4. Table that shows the presence of psychological treatment for the students of with disabilities.**

Is here psychological treatment for the students of with disabilities during training due to P.E teachers?	Yes	No
	1	2

The above table reveals that most of the teacher’s respondents 2 of them reported as there is no psychological treatment for the students with disabilities during practice, about 1 of teachers respondents are agreed in the presence of psychological treatment during training. As it can be seen from the above table lack of psychological treatment for the students of with disabilities during training due to PE teachers their participation in handball training is decreased.

So lack of psychological treatment for the students of with disabilities due to both teachers during practice made them to be audience during training in this preparatory school.

**Table 5. Table that shows the attention given for the students of with disabilities**

Do physical education teachers worry for the learning of the students with disabilities during training?	Yes	No
	1	2

The above table 6 reveals that the majority of the sampled teacher respondents 2 of them reported that physical education teachers do not worry for the learning of the students of with disabilities , While about 1 of the sampled teachers are agreed as physical education teachers worry for the learning of the students with disabilities during training.

As it can be seen from the above table the negative attitude of physical education teachers are affecting the participation of the students of with disabilities.

**Table 6. Shows the presence of conducive environment for the students of with disabilities**

Is there the place identified for the students of with disabilities during training?	Yes	No
	-	3

As we see from the above table 7 all of the teachers respondents 3 of them agreed on the absence of the place identified for the students of with disabilities for their practice, where as none of the respondents are agreed with the presence of the place identified for those students for their training.

With regard to this issues lack of the place identified for the students of with disabilities has its own effect on their participation. So this implies does not preparing the place identified for those students has its own problem in Menesibu preparatory school.

**Table 7. Table that shows the presence of makeup class for the students of with disabilities**

Is there make up class for disabled students for their training?	Yes	No
	1	2

The above table 8 Reveals that 2 of teacher respondents agreed with the absence of makeup class for the students of with disabilities, where as only 1 of teacher respondents are agreed with the presence of makeup class for those students.

With regard to this issue, lack of makeup class for the students with disabilities has its own effect on their handball training, so there is no attention given for those students due to their PE teachers.

#### **4.3 The filled questionnaires by the students are presented as follows**

**Table 1. Shows preparation of preparatory school administrators conducive environment for the students with disabilities.**

Do preparatory school administrators prepare conducive environment to enhance the participation of the students with disabilities?	Yes	%	No
	-	-	10

The above table 1 shows that all in10 of the sampled students agreed the absence of conducive environment for the students with disabilities during handball training.

So lack of conducive environment prepared by administrators are negatively affected students with disabilities in Menesibu preparatory school.

**Table2. Concerning negative attitude towards students with disabilities**

Is there negative attitudes concerning students with disabilities due to students during Handball training?	Yes	No
	8	2

The above table 2. Shows that about 8 of the sampled students agreed with the presence of negative attitudes towards the students with disabilities due to students, where only small amount of (2) of respondents are agreed the lack of negative attitudes due to the students towards the students with disabilities.

As we can see the result from the above table 2 majority of the student respondents have no positive attitude towards the participation of students with disabilities, so this implies the presence of negative attitudes towards the students with disabilities due to the students in Menesibu preparatory school.

**Table 3. Concerning the result of students with disabilities**

Do physical education teachers giving points for students with disabilities without doing training?	Yes	No
	6	4

The table 3 above reveals that majority of the sampled students or 6 of them agreed with the occurrence of the action that physical education teachers gives points for the students with disabilities without doing training, while about 40% student respondents or only small amount of respondents agreed with the presence of giving points without doing training.

As it can be seen from the above table 3. Physical education teachers gives points for the students with disabilities without doing training, this implies the negative attitude of physical education teachers for the students of with disabilities during training, so this factors are decreased the participation of those students in Menesibu preparatory school.

**Table 4. Shows the attitude of the students for the students of with disabilities**

Do the students demoralize the students of with disabilities?	Yes	No
	6	4

The above table 4 shows that, many of student respondents 6 of them agreed with the occurrence of demoralization during training, while 4 of the sampled students are not agreed on the presence of demoralization.

As it can be seen from the table above the occurrence of demoralization during training that that do not enable to show their talent or to take part in handball training are prevalently occur between the students due to student themselves. So negative attitudes of the students affected the participation of students with disabilities in handball training in Menesibu preparatory school.

**Table 5. Table that shows the attitudes of physical education teachers for the students of with disabilities.**

Is there a negative attitude towards the students with disabilities due to physical education teachers?	Yes	No
	6	4

The above table 5 reveals that, more than half of the sampled students 6 of them are agreed with the occurrence of negative attitudes towards the students with disabilities due to the student themselves ,While 4 of the respondents are not agreed with the

presence of this negative attitudes towards the students with disabilities during handball training.

As it can be seen from the table 5 above the negative attitudes of students affects the participation of the students with disabilities during handball training.

**Table 6. Table that shows the attitudes of students of with disabilities about themselves in handball training.**

Do the students of with disabilities having positive attitudes towards themselves during training?	Yes	No
	8	2

The above table 6. Reveals that more than half of the sampled students eight of them are agreed with the absence of negative attitudes due to the students with disabilities about their disability to participate in handball training, while 2 of respondents agreed with the presence of negative attitude due to the students with disabilities about themselves, to participate in handball training.

As it can be seen from the table 5 above the students of with disabilities have positive attitude towards their handball training with the rest of the students to enhance their ability, in general the students of with disabilities have positive attitude to do handball training with the rest of the students in Menesibu preparatory school.

**Table 7. Table that shows the participation of the students of with disabilities**

Do the students with disabilities participating in handball training?	Yes	No
	4	6

The above table 7 implies that, most of the respondents 6 of them reported that the students of with disabilities are not training handball, only about 4 of student respondents are reported as the students of with disabilities participate freely in handball training.

As it can be seen from the table 7 above, the students with disabilities have psychological problem to participate in handball practice, so this factors lead them to do not training handball all in all.

**Table 8. Shows the importance of participating in handball training for the students with disabilities**

Can participating in handball training provide physical fitness for the students with disabilities?	Yes	No
	4	6

The above Table 8 reveals that, more than half of the student respondents 6 of them reported that the participation of the students with disabilities in handball training is valueless, about 4 of student respondents are reported as participation in handball training is important for both students.

As it can be seen from the table 8 above more than half of the respondents are not support the participation of the students with disabilities in handball training.

In general the attitudes of the students of Menesibu preparatory school affected the participation of the students with disabilities.

**Table 9. Shows advantage and disadvantage of exercise for the students of with disabilities**

Can participation of students with disabilities in handball training affect their health?	Yes	No
	8	2

The above table 9. Reveals that many of respondents , 8 of them reported that the participation of the students with disabilities in handball training affects their health, while only 2 of or small amount of respondents believed the importance of handball training for the students with disabilities .

As it can be seen from the table 9 above majority of respondents are accepted as participation of the students with disabilities in handball practice affects their health, so this attitude is negative attitudes of the students that cannot motivate the students of with disabilities in handball training.

**Table10. Shows the possibility of participation of the students of with disabilities in handball training**

Is it possible to train both students together during training?	Yes	No
	4	6

The table 10 above depicts that majority of the sampled students 6 of them reported as it is impossible to train both students together , as their report they accept as physical training together delay their practice. While only small amount of student respondents 4 of them reported the possibility of training both students together in handball training.

As it can be seen from the table 9 more than half of the sampled students believed the impossibility of training both students together, so the gap between the students and the students with disabilities implies the negative attitude of the students towards the students with

Disabilities in Menesibu preparatory school

**Table 11. Concerning negative attitude towards students with disabilities**

	Yes	No
Is there negative attitudes towards students with disabilities due to teachers during Handball training?	8	2

The above table 11. Shows that more of the sampled students 8 of them agreed with the factor, which shows teachers negative attitude has its own effect on the participation of the students with disabilities in the participation of handball training, while 2 of the sampled students disagreed with the presence negative attitude due to physical education teachers.

As we can conclude from the above table physical education teachers have no positive attitude on the participation of students with disabilities during handball training, this means they do not give the opportunity to show their talent during training, and so because of their disability they do not give special attention the same to the rest of the students

In general physical educations teachers' negative attitude affected the participation of the students with disabilities in handball training in Menesibu Woreda preparatory school

#### **4.4 Major Findings**

Based on the above data analysis the major findings are pointed as follows.

- Lack of conducive environment through the school administrators affected the participation of the students with disabilities in handball training.
- The negative attitudes of physical education teachers due to not including both students together are affected the participation of the students with disabilities in the handball training.
- Lack of consult due to preparatory school administrators the participation of the students with disabilities in the handball training is declined.
- Lack of psychological treatment for the students with disabilities due to both teachers and students during training made them audience during training.
- Lack of the place identified for the students with disabilities for training has its own effect on their participation.
- Lack of makeup class for the students with disabilities are also affected them.
- Giving points for the students with disabilities without doing training due to P.E teachers implies the negative attitudes that they have for the students with disabilities, so this attitudes are affected them in the handball training.
- Demoralization among the student themselves also affected the participation of the students with disabilities.
- Lack of sufficient practice due to P.E teachers for the students with disabilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

It is believed that education is one of the mechanism by which society can transmit its culture, development, history from one generation to another, especially physical exercise is the way of attaining fitness and endurance for both students and students of with disabilities. Having all the necessary and useful information and knowledge can also save them from backward practice.

However, in many school in our country, there has been and still exists negative attitudes in physical exercise and achievement of the students of with disabilities particularly in preparatory school and higher education, despite their contribution to improve their personal life and their overall status in their school specially through participating in sporting activities is lesser and weaker than the rest of the students.

Thus, the main purpose of this study was investigated teachers and students attitude towards the inclusion of students with disabilities in handball the case of western Wollega Menesibu preparatory school. To conduct the research questionnaires were distributed to samples preparatory school students and physical education teachers .The questionnaires distributed to the students and teachers were tabulated and analyzed. Percentage and quantitative analysis were used to interpret the data. After data gathered through questionnaire they were analyzed and interpreted in the analysis and interpretation of data part, the findings were identified.

Many interrelated factors teachers and students attitude towards the inclusion of students of with disabilities in handball the case of Menesibu preparatory school.

## **1. School and teachers related factors**

Lack of conducive environment: - this is the negative attitude of teachers towards the students with disabilities because even if it is the school related factors P.E teachers should enforce the administrators to prepare conducive environment for those students, so this implies the school administrators also have no positive attitude towards them.

**2. P.E Teachers related factors:-** : this means the factors that isolated the students with disabilities from handball training due to physical education teachers are pointed as follows

- Not participating both students together
- Lack of special attention: - This means not worrying for the learning of the students with disabilities.
- Lack of psychological treatment: - psychological treatment plays vital role in teaching learning process, especially during training it is quite important, so lack of psychological treatment do not participate the students with disabilities in the handball training.
- Giving points for the students with disabilities during handball training without any practice:-This directly implies the occurrence of negative attitudes towards the students of with disabilities during handball training. So many of the sampled students agreed on the presence of giving points for the students of with disabilities without any practice and this factors hinders the participation of the students with disabilities in the handball training.
- Do not training both students together :- This factors is also teacher related factors, because it is not good to separate students away from each other during training, separating the students from each other is increasing negative attitudes among the students. So many of the sampled students agreed on the presence of separation during handball training.

**2. Student related factors:** - this factor is the major factors that do not participate the students with disabilities in the handball training.

-Demoralizing the students with disabilities during handball training

- Considering as Handball training allowed for only themselves

- Considering the participation of the students with disabilities in handball affecting their health.

## **5.2 Conclusion**

- P.E teachers are believed as participation of the students of both with and without disabilities are difficult, but there is no the action taken to overcome this problem.
- There are negative attitudes due to students because they demoralized the students of disabilities to take apart in handball training and they consider as disability is the same to inability.
- The students believed as physical training is allowed for only them
- P.E teachers avoid the students of with disabilities from training and the measurement and evaluation in practical session afforded with no participation and some of the teachers changes theoretical tests.

## **5.3 Recommendations**

In light of the major factors described above regarding teachers and students attitudes towards the inclusion of the students of with disabilities in handball practice or technique, it become very important that some appropriate and conventional measures that can be applied in available situation have to be stated. Therefore in order to improve teachers and students attitudes towards the inclusion of the students of with disabilities in handball practice or technique, the following possible points are forwarded as recommendations.

- Preparatory school administrators should prepare conducive environment differently for the students of with disabilities to do Handball exercise during their free time and make up class.

- Both teachers and students should know the importance of Handball training for both students.
- Physical education teachers should have positive attitude and treat all students equally, during handball training, and they should also know as disability is not the same to inability( every disabled individual can perform handball training the same to the rest of the students) .
- Teachers, students and school administrators should give psychological treatment for the students with disabilities in teaching learning process specially in physical practice and worrying for the learning of those students, giving advice for those who are demoralizing those students.
- All concerning body should prepare make up class to enhance the participation of the students of with disabilities.
- Physical education teachers should not give points for the students with disabilities without measurement and evaluation.
- All concerning body should encourage the students of with disabilities to have positive attitude about themselves .
- Both teachers and students should understand as participating in handball training provide fitness and endurance for the students with disabilities
- Physical education teachers should give special attention to include the students with disabilities in handball training.
- Both teachers and students of this preparatory school should hardly do to absent such like negative attitude towards the students of with disabilities.
- Students with disabilities should have great interest to perform handball training
- Students with disabilities should enforce the administrators to prepare conducive environment for their handball training.
- Students with disability should avoid the spirit of inability.
- Teachers should give handball tactic and technique differently for the students with physical disability, hearing, and visual impairment.

## BIBLIOGRAPHY

Bartlett, L., & McLeod, S. (1998). Inclusion and the regular class teacher under the IDEA. *West's Education Law Reporter*, 128(1), 1-14.

[Bylaws](#)". International Handball Federation. September 2007. p. 7. Retrieved 2 February 2009.

Carey, L. (1997). Inclusive training for pre-service teachers-from theory to best classroom practice. *B.C. Journal of Special Education*, 21, 52-58.

Education Act. (1996). Harare, Zimbabwe: Government Printers. Education. Secretary's Policy Circular Number 36. (1990). Harare, Zimbabwe: Author.

Elkins, J. (1998). The school context. In A. Ashman & J. Elkins (Eds.), *Educating children with special needs* (3<sup>rd</sup> ed., pp. 67 – 101). Sydney: Prentice Hall.

Forlin, C., Douglas, G., & Hattie, J. (1996). Inclusive practices: Are the teachers accepting? *International Journal of Disability, Development and Education*, 43(2), 19-33.

George, C., Hart, G & Jewsey, F.(1983,1995). Attitude towards inclusive education 24, 144-162.

Giangreco, M.F. (1997). Key lessons learned about inclusive education: Summary of the 1996 Schonell Memorial Lecture. *International Journal of Disability, Development and Education*, 44,

- Knight, B. A. (1999). Towards inclusion of students with special educational needs in the regular classroom. *Support for Learning*, 14 (1), 3 – 7.
- Leyser, Y. Kapperman, G, and Keller, R. (1994). Teacher attitudes toward mainstreaming: A cross-cultural study in six nations. *European Journal of Special Needs Education*. 9, 1-15.
- Marchesi, A. (1998). International perspectives on special education reform. *European Journal of Special Needs Education*. 13, 116-122.
- Meberatu B. (1986) History of Ethiopian Handball.
- Radda Barnen (1999) Everyone has the right to grow and blossom . learning about children with disabilities. Alfaprint(page2).
- Stoler, R. D. (1992). Perceptions of regular education teachers toward inclusion of all handicapped students in their classrooms. *The Clearing House*, 66(1), 60-62. 193-206.
- Tadesse, G.(1999). Attitude of teachers towards Disabilities. *Educational journal*.A semi-Annual Bilingual Journal vol.4,No. 9 public Relation Service (MOE)
- UNESCO (1994). World conference on special needs education: Access and quality. (Final Report). Salamanca: Author
- Wilczenski, F. L. (1992). Measuring attitude towards inclusive education. *Psychology in the Schools*, 29, 306-310.

## APPENDIX 1

### ADDIS ABABA UNIVERSITY SPORT SCIENCE DEPARTMENT

#### QUESTIONNAIRE FILLED BY GRADE 11 AND 12 TEACHER RESPONDENTS.

The main purpose of this questionnaire is to assess teachers and students attitude towards the inclusion of students with disabilities in the participation of handball technique the case of Western Wollega menesibu preparatory school..

Though this feasible recommendations ( solutions) to the identified problem will be forwarded . Hence, concerned respondents are kindly requested to respond to every item in the questionnaire . Your correct and complete response to this questionnaire will have a great effect on the success of the study . No need of writing your name . Thank you in advance for your cooperation. To provide your responses put a click (X ) mark to indicate your responses for this item.

The researcher

Direction :- Indicate your response following the instructions given each part

Part I Write your responses on the space provided

General background

Sex----- Age----- Teaching experience ----- Qualification -----

-

No	Factors	Yes	%	No	%
1	Do administrators of preparatory school prepare conducive environment to enhance the participation of students with disability				
2	Do participation of students with disabilities and non of disabilities together have its own affect				
3	Is there negative attitude towards the students with disabilities by P.E teachers during training session				
4	Is there any consult due to administrator of the school to motivate the students of with disabilities during handball training?				
5	Is there psychological treatment for the students with disabilities during training?				
6	Do physical education teachers worry for the learning of the students with disabilities during training?				
7	Is there the place identified for the students with disabilities during training?				
8	Is there make up class for disabled students?				

## **APPENDIX 2**

### **ADDIS ABABA UNIVERSITY SPORT SCIENCE DEPARTMENT**

#### **QUESTIONNAIRE FILLED BY GRADE 11 AND 12 STUDENT RESPONDENTS.**

The main purpose of this questionnaire is to assess teachers and students attitude towards the inclusion of students with disabilities in the participation of handball technique the case of Western Wollega menesibu preparatory school.. Your genuine response to the questions will contribute a lot to the success of the study . No need of writing your name Thank you in advance for your cooperation in completing the questionnaire

The researcher

Direction:- Follow the given instructions to indicate your response under this part

Part II :- Write your responses on the space provided

General background

Sex----- Age----- Grade-----

Part II The items given the table below are teachers and students attitude towards the inclusion of the students with disabilities in the participation of handball technique the case of Western Wollega Menesibu preparatory school. To provide your responses put a tick (X ) mark to indicate your responses for this item

No	Factors	Yes	%	No	%
1	Is there negative attitudes towards the students with disabilities due to the students				
2	Do physical education teachers giving points for the students with disabilities without doing any training?				
3	Do the students demoralize the students with disabilities?				
4	Is there negative attitudes about the students with disabilities due to physical education teachers ?				
5	Do the students with disabilities having positive attitude about them?				
6	Are students with disabilities participate in handball practice?				
7	Can participating in handball practice provide physical fitness for the students of with disabilities?				
8	Can participation of students of with disabilities in handball technique affects their health ?				
9	Is it possible to train both students together during training?				

## **Declaration**

The thesis is my original work and has not been presented for a degree in other university and that all sources of materials used for the thesis have been duly acknowledged

Name: Ebisa Gemechu

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

Date \_\_\_\_\_

This thesis has been submitted for examination with my approval as university advisor

Name: \_\_\_\_\_

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

Date of Submission: \_\_\_\_\_