Students with Disabilities Perceived Challenges and Opportunities in Physical Education Practical Class in General Secondary Schools of Arsi Zone, Oromia Region

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College of Education and Behavioral Studies

This is to certify that the thesis prepared by Bekalu Fetene, entitled: *Students with Disabilities Perceived Challenges and Opportunities in Physical Education Practical Class in General Secondary Schools of Arsi Zone, Oromia Region.* And Submitted in partial fulfillment of the requirements for the Degree of Master of Education in physical Education complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

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The purpose of this study is to assess the challenges and opportunities that students with disability perceived during physical education practical class in General Secondary Schools of Arsi Zone, Oromia Region state. To conduct the study, descriptive survey design was used with mixed approaches, which is both quantitative and qualitative research approaches are used. The sample size was determined by rule of thumb (3% of 5012 populations) which was 150. Of those 46 (100%) students with disabilities, 96 students without disabilities, 4 physical education teachers and four school principals. In the selection of the sample population, non-probability convinces (availability) sampling for students with disabilities, random sampling (lottery) for students without disabilities and purposive sampling for teachers & school principals were used. The main instruments of data collection were questionnaire, interview & observation. The data was analyzed using descriptive statics frequency, crosstab and percentage. The significance difference between the observed and expected values were determined by using chi-square test at p-value < 0.05 level. The findings of the study revealed that the majority of students with disability are not taking part in physical activity. However, most of them want to start to participate in physical activity, if they would have got opportunities. The most identified challenges that affect the participation of students with disability in physical education practical classes are lack of appropriate equipments, knowledge of how to exercise, the in accessible facilities in the schools. Finally, the study suggests points to solve problems for participation of students with disabilities in schools, like ensuring the environment and facilities to be conducive and easily accessible to students with disabilities.

Key words: *- Disability, Opportunity, Inclusive education, physical education, students with disabilities, Physical impairments*

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ACRONYMS

SWD: students with disabilities

SWOD: students without disabilities

UN: United Nation

UNESCO: United Nations Educational, Scientific, Cultural Organization

WHO: World Health Organization

ZPD: Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

This study aims at assessing challenges and opportunities that students with disabilities face in Arsi Zone Secondary schools when implementing inclusive physical education. This chapter deals with discussions of key concepts used in this study, an overview of the background, statements of the problem, objective, basic questions, the scope and significance of the study are included.

1.1. Background of the study

Nature doesn't give a guarantee to live without disability throughout peoples' life span. Disability or defect in physical ability can happen at any time because of natural calamities like earthquake and flooding, or manmade calamites like car accidents, air plane crash or other. These accidents are unconditional and happen without criteria as rich/poor, educated/illiterate, or others. Therefore, any kind of service provision needs to consider disability. Among the services physical education is one, and secondary level physical education is the focal point of this paper.

Physical education is extremely resourceful in supporting the participation and learning practices of all students, regardless of their educational needs and individual characteristics. Inclusive physical education can bring considerable benefits to all students, teachers and the local community. Inclusive physical education exposes children with disabilities to a more stimulating environment and peer-involving models, increasing their chances of getting accepted by peers and of full social inclusion. Their participation in physical education classes can contribute to the promotion of physical activity as an integrated part of an active lifestyle and to the development of basic motor skills necessary for practicing physical activities. Moreover, physical activity can raise the physical disable student's self-respect and social skills (Block, 1999).

Originally, the inclusive education movement was focused primarily on people with disabilities and learning difficulties. This assumption can be seen across the literature and across a number of legislative documents (Ainscow et al., 2006). More recently the concept of inclusion expanded to embrace those who are at risk of marginalization or exclusion for whatever reason. It can be thought of as an approach that seeks to address 'barriers to learning and participation', and provide 'resources to support

learning and participation' (Ainscow et al., 2006). This support is seen as all activities, including those considered to be extra or co-curricular which increase the capacity of schools to respond to diversity (Booth and Ainscow, 2002). Some of these reasons are associated with ability, gender, race, ethnicity, language, care status, socioeconomic status, disability, sexuality, or religion (Gerschel, 2003). One major reason for this broader approach is that many of these factors interact or act in combination and can result ultimately in marginalization or exclusion. Focusing on a single factor, such as disability in isolation, has the potential to lead to faulty assumptions (Topping and Maloney, 2005).

Sport works to improve the inclusion and well-being of persons with disabilities in two ways by changing what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves. The first is necessary to reduce the stigma and discrimination associated with disability. The second empowers persons with disabilities so that they may recognize their own potential and advocate for changes in society to enable them to fully realize it. The community impact and individual impact of sport help reduce the isolation of persons with disabilities and integrate them more fully into community life. Sport changes community perceptions of persons with disabilities by focusing attention on their abilities and moving their disability into the background. Through sport, persons without disabilities encounter persons with disabilities in a positive context (sometimes for the first time) and see them accomplish things they had previously thought impossible. Their assumptions about what persons with disabilities can and cannot do are profoundly challenged and reshaped by this experience. As well, the tendency to see the disability instead of the person is greatly reduced, in part because of the common experience of sport that they now share. cited from *www.un.org/wcm/.../site/sport/.../sport/.../Chapter5_SportandDisability.*

Children with disabilities have a right to education. Since the UN Universal Declaration on Human Rights was released in 1948, there has been legislation on providing education for all children. The Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified by the UK in 2009, has 145 signatories (June 2010).

Cited from *https://www.**gov.uk/government/**.../edu-chi-disabil-guid-note.pdf*

Previously, it was common for learners with disabilities, especially physical disabilities, to be educated in special schools or segregated institutions. However, inspired by the desire to meet Education For All (EFA) the Government of Ethiopia has enhanced the move toward making all learning institutions more inclusive. This has resulted in an unprecedented influx of learners in all schools. Furthermore, special schools particularly for learners with physical disabilities have opened-up to integration of learners without disabilities. This has posed challenges in teaching methodologies as well as facilities in these schools. Physical education teachers in these schools are required to include all learners in their physical education lessons.

Inclusive education means welcoming all children, without discrimination into regular or general schools. By the change of attitude against differential treatment of education differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity. (Tirusew, 2005)

It is not only accommodating children in the regular or general school rather it goes beyond that. For this, the same author said that "It is a focus on creating environments responsive to the differing developmental capacities, needs and potentials of all children. (Tirusew, 2005)

However, a physical education lesson for an inclusive class presents a teacher with a range of issues beyond the context of an ordinary or a special classroom setting. This includes the physical nature of the activities, the use of specialized facilities and equipment and the dynamics involved in grouping and organizing learners within physical activities. The matter is quite complicated when dealing with learners with physical disabilities, whose wide range of disabilities requires the teachers, expertise and knowledge in instructional techniques. Such issues are more exacerbated by the physical diversity of disabilities among the learners such that more often than not, each category of physical disability may require an individualized adaptation (Bailey & Robertson, 2000).

As such, the physical education teachers are fundamental to any meaningful physical education lesson for an inclusive class. Given that text books are rarely used in physical education, effective teachers should be instrumental in selecting, organizing and programming physical education lessons; sequencing developmentally appropriate content, communicating that content effectively and eliciting the support of administrators for physical education (Housner& French, 1994).

Generally, the concept and practical move needs to be applicable in schools in Ethiopia because our country is not free from the practice of educational exclusion, particularly for people with disabilities. In spite of this reality the Arsi zone general secondary schools provides services for varieties of students as such students with disabilities faces challenges during practicing physical activities with students without disabilities. So that the researcher is impressed to investigate the challenges and opportunities that students with disabilities perceived while practicing to implement inclusive physical education. Therefore, the purpose of the study is to assess the challenges and opportunities that students perceived during physical education practical class in General Secondary Schools of Arsi Zone, Oromia Region state.

1.2. Statement of the problem

Students with disabilities are often excluded from general physical education, because the general physical education content and activities are deemed inappropriate, of no benefit, or unsafe. In addition, most physical education teachers would argue that they are ill equipped to make accommodations for students with disabilities (Block & Rizzo, 1995).

Now a day's the number of learners with and without physical disabilities in the inclusive schools increasing, teachers are likely to find it challenging to successfully cater for individual needs in physical education lessons.

In Ethiopia's educational system, physical education is one of the subjects included in the secondary schools and the syllabus with general objectives has been developed for it. However, due to some shortcomings, of which, it was not possible to achieve the objectives. Hence the shortage of curriculum materials, lack of quality teachers, lack of playgrounds, compared to its value and needs and lack of competence to teach, and in adequate refreshment training for teachers are among the major problems (Solomon, 2000).

Education can reduce discrimination against children with disabilities and tackle poverty. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. Education gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty. This impresses

the researcher to focus on the challenges and opportunities in implementing inclusive physical education.

In Ethiopia, various studies have found that many studies in the field of special needs education. For instance a study on the challenges and opportunities to implement inclusive education conducted by Wondwosen Mitiku, Yitayal Alemu and Semahegn Mengsitu at University of Gondar focused on inclusion for learners with disabilities in class rooms but not in physical education practical classes. As such, this gap triggered the need of carry out of this study. Furthermore, the researcher works in Eteya high school, Arsi Zone and he saw many physically disable students; those are sit-down passively during physical education practical class. So that, the researcher is interested to exercise inclusive physical education in Arsi Zone General secondary schools.

1.3. Objective of the study

Assessing the practical challenges and opportunities that students with disabilities perceived during practicing inclusive physical education in practical work, Arsi Zone General Secondary Schools is the general objective of the study.

The followings are the specific objectives of the study:

- To identify the practical opportunities for the provision of inclusive physical education in practical class.
- To describe the accessibility of sport facilities and equipments to facilitate inclusive physical education in practical work.
- To know the teachers role in facilitating the interaction between students with and without disabilities in physical education practical works.
- To measure the level of awareness of students with disabilities regarding the benefits of participating in physical activity.
- To know the attitudes of physical education teachers and students without disabilities towards students with disabilities in physical education practical class.
- To assess the basic knowledge's of physical education teachers in inclusive education and adapted physical education.

1.4. Research questions

The following research questions were used to establish the research problem:

1. What are the practical opportunities for the provision of inclusive physical education in practical works?
2. What essential sport facilities and equipments are used to foster participation of learners with physical disabilities in the physical education lessons?

3. How do the teachers facilitate interaction between learners with and without physical disabilities during the physical education lessons?
4. What is the awareness of students with disabilities about the benefits of participating in physical activity?
5. What is the attitude of physical education teachers and students without disabilities towards students with disabilities in physical education practical work?
6. What are the basic knowledge's of physical education teachers in adapted physical education?

1.5. Significance of the study

Research has not been conducted so far on the area of investigating challenges and opportunities for the provision of inclusive physical education in practical works particularly in Arsi Zone, Oromia regional State. So, conducting this research in this area may have the following significance.

- The finding will clearly indicate the challenges and opportunities for the provision of inclusive physical education in Arsi Zone General Secondary Schools.
- It will alarm the administrators to think about what could be constructed in schools to accommodate people with different disabilities.
- Provide base line information on various opportunities to person with disabilities to participate and practice physical activities.
- Helps for future developing intervention and strategies that impact to apply inclusive physical education on peoples with disabilities in physical activities by different bodies especially by teachers, coaches, fitness center instructors and policy developers.

1.6. Delimitation of the study

The challenges and opportunities in implementing inclusive education is a broad issue; which is difficult to be dealt with in such time bounded study, and here in Arsi zone there are a lot of governmental schools but to do in all schools it difficult because of this, delimiting the scope of the study becomes very important. As the result of these, scope of the study forced to limit in the Arsi zone general secondary schools. As we know the challenges and opportunities in the provision of inclusive education is broad so to make the study manageable and reachable the scope is

delimited in physical education only. The inclusion focuses only student with physical disabilities and visually impaired. This study does not include students with cognitive disability.

1.7. Limitations of the Study

While conducting this study, the researcher encountered some limited factors that can affect the quality of the research work. This includes financial and time constraints, lack of local reference materials, and other resources, including related researches in our context. Besides these, during data collection, since self-report measures were being used, teachers may have responded in socially accepted perceived ways.

1.8. Definition of terms

In this study, for the purpose of clarity and consistency, the following terms were defined:

- **Disability**; is a functional limitation with in an individual caused by physical, mental or sensory impairment.
- **Opportunity:** refers to the access or possibilities those are appropriate and suitable to the people with disabilities to fully participate in physical activity and sports.
- **Students with disabilities: -** students who have long terms physical, mental, intellectual or sensory impairments, which interaction with various barriers may hinder their fully and effective participation in society on an equal basis with others.
- **Physical activity**: Bodily movement that is produced by the contraction of skeletal muscle and the substantially increase energy expenditure.
- **Physical impairments:** the condition of facing difficulty in walking, sitting, eating and drinking forced to use aids such as crutches and wheel chairs.

CAHPTER TWO: REVIEW OF RELATED LITERATURES

This chapter looks at different literatures reviews on inclusive physical education as an approach to education for all. And also it looks the challenges and opportunities to implement inclusive physical education. Education for all is a concept which means creating the environment in school where all learners are welcome regardless of their physical and mental abilities. In addressing the issue of challenges and opportunities which students with disability face in the implementation of inclusive education in secondary schools, we need to be familiar with global debate on inclusive physical education. It also deals with discussions of key concepts used in this study, an overview of previous studies related to this study, and the theoretical framework on which this study was based.

2.1. Theoretical frameworks

While reviewing related literatures, I have browse internet and seen a paper presentation by Susie miles in a symposium on Development Policy entitled "children with disabilities and convention on right of the child". The symposium was in Gus tart, Stresemann institute, Bonn, Germany, and different people presented their research paper in the scope of "enabling inclusive education:-challenges and Dilemmas" from Oct. 27-29/2000.In the presentation Mile's focus area were disabled girls and children with learning difficulties from the perspective of violating international rights of people to be educated and she said, "...Chosen group of children are arguably the most overlooked and excluded, it is a form of exclusion with in inclusion". She referred the Salamanca statement of UNESCO-1994 and the 1948 universal declaration of human rights for the realization of inclusive education. Retrieved from *www.unesco.org/education/pdf/SALAMA_E.PDF*

The UN Convention on the Rights of Persons with Disabilities is the first legally binding international instrument to address the rights of persons with disabilities with regard to sport. Article 30.5 of the Convention states that :(*Convention on the Rights of Persons with Disabilities*)

> *"With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:*
>
> *(a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;*

(b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;

(c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;

(d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;

(e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities."

Article 30.5 addresses both mainstream and disability-specific sport. Participation in mainstream sport means that persons with disabilities participate alongside athletes who do not necessarily have a disability — for example, when a hearing-impaired athlete participates in college soccer with peers who are not hearing-impaired. No adaptations in the rules are made for the athlete's disability. In such cases, it is important to ensure that persons with disabilities have access to participation and are not excluded based on discriminatory beliefs about their capabilities or well-intentioned, but undue, concerns for their safety. (*Convention on the Rights of Persons with Disabilities)*

Cited from unesdoc.unesco.org/images/0017/001778/177849e.pdf

According to Vygotsky, the etiology of learning is social interaction: a concept is first presented to a child socially (inter-psychologically) either by parent, peer, or teacher, later to appear inside the child through the process of internalization. Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences. As such, it can be inferred from Vygotsky's work that the key to his theory of development is the difference between mature and maturing cognitive tools. From this notion, that he developed the term zone of proximal development (ZPD).

Vygotsky defined this zone as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: p. 86).

In an inclusive physical education, ZPD could be used in reference to the range of physical activities that are too difficult for a learner with physical disability to master alone but that can be learned with guidance and assistance of the teacher or more-skilled peer. The lower limit of ZPD is the level of skill reached by the learner performing the activity independently. The upper limit is the level of additional responsibility the learner can achieve with the assistance of the teacher or his peers. As such, Vygotsky's ideas provide strong theoretical support for the role of physical education teacher as an active participant in the learning and development of the young learner.

Working within the zone, teachers and more competent peers create opportunities for learners with physical disabilities to perform at levels they cannot achieve on their own. Teaching within the zone of proximal development entails the teacher working more prominently as a co-participant in the learner's construction of knowledge necessary in performing the physical activities. It should be noted that, teaching-learning in physical education is a collaborative endeavor in which each participant makes a vital contribution. Over the course of a teaching session, the teacher is expected to adjust the amount of guidance to fit the learner's current performance and gradually withdraws his control living the learner to accomplish performing the activity on his or her own thus gaining mastery of the skill. In addition, the game activity in a physical education lesson provides opportunities for a play which is fundamental in development.

In fact, Vygotsky (1978) noted that "play creates the zone of proximal development of a student. In play a student always behaves beyond his/her average age, above his/her daily behavior; in play it is as though he/she were a head taller..."(p.102).

Inherent in ZPD instruction is Rogoff's (1990) ideas elaborated through her conceptualization of apprenticeship, guided participation and participatory appropriation. In optimal circumstances children live in ecological contexts that actively support their apprenticeship role which facilitates their physical, cognitive and social-emotional development. Teacher's interactions with the learners with physical disabilities in physical education lessons can provide guidance, support, challenge, and the impetus to learn. Thus the social construction of knowledge (i.e., learning) requires understanding by teachers about guided participation and how

student's skills and conceptual knowledge can be enhanced through peer interactions and planned activities provided by the teachers.

Teachers can enhance a learner's participation in physical education activities by enriching the learning environment through provision of resources that support and challenge a learner's participation. When the environment enables frequent participation in shared activities in which learners take responsibility for directing those activities, learners become skillful in their own right to marshal and build their own scaffolding to enhance their learning (Claxton & Carr, 2004). Full participation is achieved when learners with physical disabilities receive sufficient support to make active participation with typically developing learners. Thus, it is important to examine the degree of participation that occurs within inclusive physical education programs and the conditions under which interactions are made.

As a researcher her legal reference attracted me to see this research paper from that perspective and identifying the challenges and opportunities in implementing inclusive physical education in practical work with specific reference to Eteya, Boru, Huruta and Dera high schools.

2.2. Conceptual frame work

Various studies have been done in relevance to inclusion of learners with special needs in the regular classrooms in different parts of the world. The studies referred here deal with importance of inclusion and benefits of physical education to learners with physical disabilities, and also factors that could influence the teaching of physical education in inclusive settings. Some of the studies have used the terms integration or mainstreaming and others inclusion. In studies referred to in this study they have been used synonymously as the terms refer to providing education to learners with disabilities in a least restrictive environment.

2.2.1. Mainstreaming

Mainstreaming in the context of education is a term that refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. Proponents of mainstreaming generally assume that the student must "earn" his or her opportunity to be placed in regular classes by

demonstrating an ability to "keep-up" with the work assigned by the regular classroom teacher. Retrieved from *www.lotsofessays.com>viewpaper*

2.2.2. Inclusion

A single definition of the term inclusion within the education realm is yet to be agreed upon. However, UNESCO (2003) sees it as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies with common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

2.3. Inclusive education

Crawford, Roach, LoVette, &Salend (as cited in Horne and Timmons, 2007) refer inclusive education as serving learners with full range of abilities and disabilities in the general education classroom with appropriate in-class support. This is in line with the Salamanca Statement and Framework for Action (1994) which asserts that: "regular schools with inclusive orientation are the most effective means combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all." (Salamanca Statement, Art. 2).

Research has shown that inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interest, and abilities. The non-disabled peers are expected to adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive setting (Baker, Wang, & Walberg, 1994). Thus, inclusive education lays foundation to an inclusive society accepting, respecting and celebrating diversity. Perhaps, the UN Special Rap porteur Dr Bengt Lindqvist (2000) sums it all, "all children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have the right to a certain type of child. Rather, it is the school system of a country that must be adjusted to meet the needs of all its children". Retrieved from *www.un.org/esa/socdev/enable/stockholmnov2000a.htm*

2.3.1 Positive aspects of inclusion

Researchers have found several positive aspects of inclusion. One such finding is that inclusion allows students to interact in diverse environments (Goodwin & Watkinson, 2000; Voltz, Brazil, & Ford, 2001). One of the most positive outcomes from this type of interaction is that learners with physical disabilities learn age-appropriate social skills by imitating learners without disabilities in the environments where they are needed (Hodge, Murata, Block, & Lieberman, 2003). Under the same vein, participating in physical Education activities provides a diverse stimulating environment in which to grow and learn by creating a sense of belonging to the diverse human family. In addition, physical education for inclusive settings provides affirmations of individuality, and provides opportunities to learners with physical disabilities to compete and be educated with the same-age peers. Research by Bakeret al. (1994) concluded that "special-needs students educated in inclusive classes do better academically and socially than comparable students in non-inclusive settings." On the other hand, students without disabilities experience a shift to more positive attitudes about students with disabilities (Slininger, Sherrill, & Jankowski, 2000; Vogleret al., 2000).

The positive aspects of these interactions may be explained through their positive social cognition, greater understanding and acceptance of learners with disabilities and their diversity as a whole, as a result of experiencing inclusive programming. Learners without disabilities also experience increased self-esteem and improved self-concept. Additionally, physical education programs are believed to present opportunities for collaborative learning through pairing and cooperative learning in their group activities.

2.4. Physical education

Physical Education aims to provide children and young people with learning experiences that enable them to develop: the knowledge, motivation and competence to live a physically active life; physically, morally, intellectually and socially within an educational context where pupils are valued and cared for. Physical Education in primary and secondary schools: forms part of the core curriculum and is also offered as national qualifications; offers a range of physical activities within, and beyond, the curriculum to engage children and young people in purposeful, worthwhile, enjoyable and enriching learning experiences; Addresses a broad range of educational objectives

through well planned and developmentally appropriate physical education programmers.

Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of learners physical competence, fitness, confidence and skills in arrange of activities, such as dance, games, gymnastics, swimming and athletics, outdoor and adventurous activities (Doll-Tepper, & DePauw, 1996;Bucher,2008).

In working as individuals, in pairs, groups and in teams during physical education lessons, learners can learn the value of healthy and active life styles by discovering what they like to do and what their aptitudes are at school. In the early school years, active play may be positively related to motor abilities and cognitive development.

As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competences. Quality physical education programs are essential in developing motor skill, physical fitness and understanding of concepts that foster lifelong healthy lifestyles (Sherrill, 2004).

2.4.1 Positive aspects of physical education

Scientific evidence has shown that participation in regular physical activities provides people with all ages, with significant physical, social, and mental health benefits and well being throughout their lifespan (Biddle, Fox, & Boutcher, 2000).

Studies have shown that people who are physically active can live longer than those who are sedentary. Besides, those who participate in regular physical activity may have advantage in the ability to perform activities of daily living and enjoy aspects of life (Schenker, Coster, & Parush, 2005).

The importance of participating in physical activity in reducing morbidity and mortality from chronic disease and conditions has been well documented (Yore, Ham, Ainsworth, Kruger, Reis, Kohl, & Macera, 2007).

According to Auxteret. Al (2005), physical activity is a predictor of subsequent disability in midlife and older populations. Childhood and adolescence are ideal periods for cultivating regular physical activity to reap health benefits across the lifespan (Eriksson, Welander, & Granlund, 2007).

Research shows that participation in physical activity can improve cardiovascular fitness, prevent or delay the development of high blood pressure and reduce symptoms of chronic depressions (Dielh, Brewer, Van Raatle, Shaw, Fiero& Sorenson 2001).

Moreover, participation in physical activity increases exercise capacity and plays a big role in both primary and secondary prevention of cardiovascular disorders (Schenker et al., 2006; Schwager, &Labate, 1993).

A study by Barrows & Tamblyn(1980),reported that physical activity reduces the risk of cardiovascular diseases as well as some cancers and diabetes. Researchers have also stated that physical activity lowers risk of developing colon cancer (Hu et al., 2004).

2.5. Inclusive Physical Education

Physical education is an integral part of our education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, physical education should be valued more now than ever. A major difficulty in present day physical education is the unwillingness of our teachers to adopt progressive teaching practices that relate to their students, and make physical education appealing and inclusive to all. (Kasser & Susan L., 1995). cited from *www.goodreads.com/author/show/700523.Susan_L_Kasser.*

Teacher's instruction is focused on the needs and interests of the majority of students, but fails to account for those of all students. In classes where a majority of the students like to compete, how does a physical education teacher construct a lesson plan that addresses the needs of everyone? Some of students don't like to compete. What effect might a lesson plan that includes a great deal of competition have on the students who dislike competition? Students like physical education when the curriculum has relevancy to their lives, reflects variety and choice. Due to the inability of the physical education instructor to adapt their lesson plan in a way that would appeal to all students, those students may have a negative view of physical education and be reluctant to adopt a life-long, physically active lifestyle. Generally the system must include adapted physical education.

2.5.1 Planning for Inclusion in Physical Education

Every Physical Educator will be faced with the issue of inclusion and diversity in their classroom. These issues may include resolving gender differences and stereotypes,

integrating students with physical and mental disabilities into activities and successfully including students of various skill levels in a physical education program. A physical education teacher must be prepared for the unexpected, and ready for the challenges that may arise frequently throughout the day. There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit everything into the curriculum. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all students, including those students who may have disabilities.(Auxter & David,1996).

2.6. Challenges of Inclusive Education

As cited from *https://books.google.com/books/about/Disability_in_Ethiopia.html?id,*

> *"The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers". (Disability in Ethiopia, 2005)*

Generally, according to professor Tirusew, the challenge towards inclusive education could emanate from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget.

2.6.1. Teaching methods and procedures

Method in general means a particular order imposed up on teaching or presentation of activities. It refers to the construction of how teaching ought to be done. Methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concerted and comprehensive way.

Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of mans interaction with his physical and social environment. Basically, method in teaching concerns the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives. It consists of formulating the goals and

objectives for teaching, selecting the subject matter and the teaching procedures, evaluating the success of the learning activates, and following up their success and failure.

2.6.2. Teacher's roles in the physical education lesson

Teachers as implementers play a crucial role in various spheres of education. Their role in the successful implementation of inclusive education is of paramount importance. With the diversity of disabilities among the learners, their needs could demands more than the teacher's role of lecturing. Thus, in an inclusive physical education lesson, a teacher could play several different roles key among them are being a facilitator, helper, and mentor and resource provider. The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning. (Barrows, & Tamblyn, 1980; Davis & Harden, 1999). In view of this, to successfully cater for the diversity of learners with physical disabilities within an inclusive physical education lesson, the teacher has to play different roles in the learning process.

2.6.3. Organization of the learning environment

Research has shown that various factors affect the successful implementation of the inclusive education. Key among them is the learning environment. Norrell (as cited in Horne & Timmons 2007), observes that, an inclusive classroom requires prior and on-going training for teachers, additional planning time, limitation of the number of special educational needs students to 3 per class, provision of teacher aids, additional monetary resources, and support from the principals and other staff.

Learners in a supportive environment may have high levels of self-efficacy and self motivation. Goodwin and Watkinson (2000) emphasizes that it is important to create learning environment that are welcoming to the child. It is therefore the responsibility of the teacher to create an active learning environment which influences participation of learners in physical education activities. Physical education activities require adaptation of equipment as well as adjustments of rules and regulations of activities, games and sports. The way the teacher caters for individual learner's needs translates to their level of participation in these activities.

The environment is also seen as a tool used by the teacher to teach. With adequate provision, the learners are more involved and they may develop attention span and

independence from the teacher. The environment can also play the role of the teacher. Teachers can easily arrange and position learning materials so that they play an active role in the teaching-learning process, even in the absence of the teacher. Organization influences the movement and physical behavior of learners in the environment.

2.6.4. Facilitated interaction

Teacher-learner interaction is influenced strongly by the teaching perspective embraced by the teacher. Many of us can think back to a teacher who was exceptionally influential in our school experience or even in our life's direction. Chances are that this teacher's exceptionality lies with how he or she interacted with students. The way a teacher and student interact is a critical factor in determining student's educational outcomes. Research by Wang et al. (1990) identified student-teacher social interaction as a key factor in influencing students learning.

Students identify relationship with teachers as being among the most important parts of their school experience (Alerby, 2003). This could probably explain why interaction between the teacher and learners with physical disabilities in physical education is fundamental. This is because in physical education activities, learners with physical disabilities may require teachers close proximity and help in performing the activities more than in any other academic subject, without which cannot be achieved. Besides this, how a teacher interacts with learners with physical disabilities translates into products important in inclusive education.

2.6.5. Guided participation

Several studies have revealed that students with physical disabilities often have difficulties with participation in school activities (Eriksson et al., 2007; Schenker, Coster, & Parush, 2005). It is often difficult, however, to establish the extent to which the challenges that learners encounter are related to individual factors or the inability of the teacher to accommodate learners' needs.

Nonetheless, one thing is clear, these learners needs some form of assistance to enable them achieve their physical education goals. In light of this, participation in physical education for learners with physical disabilities calls for the teacher's individual learner's attention because physical education entails body movements; yet, mobility of these learners is often affected by their conditions. The assistance can be in form of environmental adaptations, teaching strategies and provision of individual learner's

attention by the teachers or more capable peers in helping them to achieve participation in the physical education activities.

2.6.6. Task analysis

With teachers close proximity, occasions for sustained observations and conversations related to teaching and learning increases as learners are kept engaged in the lesson more of the time. In this way, teachers are able to maneuver the learning that is happening at the appropriate pace for learners with physical disabilities thus, enable to acquire new knowledge adequately. In an inclusive physical education, close proximity helps a teacher to assess an individual learner's level of performance hence adjust the activities appropriately.

The objective of effective task analysis in physical education program as to; maintain a safe environment, offer physical help when needed, keep students on-task, and provide students with supportive and corrective interactions(Bucher, 2008; DePauw, 2000). To ensure that every student can be observed, and to avoid working with only a handful of students, Bucher (2008) suggest that, teachers should move continually throughout the area, staying around the perimeter of the space so that the entire class is in view. DePauw (2000) refers to this practice as keeping your "back to the wall." During physical education, while moving around the learning area teachers should maintain constant visual contact with the learners and be accessible to all learners. Furthermore, they should identify activities of highest risk to learners with physical disabilities and supervise them when performing these activities without losing contact with the rest of the class.

2.6.7. Peer support

Research shows that peer support creates a calm environment in which children can learn, play, develop and grow and where bullying is significantly reduced (Naylor & Cowie, 1999).

Peer support encourages both those being helped and the "helpers" to develop personal skills, such as communication skills, improve self-esteem; learning to negotiate with one another. It gives children the opportunity to experience different roles and responsibilities, and to learn leadership skills and team working (Davis, 2000).

Peer support can be used to promote inclusion, for example through promoting interaction between learners with and without physical disabilities. Often, when handling inclusive physical education lessons, teachers find it difficult to provide much needed individual attention for learners with physical disabilities. However, using peers to help learners can be an effective method for including learners with physical disabilities in physical education lessons. Peer tutoring is one in which an older and/or skilled student would be the tutor the entire time while the other less skilled student or student with a disability is the tutee the entire time (Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001).

2.6.8. Lack of Appropriate Facilities

Inaccessibility to facilities is an obstacle that hinders participation of people with disability, as often buildings are not designed to accommodate people with disabilities i.e. ramps, doors, changing facilities etc. Arthur and Finch(1999) found that poor physical access existing facilities could present a barrier to the participation of people with a disability in physical activities, specifically in terms of the inappropriate design of buildings lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times. Both Arthur and Finch (1999) and DePauw and Gavron (1995) raise the issue of a lack of locally available facilities and by the blame for this at cuts in funding.

2.6.9. Socio- Cultural Barriers

Socio- cultural barriers refer to the specific social and cultural practices, beliefs and traditions within a community or society which might encourage or discourage physical activity. Activity amongst people with disabilities might be limited by socio-cultural stereotypes. Research suggests, for example, that the result of segregating disability sports from the mainstream has been two- fold. On the one hand the narrow range of disability sports visible in the media has served to marginalize it. At the same time, restricting coverage to 'serious or more competitive' sport tends to give the impression that disability sport 'is a realm accessible only to the gifted' or elite (Nixon, 2007).

2.7. The Opportunity to implement inclusive physical education in practical work

Opportunities for participation at all levels are important for sport development. Persons with disability should be provided with enough opportunities and support to

perform sport and physical activities adapted to their physical conditions. Auxter D.et al (2001) indicated that person with disabilities need opportunities to express attained sport skills in competition.

Although, all able-bodied and persons with disabilities focus on their quality of life and wellbeing, persons with disabilities generally are less likely to have opportunities to be active, making their health concerns due to inactivity greater than the able-bodied. (Block ME, 1995).

Sport and disability thematic Profile (2009) shows that in many counties, opportunities exist at the grassroots level through to elite completion for people with a disability to display their abilities in the domain of sport and physical activity. However, this is not uniform around the world and whilst there has been progressive and positive change in quality of life for people with disabilities in many developed couriers, often this progress is not reflected in developing countries. Integration and inclusion of people with disabilities in mainstream sport has been a key focus in recent decades and has created now opportunities for participation and competition. Giving students with disabilities the through practical work of physical education is crucial given the additional benefits, among others, for social inclusion and self-esteem they receive from sport and physical activity.

The human right of persons with disabilities to enjoy and participate in sport is enshrined in various international and national legal instruments. These instruments have ensured that persons with disabilities enjoy their rights to sport and physical activity. The right to sport has become more pronounced with each instrument. The 1982 World Program of Action Concerning Disabled Persons stressed that member states should encourage sport activities for persons with disabilities by providing facilities and organizations. The 1993 Standard Rules on the Equalization of Opportunities for Persons with disabilities emphasized that states should undertake, among other things, measures to make recreational and sport facilities accessible, and develop opportunities for the participation of person's disabilities in sport activities.

As sport and disability thematic profile (2009) indicated opportunities for person with a disability range from sport and disability specific would championships, regional multisport tournaments, selected evens for athletes with a disability in Olympic and some athletes with a disability also play and compete in mainstream competitions

against able bodied person. There are now more than 17 international games for person with disabilities. The three largest international disability sport competitions are the Special Olympics, Para-Olympics Games and Deaf Olympics.

Providing opportunities for students with a disability often means making adjustments to physical education programs and services. This includes the opportunity to choose from all recreation and play full activities in schools. Students should not be limited to participate in games and plays and they should be motivated by physical education teachers and peers to participate in physical activities.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

3.1. Research Method

The method employed in this research was both quantitative and qualitative methods. Since the research is survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach. It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study better to use mixed method.

3.2. Research design

The researcher explores the challenges and opportunities for the provision of inclusive physical education in practical work. For this study the researcher used descriptive survey study in four selected governmental high schools, Arsi zone, Oromia region State and the researcher preferred a survey study because, the issue of inclusive physical education is not only the concern of this four high schools but all school systems in the zone and region. And being it is survey, we can make reference or generalization for a large number of populations. The target population of the study includes high school students, directors and physical education teachers. The researcher uses both primary and secondary sources of data. Being the study is survey the researcher was used both open and close ended self administered questionnaires, structured interview and observation as methods of data collection instrument. The collected data's were coded and entered to a computer program SPSS soft ware for the purpose of analysis.

3.3. The Study Population and Research site

The research conducts at Arsi Zone. Arsi Zone is one of the 24 Zones of Oromia Regional State which is found in the central part of Ethiopia. Arsi Zone has 25 Weredas. And there are 65 governmental high schools, Out of these 65 high schools,

namely Eteya high school, Boru high school, Dera high school and Huruta high schools are purposively selected as a source of pertinent, adequate and reliable information for the study. Moreover, the rationale behind selecting these high schools using purposive sampling techniques is their large number of students and their location is near to the researcher's home and work place. Moreover, no research is done on challenges and opportunities to implement inclusive physical education in practical work at this area.

The populations of the study are all school directors, physical education teachers, high school students with physical disabilities and students without physical disabilities. According to the data obtained from administration of the four high schools there are 4 directors, 8 physical education teachers and 5000 total students includes students with physical disable. So the total population of the study is 5012.

3.4. Sample size and Sampling techniques

The researcher used 3% of the total population by using rule of thumb (cited from *faculty.metrostate.edu/barrerma/Summer2015/populations%20and%20sampling.pdf.*

According to Dr. John Curry, Professor of Educational Research, North Texas State University (now retired), provided his research students (fall, 1984) with the "rule of thumb" on sample size. Rule of thumb states if the total population is 0- 100 take 100%, 101-1000 take 10%, 1001-5000 take 5%, 5001- 10,000 take 3% and $10,000^{+}$ take 1%, so the total population of this study is 5012 that why the researcher used 3%. The participants of the study are all directors, four physical education teachers, all students with physical disabilities and the remaining are students without physical disabilities until we reach the calculated sample size which is 150 (3%of 5012).

Regarding the sampling techniques non-probability convenient (availability) and purposive sampling; and probability random sampling were involved. As a specific sampling technique, the researcher used purposive sampling for the principals and physical education teachers because their response as a data is more reliable and valid, since they are expect in the area. The four physical education teachers were selected based on their experience because the researcher believes that challenges and problems faced increases as experience is long. While for the students with physical disabilities, the researcher selected all of them by convenient (available) sampling method because the numbers of these students are small in each high school. And for student without physical disabilities the researcher used simple random sampling

techniques based on the sample frame prepared. The reason for the researcher use simple random sampling techniques system is that it gives all units for equal chance to be selected.

3.5. Sources of data

For this study the researcher used primarily and secondary data sources and conduct the study with the reference to selected high schools in Arsi zone.

3.6.1 Primary source of data

The researcher used questionnaires, interview and observation as a primary source of data to get relevant information about the current challenges and opportunities in implementing inclusive physical education during practical works.

3.6.2. Secondary source of data

The researcher used books, internet, journals and articles prepared in inclusive physical education, as secondary source of data. Those are very important to get the relevant information about inclusive physical education and the challenges and opportunities in implementing inclusive physical education with the context of other researches.

3.6. Data collection instrument

Since it is a survey study, the researcher used both open and close ended self administered questionnaires, structured interviews, document analysis and observation for data collection, for those visual impaired students the researcher administered questionnaires were used, believing these was done in achieving the stated objectives.

3.6.1. Questionnaire

The researcher mainly used self administered, structured and both close ended and open ended questions. I preferred questionnaires because all the participants are literate and able to put their idea on a paper and they can fill that at the time they feel comfortable either at home or a somewhere else they like. As well, it is easy to address many people and save time and money to collect data. The questionnaires were designed so as to be answered by high school level students.

3.6.2. Interview

Interview is very useful instruments to understand reasons why and how things happen and the way they are happening. Literature indicates that interview has three major forms. These are structured, semi- structured, and unstructured.

The researcher conducted the interview to high school directors and physical education teachers by preparing semi-structured interview, which was related to the challenges and opportunities in implementing inclusive physical education during practical work. The interview was conducted by appointing the directors and teachers at their office after work time. It was lasted an average of one hour.

3.6.3. Observation

Hancock (1998:89) noted that, Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. Therefore, to obtain more information, observation of the students and physical education teachers during physical education practical class used as data gathering instruments. For the purpose of observation, checklist was employed. Based on this, the researcher observed a total of four high schools for four days while the teacher teaches practical class using the checklist developed for the purpose. The venue of observation was football field. It was lasted an average of 40 minutes in each high schools.

3.7. Pilot study

3.8.1 Validity

The Instruments prepared by the researcher should address the research objective and answer the research questions under investigation. The face, construct and Content validity of each item in the instruments were approved by a group of experts of physical education, physical education teachers, advisors, and experts of measurement and evaluation. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is, the items constructed were in line with the answer to the research questions. Content validity addresses to what extent the appropriate content is represented in questions. So the researcher validates the instruments that were developed as follows; before the actual data collection started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments

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obtained, necessary modifications were make and give to the thesis advisor for further comments, criticisms and evaluation.

3.8.2. Reliability

The questionnaires were pre- tested at the high school directors, teachers and students that have the same characteristics as those in the main study. The participants in the pilot study were six (one director, one physical education teacher, two student with physical disability and two student without disability) who is volunteered to participate. However, all are excluded from the main study. The sample for the pilot study was taken 5% of the main study sample size. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained. After collecting the distributed instruments the results were coded and entered to SPSS soft ware version 20. Then internal consistency and reliability of the test computed. The items inter correlation and Cronbach-Alpha in order to evaluate the scales and their reliability. The measure was found to be reliable with Alpha 0.86 (42 items) and 0.71(40 items) for students with disabilities and students without disabilities. The piloting also helped in improving the investigator's interview techniques and instilling more confidence. During the interview exercises the teachers were given enough time to reflect on the question before responding, probing technique was used thus getting more details from a particular question. Thus, the instruments were found reliable to collect data for the main study and then administered as scheduled.

3.8. Method of Data organization and Analysis

The data collected through different tools were analyzed in line with the basic questions raised in chapter one. After the collection and gathering of data from the respondents and from observation directly, the next step is analyzing the given data. Both qualitative and quantitative methods were employed to analyze the data. The data collected through closed ended questionnaires were analyzed quantitatively using descriptive statements and explanations after it was entered to statistically package for social science (SPSS) version 20.0 soft ware. Whereas, the data obtained through open-ended questions and interviews were qualitatively analyzed and summarize. In addition, the result of the study was reported using in tabular and graphical

presentation. The data collected by observation was presented by the prepared check list.

3.9. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher has communicated all selected high schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. And also Participants' economic background, ethnicity or race as means of identify were not considered because all these have nothing to do with the idea of the research and inclusive physical education disregards these issues. During question formulation and personal contact to give them the questionnaires, care was taken not to heart them unintentionally because of their sensitive part of disability and as a neutral researcher, in no way discrimination was manifested between students without disability and students with disability. The identity of the respondents" keeps confidential.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This part of the study deals with the analysis of the data gathered through the questionnaires, interviews, practical observation from different sources followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in first chapter of the study. The total populations of this study were 150 or one hundred fifty. Of these; 142 or one hundred forty two grade 9th and 10th students. Of those 46 are students with disability and 96 are students without disability', four physical education teachers and four school directors. All of the respondents were selected according to their use ability that is randomly and purposefully. The researcher distributed 142 or one hundred forty two questionnaires' among them 142(100%) of the questionnaires were returned. Lastly, an interview was made with School directors and physical education teachers, observation was taken by the researcher based on the prepared observation check list in the four high schools. The questioners were analyzed by using descriptive static, cross tabulation by sex and the significance values were determined by chi-square test at p-value < 0.05 level.

4.2. Quantitative Data Analysis

4.2.1 Analysis of data gathered from Students with disabilities

Applying descriptive statics crosstab, percentage and frequency were employed in the analysis of the data gathered. The significance level between each responses were check by non-parametric statics chi-square at p-value < 0.05 level. The data gathered are organized using the tables and then followed by the descriptions' of the results.

4.2.1.1 Background information of students with disability

Four demographic variables of the respondents were gathered as background information. These are: age, sex, education and types of disabilities summarized in the following table below. Descriptive statics cross tabulation of each variables in each high schools were manipulated as follows.

Table 1: Background information of the SWD

Items	Variables		School								Total	
			Eteya		Boru		Huruta		Dhera			
1	Sex		F	%	F	%	F	%	F	%	F	%
		Male	17	81	3	75	8	66.7	7	77.8	35	76.1
		Female	4	19	1	25	4	33.3	2	22.2	11	23.9
		Total	**21**	**100**	**4**	**100**	**12**	**100**	**9**	**100**	**46**	**100**
2	Age	14-16	14	66.7	3	75	4	33.3	8	88.9	29	63.1
		17-20	7	33.3	1	25	8	66.7	1	11.1	17	36.9
		Total	**21**	**100**	**4**	**100**	**12**	**100**	**9**	**100**	**46**	**100**
3	Grade	9^{th}	9	42.9	2	50	4	33.3	4	44.4	19	41.3
		10^{th}	12	57.1	2	50	8	66.7	5	55.6	27	58.7
		Total	**21**	**100**	**4**	**100**	**12**	**12**	**9**	**100**	**46**	**100**
4	Types of disability	visually impaired	2	9.5	-	-	2	16.7	1	11.1	5	10.9
		Physically disabled	19	90.5	4	100	10	83.3	8	88.9	41	89.1
		Total	**21**	**100**	**4**	**100**	**12**	**100**	**9**	**100**	**46**	**100**

As table 1, seventeen (81%), three (75%), eight (66.7%) and seven (77.8%) of responds of Eteya, Boru, Huruta high school and Dhera high School were Male respectively. While Eteya high school has 4 (19%), Boru high school has one (25%), Huruta high school has 4 (33.3%) and Dhera high school has 4 (44.4%) female participants. Here, we understood that the majorities of students with disabilities were males. When we see the age of participants of Eteya high School, fourteen (66.7%) are 12-16 years and seven (33.3%) are 17-20 years. Boru High School has three (75%) of the respondents are in the age category of 8-10 years, one(25%) of the respondents is in 17-20 years. In Huruta high school four (33.3%) are in the age group of 14-16 years and eight (66.7%) are in the age group of 17-20 years. While Dhera high school has eight (88.9%) students with age group of 14-16years and one (11.1%) students with the age group of 17-20 years. Here, we saw that the majorities of students with disabilities were in the age category of 14 - 16 years.

Additionally, in Eteya high School there are 19(90.5%) and 2(%) participants of physical handicapped and visual impairment respectively. Whereas in Boru high school all 4(100%) of participants are physically handicapped. in Huruta high school

10 (83.3%) and 2 (16.7%) of the total participants are physically handicapped and visual impaired respectively. whereas in Dhera high school, 8 (88.9%) and 1 (11.1%) of the total participants are physically handicapped and visual impaired respectively. When we analyze the grades of participants of Eteya high school 9(42.2%) are 9st grade and 12(57.1%) of the respondents are grade 10th students. Similarly Boru high School has 2 (50%) 9th grade and the remaining 2(50%) of the participants are grade 10th students. whereas in Huruta high school 4 (33.3%) and 8 (66.7%) 0f the participants are grade 9th and 10th respectively. similarly in Dhera high school 4 (44.4%) and 5 (55.6%) of the participants are grade 9th and grade 10th.

From this we can inferred that in all the high schools most participants were male. and most of the students with special needs are grade 10th. In all high schools, most students are in the age range of 14-16 year. In Eteya, Huruta and Dhera high schools, most students have physical problem and few are with visual problems. in contrast in Boru high school all of the respondents have physical problem.

4.2.1.2. Information's about essential sport facilities and equipments

Table 2: Information's about essential sport facilities and equipments from SWD participants (N=46)

No	Variables	Responses	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Do sport fields & play grounds easily accessible?	Yes	29	82.9	9	81.8	38	82.6	9.376[a]	.004
		No	6	17.1	2	18.2	8	17.4		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
2	Do you think that there is adequate sport facilities & Equipments?	Yes	6	17.1	9	81.8	15	32.6	15.931[a]	.000
		No	29	82.9	2	18.2	31	67.4		
		Total	**35**	100	**11**	**100**	**46**	**100**		
3	Is the sport facilities and equipments are comfortable for someone in a wheel chair& with mobility aid?	Yes	2	5.7	0	0	2	4.3	6.577[a]	.01
		No	33	94.3	11	100	44	95.7		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
4	Can the equipments be adjusted to accommodate the needs of students with disabilities?	Yes	0	0	0	0	0	0	-	-
		No	35	100	11	100	46	100		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
5	How would u rate the condition of school compound and facilities in your school?	Excellent	0	0	0	0	0	0	9.921[a]	.007
		V. good	0	0	0	0	0	0		
		Good	1	2.9	4	36.4	5	10.9		
		Fair	11	31.4	3	27.3	14	30.4		
		Poor	23	65.7	4	36.4	27	58.7		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		

Signi cance at df=1, p-vaule < 0.05 and chi-square value > 3.84(for item 1, 2 and), for item 5 df = 2, p-value <0.05 and chi-square value > 5.99. (ያለዉ እንዳወቅ፣ 2011)

From the above table (table 2) we have seen that the responses of students with disability on the equipments and facilities for practicing physical activities in their schools.

item 1 students with disability were asked for the easily accessibility of sport fields and playgrounds, the majority thirty eight (82.6%) of the participants indicated that the sport fields and play grounds are easily accessible for them in their school but few of the total participants eight (17.4%) indicates that the sport fields and play grounds are not easily accessible specially for students with disability. The difference is

significance because chi-square value 9.3766 is greater than 3.84(significance value at df=1 and p-value <0.05) and p-value is 0.004 which is less than 0.05.

Similarly on the same table item 2, from the total participants (46) the majorities thirty one (67.4percent) responds that there are no adequate sport facilities and equipments but few of the respondents fifteen (32.6 percent) responded as there are adequate sport facilities and equipments. This is significance at chi-square value 15.93 and p-value 0.000 (significance value at df 1 is chi-square greater than 3.84 and p-value<0.05).

As we see from the above table item 3, the majorities forty four (95.7 percent) of the respondents responded as the sport facilities and equipments are not comfortable for someone in a wheel chair& with mobility aid while two (4.3 percent) of the participants respond as the sport facilities and equipments are comfortable for someone in a wheel chair& with mobility aid. The difference is significance with chi-square value 6.577 and p-value 0.01.

In addition from the above table, item 4 all of the respondents (100%) responds as the equipments cannot be adjusted to accommodate the needs of students with disabilities. similarly in item 5 the participants asked to rate the condition of school compound and facilities in their school. from the 46 respondents, five (10.9 percent) responds as good, fourteen (30.4 percent) responds as Fair and the majorities twenty seven (58.7 percent) of the total participants responds as the condition of school compounds and facilities are poor. The difference is significance because the chi-square value is 9.921 which is greater than 5.99 significance value at df = 2 and p-value < 0.05) and p-value 0.007 which is less than 0.05.

4.2.1.3. Information's about the awareness of SWD to the benefits of physical activities

Table 3: Information's about the awareness of SWD to the benefits of physical activities (N=46)

No	Variables	Response	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Do you have enough information about the type of physical activities that you can participate?	Yes	15	42.9	2	18.2	17	37.0	4.187[a]	.029
		No	20	57.1	9	81.8	29	63.0		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
2	Do you think that knowing the health risk of being inactive will make you actually change your levels of interest to participate?	Yes	23	65.7	9	81.8	32	69.6	10.25[a]	.0031
		No	12	34.3	2	18.2	14	30.4		
		Total	**35**	100	**11**	**100**	**46**	**100**		
3	For your own physical activities how important are school physical activities?	very important	1	2.9	3	27.3	4	8.7	6.459[a]	.040
		Somewhat important	14	40.0	4	36.4	18	39.1		
		Less important	0	0	0	0	0	0		
		Not important	20	57.1	4	36.4	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
4	In terms of physical activity how would you describe your own life style?	V. active	0	0	0	0	0	0	6.483[a]	.039
		Active	13	37.1	7	63.6	20	43.5		
		Passive	22	62.9	3	27.3	25	54.3		
		V. passive	0	0	1	9.1	1	2.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		

Signi cance at df=1, p-vaule < 0.05 and chi-square value > 3.84(for item 1 and 2), for item 3 and 4 df = 2, p-value <0.05 and chi-square value > 5.99. (ያለዉ እንዳወቅ፣ 2011)

From the above table (table 3) we have seen that the responses of students with disability on the information's about the type of physical activities that students with

disability can participate in.

item 1 students with disability were asked for the information's about the type of physical activities that students with disability can participate, from the total 46 participants, the majority twenty nine (63.0percent) of the participants indicated that they have no information about the type of exercises that students with disability can participate but seventeen (37.0 percent) of the total participants responded as they have enough information about the type of exercise that students with disability can participate, with significance difference of chi-square value(4.187) is greater than 3.84 (standard value at df=1 and $p< 0.05$)and the p-value is 0..29 less than 0.05 at degree of freedom one.

Similarly on the same table item 2, from the total participants(46), the majorities thirty two(69.6percent) responds that, they think that knowing the health risk of being inactive will make them actually change their levels of interest to participate but few of the respondents fourteen (30.4percent) of the total responded as they do not think that knowing the health risk of being inactive will make them actually change their levels of interest to participate in physical activities. The difference is significance at chi-square value 10.25 which is greater than 3.84 (significance value at df=1 and $p< 0.05$) and p-value is 0.0031 which is less than 0.05.

As we see from the above table item 3, four (8.7 percent), eighteen (39.1percent) and twenty four (52.2 percent) of the total participants very important, somewhat important and not important for the question asked the importance of school physical activity for their own physical activities respectively. this is significance at chi-square value 6.459 which is greater than 5.99 (standard value at df=2 and $p< 0.05$) , df=2 and p-value= 0.040.

In addition from the above table, item 4, twenty (43.5percent), twenty five (54.3percent) and one (2.2 percent) of the total participants responds active, passive and very passive respectively for the question asked their life style in terms of physical activities. this is significance at chi-square value 6.483 which is greater than 5.99 (standard value at df=2 and $p< 0.05$) , df=2 and p-value= 0.039. here we can inferred that majority of the participants their life style as passive in terms of physical activity at significance value p-value<0.05.

4.2.1.4. Response of SWD on the purpose of physical activities

Table 4: Response of SWD on the purpose of physical activities (N=46)

No	Purpose of physical activities	Strongly agree		Agree		Undecided		Disagree		Chi-square	p-value
		F	%	F	%	F	%	F	%		
1	It is good for my health	10	21.7	31	67.4	4	8.7	1	2.2	5.996[a]	.050
2	To enhance interaction with other students	10	21.7	20	43.5	10	21.7	6	13	9.176[a]	.027
3	Just to enjoy my self	10	21.7	24	52.2	11	23.9	1	2.2	5.991[a]	.050
4	Helps relieve stress	5	10.9	17	37.0	7	15.2	17	37	12.56[a]	.006
5	To lose weight	9	19.6	32	69.6	5	10.9	-	-	37.30[a]	.000
6	To reduce the effect of my disability	9	19.6	11	23.9	4	8.7	22	47.8	38.08[a]	.000
7	Reduce risk of coronary artery disease	5	10.9	22	47.8	14	30.4	5	10.9	2.467[a]	.481
8	Reduce risk of high blood pressure	5	10.9	23	50	13	28.3	5	10.9	6.347[a]	.004
9	Improves muscle strength	7	15.2	34	73.9	4	8.7	1	2.2	6.026[a]	.005

Signi cance at df = 2, p-value <0.05 and chi-square value > 5.99. (ያለዉ አንዳወቅ፣ 2011)

So from the above table, all items are signi cance except item 7.

Table 4 shows the purposes of physical activities. In this part there are 9 purposes assumed to be the purposes of participating in physical activities. Among these purposes, the researcher selects five of them to discuss. The points are selected because most participants agree to the statements.

A. Improves muscle strength 73.9%

B. To lose weight 69.6%

C. It's good for my health 67.4%

D. Just to enjoy myself 52.2%

E. Reduce risk of high blood pressure 50%

As can be seen in the above responses the majority of the participants said that doing regular physical activities Improves muscle strength rated by 73.9% of them. 69.6% of the respondents also indicated that regular physical activities helps students with

disabilities to lose weight. 67.4% of the respondents responds agreed that doing physical activities is good for their health. 52.2% and 50% of the respondents also agreed that physical activity is important to enjoy them self and reduce the risk of high blood pressure respectively.

4.2.1.5. Attitude of Students with disabilities towards physical activities

Table 5: Information's on the Attitude of SWD towards physical activities (N=46)

No	Variables	Responses	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	To what extent is your attitude towards participating in physical activities at PE practical class?	Excellent	0	0	2	18.2	2	4.3	11.649[a]	.020
		V. good	5	14.3	0	0	5	10.9		
		Good	9	25.7	3	27.3	12	26.1		
		Fair	1	2.9	2	18.2	3	6.5		
		Poor	20	57.1	4	36.4	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
2	Do you participate in physical education practical classes?	Yes	13	37.1	7	63.6	20	43.5	23.91[a]	.000
		No	22	62.9	4	36.4	26	56.5		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
3	If your answer for the above question is NO, would you like to begin participation in PE practical classes?	Yes	0	0	0	0	0	0	19.94[a]	.000
		No	1	4.5	1	25.0	2	7.7		
		Not decid	21	95.5	3	75.0	24	92.3		
		Total	**22**	**100**	**4**	**100**	**26**	**100**		
4	Do you think that it is difficult to participate in physical activities during your PE practical classes?	Yes	21	60.0	5	45.5	26	56.5	.396	.721[a]
		No	14	40.0	6	54.5	20	43.5		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
5	Do you believe that students with disability cannot participate in physical activities?	Yes	20	57.1	4	36.4	24	52.2	1.448[a]	.229
		No	15	42.9	7	63.6	22	47.8		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
6	Do you worried about how your body looks when exercising around other students?	Yes	20	57.1	0	0	20	43.5	11.121[a]	.001
		No	15	42.9	11	100	26	56.5		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
7	Do you think that support by SWOD for SWD could have a significant impact on participation of physical activities?	Yes	17	48.6	5	45.5	22	47.8	.033[a]	.857
		No	18	51.4	6	54.5	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		

Significance value for item 1, df = 2 chi-square value > 5.99, and p-value < 0.05. For item 2, 3, 4, 5, 6 and 7 df= 1, chi-square value > 3.84 and p-value < 0.05. (ያለዉ እንዳወቅ፣ 2011)

From the above table (table 5) item 1 students with disability were asked to rate their attitude towards participating in physical education practical class. five (10.9%), twelve (26.1%), three (6.5%), and twenty four (52.2%) of the total participants rated their attitude towards participating in activities as very good, good, fair and poor respectively. This is significant with chi-square value 11.649 and p-value 0.02 (significance value at df=2 is chi-square greater than 5.99 and p-value < 0.05).

As we see from the above table item 2 students asked about the participation in physical education practical class and responds as follows: The majority twenty six (56.5 percent) of the participants indicated that they do not participate in physical education practical class while the remaining twenty (43.5 percent) of the total participants responded as they participate in physical education practical classes, The difference is significance at p-value < 0.05.

Similarly on the same table item 3, the question asked for those are not participated in physical activities, the majorities twenty four (92.3percent) responds that, still they are not decide to participate in physical education practical classes while the remaining two (7.7%) of the respondents responds as not willing to begin participation. The difference is significance at p-value < 0.05.

As we see from the above table item 4, twenty six (56.5 percent) of the participants responds as they think that it is difficult to participate in physical activities for students with disabilities. The remaining twenty (43.5 percent) of the respondents responds as they think that it is not difficult to participate in physical activities. Even though the difference is not significance at p-value < 0.05.

In addition from the above table, item 5 twenty four (52.percent), of the total participants in responded as they believe that students with disabilities can participate in physical activities whereas twenty two (47.8%) of the total participants responded as they believe that students with disabilities cannot participate in physical education practical classes. still there is no significance difference at p-value < 0.05.

Item 6 twenty (43.5%) of the participants responded as they worried about how their body looks when exercising around other students whereas twenty six (56.5%) of the participants from responded as they are not worried about how their body looks when exercising around other students with significance difference of chi-square 11.12 and

p-value 0.001. Lastly, in item 7 twenty two (47.8%) of the participants responded as the support of other non disable students for them in a practical class have a significant impact on participation whereas twenty four (52.2%) of the participants responded as the support of other non disable students for them in a practical class have no a significant impact on participation. the difference is not significance at p-value < 0.05.

4.2.1.6. Responses of SWD about PE teachers basic knowledge's of adapted PE

Table 6: Responses of SWD about teachers basic knowledge's of adapted PE(N=46)

No	Variables	Responses	Sex						Chi-square	p-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	How your PE teacher assesses and gives mark for you during practical lessons?	Practical exam	0	0	0	0	0	0	11.57[a]	.003
		Written exam	19	54.3	0	0	19	14.3		
		Both written & practical	13	37.1	7	63.6	20	43.5		
		Not evaluated	3	8.6	4	36.4	7	15.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
2	Is the assessment method of teachers' comfortable for you?	Yes	24	68.6	9	81.8	33	71.7	.724[a]	.395
		No	11	31.4	2	18.2	13	28.3		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
3	Is the teaching method of teachers' comfortable for you?	Yes	15	42.9	7	63.6	22	47.8	1.448[a]	.229
		No	20	57.1	4	36.4	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
4	Does your PE teacher include you in physical education practical lesson?	Yes	16	45.7	4	36.4	20	43.5	.298[a]	.585
		No	19	54.3	7	63.6	26	56.5		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		

Significance value for item 1, df = 2 chi-square value > 5.99, and p-value < 0.05. For item 2, 3 and 4, df= 1, chi-square value > 3.84 and p-value < 0.05. (ያለዉ እንዳወቅ፣ 2011)

As we can see from table 6 item 1, Students with disability were asked about how their teacher evaluates them. From the total of 46 participants, nineteen (14.3%) responded as they evaluate by written exam and twenty (43.5%) responded as they evaluate by using both written and practical exam but the remaining seven (15.2%) responded as they are not evaluated. The difference is significance because chi-square value 11.57 is greater than 5.99 (significance value at df= 2 and p-value < 0.05) and p-value is 0.003.

In item 2 the majorities of the respondents thirty three (71.7%) of the participants responded as the assessment method of the teachers are comfortable for them. The remaining thirteen (28.3%) of the respondents responded as the physical education teacher assessment method is not comfortable for them. Even though the difference is not significance at p-value< 0.05. Similarly, in item 3, the majorities twenty four (52.2%) of the participants responded as their teachers teaching method is not comfortable for them while the remaining twenty two (47.8%) of the participants responded as their teachers teaching method is comfortable to participate in physical education practical classes. But the difference is not significance at p-value < 0.05.

Lastly in item 4, the majorities, twenty six (56.5%) of the respondents responded as their teacher does not include them during physical education practical classes. whereas, twenty (43.5%) of the participants responded as their teachers include them during physical education practical classes. Still the difference is not significance at p-value < 0.05.

4.2.1.7. SWD responses about the opportunities to implement inclusive PE

Table 7: Information's about the opportunities to implement Inclusive PE (N=46)

No	Variables	Responses	Male		Female		Total		Chi-square	P-value
			F	%	F	%	F	%		
1	Are there opportunities for students with disabilities to have access to PE practical lessons?	Yes	15	42.9	7	63.6	22	47.8	1.448[a]	.229
		No	20	57.1	4	36.4	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
2	If you have an opportunity to participate, will you initiate to be more participant and active?	Yes	26	74.3	9	81.8	35	76.1	.261[a]	.609
		No	9	25.7	2	18.2	11	23.9		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
3	How would you rate the opportunities available at your school for SWD to participate in physical activities?	Excellent	0	0	0	0	0	0	4.474[a]	.215
		V. good	0	0	0	0	0	0		
		Good	6	17.1	3	27.3	9	19.6		
		Fair	5	14.3	4	36.4	9	19.6		
		Poor	4	11.4	0	0	4	8.7		
		No opportunity	20	57.1	4	36.4	24	52.2		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		
4	Does your school provide enough promotion to encourage students with disabilities to participate in activities?	Yes	2	5.7	0	0	2	4.3	.657[a]	.418
		No	33	94.3	11	100	44	95.7		
		Total	**35**	**100**	**11**	**100**	**46**	**100**		

Significance value for item 1, 2, and 4, df= 1, chi-square value > 3.84 and p-value 0.05. For item 3, df = 2 chi-square value > 5.99, and p-value < 0.05.(ያለዉ አንዳወቅ፣ 2011)

From the above table (table 7) we have seen that the responses of students with disability on the opportunities to implement inclusive physical education. item 1 the majorities twenty four (52.2percent) of the participants indicated that there are no opportunities for students with disabilities to have access to PE practical classes while

twenty two (47.8%)of the respondents indicated that there are no opportunities. even though the difference is not significance at p-value < 0.05.

Similarly on the same table item 2, from the total participants thirty five (76.1percent) responds that, if they have an opportunity to participate, they will initiate to participate but few of the respondents eleven (23.9percent) of the participants responds as even if the opportunities are available, they do not initiate to participate. still there is no significance difference between observed and expected values at p-value < 0.05.

Concerning to item three of the table 7 from the 46 respondents, nine (19.6%), nine (19.6%), four (8.7%) and twenty four (52.2%) of participants indicated that the availability of opportunity in their school rates as good, fair, poor and no opportunity at all respectively. even though there is no significance difference between the observed and expected values at p-value < 0.05.

On the same table item four, only two (4.3%) of the total participants responds as their school provide enough promotion to encourage students with disabilities to participate in activities which is insignificant value but the remaining forty four (90.5%) respondents responds as there is no enough promotion in their school. Even though there is no significance difference between the observed and expected value at p-value < 0.05

4.2.2. Data Gathered From the Distributed Questionnaires' to SWOD

4.2.2.1. Background information of students without disability participants

Table 8: Background Information of the SWOD

No	Variables		School								Total	
			Eteya		Boru		Huruta		Dhera			
1	Sex		F	%	F	%	F	%	F	%	F	%
		Male	23	59	5	62.5	17	63	13	59.1	58	60.4
		Female	16	41	3	37.5	10	37	9	40.9	38	39.6
		Total	**39**	**100**	**8**	**100**	**27**	**100**	**22**	**100**	**96**	**100**
2	Age	12-16	30	76.9	4	50	19	70.4	17	77.3	70	72.9
		17-20	9	23.1	4	50	8	29.6	5	22.7	26	27.1
		Total	**39**	**100**	**8**	**100**	**27**	**100**	**22**	**100**	**96**	**100**
3	Grade	9^{th}	21	53.8	4	50	14	51.9	12	54.5	51	53.1
		10^{th}	18	46.2	4	50	13	48.1	10	45.5	45	46.9
		Total	**39**	**100**	**8**	**100**	**27**	**100**	**22**	**100**	**96**	**100**
4	Do you have disabled classmate?	Yes	25	64.1	4	50	10	37	9	40.9	48	50.0
		No	14	35.9	4	50	17	63	13	59.1	48	50.0
		Total	**39**	**100**	**8**	**100**	**27**	**100**	**22**	**100**	**96**	**100**
5	If yes, Types of disability	visually impaired	2	8	-	-	2	20	1	11.1	5	5.20
		Physically disabled	23	92	4	100	8	80	8	88.9	43	44.8
		Total	**25**	**100**	**4**	**100**	**10**	**100**	**9**	**100**	**96**	**100**

As we can see from the above table (table 8), 23 (59%) and 16 (41%) of the total respondents from Eteya high school are male and female respectively. from Boru high school 5 (62.5%) and 3 (37.5%) of the participants are male and female respectively, similarly in Huruta high school 17 (63%) and 10 (37%) of the participants are male and female respectively. whereas in Dhera high school 13 (59.1%) and 9 (40.9%) of the total respondents are male and female respectively. When we see the age of participants of Eteya high School, thirty (76.9%) are 12-16 years and nine (23.1%) are 17-20 years. Boru High School has four (50%) of the respondents are in the age category of 12-16 years, four (50 %) of the respondents are in 17-20 years. In Huruta high school nineteen (33.3%) are in the age group of 12-16 years and eight (29.6%) are in the age group of 17-20 years. While Dhera high school has seventeen (77.3%) students with age group of 12-16years and five (22.7%) students with the age group of 17-20 years.

When we analyze the grades of participants of Eteya high school twenty one (53.8%) are 9th grade and eighteen (46.2%) of the respondents are grade 10th students. Similarly Boru high School has four (50%) 9th grade and the remaining four (50%) of the participants are grade 10th students. whereas in Huruta high school fourteen (51.1%) and ten (37%) 0f the participants are grade 9th and 10th respectively. similarly in Dhera high school twelve (54.5%) and ten (45.5%) of the participants are grade 9th and grade 10th.

Additionally, in twenty five (64.1%) of the total participants have students with special need class mates of those twenty three (92%) have physically handicapped classmates while two (8%) have visually impaired class mates. similarly in Boru high school four (50%) of the respondents respond as they have students with special need class mates, of those all have physically handicapped class mates. in the same manner, in Huruta high school ten (37%) of the respondents have students with special needs class mate of those eight (80%) have physical handicapped class mate and two (20%) have visual impairment classmates. and also in Dhera high school nine (40.9%) of the respondents responds as they have students with special needs classmate, of those eight (88.9%) have physically handicapped classmate and the remain one (11.1%) has visually impaired classmate. Whereas fourteen (35.9%), four (50%), seventeen (63%) and thirteen (59.1%) of the respondents in Eteya, Boru, Huruta and Dhera high school respectively responds as they have no any classmates of students with special needs.

From this we can inferred that in all the high schools most participants were male. and most of the students without special needs are grade 9th. In all high schools, most students are in the age range of 12-16 year. In Eteya, Huruta and Dhera high schools, most students have classmates with physical problem and few have classmate of students with visual problems. in contrast in Boru high school all of the respondents have classmates of students with physical problem.

4.2.2.2. Information's about essential sport facilities and equipments from SWOD participants

Table 9: Information's about essential sport facilities and equipments from SWOD

No	Items	Responses			Chi-square	P-value
			F	%		
1	Do sport fields & play grounds easily accessible for students with disability?	Yes	80	83.3	1.707[a]	.191
		No	16	16.7		
		Total	**96**	**100.0**		
2	Do you think that there is adequate sport facilities & Equipments in your school?	Yes	-	-	-	-
		No	96	100		
		Total	**96**	**100.0**		
3	Is the sport facilities and equipments are comfortable for someone in a wheel chair& with mobility aid?	Yes	-	-	-	-
		No	96	100		
		Total	**96**	**100.0**		
4	Can the equipments be adjusted to accommodate the needs of students with disabilities?	Yes	-	-	-	-
		No	96	100		
		Total	**96**	**100.0**		
5	In general, How would u rate the condition of school compound and facilities in your school for students with disabilities?	Excellent	-	-		
		Very good	3	3.1		
		Good	43	44.8	11.122[a]	.011
		Fair	26	27.1		
		Poor	24	25.0		
		Total	**96**	**100.0**		

Significance value for item 1, df = 1, chi-square value > 3.84 and p-value < 0.05. For item 5, df= 2, chi-square value > 5.99 and p-value < 0.05.

As indicated in table 9, the questionnaire conducted in Eteya, Boru, Huruta and Dhera high schools revealed many results. The above mentioned table shows that many respondents of students agree that the sport fields & play grounds is easily accessible for students with disability which is 80 (83.3%) of the total participants. only 16 (16.7%) of the respondents responded that the sport fields & play grounds are not easily accessible for students with disability. Even though there is no significance difference at p-value < 0.05.

on the same table item two all of the respondents 96 (100%) assured that the sport facilities and equipments are not adequate in their schools. In the same manner item 3 all of the respondents 96 (100%) assured that the school sport facilities and equipments are not comfortable for someone in a wheel chair& with mobility aid. and also in item for all of the respondents 96 (100%) responded that the equipments cannot be adjusted to accommodate the needs of students with disabilities. As we

observe from the above mentioned table item 5 students asked to rate the condition of school compound and facilities in their schools for students with disabilities, 3 (3.1%), 43 (44.8%), 26 (27.1%) and 24 (25.0%) responded very good, good, fair, and poor. There is significance deference between the observed and expected values because chi-square value 11.122 is greater than 5.99 (significance value at df=2 and p-value< 0.05) and p--value 0.011 which is less than 0.05.

4.2.2.3. Information's on how PE teachers integrate SWD and SWOD from SWOD participants

Table 10: Information's on how PE teachers integrate SWD and SWOD from SWOD

No	Items	Responses			Chi-square	P-value
			F	%		
1	Have you ever seen students with disability discriminated by teachers and other students because of their disability?	Yes	26	27.1	4.062[a]	.044
		No	70	72.9		
		Total	96	100.0		
2	Do you think that your PE teacher would know how to get up an exercise plan to meet the need of SWD?	Yes	66	68.8	6.998[a]	.008
		No	30	31.3		
		Total	96	100.0		
3	How does your PE teacher support SWD to participate in physical activities?	Very encouraging	-	-		
		Encouraging	68	70.8		
		Discouraging	28	29.2	5.448[a]	.020
		Very discouraging	-	-		
		Total	96	100.0		
4	How do you participate in PE practical class with other students (SWD)?	Integrated	68	70.8		
		Separated	-	-		
		Not participate	28	29.2	5.448[a]	.020
		Total	96	100.0		

Significance value for item 1and 2, df = 1, chi-square value > 3.84 and p-value < 0.05. For item 3 and 4, df= 2, chi-square value > 5.99 and p-value < 0.05. So for the above table all items are significance.

As indicated in table 10 item1 students asked about the discrimination of students with disabilities by teachers and other students, 70 (72.9%) students assured that they have never seen students with disabilities discriminated by teachers and other students but the remaining 26 (27.1%) of the total participants responds as they have seen

students with disability discriminated by teachers and other students because of their disability. on same table item 2, majorities 66 (68.8%) of the total respondents responds as their physical education teacher knows how to get up an exercise plan to meet the need of students with disabilities while the remaining 30 (31.3%) respondents responds as their physical education teacher does not know how to get up an exercise plan to meet the need of students with disabilities. The above mentioned table shows that many respondents of students agree that their physical education teacher encouraging students with disabilities to participate in physical activities. whereas, the remaining 28 (29.2%) students agree that their physical education teacher discourages students with disabilities to participate in physical activities. lastly in item 4, majorities 68 (70.8%) of the total participants responds as they participate in physical education practical class integrated with students with disabilities, whereas the remaining 28 (29.2%) responds as they participate in physical education practical class separately from students with disabilities.

4.2.2.4. Attitude of SWOD towards the participation of SWD in physical activities

Table 11: Information's on the Attitude of SWOD towards the participation of SWD in physical activities (N=96)

No	Items	Responses			Chi-square	p-value
			F	%		
1	To what extent is your attitude towards the participation of SWD in physical activities at PE practical class?	Excellent	-	-		
		Very good	12	12.5		
		Good	55	57.3	3.755[a]	.289
		Fair	8	8.3		
		Poor	21	21.9		
		Total	96	100.0		
2	Do SWD participate in physical education practical classes?	Yes	68	70.8	5.448[a]	.020
		No	28	29.2		
		Total	96	100.0		
3	Do you think that it is difficult to participate in PE practical class for SWD?	Yes	23	24.0	2.304[a]	.129
		No	73	76.0		
		Total	96	100.0		
4	Do you believe that students with disability cannot participate in physical activities?	Yes	-	-	-	-
		No	96	100.0		
		Total	96	100.0		
5	Do you think that support by SWOD for SWD could have a significant impact on participation of physical activities?	Yes	96	100.0	-	-
		No	-	-		
		Total	96	100.0		

Significance value for item 1, df = 2, chi-square value > 5.99 and p-value < 0.05. For item 2,3, 4 and 5, df= 1, chi-square value > 3.84 and p-value < 0.05. So for the above table only item two is significance.

From the above table (table 11) item 1 students without were asked to rate their attitude towards the students participation in physical education practical class. 12 (12.5%), 55 (57.3%), 8 (8.3%), and 21 (21.9%) of the total participants rated their attitude towards the participation of students with disabilities in activities as very good, good, fair and poor respectively. As we see from the same table item 2 students asked about the participation of students with disabilities in physical education practical class and responds as follows: from the total (96) students, the majority 68 (70.8percent) indicated that students with disabilities are participated in physical education practical class while the remaining 28 (29.2percent) responded as students with disabilities are participated in physical education practical classes.

Similarly on the same table item 3, 23 (24.0percent) of the total participants responds as they think that it is difficult to participate in physical activities for students with disabilities. whereas, majorities 73 (76.0percent) responds as they think that it is not difficult to participate in physical activities for students with disabilities.

4.2.2.5. Information's about the basic knowledge's of PE teachers in adapted PE

Table 12: Information's about the basic skills of PE teachers in adapted PE from SWOD (N=96)

No	Items	Responses			Chi-square	p-value
			F	%		
1	How your PE teacher assesses and gives mark for SWD during PE practical lessons?	Practical exam	-	-		
		Written exam	23	24.0		
		Both written & practical	68	70.8	6.326[a]	.042
		Not evaluated	5	5.2		
		Total	**96**	**100.0**		
2	Do you think that the teaching and assessment method of teachers' comfortable for SWD?	Yes	68	70.8	5.448[a]	.020
		No	28	29.2		
		Total	**96**	**100.0**		
3	Does your PE teacher include SWD in physical education practical lesson?	Yes	68	70.8	5.448[a]	.020
		No	28	29.2		
		Total	**96**	**100.0**		

Significance value for item 1, df = 2, chi-square value > 5.99 and p-value < 0.05. For item 2 and 3, df= 1, chi-square value > 3.84 and p-value < 0.05. So for the above all items are significance.

As we can see from the above table item one 96 students were asked from the four high schools about the assessment and teaching method of their teacher, 23 (24.0%) and 68 (70.8%) responds the teacher uses written exam and both written & practical exam whereas few of the respondents 5 (5.2%) responded as students with disabilities not evaluated in their schools.

Similarly in item 2 65 (67.7%) of respondents think that the teaching and assessment methodology is comfortable for students with special needs. But only 28 (29.2%) of students have said that, as they think the teaching and assessment methodology of teachers are not comfortable for students with special needs. insignificance number 3 (3.1%) responded as they cannot decided for this item. These show that teachers do

not use appropriate teaching methods that address the needs of students with special needs and they did not modify the assessment methods according to the needs and potential of students with special needs.

in item three, 68 (70.8%) of the respondents responded as student with disabilities are included during physical education practical class in their schools whereas 28 (29.2%) of the respondents responded students with disabilities are not included in physical education practical class in their schools.

4.2.6. SWOD responses about the opportunities to implement inclusive PE

Table 13: : Information's about the opportunities to implement Inclusive PE from SWOD participants (N=96)

No	Items	Response			Chi-square	p-value
			F	%		
1	Are there opportunities for students with disabilities to have access to PE practical lessons?	Yes	68	70.8	5.448[a]	.020
		No	28	29.2		
		Total	**96**	**100.0**		
2	Do you support SWD during PE practical classes?	Yes	68	70.8	5.448[a]	.020
		No	28	29.2		
		Total	**96**	**100.0**		
3	How would you rate the opportunities available at your school for SWD to participate in physical activities?	Excellent	-	-	8.392[a]	.039
		Very good	-	-		
		Good	37	38.5		
		Fair	29	30.2		
		Poor	2	2.1		
		No opportunity	28	29.2		
		Total	**96**	**100.0**		

Significance value for item 1and 2, df = 1, chi-square value > 3.84 and p-value < 0.05. For item 3, df= 2, chi-square value > 5.99 and p-value < 0.05. So for the above table all items are significance.

Concerning to item one of the table 4.3.3 from the ninety six, 68 (70.8%) of participants indicated that they think students with disabilities have the opportunity to participate in physical activities. However, small number 28 (29.2%) of the respondents believe that they have no opportunities.

Item two of tables 4.3.3, these section respondents were asked whether they support students with disabilities during PE practical classes. 68 (70.8%0 of the respondents' that they support students with disabilities during practical classes. whereas the remaining 28 (29.2%) responds as they do not support students with disabilities

during practical classes. lastly in item 3, 37 (38.5%), 29 (30.2%) and 2 (2.1%) respondents rate the opportunity available at their school as good, fair and poor respectively whereas the remaining 28 (29.2%) respondents as there is no opportunity in their schools.

4.3 Qualitative Data Analysis

4.3.1. Background information of the PE teachers and school principals

Table 14: Background information of the PE teachers and school principals (N=8)

		Physical education teachers				School principals			
		Eteya	Boru	Huruta	Dhera	Eteya	Boru	Huruta	Dhera
1	Sex	Male	Male	Male	Male	Male	Male	Male	Male
2	Age	31	28	37	44	42	38	45	44
3	Education qualification	Degree	Diploma	Degree	Degree	MA	Degree	MA	MA
4	Experience	6-10	6-10	16-20	>20	>20	16-20	>20	>20

According to table 14, 16 (100%) of the teacher respondents in high schools are males; And the age of physical education teachers in the four high schools is 31, 28, 37 and 44 years in Eteya, Boru, Huruta and Dhera high schools respectively. in the same manner the age of principals is, 42, 38, 45 and 44 years in Eteya, Boru, Huruta and Dhera high schools respectively. Concerning the qualification of the respondents, in Eteya high school, the PE teacher and the principal have Degree and MA respectively. whereas in Boru high school, the PE teacher is Diploma holder and the director is Degree holder. In Huruta high school both the teacher and principal are degree holder. In Dhera high school the teacher and principal have Degree and MA respectively. Lastly, as a result of their work experience the PE teachers in Eteya and Boru high schools have 5-10 years, the teacher from Huruta high school has 16-20 years and the teacher from Dhera high school has more than 20 work experience. when we see the experience of school principals, the three school principals (Eteya, Huruta and Dhera) have more than 20 years work experience whereas the Boru high school principal has 16-20 years work experience. As we have easily understood from the above table there is no female respondent teacher and principal.

4.4. Presentation of Data Obtained Through Interview

4.4. 1. Interview report from PE teachers

4.4.1.1. General Information

The four selected physical education teachers from the four high schools were asked about the major field of study that they were graduated, all are told that their major

field of study is physical education. the second question was do you have students with special needs, all of the respondents said that there are students with special needs in their schools, of those the teacher from Eteya high school said that there are 21 students with disabilities among those 19s have physical disability while the remaining 2 have visual impairment. In Boru high school, as the teacher said there are 4 students with physical disabilities. In Huruta, the teacher told as there are 13 students with disability of those 12s are physically disabled and only one student has visual impairment. finally, the teacher from Dhera high school said that there are 9 students with disabilities from those eights are physically disabled and the remaining one has visual impairment.

4.4.1.2 Regarding to Adapted Physical education

The interview result shows that all the four physical education teachers said that they have never taken on adapted physical education and also they said that they have not taken any training about adapted physical education and students with special needs. they why is that? they said at the time of their university course, there was no adapted physical education curriculum . the teachers said that this let them to give poor attention for students with disabilities and also they said the participation of students with disabilities during physical education practical class is based on their interest.

4.4.1.3 Regarding the teaching strategy used to address the needs of students with Disabilities

Teachers were asked about the teaching method they commonly used, they replied that they used different method that they believe effective based on the type of lesson presented. They used group, pair-work, participatory to make students active participant and involve in different activities. During the observation session the researcher has also observed that teachers tried to use different methods to involve all students in each activities and to make them active participants. They were also asked whether they give additional time for students with disabilities to do their activities, they replied that they didn't give any additional time for them in the regular class because of time limitation but students have ample time in the resource room to do different activities. Therefore there is no trends and practice of giving additional time different from other students.

Another attempt was made to know how to assess and evaluate students with disabilities, they said that the majority students evaluated by using both practical and written exams, but few students with sever disability evaluated by written exam only.

4.4.1.4 Regarding the availability of adequate sport facilities and equipment

Another question was raised to know about the adequacy of the sport facilities and equipments to support and participate students with disabilities, they said that it is not adequate to provide the service needed for these students.

Regarding students' access to sport play grounds, they have said that sport fields and play grounds are not accessible specially for those with severe disabilities Therefore students on a wheel chair and on other mobility aids cannot get the sport field easily.

4.4.1.5 Regarding the conduciveness of the physical environment

Concerning the conduciveness of the physical environment for the teaching learning process they respond that the compound is not suitable enough for students who uses wheelchair and students with visual impairment and this may have significant impact in the teaching learning process. Other teacher of Eteya also claimed that the narrowness of the compound might affect the mobility of the students because it is crowded by students during the break time and as a result they prefer to stay on the floor in the break time and difficult to move to the field. The final question was if they have any recommendation, they recommended that the roads to the school and to the field should be adjusted and modified for a student moving in a mobility aid. the equipment should be bought which are necessary to provide inclusive physical education the service needed for students with special needs and teachers should get in service training to update their knowledge and how to use alternative teaching procedures in order to address the students needs and teach in accordance with their potential. The adapted curriculum should be included in high school physical education, as they said it helps to increase the awareness and interest of students with disabilities towards physical activities.

4.4.2. INTERVIEW REPORT FROM SCHOOL PRINCIPALS

4.4.2.1 Regarding the opportunity they have to implement inclusive education

they replied as they know Some declaration and international agreement that gave special attention for the education of students with special needs like Education for all, UN convention on the right of the child but these declarations and agreements have nothing on our country's education system and The Eteya high school principal said that the only opportunity we have is the support we got from NGOs like good nibours Ethiopia of south Korea. Concerning the challenges they faced they said that there are many challenges that hinder the implementation of inclusive physical education such as the attitude of teachers and parents towards students with disability and teachers of students with special needs, lack of attention from the education office both zones and woreda, lack of educational materials, large class size, lack students interest to participate in physical activities etc.

4.4.2.2 Regarding the availability of adequate sport facilities and equipment

Question concerning the availability of sport facilities and equipment, they said that there is no special equipments even for visually impaired students there is no reference books written in Braille, and other necessary special educational materials and equipment in the library. Regarding the conduciveness of the physical environment, the principles reported that the compound is not suitable enough for students who uses wheelchair and students with visual impairment and it can hinder the teaching learning process to some extent. Therefore they said that the school has a plan to adjust the physical environment of the compound in order to make it suitable for students with different disability fence. Finally they were asked about the interaction between teachers and students with special needs in classrooms and outside the classroom.

4.5. Observation check list

Key Guide

1= Excellent 2 = Good 3 = Need attention 4 = Not present

Table 15: Observation check list

No	Factors observed	Scale in each schools			
		Eteya	Boru	Huruta	Dhera
1.	Availability of suitable play grounds in school.	3	3	3	3
2.	Facilities and equipment's and its appropriates.	4	4	4	4
3.	Environment safety for disabled students.	3	3	3	3
4.	Teachers ability to help students with disability.	2	1	2	2
5.	Physically disabled student's participation during practical class.	3	2	3	3
6.	Teachers ability to modify instructions for disabled students.	4	2	3	4
7.	All students are treated in a fair and equitable manner.	3	2	3	3

4.6. Analysis of data obtained from observation

In order to supplement the information obtained through interview, the researcher made observation on the school environment, the field and play grounds, the resource rooms and the result has presented as follows. The students with disabilities are distributed in different classes. In each of the observed classes their numbers varies from 0-6. In most case more than one student with special needs is included and in all case the students with special needs moves together with other peers. the observation takes place in each high schools while the physical education teacher teaches practically at football field. In Eteya high school the researcher observes grade 9th section H students, the enrolment is 42 of those 20 boys and 12 girls. one male and one female students have physical disability. the two students were not participated, the researcher asked the students why they are not participated, they responded as

they cannot perform practical activities because of their disability. in the same manner the teacher said that, students come with medical certificate as they cannot do practical activities in order to get permission. In Boru high school the researcher observes grade 10th section B students. the enrolment is 38 students, of those 20 are male and 18s are female. there is one male student with physical disability. he participates actively. In Hurta and Dhera high schools the researchers observes grade 10th section A and B respectively. the classes enrolment was 32 students, 18 boys and 14 girls, in Huruta and 45 students, 27 boys and 18 girls in Dhera high school. from the two high schools six of the class enrolment both boys and girls, are learners who have some form of physical disabilities with 2girls having severe physical disabilities and as a result they are consistently on wheel chairs. 2 others, 1 boys and 1 girl, have lower limb functional limitations which make them to use crutches or walking frames. The remaining 2 of the learners with physical disabilities have mild to moderate disabilities. from those six physical disabled students only two participate in physical education practical class. the remaining fours are not participated, they put as a reasons, their disability cannot allow to move actively and freely.

Regarding the availability of suitable play grounds in school, all the observed high schools have flat, grassy land football field which was not comfortable for moving in a wheel chair and other mobility aid. Regarding to the educational materials, there were no materials observed in the field for students with special needs as well as from the interview, the school principals said that there were no special teaching aids, measuring devices, geographical aids. The width of the school compound is not wide enough to allow visually impaired students to move freely in the classroom and there is a little gap between building blocks and the school environment safety for disabled students specially for visually impaired students was not comfortable. Concurring the teachers ability to help students with disabilities in practical classes, all teachers in the observed class tries to use different teaching strategies like group participation, peer support to involve students with special needs in all activities. But teachers do not give additional time to help, to participate and do not use other alternative teaching strategies to support students with special needs.

when we see the participation of students very few of students with disability participates in activities. however all students with disabilities are treated in a fair and equitable manner they are not interested to participate.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. Introduction

This chapter deals with Discussion of the major findings, summary, conclusion and recommendations. In this section first a summary of the study and major findings are made. Second, conclusions of the fundamental findings are drawn. Finally, some possible recommendations forwarded based on the findings of the study.

5.1. Discussion of the Major Findings

In this part, the findings of the study are discussed in relation to previous relevant literature to give inferences. The study was aimed to assess the challenges and opportunities to implement inclusive physical education in some selected governmental high schools in Arsi zone, Oromia regional state. 46 students with disabilities and 96 students without disabilities respondents completed questionnaires. Interview was carried out for four physical education teachers and four school principals and observation checklist was analyzed.

5.1.1 Challenges of SWD to participate in physical education practical classes

More recent research has been conducted on identifying the factors affecting persons with disabilities in participating in physical activity. Steenburgen et al., (1990) identified several potential perceived factors to health promotion activates for persons with disabilities. They categorized factors as internal, such as lack of time, energy, or fatigue/weakness. Factors may also be social or environmental factors(e.g. facilities not close by), which may affect one's ability to engage in health promoting activities, Remarket al. (2004) also reported several different categories of factors intrinsic and environmental faced by people with disabilities when participating in physical activity including lack of transportation for fitness centers, lack of information on unavailable and accessible facilities and programs, lack of accessible exercise equipment and adequate space to move about, and the perception that fitness facilities are unfriendly environments for those with a disability. The majority of the students with disability were less active now for a variety of reasons. The findings from the questionnaires of students with disabilities revealed that 30 (65.2%) responded as no adequate sport facilities and equipments, 44 (95.7%) responded the equipments and sport facilities are not comfortable for someone in a wheel chair and with mobility aid. 100 % of the

respondents responded that the equipments can never be adjusted to accommodate the need of students with disabilities. Generally,58.7% of the respondents rate the condition of school compound and facilities in their schools. In addition to the questionnaires of students without disabilities and the interviews form physical education reported that the participation of students with disability are affected by the following major factors: inadequacy of sport facilities and equipments, the condition of the school compounds, lack of interest and attitudes, lack of awareness, lack of opportunities indicated by the majority of them.

5.1.2 Physical Activity Participation and Perception

In relation to the literature reviewed by Fentem (1997) the disabling effects of inactivity and the benefits of physical activity; this study revealed that over 72% of the respondents stating that physical activity is very important. However, the results of the study showed that even if they underline the benefit of participating in sport and physical activity; more than 67% of the participants of students with disabilities are not participating in sports and physical activities at the moment. This finding highlights the need for people with disabilities to increase their level of physical activity. in this study All (100%) of the respondents from the school principals and physical education teachers also support the importance of participation for students with disabilities. As the office of the UN resident coordinator (2009) indicates socialization through sport is particularly valuable for students with disabilities as they often remain in the home environment, protected and guarded by their families. But in this study only 43.5% of the participants included in physical education practical classes, the remaining 56.5% are not participate in physical education practical classes. Health Canada (2002) and blinder & Taub (1999) also strongly stresses the benefit of sport participation of persons with a disability; participating in sport and physical activity helps to overcome social isolation, become more self-reliant and increased social integration and inclusion by other students.

Among participants of students with disabilities in this study, most 26(56.5%) from both group of visually and physically impaired respondents, are not participated in physical activities during practical classes. This may indicate that people with disabilities experience barriers to participation in physical activity. There is a need for people with disabilities, to be encouraged and supported in becoming physically

active. Emphasis should be placed on increased opportunities made available to students with disabilities to take part in activities of their choice, so they can experience new sports and activities that they may enjoy.

As indicated in physical activity and Fitness research, (1999) by participating in exercise, people actually build stamina that makes the demands of daily living easier thus leaving extra energy at the end of the day for additional social activates. This study found out that students with disabilities considered health benefit, relieve stress and making interaction with other students of physical activity to be very important. According to students with disabilities respondents physical activities are essential for their health, to reduce body weight and to get muscle strength. These were the most important benefits and main physical activity motivators of physical activity for students with disabilities in this study. Hence, the majority of students without disability respondents and physical education teachers responded as they support students with disabilities. This helps to enhance the possibility of those students with disabilities to continue in participating in physical activity and used as tools for integrating students with disabilities in to the school. This makes it interesting and important for the concerned bodies to use benefits of physical activity to encourage and motivate people with disabilities for physical activity participation in the future for inclusion and interventions.

A review by Durstine, et al (2000) highlighted the importance of exercising for physiological well being of people with viabilities (to reduce heart-rate and blood pressure; maintain and enhance healthy bone density, muscles, and joints; improve muscular strength and endurance; and increase flexibility). However, the respondents of students with disabilities rated exercising reduce risk of high blood pressure and coronary artery disease as one of the last important benefits of participating in physical activity. This may be arising from low awareness of about the advantages of physical activities for physiological wellbeing.

Most 26 (56.5%) of the respondents of physically disabled responded as their teacher discourages while 20 (43.5%) responds as their teacher encourages and have gotten support from other non disabled students. The evidence shows that teachers and students without disability are highly influential and are capable of both encouraging and discouraging in participation. A motivator for participation in sport was the presence of a supporting encouraging and inspiring family alongside their practical support. Interestingly, Arthur and Finch (1999) reported that even the presence of a

family dog could increase confidence levels. It is very important to make social concoctions with peers and the role of friends in the lives of most of the persons with disability. Thus, activities using social support to participation in physical activity may help these people to be more participant. Although persons with disabilities have encouragement from parents and friends to participate in physical activity, they seem to have more of the perceived barriers that prevent them from participation.
The majority of respondents are appreciating the health benefits and agreeing that it is enjoyable to be physically active, it shows that those respondents have positive attitudes towards physical activity. This suggests that efforts to increase participation are best focused on making it easier for students such as advising on how exercise can be fitted in to their daily practice rather than telling them of the benefits

5.1.3 Opportunity to Participate in physical education

Increasing opportunities of participation for students with disabilities is an important part of the school inclusion. As it was indicated in the above discussion many students with disabilities are still encounter many factors making them with limited opportunities for participation in physical education practical classes.

Opportunities for participation at all levels are important for sport development. Persons with disability should be provided with enough opportunities and support to perform sport and physical activities adapted to their physical conditions. Auxter D.et al (2001) indicated that person with disabilities need opportunities to express attained sport skills in competition.

Among the students with disabilities, only 22 (47.8%) responds as there is opportunities in their schools. these opportunities includes the sport fields and play grounds are easily accessible, school water and toilet services, other students support and so on. as they said still this opportunities are not adequate. 76.6% of the total students with disabilities respond that if they have gotten more opportunities in their schools, they will be more initiated & interested to participate in physical education practical classes. 95.7% of them responded as their schools did not provide enough promotion to encourage students with disabilities to participate in school physical activities. students without disabilities, schools principals and physical education teachers needs to cooperate at every levels in order to provide organized and

appropriate physical activity and sport opportunities for all. Partnership working is the most important approach in providing opportunities for students with disability, to integrate with one another, to compliment provision and to access different activities. As it was indicate in the research, 43.5% of students with disability said that they have integrated with other students during physical education practical classes. These integration of the students can help students with disabilities get support and increasing opportunities and raising the number of students with disabilities participating in sport and physical activities. Contrary to this, 45.7% of the students are not participated at all and 10.9% participate in physical education practical classes separately and made no promotion. This can minimize an opportunity for students with disabilities to become involved in physical activities.

5.2. Summary

The main purpose of this study is to assess the challenges and opportunities that students perceived during physical education practical class in General Secondary Schools of Arsi Zone, Oromia Region state. In order to achieve the purpose of the study the following basic research questions were raised

1. What are the practical opportunities for the provision of inclusive physical education in practical works?
2. What essential sport facilities and equipments are used to foster participation of learners with physical disabilities in the physical education lessons?
3. How do the teachers facilitate interaction between learners with and without physical disabilities during the physical education lessons?
4. What is the awareness of students with disabilities about the benefits of participating in physical activity?
5. What is the attitude of physical education teachers and students without disabilities towards students with disabilities in physical education practical work?
6. What are the basic knowledge's of physical education teachers in adapted physical education?

Under the descriptive survey design, the method employed for the study is a mixed approach, which is both quantitative and qualitative research approaches are used. 46 students with disabilities, 96 students without disabilities, 4 physical education

teachers, 4 school principals respondents were participated in the study. The sampling technique used in this study is non-probability sampling, convince (availability) for students with disability, simple random sampling by lottery method for students without disability and purposive sampling for school principals and physical education teachers. The collected data were analyzed using descriptive statics, crosstab frequency count and percentages. Based on the results of the data analysis, the major findings of the study summarized as follows.

The overall participation in physical education practical classes of students with disability is low in all settings. With the total number of the respondents of person with disabilities, 20 (43.5%) were currently participating in physical activities, while 26 (56.5%) were not participating. However, when asked person who are not participating in physical activities if they would like to take part in physical activity, none of them said yes, 2 (4.3%) said no and rest 24 (52.2%) said do not know. Concerning to the sport facilities and equipments, 38 (82.6%) responded sport facilities and play grounds are easily accessible while insignificance number 8 (17.4%) said it is not easily accessible. the majority 30 (65.2%) responded there is no adequate sport facilities and equipments, 44 (95.7%) responded from the available sport facilities and equipments all are not comfortable for someone in a wheel chair and mobility aid. generally the condition of school compounds and facilities are poor as 58.7% responded. According to the result 56.5% of students with disability responded their physical education teacher does not integrate them during practical classes. 50% of the respondents responded they have discriminated by teachers and other students due to their disability. only 43.5% of students with disability said that they are encouraged by teachers to participate in physical education practical classes.

According to the results of the study that the majority 63% of students with disabilities had no awareness and information about the type of physical activity that they can participate in. But Concerning to the purposes of physical activities the majority of the participants select the following as the most important purposes. improve muscle strength 73.9%, to lose weight 69.6%, It's good for my health 67.4%, just to enjoy myself 52.2 %, To reduce the risk of high blood pressure 50%, to enhance infarction with other students 43.5%, to reduce the effect of disability 23.9%. According to the result of the study that the majority of students without disabilities, physical education teachers and school principals have good perception

and attitude towards the benefit of physical activity. But 52.2% of students with disabilities have poor attitude towards participating in physical activities. in the same manner 56.5% of students with disabilities responded as they worried about how their body look when exercising around other students.

Concerning the teachers adapted knowledge, 52.2% of the respondents responded the teaching method of their teacher is not comfortable. And also 43.5 % of the respondents respond as they evaluated by written exam, and the others 13% are not totally evaluated. 54.3% responded as their physical education teacher does not include them during physical education practical classes.

Concerning to the opportunities, 52.2 % responded as no opportunities, 4.3% responded as the opportunities are not applicable. The majority of the respondents 76.1% assured that if they have got an opportunity they are willing to take part in physical activities and they will be initiated to be more participant and active. 4(100%) of the school principals and 4 (100%) of physical education teachers believe that physical activity is essential for students with disabilities. From the interview, all of the teacher respondents said that they try to use different teaching strategies but still students with disabilities are not willing to participate. None of the schools thinks that students with disabilities used most of the opportunities.

5.2 Conclusions

The main purpose of this study is to assess the challenges and opportunities that students perceived during physical education practical class in General Secondary Schools of Arsi Zone, Oromia Region state. The findings of the study identify and conclude the following.

As the results of the study revealed, the majority of students were not taking part in physical activity. However, most of the participants want to start participating in physical activity if they would have opportunities or conditions are set. They have a good knowledge only about the purposes of physical activities but have poor perception and attitude towards the participation in physical activities. Therefore, what is more important is not telling them about the importance of physical activities rather providing them with more opportunities according to their needs and abilities and telling & showing about the type of activities that students with disabilities can participate in.

According to the results of the study, students with disabilities do not access to physical activity opportunities in the same manner as that of students without a disability. students with disabilities do not have the opportunity to participate in a disability specific sport activities in Eteya, Boru, Huruta and Dhera high schools. In this high schools, there are no adequate sport facilities and equipments, specially the equipments are not comfortable for students with disabilities. In the same manner, the school compounds and sport fields are not comfortable for students in a wheel chair and a mobility aid. So that, in order to help and encourage the participation of these students, schools need to improve the situation of their facility.

The findings indicate that offering individual support to learners with disabilities, motivates the students to participate in physical activities. The combined effort between the teachers and learners without physical disabilities in supporting learners with physical disabilities have a great roll. According to Vygotsky (1978), an optimum learning situation occurs in the zone of proximal development (ZPD). The ZPD implies interaction with more capable and experienced individuals helps students achieve their potential inquiry and defined goals.

The interview findings in this study seem to show that training in special needs education is an important factor in implementing inclusive physical education for learners with physical disabilities. The three teachers had training in special needs

education and this may have influenced the way in which they involved learners with physical disabilities in physical education lessons. Furthermore, the findings indicated that though the teachers had some understanding about inclusive education, they still expressed lack of skills necessary to attend to learners with varying physical disabilities within inclusive physical education lessons. Based on the finding, teachers may need to constantly keep themselves abreast with emerging teaching techniques essential in meeting individual learners needs.

Generally, students with a disability are interested in becoming more active but are limited in doing so because of their inability to overcome several factors to increased physical activity participation. Indeed, the result of the study shows that participation rates for person with disability are significantly lower. Therefore, the study concludes that in order to meet the needs of students with disabilities the problems need to be alleviated though cooperation among governmental and nongovernmental bodies as well woreda school office, zone school bureau even regional school bureau should give attention.

5.3 Recommendations

Based on the findings and conclusions made above, the researcher forwarded suggestions to solve problems for the participation of students with disabilities in Governmental high schools.

1. To make an effective and appropriate implementation of inclusive physical education the following precondition are required:-
   - The adequacy of sport facilities and equipments can help to participate all students in physical education practical class. So schools give attention for fulfilling the materials.
   - Creating awareness for Students with disabilities and without disabilities about the type of exercises that SWD can participate in. this increases the attitude and interest of students to participate.
   - Giving in-service training on adapted physical education for physical education teachers has a significance impact to increase their knowledge's, thus they can implement inclusive physical education and can facilitate the interaction and support of SWD and SWOD
   - it is better to give enough promotion to encourage students with disabilities to participate in school activities.
2. Ensuring the environment and facilities to be conducive and easily accessible to people with disabilities, such as offering safe, accessible, and attractive trails for wheelchair activities.
3. In order to increase physical activity participation based on the needs of students with disabilities, teaching methods and strategies which focus on activities that could help to overcome their constraints to physical activity should be developed.
4. In order to make activities safer and more enjoyable for the disabled, all physical education teachers should be trained in adapted physical activity are in need. so that they can address individual needs.
5. It is better to work Governmental, non-governmental bodies and schools together to encourage physical activity participation, make school compounds and sport facilities more accessible for students with disabilities, and advocate about the nature and type of activities that disabled students can able to participate.

6. Awareness rising actions need to be done for students with disabilities enable to find out possible opportunities in their schools as well in their surroundings.
7. School principals, physical education teacher and other school communities needs to cooperate at every time in order to support students with disabilities to participate at any school activities.
8. Since much investigations have not been made on the adapted physical education curriculum in high school physical education and Wash back effect of Ethiopian secondary school leaving Examination on physical education further studies should be carried out.

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Appendix I

Addis Ababa University

School of Graduate Studies

Department of Science and mathematics Education

A questionnaire to be filled by students with disabilities

Dear respondents:

The researcher is conducting a study for the fulfillment of the degree of Masters of education in teaching physical education on the challenges and opportunities to implement inclusive physical education in physical education practical class focusing on in some selected Governmental high schools in Arsi Zone Oromia regional State.

The purpose of this study is to assess the practical challenges and opportunities for the provision of inclusive physical education in practical work. To achieve this purpose, I would like to ask you a number of questions. It will only take a few minutes to complete and your responses will be kept strictly private and confidential. The success of this study, however, depends on your kind cooperate and genuine response. Therefore, you are kindly requested to answer all items provided in the questionnaire.

Note: you are not required to write your name

Thank you in Advance for your cooperation!

Instruction: -For all parts (from one-seven) Please complete the questionnaire by circling the letter, which corresponds to your answer and by stating your answers fully when the space is provided.

PART ONE:

- **Background information**

1.1. Age: _____

1.2. Sex: A. Male B. Female

1.3. Grade: A. 9^{th} B. 10^{th} C. 11^{th} D. 12^{th}

1.4. Disability: A. visually impaired B. physically handicapped C. Hearing Impairment

D. Language Disorder E. Other specify _____

Part: Two

- **Questionnaires about the essential sport facilities and equipment's those are used to facilitate the implementation of inclusive physical Education**

2.1.Do sport fields and play grounds easily accessible for you in your school? A. Yes B. No

2.2.Do you think that there is adequate sport facilities and equipment's in your school compound to apply inclusive physical education? A. Yes B. No

2.3.Is the sport facilities and equipment's are comfortable for someone in a wheel chair & with a mobility aid? A. Yes B. No

2.4.Can the equipment be modified or adjusted to accommodate the needs of students with disabilities? A. Yes B. No

2.5.In general, how would you rate the condition of school compound and facilities in your area for students with disability? Would you say. . . ? A. Excellent B. Very good C. Good D. Fair E. Poor

Part Three:

- **Questionnaires about how teachers facilitate interaction between learners with and without physical disabilities during the physical education lessons**

3.1.How the teachers integrate students with disability and without disability? A/ By making group with non-disable students B/ By using participatory teaching method C/ By making the class playful and attractive D/ All E/ Other /Specify_____

3.2.Have you ever been discriminated by teachers and other students because of your disability? A. Yes B. No

3.3.How does your physical education teacher support you to participate in Physical activity?

A. Very encouraging B. Encouraging C. Discouraging D. Very discouraging

3.4.How do you participate in physical education practical classes from students without disabilities members in PE practical class? A. Integrated B. Separated C. Conditioned

D. other / specify _____

Part Four:

- **Questionnaires prepared on the awareness of students about the benefits of participating in physical activity**

4.1.Do you have enough information about the type of physical activity that students with disability can participate in? A. Yes B. No

4.2.Do you think that knowing the health risks of being inactive will make you actually change your levels of interest to exercise? A. Yes B. No C. I don't know

4.3.For your own physical activities how important are school physical activity programs in your school. A/ Very important B/ somewhat important C/ Not very important D/ not at all important

4.4.In terms of physical activity how would you describe your own life style? A/ very active B/ Active C/ passive D/ Very passive

4.5.Some of the purpose of Physical activity are listed below please mark 'x' in the space provided in accordance to the given alternatives

- **N.B. 5 = strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = strongly disagree**

No	Purpose of Physical activity	5	4	3	2	1
1	It is good for my health					
2	To enhance interaction with other students					
3	Just to enjoy myself					
4	Helps relieve stress					
5	To lose weight					
6	To reduce the effects of my disability					
7	Reduce risk of coronary artery disease					
8	Reduce risk of high blood pressure					
9	Improves muscle strength					

Other please specify:

_____

Part Five:

- **Questionnaires prepared on the attitude of physical education teachers and students without disabilities towards students with disabilities in physical education practical work**

5.1.To what extent is your attitude towards participating in Physical activity at physical education practical class? A. Excellent B. Very good C. Good D. Fair E. Poor

5.2.Do you participate in physical activity now? A. Yes B. No

(If No, please state why?) _____

5.3.If your answer for the above question is 'No' would you like to begin participation in Physical education practical class? A. Yes B. No C. Don't decided

5.4.Do you think that it is difficult to participate in Physical education practical class for you?

A. Yes B. No C. Don't know

5.5.Do you believe that Person with disability cannot participate in physical activity?

A. Yes B. No

5.6.Do you worried about how your body looks when exercising around other students? A. Yes B. No

5.7.Do you think that support by students without disability for students with disability could have a significant impact on participation of physical activity? A. Yes B. No

Part Six:

- **Questionnaires prepared on the basic skills and knowledge of physical education teachers in adapted physical education**

6.1. How your physical education teacher assesses and giving mark for you during practical lesson? A. Practical exam B. Written exam C. Both practical and written exam D. Not evaluated

6.2. Is the assessment method of teachers' comfortable for you? A. Yes B. No

6.3. Is the teaching method of teachers' comfortable for you? A. Yes B. No

6.4. Does your physical education teacher include you in physical education practical lesson?
A. Yes B. No

Part Seven:

- **Questionnaires prepared on the practical opportunities for the provision of inclusive physical education in practical works**

7.1. Are there opportunities for students with disabilities to have access to physical education practical lessons? A. Yes B. No C. Not applicable

7.2. If you have an opportunity to participate in physical education practical class of your choice, will you initiate to be more participant and active? A. Yes B. No

7.3. How would you rate the opportunities available at your school for students with a disability to participate in school community activities?
A. Excellent B. Very Good C. Good D. Fair/ average E. Poor

7.4. What opportunities have been opened by your school for you to participate in physical education practical class?
_____
_____
_____.

7.5. Does your school provide enough promotion to encourage students with disabilities to participate in activities? A. Yes B. No
If yes, what have you done? _____

Appendix II

Addis Ababa University

School of Graduate Studies

Department of Science and mathematics Education

A questionnaire to be filled by **students without disabilities**

Dear respondents:

The researcher is conducting a study for the fulfillment of the degree of Masters of education in teaching physical education on the challenges and opportunities to implement inclusive physical education in physical education practical class focusing on in some selected Governmental high schools in Arsi Zone Oromia regional State.

The purpose of this study is to assess the practical challenges and opportunities for the provision of inclusive physical education in practical work. To achieve this purpose, I would like to ask you a number of questions. It will only take a few minutes to complete and your responses will be kept strictly private and confidential. The success of this study, however, depends on your kind cooperate and genuine response. Therefore, you are kindly requested to answer all items provided in the questionnaire.

Note: you are not required to write your name

Thank you in Advance for your cooperation!

Instruction:-For all parts (from one-seven) Please complete the questionnaire by circling the letter, which corresponds to your answer and by stating your answers fully when the space is provided.

PART ONE:

- **Background information**

1.1. Age: _____

1.2. Sex: A. Male B. Female

1.3. Do you have disabled classmate? A. Yes B. No

1.4. If yes what type of disability do they have? A. Physical B. Hearing impairment C. Visual impairment D. Language disorder E. Other /specific

_____

Part: Two

- **Questionnaires about the essential sport facilities and equipment's those are used to facilitate the implementation of inclusive physical Education**

2.1.Do sport fields and play grounds easily accessible for students with disability in your school? A. Yes B. No

2.2. Do you think that there is adequate sport facilities and equipment's in your school compound to apply physical education practically? A. Yes B. No

2.3. Is the sport facilities and equipment's are comfortable for someone in a wheel chair & with a mobility aid? A. Yes B. No

2.4. Can the equipment be modified or adjusted to accommodate the needs of students with disabilities? A. Yes B. No

2.5.In general, how would you rate the condition of school compound and facilities in your area for students with disability? Would you say. . . ? A. Excellent B. Very good C. Good D. Fair E. Poor

Part Three:

- **Questionnaires about how teachers facilitate interaction between learners with and without physical disabilities during the physical education lessons**

3.1.How the teachers integrate students with disability and without disability? A/ By making group with non-disable students B/ By using participatory teaching method C/ By making the class playful and attractive D/ All
E/ Other /specify_____

3.2.Have you ever seen students with disability discriminated by teachers and other students because of their disability? A. Yes B. No

3.3.Do you think that your physical education teacher would know how to get up an exercise program to meet the need of physically disabled students? A. Yes B. No

3.4.How does your physical education teacher support students with disability to participate in Physical activity? A. Very encouraging B. Encouraging
C. Discouraging D. Very discouraging

3.5. How do you participate in physical education practical classes from students with disabilities members in PE practical class? A. Integrated B. Separated C. Conditioned
D. Other / specify_____

Part Four

- **Questionnaires prepared on the attitude of physical education teachers and students without disabilities towards students with disabilities in physical education practical work**

5.1.How is your attitude towards the participation of physically disabled students in Physical activities? A. Excellent B. Very good C. Good D. fair E. poor

5.2.Do physically disabled students participate in physical activity during PE practical class? A. Yes B. No
(If No, please state why?) _____

5.3.Do you think that it is difficult to participate in Physical education practical class for physically disabled students? A. Yes B. No C. Don't know

5.4.Do you believe that Person with disability cannot participate in physical activity? A. Yes B. No if yes, why _____

5.5.Do you think that support by students without disability for students with disability could have a significant impact on participation of physical activity? A. Yes B. No

5.6.Do you think that your physical education teacher would know how to get up an exercise program to meet the need of physically disabled students? A. Yes B. No

5.7.Do you believe that supporting students with disability during physical education practical class initiates them to be more participant and active? A. Yes B. No

Part Five:

- **Questionnaires prepared on the basic skills and knowledge of physical education teachers in adapted physical education**

6.1.How your physical education teacher assesses and giving mark for students with disability during PE practical class? A. Practical exam B. written exam C. Both practical and written exam D. not evaluated E. Other/specify

_____

6.2.Is the assessment method of teachers' comfortable for students with Disability? A. Yes B. No C. Don't decide

6.3.Is the teaching method of teachers' comfortable for students with disability? A. Yes B. No

6.4.Does your physical education teacher include students with disability in physical education practical lesson? A. yes B. No

Part Six:

Questionnaires prepared on the practical opportunities for the provision of inclusive physical education in practical works?

7.1.Are there opportunities for students with disabilities to have access to physical education practical lessons? A. Yes B. No C. Not applicable

7.2.Do you support students with disability during physical education practical class? A. Yes B. No

7.3.How would you rate the opportunities available at your school for students with a disability to participate in school community activities?

A. Excellent B. Very Good C. Good D. Fair/ average E. Poor

7.4. What opportunities have been opened by your school for students with disabilities to participate in physical education practical class?

_____

APPENDIX III

Addis Ababa University

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Semi Structured Interview Guide Administered to P.E. Teachers.

Part I: Back Ground Information

A. Personal data

1. School _____
2. Sex _____
3. Age _____
4. Grade that you teach _____

B. Educational background

1. Educational qualification_____
2. Experience in teaching P.E _____
3. Major _____ Minor _____
4. Additional training _____

Part II: the challenges and opportunities of P.E class for physically disabled students.

1. Have you taken courses on adapted physical education?
2. Have you taken any training for disabled students?
3. Do you let students with disabilities to participate in your P.E practical session?
4. How do you Assess and give marks to physically disabled students?
5. What do you think is your problems to let students with disabilities participate in to regular P.E class?
6. In what way do you think that children with disability benefit physically from exercise?
7. How Adequate is the school administrates support for the participation of students with disabilities?
8. Do you try to improvise the teaching material to fit with students with disabilities?
9. Do you try to modify the teaching method to include disabled student?
10. Do you think the environment is suitable to teach P.E for students?

Appendix IV

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Department of Science and Mathematics Education

Structured interview guide administered to school principal

PART ONE: personal information

1. School ----------
2. Age ----------
3. Sex ----------
4. Number of students: Males _____ Female _____ total _____
5. Number of disable students: Male _____ Female _____ Total _____
6. Types of disability _____

PART TWO:

1. What does your school has been done to ensure students with disabilities equal participation in physical education practical class?
2. What does your school has been done to give better public education at different level to minimize social prejudice on the participation of students with physical disabilities in Physical activity?
3. What opportunities have been opened by your school for students with disabilities to participate in Physical activity?
4. What are your suggestion and recommendation with regard to the improvement of participation of students with disabilities in physical activity?

Appendix V

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Observation guide format to check the factors that affect participation of physical activity for persons with disabilities

1. Schools _____
2. Class: _____
3. Enrolment: boys……girls…….Total…….
4. Number of students with disability: boys _____ girls _____ total _____
5. Type of disability: _____
6. Date: _____
7. Time: Start _____ End _____
8. Venue: _____

Key Guide

1= Excellent 3. Need attention

2. Good 4. Not present

1. Availability of suitable play grounds in school.	1	2	3	4
2. Facilities and equipment's and its appropriates.	1	2	3	4
3. Environment safety for disabled students.	1	2	3	4
4. Teachers ability to help students with disability.	1	2	3	4
5. Physically disabled student's participation during practical class.	1	2	3	4
6. Teachers ability to modify instructions for disabled students.	1	2	3	4
7. Instructional opportunities are adapted to diverse learners.	1	2	3	4
8. All students are treated in a fair and equitable manner.	1	2	3	4

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Bekalu Fetene

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University Advisor

Name: **Dr. Asichenaki Taddese**

Signature: _____

Date: _____