ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE ATTITUDES OF STUDENTS WITH VISUAL IMPAIRMENTS TOWARDS PHYSICAL EDUCATION

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June, 2001

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"A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN PSYCHOLOGY".

By

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Acknowledgments

I would like to express my deepest gratitude to my advisor Dr. Yusuf Omer Abdi for his expert guidance, his critical comments were insightful. Finally, I would like to express my appreciation and gratefully acknowledge the support of both schools' (Bako and Sebeta) teachers and students who took part in the research study program. Their co-operation, assistance and love are more than words can describe.

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List of Abbreviations

ENAB- Ethiopian National Association of the Blinds

EOB - Ethiopian Olympic Committee

FDRE - Federal Democratic Republic of Ethiopia

IEP - Individualized Educational Planning

IER - Institute of Educational Research

IOC - International Olympic Committee

IPC - International Paralympic Committee

MOE -Ministry of Education

MOLSA - Ministry of Labor and Social Affairs

NGO - Non- Governmental Organization

NFEAS - National Forum of Educational Administration and Supervision

TGE - Transitional Government of Ethiopia

Abstract

This study was conducted in Ormiya Region West Shoa zone two schools- namely Bako and Sebeta schools for the Blinds. Its attempt was to disclose the attitudes related to physical education encountered by children with visual impairments. 100 subjects of whom 60 males and 40 females were part of the study. Questionnaire was the main instrument of the study which was adapted from the Standard Attitude Survey Test of Seaman's (1970) Attitude Inventory. School directors and physical education teachers were interviewed with the help of an interview protocol designed for discussion.

The main findings of the study was that students with visual impairments were in favor of physical education irrespective of sex, age and grade level. On the other hand, teachers of physical education were found to be indifferent to teaching physical education to visually impaired children and were less interested in their profession.

Interestingly, the congenitally and totally blind students were the ones who were found to favor physical education than the adventitiously and partially sighted students. In fact, though these students seem to favor physical education as a subject, they were

found to oppose the grading that enables them promote from grades to grades.

Finally, the findings call the attention of MOE, MOLSA, Ethiopian Disabled Peoples' Sports Federation and concerned NGOs to focus on special education programs in general and physical education in particular so that better work could be done to promote quality physical education programs at schools.

Chapter One

1. Introduction

1.1 Background Information:

The main objective of any educational system is to cultivate the individual's capacity for problem solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude. Among the subjects within this broad spectrum is physical education. It is that phase of general education that contributes to the total growth and development of the child primarily through selected movement experiences and physical activities (Dauer & Pangrazi,1979).

One of the most important things about physical activity program in schools is that it is for all children, not just those who are specially good at athletics. Physical educators today believe that the handicapped or atypical child can best learn to live a normal life if he / she participates as fully as possible in the school life as normal children. In fact, students with permanent handicap need help in making better adjustments to their disabilities and in finding ways to compensate for them (Johnson, 1969).

As with most handicapped children Johnson (1969), elaborated that blind youngsters will want to participate as nearly as possible on an equal basis as the sightedchildren.And giving them this opportunity is one of the greatest contributions the physical education class can make toward their well-being. He further noted that, nearly all the varieties of

activities offered to normal children in the physical education curriculum could be presented to blind children. Some exercises require more adaptation than others.

Regarding the special education provision in Ethiopia, the article 2.2.3 of the Transitional Government of Ethiopia's (TGE's) Education Policy (1994), mentions that, one of the objectives of education and training is to enable both the handicapped and the gifted learn in accordance with their potential and needs.

But in his study of one of the integrated schools (Mulugeta Gedle School- Sebeta) in Ethiopia, Kokkala (1977) stated that, not so much attention is given to the needs of blind students in special education. The only measure taken by teachers and the director of the school for the visually impaired students is lessening the number of subjects .

In a study of two special schools (Sebeta and Wolayta) for the visually impaired regarding the provision of education , Getaneh (1999), mentions that:

The multiplicity of problems in the schools suggests that the necessary or adequate attention have not been given from the MOE and special educational division. In general, it is very difficult for the schools to proceed their activities as special schools given all the unfavorable conditions. In the existing trend, it is not unlikely that the programs in the long run be forced to fully concentrate on the academic curriculum. In this way, it is not possible that the programs offered would help the blind children to gain special skills in accordance with their special needs to cope up with the environment.

From this one could easily imagine that physical education might help the blind to get special skills which help them to cope with their environment. It is this particular aspect of physical activity and attitudes of children with visual impairments that this study aimed at.

Because, to the visually impaired students, more than every other things, failure to engage in various activity, in sports, and games with others, contributes to the low physical vitality and tendency to withdraw from society of their contemporaries. Helen Keller must have had some of these things in mind when she said, " The curse of the blind is not blindness but idleness" (Buell, 1964).

1.2 Statement of the Problem

The exclusion of visually impaired students from the physical education program will have a lot of impact on the physical, social, and psychological development of the visually impaired students. In fact, because of lack of visual feedback and confidence in moving through space, children with visual disabilities frequently are less physically active and develop poor tone, physical posture and stamina.

According to a study by Barraga & Erin (1992), even students with visual handicaps who participated in a quality program of physical education demonstrated a poor general quality of physical developments.

This investigation was set up to examine the attitudes of students with visual impairments toward physical education. The problem seemed to merit investigation, especially in view of the fact that the blind students are either excused from participating in the program or are expected to perform competitively like their sighted peers. In light of this, the present study is herein designed to get answers to the following hypothetical questions:

1. To what extent are students with visual impairments aware of the effects of physical activity for the development of social, physical and psychological well-being?
2. Are sight level and age at onset of blindness influential on the attitudes of students with visual impairments toward physical education?
3. Do gender, age and grade level of the child have an impact on the attitude of students toward physical education?
4. How do physical educators perceive the physical activity program for visually impaired students?

1.3 Objective of the Study

The objective of this study is to investigate the attitudes of physical educators and students with visual impairments toward physical education. More specifically, the objective of this study focus on the following issues:

- **1**. Examine the feelings and moods of students with visual impairments in learning physical education;

- **2.** Identify the attitude of students with visual impairments about physical education;
- **3.** Explore the attitudes of physical educators toward physical education for the visually impaired students; and
- **4.** Put some possible recommendations on the basis of the findings obtained from the study.

1.4 Justification of the Study

The blind child consciously or otherwise seeks help in minimizing or overcoming his disability, as well as acquiring a general education. It must be recognized, for instance that the general program of physical education is designed for pupils who have no restrictions placed on their activity.

Taking cognizance of this fact, two courses of actions commonly have been pursued with handicapped pupils. The first have been to "excuse" the child and the second has been to place him in a "corrective program." Neither course of action has been found adequate in terms of the child's total needs or the potentials of the school for meeting these needs (Daniels, 1954). Auxter et al. (1993), also argued that it is undesirable for the child to be placed in the position of a by-stander.

Excusing the child from physical education has been regarded as a safe way out, but it is costly to the child. It is true that it may keep him from aggravating his condition or from incurring new injury. Although it prevents embarrassment and frustration in a program generally recognized as being beyond his capabilities, excusing handicapped students from participating in any kind of physical education is not an acceptable procedure in the light of modern education philosophy (Dunn & Fait, 1967).

It is with this basic knowledge and understanding that the researcher has aimed to investigate the attitudes of students with visual impairments toward physical education and the real practices being run at schools where these populations are supposed to exist. It is hoped that the study:

- Would help in providing an insight into how students with visual impairments feel about physical education ;

- Would attempt to identify the shortcomings exhibited by concerned personnel's in the field of administration and physical education;

- Suggest some possible intervention strategies for future improvement of our policy concerning physical education approaches in Ethiopia; and

- Moreover, the findings of the study might also serve as a stepping stone for those prolific researchers who may need to undertake further researches in the field.

1.5 Delimitation

The study is limited to Oromiya Region and to two second cycle primary schools for the visually impaired because:

1. The aforementioned Region constitutes large number of blind students in Ethiopia as compared with the rest of the Regions;

2. The two schools (Sebeta and Bako) are boarding schools which accommodate large amount of students with visual impairments; and

3. According to the Transitional Government of Ethiopian Education and Training Policy (1994), these grades are also targets where basic and general primary education will be offered for further general education and training.

1.6 Operational Definition of Terms

The following are definitions of terms that are frequently used in the study.

. **Adapted Physical Education** - is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely and successfully engage in unrestricted participation in vigorous activities of the general physical education program (Reynolds & Mann, 1987).

. **Adventitious Blindness** - is a defect not present at birth, but which develops as the result of injury or illness later (Williams, 1991).

. **Attitudes** - are the most specific expressions of sentiments and feelings toward ideas, group, and programs in a course of action in a given situation (Clolinger, 1993).

. **Blind** - is one whose vision loss indicates that he/she can and should function in his/her total educational program chiefly through Braille system, audio aids, and special equipment necessary for him/her to pursue his/her education effectively without the use of residual vision (Hallahan, et al. 1988).

. **Blindism** - is a term used to describe a group of simple or complex repetitive behaviors that involve both small movements of various parts of the body such as eye rubbing, head turning, and hand flapping, and large body movements such as rocking, or swaying (Warren, 1984). In this study the terms blindism, mannerism and stereotypic behaviors are used interchangeably.

. **Congenital Blindness** - is a defect at birth. This includes hereditary disorders as well as those, which are at conception (e.g., some chromosome abnormalities), and those, which are due to damage to the fetus during pregnancy (Williams, 1991).

. **IEP** (Individualized Educational Plan) - is a statement of special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular education program (Reynolds & Mann, 1987).

. **Mobility** - is the ability to get around in our environment and is a collection of skills which enables a person to travel safely, independently and gracefully (Reynolds & Mann, 1987; Dodds, 1988; and Ysseldyke & Algozine, 1995).

. **Paralymics** - Olympic type games for disabled athletes held in the Olympic years. It is a festival of disabled sports men and sports women of the world. The games are contested between individuals and teams rather than between countries (IPC, 2000).

. **Partially Sighted** - is one who retains limited but useful vision for acquiring an education but whose visual impairments after needed treatment or correction or both reduces school progress to such an extent that the special educational provisions are necessary (Dunn & Fait, 1967).

. **Physical Education** - is that phase of general educational program which contributes to the total growth and development of the child, primarily through selected movement experiences and physical activities (Dauer & Pangrazi 1979). In this study, both physical education and physical activity are used interchangeably.

. **Sport** - is a non- ancient term at best. It generally refers to public physical activities, especially those with competitive elements, pursued for victory, pleasure, or the demonstration of excellence (Sweet, 1987).

. **Visual Impairment** - is a visually handicapped, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. This paper uses the words visual handicap as well as visual impairments to refer to those individuals, who through no fault of their own, have differences that make living difficult (Williams, 1991) Barraga & Erin ,1992; Ysseldyke & Algozine, 1995;) .

Chapter Two

2. Review of Related Literature

2.1 Theoretical Perspective of Attitudes

Briefly defined attitudes are our affinities and aversions to specific people, groups, objects, ideas, or situations. They are our likes and dislikes, our feelings for and against.
As noted by Wortman & Loffus (1985), the definition stresses the evaluative side of attitudes, which most psychologists would say, is of central importance. Besides the evaluative aspect of attitudes, this definition points to three other attributes.

First, an attitude is learned, not innate. Second, it persists for a relatively long time. And third, it motivates us to act, helping to shape and direct our behavior.

An attitude is an enduring set of beliefs charged with emotion that predisposes a person to a certain kinds of behaviors (Sherrill, 1993). The most common approach among social psychologists to defining attitudes stresses their evaluative aspects. For example Feldman (1985), calls an attitude "A learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p.121).

In this view, attitudes are basically evaluations of a particular person, group, action or thing. He further elaborates that attitudes should be considered in terms of their component parts.

Specifically, attitudes are assumed to have three major components known as a cognitive (thought) component, an affective (feeling) component, and a behavioral (action) component. The affective component encompasses the direction and intensity of an individual evaluation or the kind of emotion experienced toward the object of the attitude. The cognitive component refers to a person's system of beliefs about the attitude object. Finally, the behavioral component is a predisposition to act in a certain manner toward the attitude object (Feldman, 1985).

In his further elaboration Feldman (1985),expresses that, one of the central notions that has followed from the component view of attitudes is the idea that attitudes are organized, both internally (among the three components) and in relation to other attitudes. The three components of attitude (affective, cognitive, and behavioral) are generally assumed to be interrelated and consistent with one another.

Related to the concept that there is internal organization among the three parts of attitudes is the idea that attitudes form interconnections with other attitudes, to create organized patterns, rather than standing in isolation from one another (Feldman, 1985).

Bandura (1977), cited in Feldman (1985), has the notion that people acquire attitudes vicariously, through observations of others, there is even physiological evidence that we can react effectively to the emotional experiences of others. As noted by English and Lanzetta (1984), in Feldman (1985), attitudes represent a verbal statement about how one feels toward a particular construct.

An attitude expresses strength of interest in following out a particular course of action. For example, individuals differ in their strength of interest in the areas such as home, recreation, occupation, religion, politics, relationships to others and to one-self.

With regard to exercises, there are conceptual factors that are also highly debatable. Dunn and Faits' study (1989), indicate that although attitudes can predict a person's initial involvement and the type of exercise selected, the fact that a person views exercise as a positive experience or is attracted to physical activities does not ensure he or she will stay with an exercise program.

Secondly, beliefs that a person holds about the health consequences of exercises varies from one person to an other as a result of which attitudes about exercise have not helped predict long –term benefit. Beyond the person's compatibility with the social aspects of an exercise program, it is likely that some people are better able to adapt the exercise demands because they are simply more self- motivated to exercise.

They may be better able to reinforce themselves for their own behavior and are perhaps less sensitive to, or less dependent on situational influence. On the other hand, attitudes are treated by Sherrill (1993), as involving feelings about people, especially people who are different, and how they should be treated and / or educated.

Blind persons like most people tend to absorb the attitudes of those about them regarding their value and self worth. They live up to the expectation and behavior that significant others ascribe to them. Negative attitudes lead to low expectations of the disabled person. When low expectations occur, reduced learning opportunities are provided, and performance of the disabled person is affected. This outcome confirms the low opinion of the person's potential, and thus the 'deviancy cycle' is perpetuated (Beckwith, 1995).

When negative attitudes and expectations prevail, the visually handicapped person will become specified into a role that is consistent with those attitudes and expectations. Thus, while limited amounts of failure may inspire many children to overcome obstacles, it is difficult for handicapped students' self-concepts to be immune from repeated failures (Reynolds & Mann, 1987).

2.2 The Meaning of Blindness and Visual Impairments

Many people assume that individuals who are blind have no vision and thus live in a world of total darkness. As noted by Schulz (1980), in Scholl (1986), their experiences in the

dark with groping for articles or tumbling over furniture lead them to assume those blind persons live in a similar world.

But as suggested by Kahn & Moorhead (1973), in Scholl (1986), in reality only about ten percent of all persons labeled as blind are totally without sight.. Most persons considered blind do respond to some visual stimulation, e.g., light and dark; or shadows; or moving objects; and do not live in a world of total darkness.

Another erroneous belief, as Kahan & Moorhead (1973) is that, a visual impairment is punishment for sins, either one's own or one's ancestors. This view was frequently found in ancient times but persists, sadly, even among some persons in present day society. As further described a related myth holds that blindness is the result of venereal disease. Some venereal disease can result in visual impairments, but with modern medicine, such cases are relatively rare.

2.2.1 Beliefs about Blind People

Traditional society assigns a deviant role to its handicapped population and bases expectations of behavior or myths, generalizations, and attitudes about the particular condition. There are numerous beliefs about persons who are blind or visually handicapped such as, they are musical; they are dependent and helpless; they are beggars.

As noted by Scholl (1986), some of these beliefs originate in our cultural heritage; others are related to limited experience with persons who have visual impairments which tend to emphasize the unknown and sometimes mysterious aspects of the impairment. Neither of these or other similar beliefs describes accurately the population known as blind and visually handicapped.

Persons with visual impairments are a diverse group in society. They are thin and fat; tall and short, fun loving and grouchy, they have all the characteristics found in any group of people. Though Hyvärainnen (1996), states that, blind persons exhibit characteristics such as eye pressing or pocking, rocking or head banging which is a sign of under stimulation; it is noted by Scholl (1986) that, blind person posses no characteristics specific to themselves as blind persons and show no typical reaction to being blind. He further states that like all people, they are the products of their own unique heredity and environment and are individuals. Thus, it is not possible to generalize about any common characteristics of persons with visual impairments.

As noted in Scholl (1986), attitudes and beliefs towards the handicapped, including those with visual handicaps tend to be negative and to focus on what the person cannot do rather than what he can do. Coping with negative attitudes is frequently a greater challenge to the blind person than coping with the impairment.

Regarding societal miss- interpretations toward these population, Norris (1956) states that:

> ***Blindness in and out of itself is not the determining factor in the child's development. Rather, failure on the part of adults to know what to expect of a blind child or how to encourage his optimal development creates the problems. All too frequently, his/her development is tragically warped and restricted because of the tendency to assume that limited function is the necessary and inevitable result of his/her physical handicap.***

In many parts of the third world attitudes and practices toward disabled persons also reflect the superstitions and beliefs which may be a hangover from earlier cultures (Thorburn & Mafro, 1990). As stated by Kokkala (1997), in Ethiopia, society has not moved beyond regarding people with blindness as unfortunate and pitiable.

Society seems to accept the blind as though God intended them to remain helpless and innocent. Recognizing the fact to one degree or another, most negative attitudes in Ethiopia seem to involve misinformation, false beliefs or unfounded fears.

2.2.2 Beliefs of Blind People

Like all children, the blind child needs to feel that he/she belongs, that he/ she is accepted as a person capable not only of self- help, but of contributing to the pleasure, comfort, or

work of those with whom he/she comes in contact from day to day. Their attitudes and expectations influence the way he/she perceives himself / herself (Norris,1956).

Expectations at home that are too low engender feelings of indifference and helplessness in many blind children. As noted by Norris (1956), some compensate with hostility and aggressiveness for feelings of inadequacy, others by withdrawal and passivity. The attitudes of persons with visual impairments toward the effects of their impairment represent variations of two opposing views: as noted by Scholl (1986), blindness is a disaster and that it is a nuisance or practical inconvenience.

Proponents of variations of the disaster view as cited in Scholl (1986), recognize blindness as a severely limiting impairment that requires reorganization in all aspects of the individual's functioning. This reorganization is essential in the process of adjustment to the reality of the limitations imposed by the impairment.

Proponents of the nuisance view attribute social prejudice and discrimination as basic to the adjustment process and that it is not the visually handicapped person who must adjust, but rather the sighted society. Because as noted by Sherrill (1986), when significant persons in the environment view visually handicapped people as being inferior and as having a low status, they begin to think of themselves in a similar manner namely dependent, and abnormal.

Thus, with acceptance, visually handicapped persons can achieve successful levels of personal, social, and economical adjustment when given the necessary opportunities for doing so (Scholl,1986).

2.3 Types and Causes of Visual Impairments

Vision may be the most important sense for interpreting the world around us. When sight is impaired, it can have a detrimental effect on a child's physical, neurological, and emotional development (Batshaw, 1992). Even as an isolated disability, blindness causes delays in walking and talking and necessitates dependence on others.

Due to this, it is inevitable to know the types and causes of the impairments so that immediate action or intervention strategies should be addressed according to the severity of the case and age level of the child.

Many conditions can contribute to the impairment of the eye structure and tissue. According to Scholl (1986), some conditions originate during the prenatal period, others can stem from events that occur during the birth process, and still others may develop as the individual matures (Scholl, 1986). Conditions that are not hereditary and that are acquired or caused by accidents after birth are called adventitious, while other hereditary conditions may be congenital.

There is reason to suspect that varying duration of early vision have substantial effects on the nature of subsequent development. It is obvious that depending on when blindness occurred, the adventitiously blind child will have some opportunities to explore environments, and receive environmental information through the visual senses for development (Warren 1984).

The congenitally blind child will lack visual information upon which motor responses may be built. Overprotection may hamper the development of the congenitally blind child (Batshaw1992). On the other hand as expressed by Auxter, et al. (1993), previous sight experience impacts favorably on the physical and motor development of adventitiously blind children. However, they may be despondent over a recently acquired condition of sight loss and find adjustment difficult.

Diseases of the eye can cause visual disability ranging from minor impairment to total blindness. Some forms of visual disability can be prevented through prompt attention, and others may be cured. But, unfortunately, there are other eye conditions that cannot be prevented or treated. Through research, according to Scholl (1986), a great deal of knowledge has already been gained about the eye and the diseases which threatens its normal function.

Among others, according to Auxter, D., Pyfer, J. and Huettig, C.1989; Cratty, et al. 1989; WHO, 1993; and Hyvärinnen, L. 1995; some of the common causes of visual

impairments are: glaucoma, congenital malformation, trachoma, diabetic retinopathy, astigmatism and nystagmus. Disability is one of the social problems prevalent in our country. The world health Organization estimates that about 10.0% of the population of developing countries are persons with disability (MOLSA, 1996).

Anyhow, in Ethiopia, according to the survey conducted in Addis Ababa by the office of the Population and Housing Census in 1984, there were 1,224,881 persons with disabilities that constitute 3.6% of the population. Visual impairment constituted the largest percentage that accounts for 42.7% (35.5% partial and 7.2% total blindness) (Tirusew et al. 1995).

Similarly, as noted by Tirusew et al. (1995), in the survey made by the National Children's Commission in 1983, out of 14,81,300 children 29,632 were found to be with disabilities amongst which 13.4% consisted visually impaired children.

Regarding causal attributes of disabling situations, the baseline survey conducted in Ethiopia in 1995, reveals that the great majority (91.4%) of the respondents attributed to accidents and disease where a good number of the respondents (51.8%) believe that the cause to be a curse or punishment from God. And both believe that disability is not something inherited from parents and ancestors (Tirusew et al. 1995).

2.4 Characteristics of Visual Impairments

There are wide spread individual differences among visually limited persons. Visually impaired persons for the most part perform less capably on physical fitness practices than do their sighted peers. Lack of fitness may contribute to a more passive lifestyle, which would cause increased physical problem (obesity). The impact of visual impairments on the development of different functions is greater the earlier it begins and the more severe it is.

Reynolds & Mann (1987), say that the most important functions affected early by severe visual impairments are general alertness, visual communication, bonding and motor functions, spatial concepts, picture perception and balance. Delay and inactivity may lead to mannerism.

They further state that, one of the most common mannerisms in blind children is pressing on one or both eyes. Another common mannerism which is not considered by parents to be unusual when it first developed is rocking. Whereas sighted children find other pleasurable activities to replace rocking, blind children tend to persevere in this activity. Guralnick & Bricker (1987), share their opinion by arguing that perhaps the most common atypical behaviors observed in blind children and blind adults are self-stimulating in nature and are refereed as *blindisms*.

Reynolds & Mann (1989), and Hyvärinnen (1996), as stated previously attribute these behaviors to the lack of stimulation; the body seeks more stimulation through moving and because seeing requires a considerable expenditure of energy, the lack of vision necessitates energy being spent in another way. Many become so involved in these behaviors that it is extremely difficult to direct their attention to more appropriate activities within the environment.

Warren (1984), puts this in a bit different way that these mannerisms or stereotypic behaviors are a result of social rather than sensory deprivation. In fact, in his further elaboration, he reaches to the argument that the child's stereotypic activity may decrease his/ her attention to the external environment is a convincing one and that ways should be studied to decrease the incidence of stereotypes.

As stated by Auxter et al. (1993), certain characteristics appear more often than in sighted persons. Some of the characteristics that have implications for physical education are:

- significant problems in mastering complicated movement patterns,
- posture is often poor, there is no visual model to emulate,
- physical growth and maturation may be impaired because of limited opportunities for movement,
- development of the ability to balance is impaired, and
- fundamental motor patterns and skills are below normative performance.

2.5 Developmental Effects of Visual Impairments

The developmental effects of visual impairments largely depend upon the interaction of various factors such as, degree of impairment (completely blind or weak sighted), onset of impairment (congenital or adventitiously blind) as well as the abilities of the children and the nature of the environment. Not able to see can in one way or another have an adverse effect on physical-motor, cognitive, academic, social and communication characteristics (Warren 1984).

Though these characteristics are interwoven with each other and are largely important for the overall development of the child, for the immediate concern and relevance of the present study, the researcher is obliged to treat the former two characteristics respectively.

2.5.1 Physical- Motor Characteristics

The visual impairment in and of itself does not retard growth and development. The motor development of the child with a visual impairment during the first few months of life is not markedly different than that of the non-handicapped child. In later motor development however, there are indirect influences, which can and often do have an impact on the process (Warren, 1984).

These are related to characteristics of the visual impairments; lack of visual stimulation; inability to make use of imitative learning; and environmental factors. As noted by Scholl (1986), lack of vision from birth has detrimental effect on motor development and delays the acquisition of early motor skills.

In his further elaboration Scholl (1986), states that, the older the child when the onset of the visual impairment occurs, the more likely he/she is to have acquired basic psychomotor skills through visual channels and thus may evidence less retardation in motor skill development.

As noted by Sherrill (1983), mastery of motor milestones is in a different order from that of sighted infants, with milestones, that require vision for motivation delayed most (e.g., raising the head from prone, reaching, crawling, creeping and walking). Object control and manipulation tend to be delayed 3 to 6 months. This in turn prevents proper emergence of tactile perception abilities and related problem solving skills (Warren, 1984).

Visually impaired children have to develop confidence in their ability to move freely and surely within the limits of their disability. One of the greatest disabilities of visually impaired children is lack of mobility (Graham,1993). Mobility provides a natural medium through which individuals discover and explore their environment and learn about the world.

Movement allows the opportunity for physical growth and social interactions; it is enjoyable; and it provides for release of tension. It is no wander that philosophers from Plato to Rousseau and educators from Itard to Montessori, have argued for the inseparability of sensorimotor and educational experiences, postulating that movement experiences enhance and enrich intellectual attainment (Seaman & Depauw,1989).

2.5.2 Cognitive Development

Many writers have discussed the possibility that cognitive abilities develop more slowly or in a different way in blind children than in sighted children (Warren, 1984). Lowenfeld (1984), as quoted in Scholl (1986), for example, pointed out that blindness imposes three general restrictions, all of which may have effects on cognitive development: range and variety of experiences, ability to get about, and control of environment and self in relation to environment.

Although the development of blind and sighted infants is apparently similar in the earliest months of senorimotor period, divergence may be seen at the time that the sighted infant normally begins to reach for external objects (three to four months). This and other differences apparently create a definite lag in the later sensorimotor stages.

According to Warren (1984), impairment of vision may produce these effects in at least two ways. First, since perceptual interaction with the environment is necessary for

cognitive growth, blindness handicaps the child simply by giving him less total information about the world.

The fact that vision normally provides the most detailed and specific information is important, but the continuity of visual experience is perhaps a more critical lack for the blind infant. Second, the blind infant lacks the organizational function that vision seems to serve as a means of unifying the perceptual experiences gained via other modalities.

This function is especially important in the second half of the first year when the sighted child is actively organizing the world and his/her experience with it; the visually impaired child cannot experience this visual integration and therefore might be expected to show a different developmental pattern (Warren, 1984). It has also been noted by Scholl (1986) that, the visually impaired child must of course, build up concepts of the world on the basis of other than visual information, while visual information is extremely useful in building concepts for the sighted child.

The sighted child is capable of controlled body movements. His/her environment attracts him/her as he/she begins to have direct sensory experience of it. By differentiating objects from one another, by manipulating them, and by observing his/her impact upon them, the child is slowly able to distinguish the boundary between self and non-self. This process is greatly frustrated in the visually impaired child.

First, the amount of the environment, which he/she can know and experience directly, is limited. Second, the part of his/her environment, which is within his/her reach, does not have the same stimulus value to the visually impaired child that it has for the sighted one. Third, the visually impaired child's appreciation of his/her impact upon the objects that he/she manipulates is limited.

In outlining the difference between visually impaired child and the sighted, Ashman & Elkins (1994) explain:

> ***For the sighted child, the world meets him/her halfway. What he/she sees encourages him/her to move further out into his/her environment and to explore it. He/she learns literally hundreds of thousands of things from observation, imitation, and identification, without any effort on his/her part or on the part of his/her parents or teachers. The visually impaired child is dependent on others to organize, explain, and interpret the strange and confusing world around him/her.***

However, according to Warren (1984), the danger of taking sighted developmental norms as a frame of reference for the development of the visually impaired child is obvious (Warren, 1984). The more appropriate frame of reference is the optimal development of the visually impaired child himself/herself difficult as this is to determine.

2.6 Historical Development of Education for the Visually Impaired

The concern for individuals who are disabled has developed very slowly over thousands of years. In primitive culture, individuals with disabilities were generally put to death or eliminated from the community (Auxter, Pyfer, and Huettig, 1993); however, during the Renaissance period in Europe, an era of social consciousness about individual dignity emerged.

The impact of the Renaissance on education was slow but steady. By the late 1800s instructional methods were being designed for individuals who were disabled. An example is the Braille system for individuals with visual impairments (Bishop, 1994).

Although the organized type of education for the visually impaired children came in the later part of the 18th century, in its unorganized form it had existed for many centuries as far back as the Middle Ages. The report of Department of Health in Scotland as quoted by Getaneh (1999), indicates the following possible reasons:

> ***The earliest special welfare provisions were those for the blind.***
>
> ***Blindness has always made special appeal to voluntary efforts, possible because most people find it less difficult to manage life without sight than a world without a space or sound, or to comprehend the efforts of severe physical disabilities.***

According to Farell in Kirk et al. (1993), Valentin Hovy organized the first school for the blind in Paris in 1785. In Liverpool, the first school for the blind was established in 1790 by voluntary organizations, in the US the first school for the blind was organized in 1829, which was lastly named as " Perkin Institute and the Massachusetts School for the Blind".

Regarding education for the visually impaired in Ethiopia, Yusuf (1987) states that, the kind of education which existed in Ethiopia before the 20th century was traditional oriented and characterized by church education. He goes on to say that education at that time was in the hands of religious people... the church and the monasteries... were the major centers of learning.

The primary aim of such education was to prepare young men for the service of the church. At the same time in the traditional education system, instruction was given orally to students. Hence, the visually impaired were not at a disadvantage in the teaching-learning methods of the time.

Similar idea has been expressed by Rigby (1970) that:

It was possible for the blind children to receive the traditional type of education as reading and writing were kept to a minimum and instruction was given orally to all students, whether they were blind or sighted, and this was therefore, probably the first known instance of an integrated system of education for the blind... in the past Ethiopia was world renowned for the number of blind persons who were famous as teachers and scholars.

But, later on, according to MOE (1960), as quoted by Getaneh (1999), in the first decades of the 20th century, Ethiopian school system started to follow the Western type of education. Since this school system gives priority to reading and writing and since no attempt was made to introduce Braille reading and writing, the blind were unable to follow and were eliminated from the educational system. As such, the education of the blind which had previously been on an equal position with that of the sighted declined, although it continued to some extent at traditional schools.

It has been reported by Nebieu Leol Yohannes (1962), who was blind himself in his Amharic book "Zemene Berhan" (*An Era of Light*) regarding the historical events of Braille education that, it was introduced in 1925 by the American Presbyterian Missions. The initiative was taken by an American well-to do man named Mr. Matthew.

As stated by Nebieu (1962), at the verge of his death, Matthew passed all his bearings for the well being of those visually impaired people in Ethiopia so as they could benefit from education like the visually impaired people of his own country.

As a result, the first school for the visually impaired was opened in Ethiopia in the former Wollega Province-Dembidollo Awraja. When one traces back to the foundation and history of education for the visually impaired in Ethiopia, Gidada Solon will be reminiscent. He was the first person with visual impairment to have achieved modern education in our country and a long tour abroad (Nebieu, 1962).

Gidada was blinded by small pox at the age of five while the rest of (seven) his brothers died out of it. During his childhood, it was the missionary Bruce Buchannan who, most of all taught Gidada. Bruce Buchannan used to express Gidada by saying that he had such a keen mind that he could hear a story or a parable but once, and it remained his for all time.

Mr. Buchannan also used to call Gidada a "Walking Concordance" (Gidada, 1972). Slowly in 1934 another school was built in Gojam (Debre Markos) where a year after, it was transferred to Addis Ababa because of inefficient utilization of the clients in the region.

In the following years, due to an insight on behalf of the former king (His Imperial Majesty Haile Selassie the Ist), a school was opened in Addis Ababa by the name "Merha

Ewuran School" (*School Program for the Blinds*) in July 16,1952 (Nebieu, 1962). Three years later, after the foundation of His Majesty's welfare association, 1 Blind school for both sexes; 1 Blind school for girls by Her Majesty; St. Paul School for girls by her Majesty; and Entoto Swedish mission school for the blinds were opened. Totally during the periods between 1925-1961 there were five schools (one in Wollega) with 153 blind students attending their schooling (Nebieu, 1962).

As the report of the Ministry of Education (1996/97) indicates, nowadays, there are 6 boarding, 1 day school and 15 special schools through out the country except in Afar, Benishangul, Gambella and Somali Regions. According to Alemayehu T. (2000), there were 1488 students with visual impairments in 88 schools 15 and 73 special schools and special classes respectively in the academic year of 1998/99.

Nevertheless, most of the 16 or so special education schools are run by non-governmental organizations and are far below the requirements of the community. Regarding the schooling system, it was noted by Kokkala (1997), that Ethiopian schools have implemented both the principles of segregation and integration in order to educate blind students in different settings. In this country (Ethiopia), the education of blind students together with sighted students in the same classroom begins in grade 7. Blind students get their elementary education in a special school meant only for them.

2.7 Physical Education and Visual Impairments

The value of physical exercise on the human body is a fact that has been backed by medical evidence. In today's world, science has brought a better understanding about how the human body functions and with this understanding, greater care of the body is seen as one way in which to improve the quality of life (IOC, 1996).

An appropriate level of fitness for an individual may lead to a more confident outlook, greater emotional stability, and better mental health (Dauer & Pangrazi, 1979). Physical education, then, is education of, by and through human movement. It is that phase of general education which contributes to the total growth and development of the child, primarily through selected movement experiences.

Ever since the dawn of recorded history, physical activity has been recognized as a helpful adjunct to improvement of the human condition. The form and intensity of this activity have varied over the centuries, but the presence of physical education and recreation in programs of medicines has remained almost constant.

This history of physical activity for children ranges from exercises prescribed by the early Greeks, Roman, and Arabian doctors to medical gymnastics that emerged in Europe during the 1700s (Cratty et al. 1989).

If we trace back to its historical aspects mention Crattty et al. (1989), during primitive times people were forced to engage in vigorous physical activity in order to survive. They hunted and fished for food and clothing and had to be alert against constant danger.

For prehistoric people, movement was essential to staying alive. Running was considered an admirable physical trait, and those who were skillful at it were considered valuable members of the group. If some historical accounts are correct, the ability of some runners to cover long distances as couriers or to avoid capture was outstanding by even today's standards.

One of the components of physical activity that evolved in 1930's and 1950's was termed corrective physical education. Special classes were composed of youngsters, identified as needing help in improving their vigor and posture. The children screened from normal populations usually were exposed either to group or individually designed programs of exercises in classes that often were smaller than those within the regular program.

Visually impaired people, however, were beginning to ascertain that special populations had special physical activity. Charles Buell (Dr. and a blind physical educator and former Athletic Director at the California School for the Blind), for example began to formulate programs and write texts of physical education designed for the visually impaired in the 1950s reflecting his work at Berkely School for the Blind (Cratty, et al, 1989).

This expansion of sports for the handicapped in general and visually impaired people in particular holds important implications for those that plan and conduct school based programs containing motor activities for specific children. As suggested by Fait (1966), visually impaired children have the same needs for physical activity as other children, and in order to achieve a uniformity of motor development, the child, whether visually impaired or seeing, must experience a diversity of muscular activity.

A sound physical education program for the visually handicapped students can develop the physical fitness and motor skills necessary for activities of daily living and orientation and mobility, a more positive self- concept and sense of personal worth, and sport skills (Scholl,1986).

As stated by Winnick (1984), in the same book, although sighted persons generally have higher fitness levels, some visually handicapped students may approach and even exceed performance levels of their sighted peers. Overall, the less severe the impairment, the higher the fitness and motor performance.

The recent emphasis on physical fitness for all of us carried over in to more active programs for many visually handicapped children. This is highly desirable because visually impaired persons require superior stamina to carry on day- to- day activities and to function in social situations when they are under abnormal pressure. In other words,

physical fitness is even more important for a visually handicapped individual than for one who has normal vision (Scholl, 1986).

2.8 Adapted Physical Education

Physical education, as generally organized is not designed for pupils with disabilities. If such a strong case for physical education can be built because of its contribution to the development of youth, can't a stronger case be built for a program of physical education adapted to the needs of the handicapped? Surely, their needs are greater and they stand to gain more from guided developmental and sports experiences (Dunn & Fait, 1989).

Adapted physical education has developed from the early corrective classes that were established specifically for those with disabilities. Gradually, over the years following World War 1, the practice grew of assigning handicapped students to corrective courses in order to protect their conditions from possible aggravation. As yet, little consideration was given to the idea that handicapped students could be taught to play modified forms of sports or games (Dunn & Fait, 1989).

In the 1940s, fundamental changes were initiated in physical education for handicapped students in some Universities and Colleges. Recognition of the value of play as an educational tool to implement social, mental, and physical development, it became the philosophical basis of course offerings to the handicapped. During the 1970s and 1980s,

adapted physical education programs grew in number and quality. Their expansion and change paralleled growth and change in special education itself (Cratty et al. 1989).

Nevertheless, adapted physical activity does not categorize people as disabled or non-disabled, as do eligibility procedures for special education placement. Instead, it analyzes individual differences associated with problems in the psychomotor domain (Sherrill, 1993).

Adapted physical education differs from regular physical education in that it has a multi-disciplinary approach to individual program planning. It covers an age spectrum from early childhood to adulthood, has educational accountability through the individualized educational planning (IEP) and emphasizes cooperative service among the school, community, and the home to enhance a handicapped person's capabilities (Reynolds & Mann, 1987).

Objectives of adapted physical education programs vary from program to program depending on population characteristics, institutional expertise, and equipment. Among the commonly accepted objectives of most programs are to provide students with opportunities to learn about and participate in a number of appropriate recreational leisure time activities (Sherrill, 1985).

In an emphasize to the above statement Resnick (1971) has also stated that:

> ***As the blind child moves out in the physical environment and takes part in many activities, he/she begins to reflect new attitudes toward himself/herself and others. Challenged by opportunities for self-reliance and responsibility, and motivated by groups' acceptance and the exhilaration of increased participation in life, he/she begins to acquire a more constructive self- evaluation and to achieve more satisfying relationships with others.***

Another important characteristics of adapted physical education is that emphasize is placed on engaging in physical activity rather than participating in a sedentary alternative to physical activity (Winnick,1990). Auxter, Pyfer & Huettig (1993), and Seaman & Depauw (1989), contended that the curricula of adapted physical activity is like that of regular physical education but the procedures and methods for delivery of instruction are altered to meet the needs of students with movement problems.

2.9. An Attribute of Special Physical Educator

According to a study by Dunn & Fait (1989), the disadvantaged have had fewer opportunities to enjoy success or excel than others of the general populace. By providing planned activities yielding high success rates, the individual will become more self-confident and develop a *can do* attitude (NFEAS, 1998-99). In order to provide the kind of

learning situation that makes desired results possible, the teacher needs knowledge and training as well as certain special qualities of character and personality. As noted by Hornby & Tylor (1995), leaders in the field of education agreed on the following points as to what qualities are essential for successful teaching:

> ***The teachers' professional equipment, knowledge of the child and society, the purpose, methods, materials, and outcomes of education are some of the important qualities serving as a starting point without which no one can hope to be successful in teaching.***

A teacher of handicapped students must posses certain attributes in excess of those generally required by a teacher of non-handicapped individuals. Like teachers in other fields, physical education teachers often feel inadequate when faced with the prospect of teaching handicapped students. Although it is an understandable response, it is one that is perhaps too readily accepted.

Handicapped students as was expressed are more similar to than different from the non-handicapped. Therefore, many of the basic techniques that all good teachers of physical education use can be applied successfully in teaching the special population (Dunn & Fait 1989).

In their further elaboration, they suggest that, the attitude of physical education teachers toward the handicapped is not positive. They attribute this, to insufficient course work and

field experience with handicapped students. Regarding the qualifications a teacher needs in order to instruct adapted activities, it should be said that the background subject areas are essentially the same as those for physical education.

A thorough knowledge of sport and game skills is very important, as is a sound understanding of the nature of the human body and its response to exercise. Training in methods of teaching and the psychology of learning, including motor learning, is very necessary.

Generally, most educators who have taught the disabled recognize that the energy expended is returned many times (Dunn & Fait, 1989). To this end, although the needs of the visually impaired are similar to that of the sighted, special attention must be directed toward these students, insuring that they participate in programs that encourage the development of physical fitness. Without such a program, the lack of physical activity will lead to further losses of stamina, strength, and flexibility.

2.10 Historical Background of Sports for the Disabled

The first recognized culture in which sport played a significant role was Greece. Greeks saw sport's participation particularly in individual activities, as an important part of a young man's educational experience. The most popular activities consisted of boxing, wrestling, and track (which included the five-event pentathlon consisting of the discus,

javelin, long jump, stage race, and wrestling). At the peak of the Greek culture, sport participation was considered to be a noble and worthwhile endeavor, and this philosophy of sport was followed later in other cultures (Seaton & Schmottlach, 1992).

While sport was popular in Rome, spectatorship was emphasized over individual participation. The violent chariot races and brutal gladiatorial bouts were very popular and were sometimes sponsored by politicians in order to gain favor among the unemployed masses that migrated to Rome during difficult economic periods. The difference in sport philosophies between the Greeks and the Romans provides an interesting contrast.

The Greeks believed in individual participation to benefit one's education where as the Romans used more violent forms of sport to amuse and satisfy spectators (Seaton & Schmottlach, 1992). Since that time, it has also been used in rehabilitation, remediation of illness and injury prevention.

Because of World War 1 and 2, there were major medical and surgical advances that increased the survival rate of many individuals. Many of those who survived were left with physical disabilities. At this time, physical activity including sports became a major technique to help in the physical and psychological rehabilitation.

About the same period, corrective physical education classes were started in schools to ameliorate postural deviations. The popularity of corrective classes diminished during the

late 1940s and these began to be replaced by classes where the focus was on games and sports to meet the needs of students who were disabled (Dunn & Fait, 1989).

The first sports competition for disabled persons occurred in Great Britain in 1948 involving 16 athletes with physical disabilities (Bishop, 1994). Since then sports for persons with disabilities has grown immensely. Thousands of athletes who are disabled competed in events sanctioned by a variety of National and International Organizations. Over 3,000 athletes representing 90 countries participated in the 19th Paralympic Games that were held in Barcelona, Spain, the site of the 1992 Olympic Games (Sherrill, 1993).

Several authors have reported physical benefits acquired by athletes who are disabled through their participation in sports (Bishop, 1994). Athletes who are blind perceived that enhanced health-related physical fitness, healthy self-concept, appropriate use of leisure time, tension release, opportunities for socialization and acquisition of new sports skills were favorable outcomes of participation in sports (Sherrill, 1986).

Some educators perceive that students with disabilities cannot compete against non-disabled peers although many persons with disabilities have participated in sports with disabilities and have performed well (Bishop, 1994). For example, Harry Cardellos is blind but has run many Marathon races and finished in the upper one-third of the Hawaii Iron man Triathlon.

Another blind athlete- Jim Mastro, was a member of the United States Greco-Roman wrestling team and was to participate in the 1976 Olympic Games. An untimely and unfortunate wrist injury forced him to withdraw from the competition. Efforts to integrate athletes with disabilities who choose to compete with non-disabled athletes should continue, however, it has been noted by Sherrill (1986) that, integration should not be forced upon anyone who does not want to be so involved.

Regarding sports for the disabled in Ethiopia, it was mentioned that Sport's Federation was founded in 1972. According to the Annual Magazine of Ethiopian Disabled Peoples' Sport Federation (1997), for the foundation of the Federation Captain Abebe Bikila has played an inevitable role.

Abebe Bikila, winner of the Marathon in two successive Games, 1960 & 1964, and who has inspired hundreds to run became a legend not only for running barefooted on the first of the two occasions, or for being the first Ethiopian Olympic Champion. He is history because each time his trials in Rome and Tokyo are shown he lifts hearts and spirits (IOC, 1996). The victory of Abebe in Rome is special to Ethiopia in at least one thing: as Reuter's Dispatch sarcastically put it, once again Ethiopia emerged winner, barefooted, on the Sill of Rome (EOB, 1994). This was to remind the world that the Ethiopians have won over Italians during the resistance movement. The National sport's hero who was paralyzed from the waist down in a car accident in 1969 remained an exemplary and extraordinary athlete until his death on October 25,1973.

Interestingly enough, though confined to a wheel chair, his athletic prowess never came to an end. He competed in archery and won special prizes in the 25 kilometers and 10 kilometers stage race in Britain and Norway (EOB, 1994). He has also taken part in International Disabled Peoples' Sports (Paralympics) in 1971 and 1972 which was prepared by International Stack Mandeviel Games Federation – ISMFG. Soon after his arrival home in 1972, Ethiopian Disabled Peoples' Sport Federation was founded in April 12. In fact, the years that have passed since the foundation of the Federation seem to be many but according to the magazine not much has been achieved in fostering the field. The Federation has been reorganized recently (1996), and since its reformation lots of work are being practiced. Tournaments have been conducted at the National level in Addis Ababa (capital of Ethiopia) in 1997, and Ethiopia has also taken part in the 7th all African games which was held in South Africa in 1998 by delegating two wheel chair athletes. In addition, by the meeting held recently in Egypt (Cairo), Ethiopia has been nominated as the current president of Disabled Peoples' Sport Federation, for zone 5 countries.

Chapter Three

3. Design of The Study (Methodology)

This chapter presents the description of the sample of the study; the instrument of the data collection and the procedures employed in the development of instruments.

3.1 Sampling

The subjects are drawn from Oromiya Region. This is because according to the 1996/97 Educational Statistics Annual Abstract of Ministry of Education, above 70% of students with visual impairments are found in this Region (MOE, 1996/97). The sample size was taken from the aforementioned Region's two primary level schools namely, Bako and Sebata. Because, among the three boarding schools (Bako, Sebeta and Shashemene) in the Region, the former two are the schools which have students with the grade levels (5-8) and purposefully convenient for the study.

In those aforementioned schools there are 139 (104 male and 35 female) students with visual impairments (Table 6 & 7) (see appendix 1 & 2 for Tables) out of which the researcher took 100 students from both schools (Table 1).

3.2 Tools

Attitude object of interest to the visually impaired students include their experience with physical education, members of the class, or the process of taking part in activities. For this purpose, the method of measurement used is quantitative as well as qualitative. Regarding the former method, attitude survey test is adapted from the Standardized Attitude Survey Test of Seamon's (1970) Attitude Inventory.

This instrument which is one of the examples of Likert method has a validity of .76 with self- rating and a split- half reliability coefficient of .96. The major data collection instrument was a 40 items questionnaire and of these items of course, after the pilot study, only 34 were used in the study. The rest were discarded because of their incompatibility or irrelevance to the current situation of the research.

A pilot study has been conducted in two schools; one in Addis Ababa - German Church School and in Region 3- South Wollo namely Tigle Fire School to test the instrument and improve the instrument for further use.

The field try out was conducted among 20 students both boys and girls which are similar in grade level and visually impaired when compared with the main study group. After the data has been gathered a split-half reliability test was conducted as a result of which a correlation of .96 was obtained.

This has given a hint that the instrument could be used further. The final instrument was prepared with 34 items in Likert Scale (Adapted from Seamon's Attitude Scale (1970) (see appendix 3).

In addition, the researcher chose this method rather than using a dichotomous (i.e., agree or disagree) system to allow the students indicate degree of agreement by responding on the following scale: "strongly agree", "agree", "undecided (neutral)", "disagree", and "strongly disagree". Scoring involves assigning a point value of 5 to favorable statements and a point value of 1 to unfavorable statements.

Thus, a "strongly agree" response to a favorable statement is scored as 5 points, and a "strongly disagree" response to unfavorable statement is also scored as 5 points. Also "agree" to positive item scores 4, "neutral" to either item scores 3; "agree" to negative item scores 2; etc. The total score is the sum of all assigned points resulting in a high score (i.e., 5 points x number of items), indicating a more favorable attitude, and a low score (i.e., 1 point x number of items), indicating a less favorable attitude.

The qualitative aspect was treated by conducting structured interviewing (see appendix 4). For this purpose, an interview protocol was produced to facilitate interviewing with teachers of physical education and school directors.

3.3 Procedures

The items in the finalized Attitude Scale sampled contain various aspects influencing attitude toward physical education concerning the referents in question. First of all forward and backward translation of the items has been conducted in to Amharic in order to maintain contextual meanings by two English Language students in the School of Graduate Studies at Addis Ababa University.

The subjects were administered the questionnaires in their respective schools. The questionnaires were filled by the researcher and assistant researchers and were collected immediately after completion. In order to minimize response sets such as agreement with items regardless of their content, both favorable and unfavorable statements regarding the referents in question were assembled.

Item scoring was categorized for the sake of convenience of receiving a score as:-

- positive items (receiving a score of 5 points) if strongly agree is indicated; and
- Negative items (receiving a score of 5 points) if strongly disagree is indicated.

Prior to summing responses to items in order to arrive at total scores, scores of either positively worded (favorable) or negatively worded (unfavorable) items were reversed or reflected so that agreement with a positively worded item will be assigned the same score as disagreement with a negatively worded item. And, finally, the attitudes and beliefs of physical educators and school directors were checked with the help of structured interview

format, which were designed for collecting, coding, and scoring of the data. (see appendix - 4).

3.4 Data Analysis

The data is analyzed using descriptive and inferential statistics. Both statistical methods of analysis focused on classification variables grade, age, visual acuity, age of onset of blindness and sex.

To analyze the attitude of students toward physical education the following patterns of analysis were employed.

1. After assigning scores on the attitude scale, the scores were dichotomized (as high - and low- attitude scores) at the median. The median was used because the scores were not evenly distributed.

2. Mean and standard deviation were computed for each attitude scale by all level for each classification variables.

3. The level of significance was set at 0.05.

4. The results obtained were analyzed :

a) by using percentages and

b) by employing t-test.

5. With regard to interviewing, the summary, which took place during an interview were analyzed in light of the objectives of the interview and the referents in question.

Chapter Four

4. Results

4.1 Brief Overview of The Sample Schools

4.1.1 Bako School for The Blinds

The school is found in Oromyia Region - West Shoa zone. It was established in 1953 by Swedish Evangelical Church with 4 students and one teacher. In 1967 it expanded its grade level up to 4th grade though it was closed for two years due to political instability in the country. After two years, in 1969 through the initiative of the Ethiopian National Association of the Blind (ENAB) it was reopened and started teaching up to grade 6. Starting from 1988, the school has upgraded its level to grade 8 while on the other hand, it also started a kindergarten program.

As the current information of the school, nowadays there are 71 blind students from grade 1-8 and 113 kindergarten (sighted) students which are enrolled in the school. There are also 14 teachers and 10 administrative workers who are supposed to run the program of the school. As explained by the school director, it is hoped that on June, 2001 the school will celebrate the 40th anniversary of its establishment.

4.1.2 Sebeta School for the Blinds

This is also a school which is found in the aforementioned Region and zone that was organized by the late Emperor Haile Selassie the 1st two years after the establishment of Bako school for the Blinds. Its prior aim was to provide health care, social rehabilitation, and educational services for the blind children. In 1974, the responsibility of administering the program was taken by the government where MOE being the active facilitator of the program.

Since then, it has served lots of children with visual impairments who were supposed to come from different corners of the country. The current enrollment of Sebeta School for the Blinds as told by the school principal is 228, out of which 102 are girls. The school also has 71 non-staffs and 31 teaching staffs who are involved in the program. It has also a center where special education teachers take their training for 1 academic year. This part of the training is one of the important aspects of the program which helps in disseminating special education concepts through out the country so that those at a disadvantage of schooling could make good use of this type of program.

4.2 Analysis of the Results

The total number of pupils with visual impairments included in the sample population was 100. The gender and school distribution of this sample population is presented in Table 1. Out of 100 respondent pupils, 40 (40%) were females and 60 (60%) were males. The gender mix ratio among the respondents seems rather unbalanced favoring males over females.

Table 1.
Characteristics of the Respondents

No.	Schools	Gender		Total
		Male	Female	
1.	Bako	21	4	25
2.	Sebeta	39	36	75
	Total	60	40	100

Table 2 shows age and sex distribution. 67% of the study population belonged to less than 15 age groups (<15). Similarly, as could be observed from Table 3, more than half (63 %) of the samples are pupils in the lower grade levels (5-6).

Table 2.
Respondents by Age and Sex Distribution

No.	Age	Sex		Total
		Male	Female	
1.	<15	36	31	67
2.	15& above	24	9	33
	Total	60	40	100

Table 3.
Sample Schools and Respondents by Grade Level

No.	Schools	Grade Level				Total
		5th	6th	7th	8th	
1.	Bako	6	7	7	5	25
2.	Sebeta	29	21	8	17	75
	Total	35	28	15	22	100

As identified by the study, students with visual impairments inthe sampled scholls were found to have favorable attitudes toward physical education.

However, the responses indicated in Table 4 illustrate that, there are statistically significant differences among the two variables (males and females) where a t- value of 2.57 were obtained Where males favoring physical education than female students.

Table 4.
Variables with Statistically Significant Differences

No.	Variables	Mean Scor	SD	✸ t-value
1.	**Sex**			
	Male	139.15	1.945	2.57
	Female	134.15		
2.	**Age**			
	<15	135.51	2.092	2.55
	15 & abov	140.81		
3.	**Grade**			
	5-6	135.52	2.002	2.06
	7-8	139.76		

✸ *At 0.05 level of significance, t- critical value for 98 degrees of freedom is 1.976.*

With regard to the chronological age of the child as well as the grade levels in those sample schools, the higher levels (i.e. grades 7-8 and ages 15 & above) were found to be in favor of physical education where a t- value of 2.55 and 2.06 have been registered for chronological age differences and grade levels respectively as shown in Table 4.

There has also been found differences between partially sighted and totally blind children in their attitude toward physical education though not significant enough to merit recommendation. And, as depicted in Table 5, blind students were found to favor physical education as compared with partially sighted students.

Table 5.
Variables with Statistically Insignificant Differences

No	Variables	Mean Score	SD	t-value
1.	Visual Acuit			
	Blind	138.16		
	Partial	136.55	2.036	0.79
2.	Age of Onset			
	Congenital	139.38		
	adventitious	136.96	3.648	0.66

The age at which individuals lose sight has also as much bearing on their educational needs as the degree to which their vision is affected. Any how, as indicated in the study (Table5), the congenitally blind children were found to be more favorable toward physical education as compared with their counter groups.

4.3 An Interview Results

Obtained through structured written interview were data pertaining to the attitude of physical education teachers and school directors as to whom the physical education program at schools is beneficial (to sighted or visually impaired); the extent of preference of visually impaired children in participating in competitive (intramural & extramural sports) sports; physical education teachers' interest in teaching physical education to

children with visual impairments; co-curricular activities of children with visual impairments and the availability of teaching materials in the schools sampled.

The interview was conducted on one to one (face to face) basis and recorded by senior researcher and his assistant. It was an hour long duration with each respondent (two directors and three physical education teachers) and privacy and confidentiality was also highly maintained.

- Thus, through the interview, it was revealed that, most of the interviewees (one of the school directors and three of the physical education teachers) have contended that, as a subject physical education is more advantageous for the sighted rather than the visually impaired children.

The justification put by them are : fear of danger that might result during exercise period, insufficiency of equipment or materials especially designed to teach visually impaired chidden, and lack of training to teach students.

- Regarding teachers' initiative in teaching physical education to visually impaired children, the school directors claim as if teachers are less interested in teaching. They attribute this disinterest to the lack of training in the field and less commitment to help these children.

In fact, teacher's opinion toward teaching physical education to students with visual impairments is not as such different with that of the school directors' attitude. But the reason they put is that, they were not assigned to teach by their interest but it is for the sake of bread winning that they are in schools. They have also expressed that they lack training and additional course work in the field.

- According to the data obtained, teachers and school directors have listed some of the extra-curricular activities that are highly favored by students with visual impairments among which are: music, mini-media, and handicrafts. Sport or physical education has not been mentioned by any of the interviewees.

The reasons as to why children with visual impairments chose only those activities as discussed by the interviewees were: fear of secondary handicap, over protectiveness, and high priority for academic subjects. This last reason has also been stressed by some of the students; but most of them attribute their less participation toward their teachers' indifference to organizing the club so that they could take part in it.

- The scarcity or shortage of teaching materials has also been found to be an influential factor for effective service of the program in both sample schools as mentioned by directors as well as physical education teachers. But, comparatively there have been found to exist a good number of sport materials in Sebeta than Bako school for the blinds.

▭ Regarding visually impaired students' tendency toward taking part in game type activities, teachers have the same notion just like that of the physical education program at schools wherby stating as if it is unworthy to have these children participate in intramural sport activities. Their justification for this is that :

- material insufficiency,

- means of conducting the game (how to apply the rules and regulations of the game), and
- fear of danger

Chapter Five

5. Discussion

Individual differences are seen as something normal and experiencing difficulty in learning is also a normal part of schooling, rather than an indication that there is something wrong with the child. In an attempt to identify the attitudes of visually impaired students as well as teachers and school directors toward physical education, results have been obtained which will be discussed as follows.

◆ Most of the students with visual impairments were found to favor physical education and have positive attitudes as discussed earlier. In fact, there are items in which pupils with visual impairments higly oppose and which are influencing factors regarding effective provision of physical education programs at schools.

Among the reasons the students with visual impairments may be particularly susceptible to less than favorable outcomes in participating in physical education is teachers indifference and reluctance to teaching according the individual needs of each child.

◆ A striking point put by "professionals" in the field as to whom this education is beneficial, and which most of the respondents argued is the importance being for those who are sighted. This seems to be a clear justification of that "professionals" assigned to help these children do not have the necessary knowledge and understanding of the essence

of physical education programs in general and its efficacy to pupils with visual impairments in particular.

As was noted, the most difficult aspects to changes are the attitudes which assume that because a person lacks sight he or she also lacks the ability to participate fully in physical education.

Teachers and school directors should be aware of the fact that the needs of visually impaired children are greater than the sighted as a result of which they require most vigorous activity as well as guided developmental physical education exercises.

As suggested by Buell (1986), individuals with visual impairments need physical education according to their level of physical fitness than their sighted counterparts. It might be true that fear of injury instilled in them by protective parents reduces their natural interest in big muscle movements such as running, climbing, and jumping.

As a result, teachers may find some hesitancy on the part of some blind children to play on the equipment. But as stated by Dunn & Fait (1989), to make these children good user of the program, the teacher must begin with the child at his or her level of motor skill development and his or her level of self-confidence and strengthening both by encouraging participation at the tempo he or she will accept.

◆These children also like their sighted counterparts need to compete in different game types of activities. Game types of activities create fun, and socialization among peers. It is because of this that almost all of the students with visual impairments favored the attitude of taking part in competitive sports. The only thing these children may need is a simple rule modification.

It is worth mentioning some blind people as an exemplary such as Harry Cardellos and Jim Mastro who took part in the high level competitive events in the world champions. As stated by Chin (1988), in Winnick (1995), visually impaired youngsters share the same delight in and have the same need to use exercise and movements fully and imaginatively as do their sighted peers.

◆ The study indicates also that the interests and attitudes of physical education teachers seem to be negative in teaching physical education. The ultimate reason which circulates around this issue is lack of training in teaching physical education to visually impaired children. This is a crucial factor which calls the attention of school management organs as well as concerned bodies in the field of special education.

As was noted, priority must be given to awareness raising program in the field before assigning an individual to carry responsibility that is hard to bear. This has also been supported by Sherrill (1993), that regular physical educators have little experience in

teaching visually impaired students and tend to be over protecting such children by excusing them from activity and excluding them from competitive sports.

In fact, teachers' attitude is the determining factor. As explained by Winnick (1995), if the teacher is truly interested in teaching all children, including a student with visual impairments and, if this teacher makes accommodation for the diverse needs of all students without a fuss, students are more likely to also accept challenging conditions.

◆ Schools are no more merely "academic" environments, but places where learning happens by meeting, playing and working with peers as well as adults. Classroom subjects for that matter are integrated with each other either directly or indirectly. This interrelation of subjects is put into practice through co-curricular activities and leisure time exercises.

It has also been noted by Keller (1968), that, the true value of a school for the sightless is not merely to enlighten intellectual darkness, but to lend a hand to every movement in the interests of the blind.

But, the informants under study were found to be less interactive regarding participation in different school clubs. As already mentioned, these children have the same need to use their body as do the sighted children. Fear of secondary handicap, overprotectiveness, and over ambitiousness to academic subjects could not cause a real hindrance or obstacle to take parts in other areas of activities including sports.

As stated by Warren (1984), the child is simply protecting himself or herself by not moving around, but, under conditions where she or he is sure that the environment is safe, she or he will engage in any activity. We need to understand says Resnick (1971) that, unlike the seeing child who runs errands for his mother, helps his father with works, plays on the street, the blind child is sedentary, often idle and isolated from joys of bodily exercises inseparable from normal childhood.

But, the sad fact is that the blind child's leisure activity is too often mainly spent in listening to the radio or television. This calls the attention of those who deny the importance of co-curricular activities especially in physical activity so that the child can build his body physically, interactions with others socially.

Therefore, the child should be organized to take part in activities of physical exercises during and out of class sessions. This helps the child develop a confident outlook and better body posture. As stated by Winnick (1995), neglect is preferable to overprotectiveness in terms of motor performance.

◆ In order to accomplish a given task or objective, there is a need for fulfillment of an equipment. In a similar vein, physical education programs could be effectively run if materials for practicing are available in the institutions or schools. One of the reasons that

students with visual impairments may not be successful in games or are unfavorable to sports is because play is governed by less provision of sport materials or equipment.

Safford (1994), has also suggested that play behaviors can be enhanced for visually impaired children by the selection of appropriate materials and environmental modifications. Toys that combine visual elements with auditory or tactile elements enable visually impaired children to identify objects or key attributes of objects.

To solve these problems therefore, a variety of equipment can easily be made. The "home made" equipment should meet the same criteria as commercially made equipment. Nevertheless, when making equipment, it is important that it be safe, and practical. As noted by Auxter et al. (1993), the imagination and creativity of schools' resources personnel can pave the way for new and different solutions to old problems.

◆ The comparative out-look of the study also exhibits males to favor physical education more than females with an observed t-value of 2.57. It is true that for an effective physical education program at schools gender and age are important factors and that they can affect fitness level of an individual. As noted by Winnick (1995), researchers in the area of physical education have proved that boys are more physically fit than girls with the exception of flexibility.

It has also been noted by Sherrill (1993) that, the performance gap between males and females with visual impairments is greater than for sighted peers; presumably, this is because girls are more overprotected than boys. Boys improve steadily from ages 6 to 17, whereas girls plateau at about ages 13 or 14. Therefore, teachers of physical education should take those differences into considerations when teaching students with visual impairments.

◆ Speaking very generally, there are differences between partially sighted and totally blind children. As the data indicates, the blinds were found to favor physical education as compared with those of the partially seeing children. It may seem that even a small amount of sight or vision would be advantageous. However, as stated by Scholl (1986), limited vision may yield imperfect sensations which in turn yield imperfect perceptions that become vague impressions which might be confusing in the educational process.

The point to be stressed is that when a person is considered blind, it does not necessarily mean the majority of the activities in a typical physical education program must be ruled out. Rather as expressed by Auxter, et al. (1993), a person's capacity for specific activity depends on the degree of blindness as well as available skill.

◆ The age at which the impairment occurs like-wise influences the attitudes of students with visual impairments toward physical education. It is true that a child with congenital blindness (mostly before the age of five) may need more detailed explanations that do not

depend on analogies for which they have no basis of understanding. But, as the study indicates, the congenitally blind children were found to favor physical education as opposed to the rest of the group.

Previous studies have also proved this notion to exist. One of those ideas is that of Auxter, et al. (1993), that says previous sight experience impacts favorably on the physical and motor development of adventitiously blind children and find adjustment difficult.

It has also been noted by Lowenfeld (1980), in Scholl (1986) that, children who lose their vision after the age of five years may have greater difficulty becoming tactile rather than visual learners and may also evidence accompanying emotional relations to their lose of vision particularly when the lose occurs as late as adolescence.

◆ The pre-school and primary grade school is the time when many children attempt and develop fundamental motor patterns (Bishop, 1994). But in cases of the study group, this crucial period of introducing physical education to children with visual impairments seem to be bypassed due to lack of awareness of its importance by teachers of physical education in both the sample schools as a result of which, the lower age and grade level students found to be unfavorable toward physical education.

It might not also because of the effective provision of the school environment that the higher grade levels and older students favored physical education. But, during the

intermediate, middle school and secondary grades, students combine, further refine and expand the fundamental motor patterns as they engage in sports and other culturally determined forms of movement. It has also been noted by Bishop (1994) that, most students become efficient movers through the interaction between growth, maturation of the neuromuscular system and instruction from parents.

Chapter Six

6. Conclusion and Recommendation

6.1 Conclusion

Participation in physical activity is vital to the health and well-being of people of all ages. Physically active people are less likely to suffer from chronic disabling conditions. Conversely, physical inactivity may be detrimental to health and well-being of an individual. It is on the basis of this assumption that physical education program is designed for students engaged in the program.

In addition to the physical benefits, the physical education program contributes to the social-emotional outcomes such as security and confidence and acceptance of the disabled by their sighted peers. The ultimate goal of the class atmosphere for children with vision loses is to provide experience that will help them adjust to the seeing society in which they live.

The study was aimed to investigate whether the aforementioned ideas in general are being practiced in the selected two primary level schools of Oromiya Region - West Shoa zone namely Bako and Sebeta Schools for the Blinds. Points adressed to the respondents so as to come up with conclusive remarks were:

1. To what extent are students with visual impairments aware of the effects of physical activity for the development of social, physical and psychological well-being?

2. Are sight level and age of onset of blindness influential on the attitudes of students with visual impairments toward physical education?

3. Do gender, age and grade level of the child have an impact on the attitudes of students with visual impairments toward physical education?

4. How do physical educators and school directors perceive the physical education program for visually impaired students?

Accordingly, it was found that most of the students have favorable attitude towards physical education despite differences in age, sex and grade levels. Though physical education is much favored by students with visual impairments, it is noted that, those group of children who are at a lower grade levels (5-6) and ages below 15 (<15) years were found to be unfavorable, magnifying its impracticality to those who need it so badly.

On the other hand, the degree of sight level as well as age at onset of the impairment were not found to cause a hindrance in taking part in physical education programs in schools when compared with those of the partially sighted and adventitiously blind students.

Significant problems registered by the sample respondents were: teachers' indifference and reluctance to teach according to the individual needs of each child, insufficiency of materials especially designed to meet the needs of the visually impaired children, lack of

training in the field of physical education and lack of awareness of the importance of physical education for the visually impaired children on both the school directors as well as the teachers group.

This signifies that, though physical education is much favored by students with visual impairments , the practical situation is in its infancy. Therefore, unless a good learning situation is provided, it is doubtful to expect changes on the child's over all development.

If the overall development of education is to foster the development of children who can achieve individual satisfaction as responsible contributing citizens, then physical education well-planned by well-thought-of and understanding teachers, it can make important contributions to the goal.

It is the hope of the researcher that those responsible for the education of the visually impaired every where will play an important role in alleviating the current problem at hand.

6.2 Recommendation

The purpose of education according to Dunn & Fait (1989), is to equip children and youth life competencies that enables them to love, to work, and to play within the context of an acceptable system of values. This applies equally to all children and youth whether

disabled or non-disabled in general and applicable to the education of visually impaired children and youth in particular.

However, handicapped children and youth have some unique needs which prevent the attainment of these life competencies through the ordinary provisions of the general education. Thus, special education provides the modifications required to meet the unique needs, enabling them to acquire the skills essential to becoming fully functioning and fully participating members of the society.

Physical education as part of special education is one of the subject matters which is designed to meet the needs of these children physically, socially as well as psychologically. But, in an effort to investigate the current practices of physical education and attitudes of visually impaired children in schools, results have been found that merit recommendations.

The viability of physical education programs depends on a number of school and non-school factors. Therefore, for practical implementation of the recommendations, they are put into short-term and long-term aspects.

6.2.1. Short-term Recommendations

6.2.1.1 A handicap results when an individual is placed at an actual or perceived disadvantage in the performance of normal life functions because of personal and societal expectations and attitudes toward the impairment.

The physical education teachers should be able to know that blind children enjoy and need participation in the same games, sports and physical activities as other children. To accomplish this task effectively, teachers in the field of special education in general and physical education in particular must have the awareness of physical activity programs.
As the researcher, it is not only blindness that retards development but also lack of awareness which paves a way to retardation or handicaps.

Thus, it is essential that a concerted effort be made to provide physical education teachers with quality in-service education experiences. Skill development is needed to ensure that appropriate physical education program are implemented for students with visual impairments.

6.2.1.2 It is worth noting that many individuals with disabilities have low level of physical activity. If the physical well-being benefits of sports competition are to be realized among the visually impaired students, professionals must set a program effective to the skills and ability level of the child.

Beyond the competitive spirits that may be aroused, it has high significance in the inclusion of students with visual impairments as part of the program which is the main objective of physical education programs that could be achieved through participation. Because, children with visual impairments are more likely to engage in solitary play, and when they do play with other children, have fewer social exchanges. Therefore, team games are important for the opportunities they provide students to demonstrate their ability to contribute to the group.

6.2.1.3 Providing an appropriate education for the visually impaired child requires cooperative effort among school personnel and other agency persons in order to ensure that the needs of the student are properly identified and that all possible resources are secured and utilized.

As identified by the study, professionals in the field lack awareness of the importance of physical education for the visually impaired children. Loss of vision by itself, is not a limiting condition for physical exercise. Instead, a considerable amount of developmental exercises of muscular strength and endurance can be administered to such children.

In order to hit this target, school directors should be well oriented with the general objective of special education at large and physical education programs for children with visual impairments in particular.

Because, as they are the high level control bodies of the whole campus, their awareness in every bit of exercise is expected to enhance the overall growth and development of the school environment.

6.2.1.4 Students with visual impairments must be well acquainted with the issues related to physical education as well as sport exercises. Hence, teaching materials, resources, and texts that read about physical education must be designed in Braille forms so that students could easily get more information and understand the concept and be aware of its practical situation the world over.

6.2.2. Long- Term Recommendations

6.2.2.1 Lack of vision can be accompanied by isolation from the sighted community. As a result these population may be forced to choose withdrawal from society of their contemporaries. To resolve such a devastating conditions, ways and means must be organized that make these children busy and participant in different activities during and after class sessions i.e. physical education.

To attain effective result, recreational and leisure time activities must be organized to the visually impaired children possibly together with sighted friends and family. Extra-curricular activities such as athletics, visits, walking etc., must be provided for students with visual impairments in the least restrictive environment. In return, the activities can

help the visually impaired children overcome some of the problems physical, and emotional, that are the direct results of the visual handicaps.

6.2.2.2. The visually impaired students may need specialized materials and equipment to practice an activity given. Play equipment are multifaceted in nature such as the outdoor and indoor types. It is the opinion of the researcher that many of the outdoor activities that are very helpful for students with visual impairments can be organized with the help of naturally and locally available materials.

Hence, appropriate identification and utilization of resources will make a significant difference in the education of the visually handicapped students and their participation for independent, successful living as adults in a sighted world. In fact, each sport requires a special equipment that enables knowledge of their whereabouts. But, in many instances, equipment must be modified to accommodate the visual mechanism. Therefore, regarding the indoor activity materials, modifications of existing equipment, or newly acquired equipment may be necessary.

In modifying equipment, often a first consideration is given to student's unique needs relative to the use of that equipment. The very thing needed is dedication and creativity on behalf of those who are assigned to run the program.

6.2.2.3 To further extend the importance of physical education for the visually impaired, more research work needs to be conducted in the field as local research in the area seems very limited.

6.2.2.4 Finally, implementing the policy of the MOE seems an inevitable task. Because, every citizen be it disabled or non-disabled has an equal right to participate in school practical as well as theoretical works and the curriculum in general. This calls the attention of those who are concerned in the field of education in general and special education in particular.

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Appendix 1.

Table 6.
The Enrollment of Students in the Sample Schools by Grades

No	Schools	Grade Level				Total
		5th	6th	7th	8th	
1.	Bako	8	10	10	7	35
2.	Sebeta	40	30	11	23	104
	Total	48	40	21	30	139

Appendix 2

Table 7.
The Enrollment of Students in the Sample Schools by Sex.

No	Schools	Gender		Total
		Male	Female	
1.	Bako	31	4	35
2.	Sebeta	63	41	104
	Total	94	45	139

Appendix 3

Addis Ababa University

School of Graduate Studies

Department of Educational Psychology

(Special Needs Education)

A questionnaire format designed to know the attitudes of students with visual impairments toward physical education.

1. Personal Data

Instruction:- Please, give an appropriate response for questions that will be read to you.

1.1 Grade_____

1.2 age _____

1.3 Sex_____

1.4 Degree of Severity

1.4.1 Low vision_____

1.4.2 Blind_____

1.5 Time of onset 1.5.1 Congenital_____.5.2 Adventitious_____

2. Attitude Scale

Instruction:- Please listen to the following instructions carefully. Following are statements which express fillings or attitudes toward physical education. You are to indicate on the five- point scale the extent of the agreement between the attitude expressed in each statement and your own personal feelings.

The five point scales are:

A- Strongly Agree B - Agree

C - Undecided (neutral) D - Disagree

E - Strongly Disagree

After listening to each statement carefully, choose the alternatives that best expresses your feeling about the statement. For example, if you agree with a statement, decide whether you simply agree or strongly agree, then mark in the area in the proper way. If you are undecided or neutral concerning your feeling about the statement, then say undecided but try to avoid saying undecided or neutral too often.

Remember- this is not a test- there are not right or wrong answers. I am interested in knowing how you feel toward physical education. Your answers will not affect your grades in any course so please be truthful and answer every statement.

Thank you

No.	Items	Strongly Agree	Agree	Neutral	Dis.	Strongly Dis.
1	Physical education contributes to the physical development of the students					
2	Physical education provides an outlet for e energy					
3	Physical exercise helps me in just taking care of my daily needs					
4	If physical education were an elective I would choose to take it					
5	I feel awkward in a physical education class					
6	Physical education does help me to control b movements					

7	One who participates in physical education feels healthy					
8	A physical education does not improve health					
9	In a physical education every one should be allowed to participate					
10	Physical education helps develop confidence					
11	I feel uncomfortable in a physical education class					
12	I would rather play than listen or may be watch a game					
13	I do not like my body to be exposed in a sport uniform					

14	Physical education should be required a compulsory subject promotion					
15	Teachers of phy education take into account the physical needs of the students					
16	I am afraid of not succeeding in phy education					
17	Physical education provides a relaxed atmosphere in which to make friends					
18	I like to participate competition between teams					
19	Skills learned in physical education classes are useful in social life					

20	I like being with others physical education class					
21	Playing with others in physical education class is fun					
22	Physical education c upsets a person emotionally					
23	I would advise any on take physical education if or he were physically able					
24	If a sport skill is within the limits of a persons' physical abilities, he or she should try to do it					
25	I like physical education					
26	Physical education helps to work of emotional tensions					
27	Through physical					

	education one learns how to be a good sport					
28	I look forward to physical education classes with enthusiasm					
29	I like competition between students in a physical education class					
30	Physical education contributes to the mental development of students					
31	It is not possible for every one to be good at every game, but it is fun to try.					
32	It is not easy to relax i physical education class.					
33	One should take physical education even were not a required course.					

34	I do not want to be in physical condition					

Appendix 4

Addis Ababa University

School of Graduate Studies

Department of Educational Psychology

(Special Needs Education)

Interview Guide

The interview is part of the study that is currently being conducted in Addis Ababa University. The purpose of this interview is to get information about the attitudes of teachers particularly those who are teaching physical education for students with visual impairment as well as school directors. My objective is to come up with possible recommendations that would contribute to the efforts being done today to enhance the physical development of students with visual impairments.

In this regard, you will play an important role. That is why I wanted to ask you some questions. Please answer the questions that I am going to ask you by sharing your experience and opinion. The data will be used only for research purpose . The information we get from you will be confidential and will not affect any body in any way.

Thank you.

Part 1

Personal Data

Direction :- Please fill in the blanks with appropriate information.

1.1 Academic Status _____

1.2 Age _____

1.3 Sex _____

1.4 Service in years _____

1.5 Training in the field _____(for teachers).

1.6 Title_____(for school directors).

Part 2

Interview Protocols:

Directions:- Following are questions (interview protocols) related to teaching physical education to students with visual impairments. Please answer the questions that I am going to ask you. If you are not sure about a question, please feel free to ask for more clarification.

1. Do you think physical education program is necessary for visually impaired students?

Yes_____ No_____

Why?

2. What has the physical education to do with the daily needs of the children with visual impairments? _____

3. Can you give any psychological benefits that are the out comes of physical education?

4. What do you think are the contributions of physical education programs in social life?

5. Who do you think (the sighted or non- sighted) need more of the physical education program?

why?_____

6. Do you think physical education should be required as a compulsory subject for promotion?

Why?_____

7. What do you say about the availability of sport materials for teaching physical education to students with visual impairments?

8. In what types of leisure or extra-curricular activities are students with visual impairments engaged more?

Why?_____

9. What do you think are the strengths and weaknesses of physical education program?

Strengths_____

Weaknesses_____

10. Can you give reasons why you like physical education?

1.

2.

3.

አዲስ አበባ ዩኒቨርስቲ

የድህረ ምረቃ ትም/ፕሮግራም

በትምህርት ፋኩልቲ

የሳይኮሎጂ ትምህርት ክፍል

ማየት የተሳናቸው ተማሪዎች ስለ ሰውነት ማጐልመሻ ትም/ያላቸውን አስተያየት ለማጥናት የቀረበ የጽሁፍ መጠይቅ፤

መመሪያ : ከዚህ ቀጥሎ ስለ ሰውነት ማጐልመሻ ትምህርት አንዳንድ ሚፍተ ነገ ሮችን ያገኛሉ:: በእያንዳንዱ ዐረፍተ ነገር ላይ ያለዎትን አስተያ የት ለማወቅ እፈልጋለሁ:: የሰውነት ማጐልመሻ ትምህርትን መደበኛ ክ/ጊዜ ኖሮት በት/ቤት እንደሚሰጥ እንደማንኛውም የትም/ ዒነት እንዲመለከቱት እጠ ይቅዎታለሁ:: ከውድድር ስፖርቶች ጋር በማነ ጻጸር መልስ እንዲሰጡ አይገደዱም:: እያንዳንዱን ሚፍተ ነገር በጥን ቋቄ ካደመጡ በ ኋላ ሀሳብዎትን በትክክል ሊገልጽልዎት የሚችለውን ምርጫ

ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ እርግጠኛ አይደለሁም

መ/ አልስማማም ሠ/ በጣም አልስማማም

ከሚሉት መካከል አንዱን መምረጥ ይችላሉ:: ለምሳሌ፣ በአንድ አረፍተ ነገር ላይ የሚስ ማሙ ከሆነ ቀጥለው የመጨረሻ ምርጫዎን ከመፈፀምዎ በፊት «እስማማለሁ» ወይም «በጣም እስማማለሁ» ከሚለው አንደኛውን ለመ ምረጥ ውሳኔ ላይ ይድረሱ፤ በተሰጠው ሚፍተ ነገር ላይ ውሳኔ ላይ መድረስ ካልቻሉ «እርግጠኛ አይደለሁም» በማለት መግለጽ ይችላሉ ሆኖም ይህንን ምርጫ አዘውትረው ከመጠቀም ይጠንቀቁ /ይቆጠቡ/

ማሳሰቢያ: ይህ መጠይቅ ቴስት /ፈተና/ አይደለም፤ /ትክክል ነዎት ወይም ተሳስተዋል/ የሚባል መልስም የለውም:: የመጠይቁ ዓላማ በሰውነት ማጐልመሻ ትምህርት ላይ የሚሰማዎትን አስተያየት ለማወቅ ብቻ ነው:: ከዚህ በተጨማሪም የሚሰጡት መልስ ከሚማሩት ትምህርት ጋር ተደምሮ በው ጤት መልክ የሚመዘገብና እርስዎን የሚጐዳ አይሆንም:: ስለሆነም በሐቀኝነት ላይ ተመርኩዘው ለእያንዳንዱ አረፍተ ነገር ተገቢ ነው የሚሉትን መልስ እንዲሰጡ ከአክብሮት ጋር እጠይቅዎታለሁ::

ከምሥጋና ጋር

መጠይቅ 1 - የህይወት ታሪክ መረጃ

1.1 የትምህርት ደረጃ _____

1.2 ዕድሜ እስከ 18 ☐ ከ18 በላይ ☐

1.3 ጾታ ወ ☐ ሴ ☐

1.4 የማየት ችሎታ

ጭላንጭል ☐ ፍጹም የማያይ ☐

1.5 አደጋው የተከሰተበት ወቅት

ከወሊድ በፊት ☐ ከወሊድ በኋላ ☐

መጠይቅ 2 . አካላዊ ገጽታ

ተራ .ቁ	ይዘት	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ አይደለሁም	አልስማማም	በጣም አልስማማም
1.	የሰውነት ማጐ/ትም/ለተማሪዎች የሰውነት መዳበር አስተዋጽኦ ያደርጋል::					
2.	በሰው ማጐ/ትም/የሚሳተፍ ሁሉ ጤንነት ይሰማዋል::					
3.	የሰው/ማጐ/ትም በሰውነታችን ውስጥ ያለውን ትርፍ ኃይል በሥራ ላይ እንድናውል ይረዳናል::					
4.	የሰው/ማጐ/ትም/ እንደ አንድ መደበኛ የትም/ሚነት ባይሆን እንኳን ማንኛውም ሰው ተሳታፊ መሆን ይኖርበታል::					
5.	የሰው /ማጐ/ትም/ እንቅስቃሴ የዕለት ተዕለት ተግባሬን ለማከናወን እገዛ ያደርግልኛል::					
6.	ብቁ አካል ያለው ሁሉ የሰው/ማጐ/ትም እንዲከታተል እመክራለሁ::					
7.	የሰው/ማጐ/ትም በምርጫ የሚወሰድ ቢሆን እመርጠዋለሁ::					
8.	የሰው /ማጐ/ትም/ የጤንነት መሻሻልን አያስገኝም::					
9.	በሰው /ማጐ/ትም/ክ/ጊዜ የቀልጣፋነት ስሜት አይሰማኝም::					
10.	የሰው/ማጐ/ትም/ የአንድን ሰው የሰውነት እንቅስቃሴ ለመቆጣጠር አያስችለውም::					

1.	በጥሩ የሰውነት አቋም ላይ እንድገኝ አልፈልግም::					
	ድምር					

መጠይቅ 3 ሥነልቡናዊ ገጽታ

ተራ ቁ.	ይዘት	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ አይደለሁም	አልስማማም	በጣም አልስማማም
12.	በሁሉም የጨዋታ ዓይነቶች ብቁ መሆን ቢያስቸግርም መሞከሩ ግን ደስታን ይፈጥራል::					
13.	የሰው /ማኔ/ት/ም/ የመንፈስ ጭንቀትን ለማስወገድ ይረዳል::					
14.	የሰው /ማኔ/ት/ም/ ለተማሪዎች የአዕምሮ ዕድገት አስተዋጽኦ ያደርጋል::					
15.	የሰው ማኔ/ት/ም እወዳለሁ::					
16.	በሰው/ማኔ/ት/ም ክ/ጊዜ በተማሪ ዎች መካከል የሚደረግ ውድ ድር እወዳለሁ::					
17.	በሰው ማኔ/ት/ም/ አንድ ሰው ጥሩ ስፖርተኛ ሊሆን እንደሚ ችል ይማራል::					
18.	የስፖርት ችሎታ በአንድ ሰው የአካል ብቃት የተወሰነ ቢሆንም መሞከር አለበት::					
19.	በሰው ማኔ/ት/ም/ ክ/ጊዜ መዝና ናት ቀላል ነገር አይደለም::					
20.	የሰው/ማኔ/ት/ም/ሰውን ለብስጭት ይዳርጋል::					
21.	የሚቀጥለውን የሰው/ማኔ/ት/ም/ ክ/ጊዜ በጉጉት እጠብቃለሁ::					
	ድምር					

መጠይቅ 4 ማህበራዊ ገጽታ

ተራ.ቁ	ይዘት	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ አይደለሁም	አልስማማም	በጣም አልስማማም
22.	በሰው ማጌ/ትም/ክ/ጊዜ ከጓደኞቼ ጋር መጫወት ያረካኛል::					
23.	ከት/ቤት መደበኛ ትም/ባሻር በቡድን መካከል በሚደረግ ስፖርታዊ ውድድሮች መሳተፍ እወዳለሁ::					
24.	የሰው /ማጌ/ትም/ ጓደኛን ለማፍራት አመቺ ሁኔታን ይፈጥራል::					
25.	በሰው/ማጌ/ትም/ክ/ጊዜ አማካይነት ከሌሎች ጋር መሆንን እፈቅዳለሁ::					
26	በሰው/ማጌ/ትም/የተገኘ ክህሎቶች ለዘላቂው ማህበራዊ ህይወት ጠቀሜታ አላቸው::					
	ድምር					

መጠይቅ 5 አስተዳደራዊ ገጽታ

ተራ.ቁ	ይዘት	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ አይደለሁም	አልስማማም	በጣም አልስማማም
27.	የሰው /ማጌ/ትም/መምህራን የተማሪዎቻቸውን አካላዊ ፍላ ጐት ከግምት ውስጥ በማስገባት ያስተምራሉ::					
28.	የሰው/ማጌ/ትም/ የ2ኛ ደረጃ ትምህርትን ለማጠናቀቂያ ተፈላጊ የትም/ሚይነት ሁኖ መወሰድ አለበት::					
29.	ስለ ጨዋታ ከመስማት /ማየት/ ይልቅ መሳተፍን እመርጣለሁ::					
30.	የሰው ማጌ/ትም/በሪስ የመተማመን ስሜት ለማዳበር ይረዳል::					
31.	በሰው ማጌ/ትም/ክ/ጊዜ ሁሉም እንዲሳተፍ መፈቀድ አለበት::					
32.	በሰው/ማጌ/ትም/ ውጤት አስመዘግባለሁ ብዬ አላስብም::					
33.	የጅምናስቲክ ልብስ በመልበስ ሰውነቴ እንዲታይ አልፈቅድም::					
34.	በሰው /ማጌ/ትም/ክ/ጊዜ ምቾት አይሰማኝም::					
	ድምር					

አጠቃላይ ድምር

አዲስ አበባ ዩኒቨርስቲ
የድህረ ምረቃ ትም/ፕሮግራም
በትምህርት ፋኩልቲ የሳይኮሎጂ ትም/ክፍል

ምሁራን ስለሰው/ማጐ/ትም ያላቸውን አስተያየት ለማወቅ የቀረበ መጠይቅ፤

ይህ መጠይቅ ማየት የተሳናቸው ተማሪዎችን የሰው/ማጐ/ትም/ የሚያስተምሩ መምህራንንና እንዲሁም ር/መምህራንን ስለሰው/ማጐ/ትም ያላቸውን አስተያየት ለማጥናት የቀረበ ጽሁፍ ነው::

ስለሆነም፣ እርስዎ በዘርፉ አስፈላጊውን መረጃ ይሰጡኛል ብዬ አስባለሁ:: ጥናቱ የተጠበቀውን ውጠት እንዲያስገኝ መልሶችዎ እውነተኛና ግልጽ እንዲሆኑ በታላቅ ትህትና እየጠየቅሁ ውድ ጊዜዎን መስዋዕት በማድረግ ላደረጉልኝ ትብብር በቅድሚያ አመሰግናለሁ::

ማሳሰቢያ መረጃው ከምርምር ሥራ ውጭ ለሌላ ተግባር እንደማይውል እያረጋገጥኩ ስምዎን መጻፍም አላስፈላጊ መሆኑን ልጠቁም እወዳለሁ::

1. የትም/ደረጃ _____ 2. ጸታ _____
3. በሙያው የተለየ ሥልጠና አለ _____ የለም_____
4. የአገልግሎት ዘመን _____
5. የሰው/ማጐ/ትም/ማየት ለተሳናቸው ተማሪያች ጠቀሜታ አለው ብለው ያስባሉ?
   አዎን _____ የለም _____
   ለምን /እንዴት?
   _____
   _____
   _____
6. ትምህርቱ በአብዛኛው ለየትኛው ወገን ያገለግላል ይላሉ?
   ለዓይናማው_____ ማየት ለተሳናቸው _____
   ለምን? _____
   _____
7. የሰው/ማጐ/ትም/ ከተማሪዎች የዕለት ተዕለት ኑሮ እንቅስቃሴ ጋር ያለውን ተዛማጅነት ቢገልጹልኝ፣
   _____
   _____
   _____
8. ተማሪዎቹ የሰ/ማ/ትምህርትን በመሳተፍ ሊያገኙ የሚችሉት ስነልቡናዊ ጠቀሜታ ምንድነው ይላሉ?
   _____
   _____
   _____

9. ከዕይታ ማጣት ባሻገር ተማሪዎቹን ልዩ የሚያደርጋቸው ባህሪያት አሉ ብለው ያስባሉ?
አዎ _____ የለም _____
ካሉ ቢጠቅሱልኝ_____

_____

10. በተማሪዎቹ ማህበራዊ ህይወት ውስጥ የሰ/ማ/ትምህርት አስተዋጽኦ ምንድን ነው ይላሉ? _____

_____

_____

11.ተማሪዎቹ የ/ሰ/ማ/ትም/ በመሳተፋቸው በሌሎች የት/ዓይነትም መሻሻል ሊያሳዩ ይችላሉ ብለው ያስባሉ? አዎ_____ የለም _____
ለምን/እንዴት? _____

12. ተማሪዎቹ በአብዛኛው የሚሳተፉባቸው ክበባት ምንድናቸው? _____

_____

የተለየ ምክንያት ካለ

_____

13. የሰ/ማጌ/ትም/ ወደ ከፍተኛ ትምህርት ተቋም ለመግቢያ እንደአስፈላጊ የትም/ዓይነት ሆኖ መመደብ ይገባዋል ይላሉ?
አዎ ____ የለም ____
ምክንያት? _____

_____

14. ተማሪዎቹን የሰ/ማ/ትም/ ለማስተማር በት/ቤቱ ያለው የስፖርት ማቴ ሪያል/ዕቃዎች/ አቅርቦት እስከምን ድረስ ነው? _____

15. ስለ ሰው/ማጌ/ትም/ ክ/ጊዜ ርዝማኔ ያለዎት አስተያየት ምንድነው?
ይበዛል _____ በቂ ነው ____ አነስተኛ ነው ____
ምክንያት _____

_____

16. እርስዎ የሰ/ማጌ/ትምህርትን የሚወዱበትን 3 ምክንያቶች ቢያስቀምጡልኝ

_____

_____

17.የሰው/ማጌ/ትም/መምህራን የተማሪዎቻቸውን አካላዊ ፍላጌት ግምት ውስጥ በማስገባት ያስተምራሉ ብለው ያስባሉ?
አዎ ____ የለም ____
ለምን? _____

18. ተማሪዎች ከመደበኛ ትም/ፕሮግራም ባሻገር በውድድር ስፖርትም መሳተፍ ይችላሉ ብለው ይገምታሉ?
አዎ ____ የለም ____
እንዴት? _____

_____

Declaration

" I hereby declare that this thesis is my original work. It has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged".

Name Degefa Abdi

Signature _____

Date of Submission 13/06/2001

Place Addis Ababa University

School of Graduate Studies

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

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Signature : _____

Date of submission : 13/06/2001