

Addis Ababa University
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Adapted Physical Education in Elementary and Junior Secondary Level
Challenges and Opportunities of Students with Visual Impairment: The Case of Some
Selected Schools

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Selected Schools

A Thesis Submitted To the Graduate School of Addis Ababa University in Partial
Fulfillment of the Requirement for the Degree of Masters of Science in Physical
Education / Sport Science

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School of Graduate Studies
Department of Sport Science

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Acronyms

PE	Physical Education
APE	Adapted Physical Education
FGD	Focus Grouped Discussion
GCS	German Church School
G&M	German And Minilik Schools
IDEA	Individual With Disability Education Act
GPE	General Physical Education
HPE	Health And Physical Education
IEP	Individualized Education Program
NASPE	National Standards For Physical education
SWD	Students With Disability
SWVI	Students With Visual Impairment
ENAB	Ethiopian national association for blinds
UDHR	universal declaration of human rights

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Abstract

The purpose of this research was to look in to the implementation of adapted physical education lesson for students with visual impairment in two selected elementary schools of Addis Ababa. sThe participants of the study were physical education teachers, students with visual impairments, and the school principals.

The study used the qualitative descriptive research method to identify the challenges and deliver the implementation of APE, and its challenges for students with visual impairments. The main data was collected through interview while playground observation and focus group discussion were also supplementary data.

Finally the study suggests points concerning the role of schools' administrations and physical education teachers for better delivery of implementation of Adapted Physical Education for students with visual impairments

Chapter One

Introduction

1.1 Background

In order to be able to work, increase the economic growth and social development education is a fundamental way of every individual. According to Abebe (2008), “a population without necessary and advanced knowledge, skill and positive attitude couldn’t succeed in achieving changes which leads to genuine and meaningful socio-economic development” Abebe (2008: 1).

It is also a vital instrument for all people of the world. Educated people can contribute for the development of economic, social and educational background of their country. People have the right to get the chance to education. “Education shall be free, at least in the elementary and early stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit” (Universal Declaration of Human Rights, Art. 26, 1948; Convention on the Rights of a Child, Art.18, 1989).Ethiopia also adopted the act.

Ministry of education of Ethiopia stated the Act the right of each child to learn, to have equal chance according to individual’s potential. “The ultimate objective of special education is to enhance equal human right and specifically the right to education of all children regardless of their individual characteristics. Thus, access to education has to be improved as well as the quality and relevance of educational services, so that every child can learn in accordance with his/her full potential.” (World data on Education.6th edition, 2006/7.p.19)

According to (UDHR 1948), “without any discrimination of their gender, age, health, and economical status, education shall be freely given for all people in order to fulfill their needs”.

Universal Declaration of Human Rights, Act. 26; (Convention on the Rights of a Child, Art.18, 1989)

Peoples’ economic and social development can highly be compressed through their education. Education is a need for all people that shapes over all personalities. For this every subject has a unique contribution to make the development of each student and, thus, to society. Vanier (1969)

stated that, the aims and purpose of physical education are the same as those all other subjects meant to develop well rounded, happy, healthy, skilled and productive individuals determined to perpetuate democracy.

Physical education is one of the major subjects included in the school curriculum, which is given in elementary, secondary as well as higher education level. It is not just a sport but also the anatomy of the human body which is given for the students as part of their educational program. According to Anderson, D.(1989), “Physical education is an educational course related to the physique of the human body, taken during primary and secondary education that encourage the psychomotor learning in a play or movement exploration setting to promote health.” (Anderson, D., 1989: 82)

Physical education plays critical roles in educating the whole students and has a big contribution to the development of physical capability and fitness. As a discipline, it has a great value in our life. Literatures and researches support the importance of Physical Education in educating both mind and body.

Mathew (1978), also explained that, “physical education helps students to develop physical ,mental, emotionally and socially be factoring movement ,skills and a coordination, self-confidence and self-esteem” (Mathew, 1978: 4)

When students participate in Physical Education and Sports, they are adapted to their levels of bodily conditions in order for them to benefit fully and attain total physical fitness, enhancing their cognitive, psychomotor and affective development. In other words, when one develops mental fitness, physical strength, and psycho-social wellbeing through sports, he/she is thus adequately prepared for meaningful undertaking in other activities to the best of his/her capacities. Participation in Physical Education, which includes various physical and sports activities, leads to a total physical fitness both among persons with and without disabilities to self-actualization (Kiganjo et al, 2003; Katzenellenbogen, 1999).

It has variously been shown in a number of studies that, persons with disabilities who participate in sports improve in strength, coordination, and flexibility. Researches show that interactions individuals with disabilities, who participate in sports activities, are less depressed, perform better academically, and are more stable in behavior as well as in their overall social.

The overall impact of participation of students with disability was further emphasized by Nelson Mandela when opening the first annual South African Junior Wheelchair Sports Camp held in Johannesburg in December 1995 saying “Children with disabilities are equally allowed to an exciting and brilliant future. We need to see to it when we remove the obstacles ... whether they stem from poor access to facilities; poor education; lack of transport; lack of funding; or unavailability of equipment such as children's wheelchairs. Only then will the rights of the disabled to equal opportunities become a reality.” (<http://www.cureourchildren.org/sports.htm>).

In Addis Ababa, there are numbers of schools which integrate students with disabilities in regular classes. Among those schools, Minilik^{II} Primary School and German Church School can be referred as examples. On these two schools, students with visual impairment are integrated in regular classes from grade one to grade eight. Although students with visual impairment acquire the opportunity to regular classes in a way of integration, they are facing many problems in their all subjects. Especially, in their physical education classes, particularly students with visual impairment seem to face many problems.

Integration can work well if schools provide the necessary support systems. However in the case of our country, students with disabilities, especially students with visual impairment seem either included in physical education classes without the necessary support systems or left aside from the practical classes. Such kind of unbalanced integration is considered to be discriminating the students with visual impairment, the classmates, and the teachers.

Research has shown that students with visual impairment will become less active as they get older. Joseph Winnick as cited in Kozub & Oh (2004), unless they get the opportunity to physical education activities such as bowling, dancing, horseback riding, and many other lifetime sports cannot be done safely and may lead them to allow social network of friends

1.2.Statement of The Problem

Adapted Physical Education is the art and science of developing, implementing and monitoring a carefully designed physical education instructional program for a learner with a disability based on a comprehensive assessment, to give the learner the skills necessary for a life time of rich leisure, recreation, and sport experience to enhance physical fitness and wellness.

Physical Education and Sports for People with Visual Impairments provides benefits for children's health and fitness, and it also helps to improve their self-esteem, feelings of competence, and relationship skills. It is part of the expanded core curriculum that includes skills essential for students with visual impairment. Hence, restricting students with visual impairment Participation in physical education, however, physical education been more limited for students with disability especially students with visual impairments. some of the reasons to limit the participation of students with disability particularly students with visual impairment are negative attitude towards the inclusion of children with disabilities in to regular schools, lack of material resources adapted for students with disability, lack of the availability of suitable facility, lack of skilled man power, lack of awareness, lack of support from governmental body, and lack of budget.

This research is intended to uncover the problems that are hindering the full implementation of Adapted Physical Education in German church school and Minilik Primary school. In order to sort out the existing problems the following basic questions will be raised;

1.3 Basic research questions

1. What are the major factors that limit the implementation of APE in G&M schools?
2. Where did the problems arise from?
3. Do the concerned parts (students, teachers, department heads, and school principals) aware of the existing problems?
4. If yes, what measures are taken to solve the problems?
5. What measure can be recommended as a best solution?

1.4 Objectives of The Study

The study has the following general and specific objectives

1.4.1 General Objectives

The purpose of the study is to find out the opportunity and challenges of students with visual impairment, and the major problems of implementation of adapted physical education for students with visual impairment in German and Minilk II Primary School.

1.4.2 Specific Objectives

Moreover, this research is aimed to be conducted for the following specific objectives;

- to uncover the existing problems
- to raise the necessary solution
- to provide information for other studies

1.5 Significance of the Study

Writing on this issue may take long time in order to assess the needs of students with visual impairment in this area. However, conducting this research, the researcher highly believes that the study can be a corner-stone for other additional as well as depth studies. Moreover, it will give the whole country in sight to governmental and non-governmental organizations about the important benefits of adapted physical education for the learners with disability.

1.6 Delimitation of the Study

Because of time and budget, the study is delimited to German Church School and Minilik Primary School. Moreover, the study will only focus on middle school (from grade 5 to 8) students

1.7 Limitation of the study

This research has the following limitations, lack of sufficient time to organize the data at the planned date, lack of money to run the process, lack of the needed information, and lack of written literatures in Ethiopian context.

1.8 Operational Definitions of Terms

Physical fitness: - the state of being physically healthy and strong.

Adapted physical education:- Specially designed program of developmental activities, games, sports/ and rhythms suited to the interests, capabilities, and limitations of students with disability who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Coordination: - is the ability to perform movements of various degrees of difficulty very quickly and with efficiency and accuracy.

Disability: - is any restriction or lack of ability (resulting from impairment) to perform an activity in the manner or within the range considered normal for a person of the same age, culture, and education.

Flexibility: - the ability to perform joint actions through a wide range of motion.

Impairment: - any loss or lack of psychological, physiological or anatomical structure.

Skill: - is an ability to do something acquired through practice or learning.

Sport: - is an activity that is governed by a set of rules or customs and often engaged in competitively.

Visual impairment: - is a term experts use to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss.

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).

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).

Paralympics - 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).

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.

Paralympics Games: - A sporting event, modeled on the Olympic Games, held solely for competitors with visual and physical disabilities. Etymologically, the word "Paralympics" is derived from two Greek words, namely, "para" which means "parallel" and "Olympic" (Roger, 2005, p. 51)

Orientation and Mobility: - Orientation and mobility (O & M) instruction prepares a student with a visual impairment to travel independently and safely. Orientation skills help a student to be aware of his/her own body in space and the surrounding environment. Mobility skills are specific techniques used to enable a student to move easily from one place to another. Orientation and mobility includes both mental orientation and physical locomotion.

Blind Mannerisms: - Repetitive, stereotypical movements and mannerisms, such as eye-poking and rocking which are characteristics of many blind individuals.

Blindness: - Legal blindness ranges from a visual acuity of 6/60 (20/200) in the better eye after correction to having no usable vision, or a field of vision reduced to an angle of 20 degrees.

Body Awareness: - A conscious appreciation of the relationship of all body segments to each other and to objects. a mental picture of the physical parts of the person and their relationships to each other.

Body Image: - Picture of one's own physical body and its capacity for movement and function.

Low Vision (Partial Sight):- A person who reduced central acuity or visual field loss which, even with the best optical correction provided by regular lenses, still results in visual impairment from a performance standpoint.

Mobility Device: - Equipment used in the same manner as a long white cane .Its function is to act as a device and detection tool of obstacles and ground surface changes to the person using it.

Mobility: - The ability to move from one location to another in a safe and efficient manner. Term used to denote the ability to navigate from one's present fixed position to one's desired

Visual Impairment: - Any optically or medically diagnosable condition in the eye(s) or visual system that affects the development and normal use of vision. Impairments may be of a minor nature, may be correctable, or may be severe and uncorrectable.

1.9 organization of the research paper

This study has five chapters .the first chapter provides background information about the use of education in human life, the use and history of physical education and adapted physical education students with visual impairment in global as well as in the Ethiopian context, and about the German church primary school and Minilik II primary school which are participating students with visual impairment in regular classes in Addis Ababa. Statement of the problem to be addressed under this study, objectives of the study, significance of the study, and the study delimitations are also included in the first chapter.

The second chapter constitutes the theoretical and conceptual framework which explains the way in which physical education and its origin has been perceived through ages. A brief theoretical concept about understanding of physical education is included.

The benefits of physical education for the development of human body and for individuals cognitive, emotional, and psychomotor development are revised in this chapter. In addition to this, adapted physical education in global context and its implementation and incredible relation between Adapted physical Education and visual impairment explained in this chapter. Education in general physical education for people with visual impairment in the world and in Ethiopia, are also parts of the second chapter.

Chapter three includes methods and design, data collection instruments and techniques in which the data was gathered, and procedures employed for the research. Presentation and data analysis of the collected data through interview, observations, and focus grouped discussion is a part in chapter four.

Chapter five explicit the outcomes of the research and implications, followed by conclusions and recommendations.

Chapter Two

Literature Review

2.1 Major Historical Influences

The history of Physical Education started from the ancient societies through the middle ages (the late 1700s to the mid 1800s), to modern Europe, the United States and a host of other contemporary nations while three countries (Germany, Sweden, and England) influence its growth and passed to the United States in 19th C. As cited in Joseph Winnick (Murray Mitchell, (2012) explained that “German immigrants introduced the turner societies which advocated a system of gymnastic training that utilized heavy apparatus (e.g., side horse, parallel and horizontal bars) in the pursuit of fitness. In contrast, the Swedish system of exercise promoted health through the performance of a series of prescribed movement patterns with light apparatus (e.g., wands, climbing rope) the English brought sports and games to America with a system that stressed moral development through participation in physical activities. The influence of these nations laid the foundation for sport and physical education in America.

The history of Physical Education varies from country to country. For instance, the documented history of France explained that, Physical Education has been a compulsory subject since 1880 and 1882 in primary school and 1925 in secondary schools while, in Australia, it was first made a compulsory part of the curriculum in Victorian Government primary and secondary schools in 1981. Currently, Physical Education trends have developed recently to incorporate a greater variety of activities besides typical sports.

Although, there is lack of written materials about the onset of physical education the history of in our context, it has increasingly become an academic discipline. According to Jima University (2014), Physical Education and Sports in the past was closely allied to the larger area of education, of which its attention has focused in the development of students in different schools.

Today the attention given for the role of physical exercise and sports which has now become part of activities in schools, colleges and universities, organizational settings, sports and health clubs has been increasing than ever before.

The demand of the society in the area of physical activities for maintaining and developing total health and wellbeing will force professional in the area to revise the past approaches.

Physical Education grew mainly from a medical background, with major emphasis on fitness, grace in movement, and the development of character. In addition, it had a role in the development of the whole student. On the other hand, third major influence was the growth of sport and its acceptance in to school and university curriculum.

2.2 Concepts of Physical Education

2.2.1 Fundamental Movement Concepts

This concept encompasses basic and core locomotors skills at age-appropriate ability levels. It includes special awareness, body awareness, and qualities of movement and relationship of the body in space. Movement concepts allow students to learn how to move in response to feedback, to perform and repeat tasks/skills, and to recognize/describe correct form/skills.

The need for quality physical education at the elementary level is extremely important as research has shown a relationship between the performance of fundamental movement skills and youth's body weight. In addition, the teaching and assessment of fundamental movement skills are very important for the children's motor development and continued participation in Physical Education. (Booth, Chey & Southall 2002)

2.2.2 Complex and Specialized Movement Concepts

These concepts utilize basic fundamental movements in a more focused and specific manner. It includes both offensive and defensive strategies, evaluation of critical elements of basic movement, use of coaching information to improve performance, and identification of critical components of a skill. Complex and Specialized Movement Concepts concept involves strategy development as well as developing technical motor skills and movement patterns. Students

demonstrate their knowledge of tactics, movement patterns and technical motor skills by designing rules, procedures and skills.

2.2.3 Physical Activity outside the Classroom

This concept is comprised of activities that encourage age students to maintain or enhance a healthy lifestyle. It encourages students to develop a habit of participating in at least 60 minutes a day of moderate to vigorous activities for most days of the week. Outdoor learning is, and always has been; an intrinsic part of the physical education curriculum and its importance has always been recognized. Council for subject association 2009 recommended that all primary children should encounter a residential outdoor and adventurous experience and this continues to be recognized as good practice.

Outdoor learning today has a broader interpretation and the outdoor classroom can be found in a variety of locations such as school grounds, parks and outdoor centers, which involve schools working effectively with a range of partners.

2.2.4 Health Related Fitness

This concept covers the basic fitness exercises needed for developing a healthy human body. It concentrates up on cardiovascular fitness, aerobic fitness, muscular strength, flexibility, muscular endurance, and body composition. Cardio-respiratory endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity, Muscular strength is the ability of the muscle to exert force during an activity Muscular strength is the ability of the muscle to exert force during an activity, Muscular endurance is the ability of the muscle to continue to perform without fatigue, Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body, Flexibility is the range of motion around a joint,(USDHHS, 1996).

The main goal of this concept is to enhance fitness level. It often uses nationally-recognized,, criterion-referenced, health-related fitness assessment to help measure progress.

2.2.5 Scientific Principles

This concept centers around comprehensive knowledge of the effects physical activity has upon the body, components of health-related fitness, the importance of warm-ups and cool-downs, naming and locating muscle groups, nutrition, sun safe practices, and recognizing the relationship types of fitness and types of exercise.

Wilmore, J.H. and Costill, D.L. (2005) explained principles of trainings are such as:

1. The principle of individual differences; means that because we all are unique individuals, we will all have a slightly different response to an exercise program.
2. The principle of over load; the exercise science principle of over load stated that a greater than normal stress or load on the body is required for training adaption to take place. In order to improve our fitness strength or endurance it needs to increase the work load gradually.
3. The principle of progression; there is an optimal level of over load that should be achieved, and an optimal time frame for this over load to occur.
4. The principle of adaption; adaption refers to the body's ability to adjust to increased or decreased physical demands.
5. the principles of use /disuse; this principle' use/disuse' implies that when it comes to fitness 'use it or lose it'.
6. The principle of specificity; exercising a certain body part or component of the body primarily develops that part.

2.2.6 Personal and Social Behavior

This concept is comprised of ideas surrounding behaviors that respect self and others in physical activity settings. It promotes the idea of safety, directions, honesty, accepting decisions remaining on task while independently working, assessing and taking responsibility for personal actions/behavior, exhibiting self-control, cooperation, perseverance, verb and nonverbal encouragement, and employing conflict resolution strategies.

2.2.7 Values of Physical Activity

This concept concentrates upon the importance of physical activity with an individual's life. It identifies enjoyment, challenge, health, self-expression, and social interactions as the core values of physical activity. In other hand helps children more confident, happy, relaxed, improve self esteem and self concept, sense of belonging, ability to sleep better, self expression and opportunity to achieve.(Australian Government Department of Health and Aging 2004). Encouraging participation in new skill when frustrated, express positive feelings on progress made, and examining motivation self-discipline.

2.3 Meanings and Benefits of Physical Education

Based on the above concepts, Physical education can be defined as the process of education that concerns activities which develop and maintain the human body. It is not only improves our physical health, it enhances emotion outlook and to stimulates our intellectual activity and ability, and total wellness. Schmottlach and McManama (1997) stated that physical education is a medium through which a total learning experience takes place. Moreover, it encourages and promotes psychomotor learning in a movement or play exploration setting.

Physical Education also helps in introducing students to a lifetime of activities like Frisbee, walking/hiking and bowling. Means, it's an integral part of education which contributes for the development of an individual with planned and designed movement, physical activity and exercises. It includes a body of knowledge that depends on many disciplines as contrast to the mind. Ibid

The term Physical Education is also related with the physical, biological & behavioral sciences. Wuest and Bucher (2003) explained that the word physical referred to the body, so it is often used with reference to various bodily characteristics such as physical strength, physical development, physical powers, physical health, and physical appearance.

On the other hand, physical education by itself is a process through which sport, outdoor adventure activities, dances, and games are used by educators to help students learn motor skills and to achieve fitness.

Physical education for all children whatever their ability, focuses on a number of aims which are summarized in various forms in most physical education texts. Among, increasing muscular strength, stimulation of bone growth, cardiovascular fitness and flexibility, which enable the body to move and function more efficiently and contribute to personal health.

According to Alison Datko (2011), Physical Education programs in schools directly benefit students' physical health. Getting the recommended amount of exercise therefore, resist obesity, which subsequently reduces the risk of diabetes, heart disease, asthma, sleep disorders, and other illnesses.

In addition, individuals can attain higher levels of functional movement skills, fundamental movement patterns and skills and sport skills by receiving Physical Education and participating in physical activity.

2.4 Disability and Physical Education

Physical activity is vital to the development and maintenance of good health. The goal of Physical Education is to develop physically educated individuals who have the knowledge, skills, and confidence the life time of healthful physical activity. Students who are healthy mentally, emotionally, and physically perform better in the school. Providing a movement based curriculum embrace the whole-child approach of teaching creating students who are able to problem solve, critically think, practice healthy lifestyle, and challenge themselves. "An educational based subject that aims at total or wholesome development of the learner through use of movement and well selected activities. The overall goal of physical education is to influence and educate learners through physical means, which in turn results in outcomes that go beyond the physical fitness" (Kiganjo et al, 2004, p. 1).

A person who is often practicing well in physical education, can highly benefit in the development of equilibrium, sensory discrimination and integration, and sensory motor function, the development of loco motor and non loco motor skills, object-control skills, play, leisure, recreation, sport skills, physical fitness for maintenance of daily living skills and health/wellness, a repertoire of movement skills necessary for independent living, and physical and motor pre requisites to vocational skills required for independent living.

As its countless benefits, it's possible to teach Physical Education for all children without any discrimination of their age, gender, ethnic, etc... Department of Health, Education and Welfare, (1977) explained that, children with disabilities can be equally educated with children without disabilities. It can be in classes of separate schooling or other removal of children with disabilities from regular education environments. The program occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

There are numerous benefits of regular Physical Education for children's with disability. As Dattilo (1994) asserted, participating in physical training classes, can increase strength, optimize physical functioning and enhance over all well being. Different authors are argued on the participation of children with disability in physical exercise from its benefits which can foster independence, coping abilities, competitiveness and teamwork, self esteem, perceived physical competence and peer acceptance ,while their parents benefited from much needed informal peer support. Murphy et al (2008) also stated that, children with disability have lower levels of cardio respiratory fitness and muscular endurance with higher rates of obesity than typical children.

However, there are numerous challenges to implement Physical Education programs for children with disabilities. It may be difficult to locate if children with disabilities are frequently kept at home or do not have places for gathering, such as accessible community centers. Transportation may not be accessible, making it difficult for children with disabilities to travel to sport activities. Even if, the accessible facilities are available, it may be difficult to secure playing time because sport for children with disabilities is not considered a priority.

Additionally, it can be difficult to find well trained teacher who believes in the capabilities of children with disabilities and who is knowledgeable about how Physical Education can be adapted to include them. In order make Physical Education and sport effective as a tool for inclusion all of the above challenges shall be addressed.

Hence, in order to successfully participate in Physical Education, some children with disability may need an adapted physical education instead of the regular Physical Education.

NASPE (2009) explained that, for the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities

as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion.

2.5 Adapted Physical Education

An Adapted Physical Education is an instruction of especially designed Physical education which is intended to address the educational needs of the individual student. The California public adapted physical education guidelines (2012) explained that, it is aimed to meet the needs of each student through modifications and accommodations. The student is not required to adapt the condition of the programs as would be implied with adaptive Physical Education as in adaptive behaviors.

Moreover, the disability that needs to adapt a specially designed Physical Education may be the result of movement delays/difficulties, physical or neurological disabilities, health and physical factors, emotional disorders, behavior difficulties, and cognitive delays. Ibid

From the different point of views the roots of Adapted Physical Education can be traced back to Swedish medical gymnastics in the 1700s while, it has been significantly shaped by mandates of the Individuals with Disabilities Education Act and began with the implementation of P.L. 94-142 in 1975. The traditions associated with the profession, however, are tied to the advancements in the medical professions and in rehabilitation services.

Adapted physical education is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with disability, based on an a comprehensive assessment, to give the learner the skills necessary or a life time of rich leisure, recreation and sport experiences to enhances physical fitness and wellness.(Asterpyfer and Hutteing2001),

Adaptive physical education means a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. (Reynolds & Mann, 1987).

Adapted physical education (APE) is vitally important to the quality of life for students with disabilities. Providing safe and successful experiences and meeting the unique needs of students with disabilities through physical education will enhance self-actualization, including the development of abilities in the psychomotor, cognitive, and affective domains.

Adapted physical education may be provided to any child who has a unique need in physical education. The federal Individuals with Disabilities Education Act (IDEA) entitle all students with disabilities to receive a free, appropriate public education, including appropriate physical education. Since adapted physical education is a part of the definition of special education, term “special education” means specially designed instruction, including instruction in adapted physical education, to meet the unique needs of a student with a disability.

If students with disabilities are enrolled in a regular physical Education program “physical education with adaptations and/or special equipment for these students is important. In general physical education includes under “Present Level of Performance” a brief statement of the physical education needs adaptations/special equipment, and describe in the educational services component of special adaptations/special Equipment that are necessary.

Removing children with disabilities from the general physical education environment shall occur only if the nature or severity of the disability is such that education in the regular classes, with the use of supplementary aids and services, cannot be performed satisfactorily.

In the event that specially designed physical education services are prescribed, IDEA mandates the inclusion of adapted physical education goals and objectives in a child’s, as well as statements that describe: the student’s current level of performance, measurable goals and objectives, placement options available for implementing the education program, assessment procedures used to determine when the goals and objectives are achieved, and the accommodations to be provided so that the student can participate in physical education safely and successfully.

“School-age children who have disabilities but do not qualify for services under IDEA nevertheless are protected from discrimination based on disability. Section 504 of the Rehabilitation Act of 1973 mandates that LEAs provide a free, appropriate public education For every child with a qualifying disability in: No otherwise qualified individual with a disability in

the United States, shall, solely by Reason of his or her disability, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving Federal assistance” (Department of Health, Education and Welfare, 1973)

Children with disabilities are never required to try out, meet specific criteria (such as skill level, Behavior or need for support) or qualify for admittance to the general physical education class. Therefore, LEAs shall provide reasonable accommodations for physical education, as well as Equal opportunities for students who wish to participate in extracurricular, intramural or Inter Scholastic sports programs.

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Participates regularly in physical activity Achieves and maintains a health-enhancing level of physical fitness. “The idea of differentiating instruction,” says Carol Tomlinson, Ed. D., “is an approach to Teaching that advocates active planning for and attention to student differences in classrooms. The context of high-quality curriculums In Effectively goals and learning the psychomotor skills those able-bodied students are being taught, as well as non-academic benefits such as improved social skills and behavior. The physical educator involved in the process, whether it’s the adapted physical education specialist or the general physical educator must keep these goals in mind .In addition, it’s important to remember that adapted physical education is the service, not the placement. So, if a child has unique needs in motor performance, the decision on placement still rests with the entire multidisciplinary team. The adapted physical education specialist is part of the multidisciplinary team and is an essential player in the decision-making process.

Thus, together, the team should determine modifications and the most appropriate placement for the child. A student’s psychomotor skill set is not the only area that the multidisciplinary team must take into consideration: at least two forms of measurement should be used. The team must take behavior, sensory needs, socialization skills, ability to perform with the class and individualized goals as well as parent preferences into consideration when making decisions regarding placement and providing services. Accomplished teachers must be committed to knowing each student and implementing the most suitable instruction for his or her abilities, which includes using diverse instruction strategies to teach for understanding, and multiple

methods for measuring student growth and understanding. Teachers also must collaborate with other professionals to improve student learning, work on instruction policy, curriculum development and staff development, and evaluate school progress and the allocation of resources to meet state and local education objectives .Any stakeholder in the process of reviewing policy for appropriately identifying and placing students for adapted physical education services must initiate these steps:

- Advocate consistently for the importance of physical education for students with disabilities, focusing foremost on each child's needs.
- Know the law regarding the education of students with disabilities. Familiarize oneself with the LEA's guidelines regarding educating students with disabilities.
- Identify and involve relevant stakeholders, both within and beyond the school setting, to assess the current policy and services regarding placing students with disabilities in physical education.
- Establish guidelines to determine entry, exit and placement criteria for appropriate services for children with disabilities. Determining a child's eligibility for adapted physical education services should include an appropriate testing method to evaluate his or her current level of performance and other relevant sources of information, such as parents and teachers.
- Provide a continuum of placement options for children with disabilities beyond just segregated adapted physical education and full inclusion.
- Develop quality adapted physical education curricula that are consistent with NASPE standards and the curriculum for able-bodied students, to meet the needs and abilities of each student.
- Design and implement staff development to enhance teachers' understanding and practice of teaching adapted physical education.
- Monitor the ongoing progress of each student to ensure that instruction occurs in the least-restrictive environment.

2.6 Visual impairment and Adapted Physical Education

Visual impairment is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from disease, trauma or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction or medication. In the United States, the terms "partially sighted", "low vision", "legally blind" and "totally blind" are used by schools, colleges, and other educational institutions to describe students with visual impairments. Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself.

2.7 Classifications of visual impairment

According to the degree of severity of the visual problem, individuals with visual defects are classified in to two.

- **Blind (totally blind):**this is the absence of functional vision; often defined medically as visual acuity of 20/200 or less in the better eye, with correction, or a visual field of less than 20 degrees in the better eye.
- **Partially sighted (low vision):** vision sufficiently impaired that assistive technology or special services are required. it is with visual acuity range of 20/70-20/200

According to Joseph Winnick as cited in Kirk and Etal (1983)in line with the educational characteristics ,children with visual disabilities could be classified in to three.

1. Moderate visual disability; with the use of special aids and lighting, children with visual problems can perform visual tasks almost like students with normal vision

2.sever visual disability; in performing **visual tasks may need** more time and energy and be less accurate even with visual aids and modifications .it is equivalent with low vision .they use vision as a means of learning.

3. Profound visual disability; performance of even gross visual tasks may be very difficult and detailed tasks cannot be handled visually at all .they cannot use vision as an educational tool. For these children touch and hearing are the predominant learning channels.

2.8 Causes and Characteristics of visual impairment

Visual impairments include both permanent and functional conditions .children with visual disorders represents a unique challenge to the physical educator ,because in addition to their visual impairments they usually demonstrate developmental lags .many of the children have not had opportunities to physically explore the environment during their early years .as a result ,intact sensory motor systems are not stimulated adequately ,and motor development suffers .low vitality and perceptual motor development lags can prevent the children participating in activities not contra-indicated by the primary visual disorder.

The underlying causes of visual loss exists visual conditions, structural anomalies, and an efficient extra ocular muscle control. Existing conditions impact the integrity of the visual impulse in the eye, on the optic nerve or in the visual cortex. These conditions include diabetes, accidents and injuries, positioning, tumors excessive oxygen, at birth, and pre natal influences such as rubella and syphilis, structural anomalies include deviations of the eye structure. Functional causes that compromise visual efficiency are extra ocular muscle imbalances caused by postural deviations, poor reading habits, and visual acuity problems. Vision loss has a serious implication for the general development of motor, academic, intellectual, psychological, and social characteristics. There are wide spread individual difference among persons with limited vision. However, certain characteristics appear more often than in sighted persons while, some of the characteristics that have implications for physical fitness, and psychological and social adjustment.

2.9 Students with Low Vision

A student with low vision will participate in the regular school program with adaptations made as needed. He/she will need more directed instruction in the following areas than a child with normal vision: visual efficiency ,concept development ,listening skills, knowledge of the eye condition, sensory-motor skills/physical education, visual aids and adaptations ,communication,

orientation and mobility, self concept and socialization, daily living skills, career education, recreation and leisure, and sexuality education. The development and implementation of the student's program plan is coordinated by the resource and classroom teachers. The program plan will include the student's unique curriculum needs. It is important to hold regular meetings with the support team, particularly those who will be working directly with the student. This provides the opportunity to discuss daily, weekly or long-range program plans. Children with low vision are eligible for preschool services as provided by the school division.

Students with low vision need assistance making the connection between vocabulary and real objects, body movements and abstract ideas. They often miss a lot of the incidental learning available through vision and frequently develop inaccurate concepts. Following are useful strategies to aid in concept development concepts must be experienced repeatedly in various environments in order for the information to be generalized and for the student to gain expertise.

2.9.1 Sensory-Motor Skills/Physical Education

Reduced vision can diminish the motivation to learn basic motor skills and reduce opportunity to practice these skills. Physical fitness is as important for the student with low vision as the sighted child. Sensory-motor skills are necessary for good concept development, physical conditioning and orientation and mobility skills. The student with low vision should participate in the regular physical education program. Adaptations may be required depending on the functional vision of the student. He/she may not be able to participate in all activities and team sports. A parallel physical activity should be provided.

2.10 Teaching PE for Students with Visual Impairments in Inclusive Method

With the current emphasis on inclusive education, many students with disabilities are taught in regular physical education classes. Inclusion can work well if support systems are provided. When teaching students with visual impairments in physical education, keep in mind that these students can do all of the same physical activities as their sighted peers. Thoughtful modifications, such as changing the ball color to one that contrasts sharply with the background, are sometimes the only adjustments needed to enable the student with partial sight to participate fully in class. Research has shown that children with cortical visual impairments benefit from objects that have more color and are moving. by Joseph Winnick as cited in (Cohen-Maitre & Haerich, 2005). Other times, more extensive support is needed, such as team teaching or

consultation with an adapted physical education specialist to help a student with visual impairment learn in physical education. Further, children with visual impairments can have needs in other areas

All too often, students with visual impairments are placed in physical education classes without the necessary support systems. This is unfair to the student, the classmates, and the teacher. A result of this dumping can be the failure of children with visual impairments to develop lifelong movement skills. They become adults who are unable to enjoy basic movement opportunities and who remain inactive over the life span. Research has shown that children with visual impairments become less active as they get older. by Joseph Winnick as cited in (Kozub & Oh, 2004). This pattern develops even though people with visual impairments have the capacity to enjoy a host of activities, such as bike riding, in-line skating (with a friend serving as a guide), or jogging in a safe area with a partner.

2.11 Needs and Expectations of Students with Visual Impairment

It is essential that students with visual impairments be made welcome and given the opportunity to form social relationships within the school and wider community be challenged to take risks that enable growth be made aware of personal strengths, talents, learning styles and interests have opportunities for experiential and incidental learning be included in discussions have opportunities to develop goals, dreams and aspirations feel safe and comfortable throughout the school work with individuals who understand the educational implications of vision loss have appropriate learning resources and technology made available be provided with appropriate materials and adaptive equipment to maximize learning be provided with daily opportunities to experience success develop positive self-esteem have the same rights and responsibilities as other students be expected to behave appropriately communicate effectively become independent and resourceful plan early for meaningful careers and become self-advocates. Educational Implications of Visual Impairment Students with visual impairments sometimes have fewer natural learning experiences because they are not able to observe objects and interactions. The areas of learning which are particularly affected are concept development interpersonal communication skills life skills orientation and mobility skills and academic development .Development of concepts is the basis of all learning. Spatial relationships, time, body awareness and self-awareness are just a few examples of fundamental concepts individuals

need to make sense of their world. These concepts may need to be specifically taught to students with visual impairments. Although the main focus will be on academic development, providing a variety of opportunities for personal development can have a profound impact on a student who is visually impaired. Encouraging a positive self-image, appropriate dress, well-developed self-care skills, good interpersonal communication, appropriate behaviors, increased independence and productive community living can all be tremendously beneficial in the healthy growth of students with visual impairments. As with all students, relationships are important for students with visual impairments and the classroom can be a wonderful place for development and maturity to flourish. The development of a student with a visual impairment is affected by the type and severity of the visual impairment the onset of the visual impairment the nature and degree of intervention the use of residual vision personality the availability of equipment and resources the presence of other disabilities family adjustment and acceptance; and cultural attitudes to visual impairment

2.12 Education for children with visual impairment in Ethiopia

Earlier education for the blind in Ethiopia had been monitored by Ethiopian orthodox church. In history, the blind child was brought to church to receive instruction concerning church liturgy (Tensae, 2000 as cited by Senait G/medhin, 2006). Due to this fact before 20th century method of teaching in Ethiopia was traditional oriented and led and concerned to church education. At that time the church and monasteries were the main center of learning (Yusuf, 1987). The purpose of education was to prepare children for the service of the church. The method of instruction was learning by heart then present it orally, so it helped the blind children a lot. Because of more and detailed heart of concentration rather than the so called normal children.

According to Rigby (1972), since instruction was given orally, reading and writing kept to a minimum, it was possible for the blind to follow the traditional type of education. It considered as the first instance of an integrated education system for the blind.

Rigby (1972), stated that western system of education was practiced in between 1920-1930s. Since the way of education was reading and writing, no attempt was made to introduce Braille reading and writing, because of that visually impaired children's were in problem to follow their education.

Through time the first school for blind was established in 1924 E.C in Dembidollo by voluntary an non- governmental organizations and individuals. in between the growth was disrupted by the Italian invasion in 1935 E.C. after this special schools began opened from 1950s in different areas of the country ;Bakko ,Sebeta , Soddo, Ghimbi, Shashemene ,Wollayta and Diredawa with the coordination of the Ethiopian government and non government (tensae,2000,as cited by Senait G/medihin,2006).

Currently, there are six boarding schools for students with visual impairment in the country. Among, Wollayta, Shashemene, Sebeta, Bakko, Gondor, And Mekele Schools for the blind can be referred as examples.

During this time student with visual impairment do not only attend in boarding schools, but also in regular class together with their sighted peers in the primary, secondary and further levels, even if they are not supported by trained teachers, adapted materials and facilities. But in Addis Ababa there are schools in participating students in regular class.

2.13 The nature, method and objective of PE in primary schools

All elementary and secondary school students must receive physical Education as part of their education. The objective and goal of physical education from grade five–eight enhancing students' health through physical exercise, giving knowledge how exercises help for the body development, how basic exercises can be developed.

The general objective of physical education is:

- Allowing students allowing the students in different physical exercise programs and enhance basic physical skills and physical fitness.
- Allowing students to play and work with individuals ,pairs and groups to develop the characteristics of good citizen .which are self confidence ,helping each other ,honesty, respecting rules and regulations,.....etc.
- Have understanding the benefits of daily physical exercise for the life time.

The grade five-eight physical education lesson has two units and five chapters. Each chapter contains different contents which starts from concepts of physical education, physical fitness with its components, basic skills of gymnastic, athletics, and ball games.

According to the implementation of the strategy on this stage of the learners each period allotment per a week with total number of its period also stated clearly. From the researcher experience of teaching physical for the past seven years, students with disabilities are not treated well specially during practical session of the subject. Because of these students with disabilities could not get the benefit of physical education.

This lack of participation of practical session due to different reasons ;the nature of the subject, the students disability by itself ,method of teaching the subject ,lack of trained teacher to the mechanism of adapting the subjectetc.

The nature of the subject needs more physical activity and adaptation of teaching materials in order to practice the activities for the students with disability to achieve the sixty percent of practical part.

In our case it's difficult to practice it in the same class session because PE is mostly designed for students without disability. The teacher who teaches those students at this level may not be well trained how to teach the students with different disability in the same class or not. It might be they did not supported by the administration and the staff.

Chapter Three

Methodology

3.1 Research Method and Design

In order to achieve the intended goal of the study the researcher employed a qualitative research designed in descriptive method. It was aimed to describe the opportunity and challenges that students with visual impairment are facing in their regular classes and the existing problems to implement adaptive physical education in German Church School and Minilik II Primary School. In Addis Ababa, there are around ten schools which include students with visual impairment in their regular classes. The only reason to select the two schools is that they are near each other and easy to collect data. The researcher went to both schools to collect the needed data from coordinators, teachers, principals, and concerned persons who were willing to provide information in all directions.

Descriptive method was used in order to investigate reports about the ‘what and why’ questions. According to Stake, (1995) descriptive research is research which describes phenomena as they exist. It is used to identify and obtain information on the characteristics of a particular problem or issue. Descriptive research goes further in examining a problem than exploratory research, since it is undertaken to ascertain and describe the characteristic of the pertinent issues. For example, descriptive research may answer such questions as “What is the absentee rate in particular offices”, “What are the feelings of workers faced with redundancy”, and “What are the qualifications of different groups of employees”. Moreover, descriptive study is conducted with the aim of identifying the “who”, “what”, “when”, “where”, and “how” of a topic.

The researcher has chosen qualitative method to conduct the study. Stake, (1995) explained that, research questions typically orient to cases or phenomena seeking pattern of an anticipated as well as expected relationship in qualitative studies. Qualitative designs also call for the persons most responsible for interpretation to be in the field, making observation, exercising subjective judgment, analyzing and synthesizing and the while, realizing their own consciousness. Qualitative descriptive study mainly focuses on recording, describing, analyzing, and

interpreting the conditions which prevail over the challenges and opportunities of implementation of APE.

3.2 Research Setting and Participants

This study designed to conduct in German Church School and Minilik II primary School. Both schools are found in Addis Ababa (Arada sub-city). German church school is found around Sidist Killo to the way Ferensay Legasion. It was established in 1972 G.C. consisting of 28 teachers, 60(sixty) are students with visual impairment (27 are boys and 33 Are girls), And 20(twenty) are enrolled from grade 5to8. Among all teachers there is one physical education teacher.

Minilik primary school is found around Arat Killo near to Addis Ababa University (Science Faculty). This school has 1092(one thousand ninety two) students and there are 81 Teachers. Among all the students, 43 are students with visual impairment. And 37 (thirty seven) are enrolled from grade 5 to8. Among all the teachers, 4 (four) are teaching physical education.

Minilik II primary school is a school which is teaching children's with different disability and without disability .visually impaired students in integrated class and children with hearing impairment in special class. There is no written material to refer when is the exact time that special and integrated class starts .but some special class teachers says it was from 1987 E.C.

3.3 Sampling and Sampling Techniques

In order to select the participants, the research was used both random and purposive method of sampling techniques. The teachers, department heads, and the school principals will be purposively selected, while, students with visual impairment will be randomly selected from both schools. Hence, the samples will be two school principals, four physical education teachers (1 from German church school and 3 from Minilik II primary school) students with visual impairment.

3.4 Data Gathering Instruments

3.4.1 Interview

In order to collect ideas and views, interviews were held with both schools' principals, and teachers. The reason for using interview is that they are a power full means of both acquiring information. According to sarantakos (2005), "Interview has an ability to handle complication" (sarantakos, 2005, 2001:284).

Each respondent was interviewed one by one while, the interview was carefully tape recorded in accordance with interviewee to handle with confidence. The organized information transcribed in to a written form and translated to English language.

3.4.2 Observation

Field observation was the other data collecting instrument. It was conducted during physical education class. It had been taken while the teachers teaching the practical part of the lesson. The guide format was developed by the researcher.

3.4.3 Focus Group Discussion

According to saratakos (2005), "a focus group discussion helps us to form a small group of people and share their ideas, knowledge, views and perspectives in order to generate a wide range of views to come to gather and reactions under the guidance of researchers" (Sarantakos, 2005:84). Based on the result of observation and interviews, a focus group discussion was used with the selected students and conducted in Amharic later translated to English.

3.5 Procedures of Data Collection

Before visiting the schools, the researcher obtained permission from the Administrators. After clarifying the research objectives (to gain participants willingness) In-depth interview was carried on the Appointment. Principals and teachers were contacted in person to secure their consent of participation. After the interview sessions, the recorded tape transcribed and translated to Amharic and English language simultaneously by the researcher. Participant observation also made soon before and after interview sessions.

3.6 Data Analysis

Data collection through participant interviews and focus group discussions recorded on hardcopies. Since interviews are professional conversations, the participant views and opinions are properly noted and entered on computers as a word processing document. This process of documentation during the interview session continues until the researcher understands his/her topic of interest from the interview participants. Once the initial stage of interviewing is completed, some remaining analytical notes also be included. Finally, this information will be transcribed, thematically categorized, coded and clustered according to their similarities and dissimilarities for analytical compilation and reporting. Literature and document reviews, and observation check lists also used to supplement and clarify data derived from participant interviews (Creswell. J.W, 2007)

3.7 Ethical consideration

According to Dezin & Lincoln (1994), ethical issues should be given serious attention in qualitative research .so to make the research participants well aware of the purpose of the research, the researcher explain them before the beginning of data collections

Chapter Four

Presentation and analysis of data

4.1 Demographic characteristics of the participants

Table.1 Sample schools selected for the study

No	Name of the school	Level of the school	Sub city
1	German church primary school	Primary school	Arada
2	Minilik II primary school	Primary school	Arada

4.2 Interview presentations and analysis of the selected schools' teachers

Only one HPE teacher is available in German school, while three HPE and one aesthetics teachers are assigned to teach from grade one to eight. Therefore, in order to collect the needed data the three HPE teachers were taken from Mnilik II pimary School. The following presentation shows interview result conducted with the four HPE teachers on different days.

Table 2. Background information of teacher respondents

Name of Respondents	Age	Sex	Teaching level	Status	Years of Experience	Enrolled school
	41	F	5-8	Diploma in HPE	21	Milik II School
	30	F	5-8	Diploma in HPE	7	>>
	45	M	7&8	Diploma in HPE	25	>>
	30	M	1-8	Diploma in HPE	10	German church School

4.2.1 Teacher respondents' status

As shown in table 2, all teacher respondents in both schools confirmed that, their status is diploma in HPE and have an experience in a teaching profession from seven to twenty five years. However, any of them do not receive training which is useful for teaching students with disability, particularly students with visual impairment. One of the respondents also revealed that,

although she has an experience of teaching HPE, she was never teach students with visual impairment until she join Minilik II school in this (2013/14) academic year.

4.2.2 Opportunities and Challenges of students with visual impairment in HPE classes

As written in previous page, Minilik II School and German church school are classified among those schools which enrolled students with visual impairment in regular program. Students with visual impairment in these two schools are integrated with those students without visual impairment. The total number of students with visual impairment assigned in this academic year is 38 in German Church School while, 42 in Minilik II School. However, these students with visual impairment seem to face different problems in their classes, particularly in HPE classes. All teacher respondents from Minilik II School replied as follow, “we are not letting our students with visual impairment to participate outside the classroom rather we allow them to go to some classes to learn another subject.” Opposately, students with visual impairment in German church school are involved in HPE practical classes. However, the teacher also said, “.....because there is hardly prepared material concerning visual impairment, I usually use my own method to teach students with visual impairment.” Moreover, he revealed that, he also let the students alone to play ballgames mostly using Braille ball.

4.2.3 Limitation factors to implement Adapted Physical Education for students with visual impairment

In order to integrate students with disability in HPE classes, especially, the visually impaired, a school is expected to implement a well modified Adapted Physical Education curriculum. According to Auxter,& David (2001)“.... To achieve the goals of HPE, the learning program shall include the adaptation of the general program of activities, when need; additional or specialized activities depending on the needs of the child; and special equipment, if needed.” The purpose of adapting methods and activities for the students with visual limitations is to provide many experiences that children with sight learn primarily through visual observation. (Auxter, & David, 2001: 633) in order to successfully achieve a goal of group activity in which a child with limited vision participates is to assign a role to the child that can be carried out successfully. It is undesirable for the child to be placed in the position of bystander. So the adaptation of the physical education program for individuals with visual limitations should

promote their confidence to cope with their environment by increasing their physical and motor ability.

As explained before, there are many reasons to restrict students with visual impairment in HPE classes. Teacher respondents clearly indicated that, some of the major factors that hinder the implementation of APE include lack of adaptive materials, lack of skilled man power (in special needs education), lack of facilities, lack of attention from the stakeholders. one of the teacher respondents replied that, lack of one or more of the above resources therefore, to restrict their students HPE classes. The respondent from German Church School explained, "...it's difficult to integrate students with disability especially the visually impaired without implementing the necessary Adaptive programs."

4.2.4 Awareness and measure that are taken to solve the problems

The foremost task in any organization needs to be identifying its strengths and weakness through continuous assessment. Hence, in order to increase the strength of the organization, creating the necessary awareness to the concerned parts therefore is the biggest role of the administrators. In the case of schools, administrators are expected to create awareness to teachers, students, staff members to achieve the intended goal of their task as well as the school in general.

All teacher respondents in the surveyed schools clarified that, there is an awareness of the existing problems. With more explanations, one of the teachers respondents said "...although there is no written agreement to exclude students with disability, ever since the beginning, they have never been participated in HPE class" while, the respondent from German Church School explained that,

All informants from Minilik school elucidated that, there have been times to discuss about the problems during teachers' meeting school while, the teacher in German school replied "...the school which I am serving for is not only aware of the problems but also highly concerned about the students' right to education."

4.2.5 Expected solutions for future

Teacher respondents from Minilik II School call for help from the concerned parts (the government, the school principal, the management, and the teachers themselves) to create association to solve all the existing problems. On the other hand, the respondent from German Church School replied that, the school opened its door for students with disability without any other organization's support. This time, in order to get rid of all the existing problems, the government is highly expected to support the school.

In general, educational provision for students with disability, particularly the visually impaired is an appreciative side of the surveyed schools while, the challenges that the students facing in HPE subject do not settle down the schools. The above responses tell that, although students with disability particularly, the visually impaired have gotten the opportunity to learn in the surveyed schools, without the consideration of their capacity to participate; because of lack of the necessary Adaptive Physical Education programs and adaptive materials, they are left aside from HPE classes. Besides, though the respective teachers are adequately experienced in teaching HPE, they are exposed to train their students with visual impairment without the necessary skill of special needs education. All in all, the integration of students with visual impairment in these schools could not skip afar from a rule.

4.3 Interview presentation and analysis of the selected schools' principals

The following interview presentation is conducted with the two selected schools' principals. The first interview was conducted with German church school's principal on (April, 25 2014) during their lunch break, while the second interview was conducted on (April, 26 2014) after school. The same interview guidelines as teachers were used to gather the needed data from each principal respondent. Hence, each report is presented and analyzed as follows.

4.3.1 The onset of integration of students with visual impairment in the school

According to the first respondent (from German Church School) replied "the integration of students with visual impairment in regular classes of our school is dated back to four decades", while the second respondent's (from Minilik II school) explanation explained "since 1983/84 academic year, students with visual impairment are assigned from grade 1st to 8th in regular classes."

4.3.2 The integration of students with visual impairment in a regular as well as HPE classes

The two principal respondents explained that, students with visual impairment are enrolled in their schools' regular classes. The respondent from German church school revealed that, in addition to the academic subjects, students with visual impairment are taking different courses including mobility and orientation for those who are in need of it. The other respondent from Minilik II School also replied that, although, their number is very less in lower level (grade 1st to 4th), students with visual impairment are enrolled in each grade and gaining their need from the school. However, the respondent admitted that, particularly students with visual impairment are hardly participating in HPE classes. Generally, both of respondent principals' explanation show that, students with visual impairment enrolled in their school, are not achieving well in a satisfactorily way. This is also similar to the teachers' response and declares that, students with visual impairment are not gaining their right to learn HPE in the school. In this regard, both schools does not seem practicing the declaration of the human right to education (in the case of HPE). In fact, in order to integrate students with disability in the regular classes, schools need to supply appropriate adaptive materials and prepare adapted Physical education. Hence, the above responses show that, the two schools are not implementing adapted physical education for their students with disability, particularly for the visually impaired.

4.3.3 Major factors that limit the implementation of APE in the surveyed schools

In order to equally gain the benefits of HPE, implementing an APE for students with disability is a fundamental way of instruction. As written before, Adapted Physical Education is a specially designed program for students with disability aimed to address the need of physical education instructional program. Asterpyfer & Hutteing (2001) explained that, it is carefully designed based on a broad assessment to give the learner the necessary skills or a life time of rich leisure, recreation and sport experiences to enhance physical fitness and wellness. Implementing a well designed and modified APE in the surveyed schools can highly address the need of students with disability in general or students with visual impairment in particular. In the case of this research, both schools have different limitations to implement APE for their students with disability in general students with visual impairment in particular. Hence, from the respondents' explanation, lack of skilled manpower in the area, insufficient adaptive materials used for HPE theory and practical classes, unavailability of suitable sports ground to involve the students outside the

classroom, and other factors seemed major problems that frequently limit the implementation of APE.

4.3.4 Awareness of the existing problems and the necessary measures taken to solve the problems

In order to ensure the strength and weaknesses of an organization, it is essential to use incessant evaluation of each member's work in the community. Once the problems become under controlled, it will be easy to take the necessary measures to solve the existing problems. The principal from German Church School believed that, in order to achieve the educational goals, the enrollment by itself cannot be satisfying for students with visual impairment. Considering this, he explained that, the concerned parts (supporters) do not seem aware of the low provision of APE for students with disability, particularly students with visual impairment. He also explained "we are expected to work more on this issue, because, the needed awareness program is not yet made for the teachers, students, school managements and the school community at all." Moreover, the students themselves seem to overlook their right to learn HPE.

In contrast, in line with the teachers' (from Minilik II School) response of the same question, students with visual impairment are totally excluded from HPE classes. Regarding awareness of this issue and the other problems, the school principal explained that, the school is aware of the exclusion of students with visual impairment from HPE classes. Furthermore, he explained that, particularly students with visual impairment are not learning HPE at all; rather they are allowed to go to some classes to learn another subject. "In fact, there is no written law that allows excluding students with disability, particularly the visually impaired, only because of lack of appropriate materials as well as skilled manpower the trend is implementing every year." Moreover, the respondent clarified that, unless the needed adaptive materials and well trained teachers to teach Adapted Physical Education is provided, the school may not be able to integrate its students with visual impairments in HPE class.

On the other hand, the principal from Minilk II School replied, "crucial measures have been taken in different times. For instance, there were discussions with the special educators concerning the integration of all students with disability in such classes including HPE." "... Besides" he replied "there was an opportunity from some voluntary foreigners for our students

with disability. The opportunity was aimed to train the students with disability in APE.” Continued the principal; “We also assigned responsible people selected from teachers to assist the voluntaries.” On the other hand, the principal explained that, the school requested the concerned parts (the sub-city ministry of education) to fulfill the necessary resources; however, the replied from the concerned parts were unsatisfactory to solve the existing problems.

The principal also complained that, some of the students with disability, including the visually impaired were participated in different sport competitions in the last academic years. These students particularly, students with visual impairment did not acquire any training from the school while, they are participating the competition for the sake of the respective sub-city. He also explained his belief as; the invitation to the competition has no use more than creating a good name for the wereda as well as sub-city. Hence, the above responses clearly justified that; the concerned parts (from the wereda and sub-city) are expecting the seed which they never plant it in the school.

4.3.5 Reasons and best solutions for the existing problems

One of principal respondents (from Minilik II School) added that, although, the school is facing many problems especially in the implementation of APE, it is considered as a good example to the nearby schools in its opportunity to integrate students with disability in regular class. As the respondent’s explanation, lack of attention to fulfill APE’s need from the concerned part of the government is the main reason for the existence of their school’s problem.

In general, both principal respondents illustrated that, the already existing problems arises because of lack of concern from the government, ENAB (Ethiopian national association for blinds), the national Paralympics and other stakeholders, lack of the necessary awareness about the issue from the schools, and negative attitude towards the ability of students with disability, particularly students with visual impairment from the teachers, the managements, and the students themselves.

4.4 Data analysis and presentation collected from focus grouped discussion

4.4.1 Characteristics of student respondents from focus grouped discussion

Table 3. Students' background information

List of Respondents'	Sex		Age	Level of Impairment	Grade	School
	F	M				
Student 1	M		17	Totally blind	6	GCS
Student 2	M		16	Totally blind	6	GCS
Student 3	F		12	Low vision	6	GCS
Student 4	F		16	Low vision	6	GCS
Student 5	F		16	Totally blind	8	GCS
Student 6	F		17	Low vision	7	Minilik
Student 7	M		17	Totally blind	8	Minilik
Student 8	M		18	Low vision	5	Minilik
Student 9	M		19	Totally blind	8	Minilik
Student 10	F		16	Low vision	8	Minilik

As clearly shown in the table, all students with visual impairment are aged from 12-19 who are enrolled from grade five to eight. Five of student respondents are selected from German church school, while the rest five are from Minilik II School. From the random selection of student respondents, only five of them are students with low vision, while rest is totally blind.

During the data collection, the researcher tried to collect the students' profile from the schools' record offices. Hence, in German church school from 38 students with visual impairment more than half of them (19) are low vision while the rest are totally blind. In Minilik II School, although the level of students' vision doesn't clearly record, the researcher could easily recognized that majority of the students are not low vision.

4.4.2 Data presentation from focus grouped discussion

Most of student respondents from Minilik II School explained that, they have the possibility to participate in sport activities while; they are not participating in HPE classes. One of the participants in focus grouped discussion explained “during their HPE practical classes, they will stay at class and do something else or go to a different class to learn another subject.” This response is in line with the other respondents of the same school. On the other hand, student respondents from German Church School replied that, they have a Braille ball to practice ball games so that they can play different games during HPE practical classes. However, they also uncover the problems they are facing the practice. One of the respondents from German Church School replied “most of the time our teacher leave them alone in the ground to play by ourselves, and usually we are practicing the same games which sometimes make the subject disinteresting.”

According to Ministry of education of Ethiopia, education is a human right and shall be given free without any discrimination of the students’ age, gender, ethnicity, religion, etc.... the Act the right of each child to learn, to have equal chance according to individual’s potential, “The ultimate objective of special education is to enhance equal human right and specifically the right to education of all children regardless of their individual characteristics. Thus, access to education has to be improved as well as the quality and relevance of educational services, so that every child can learn in accordance with his/her full potential.” The result of focus grouped discussion with student respondents shows that, unlike the integration of students with visual impairment in the schools, the existed factors are directly affect the success of students achievement in their HPE class.

Both schools’ student respondents replied that, they never made discussions in such topic with the concerned parts while, they are not that much aware of the problems. Rather, they seem to adapt the existing problems.

Finally, the students recommended that, if their respective schools can fulfill the necessary human and material resources so that they will

4.5 Presentation and data analysis from observation

In order to make sure what is happening in both schools, the researcher prepared ten days observations. On the first day in both schools, the researcher had contacted both principals and explained and got the aims and objectives of the study and got permission to contact physical education teachers who have students with visual impairment in regular class of the school.

The main purpose of the observation was to check the status of PE in those elementary schools (the participation of students with visual impairment during theoretical and practical sessions of the subject and implementation of APE). In order to conduct observation, the researcher took ten days (five days in German Church School and the other five days in Minilik II School). Because, the theoretical classes were already done at the beginning of the school year in German Church School, the researcher could not be able to observe the classroom activities in both schools. In the practical classes of both schools, teachers were observed teaching only those students with visual impairment, while students with visual impairment were left aside from the participation. Besides, lack of facilities and adaptive materials were also observed in both schools.

Chapter Five

Summary, Conclusions and Recommendations

5.1 Summary

Our country's great grand fathers had proverbs '*sssthe one who is educated never be left aside*'. True, this idea is; in order to live in a higher living standard not only a person is expected to have a wealth, but also needs he/she to be well educated. As described in chapter one, education is considered to be a fundamental way of every individual. All subjects included in curriculum need to be equally applied in schools. So that students can gain the necessary knowledge and skills from each subject. This is because; students' overall personality can be shaped through different aspects of education.

Physical education is one of the subjects included in the curriculum with the benefits of mental, physical, emotional, psychological, social, and many other aspect. Throughout the world, physical education curriculum is build according to student's capacity. Hence, equal provision of education particularly physical education for all students increase advantages of all students' personal and social growth.

In our country, although the level provision of education regardless of age, gender, disability increasing, it is not yet equally practiced to all students. Not only this, the subjects included in the school curriculum also are not yet equally provided for all students. For instance, in Addis Ababa among more than the available 150 elementary schools; only about 10 are providing education for students with disability in their regular classes. However, one way or the other, students with disability does not seem welcomed in most governmental as well as private schools. Those schools which integrate students with disability are also unevenly providing some subjects. In most cases, the subjects that include practical classes in addition to theoretical parts seem missing to provide for students with disability especially for students with visual impairment. Among, physical education is the most omitted subject of these schools especially for students with visual impairment.

Considering these gaps, this research was planned to investigate the major problems that students with visual impairment are facing and the hindrance factors of APE implementation in two selected schools. In order to investigate the above problems, the researcher used qualitative method which was presented in descriptive form. Moreover, observation, interview, and FGD were used, to gather the needed data.

5.2 Conclusions

It's known that a school without the necessary resources resulted with adverse effect of the student's achievement. It's possible to conclude that because of the necessary resources, students with visual impairment in the selected schools are facing many problems while the problems resulted from different directions.

From the result of the study, we can also conclude that for more than thirty years, students with visual impairment in both schools could not be able to gain the necessary knowledge and skills of health and physical education.

Moreover, the existing problems are directly and in directly contributing to the absence of the provision of APE. In addition, the absence of APE because of lack of awareness and attention from the concerned parts could play the biggest role to the exclusion of students with visual impairment in health and physical education classes. Based, on the presented data analysis, the following findings were documented.

- ✓ The surveyed schools were able to integrate, students with visual impairment before three and four decades.
- ✓ In every year, the number of students with visual impairment becomes increasing in the selected schools.
- ✓ However, students with visual impairment in both schools although have the opportunity to education they are facing many problems especially in their Health and Physical Education class.
- ✓ The absence of Adapted Physical Education become the major reason of the existing problems while, the absence of implementation of Adapted Physical Education resulted from lack of well skilled man power (in APE program), adaptive materials, and the facilities.

- ✓ In addition, lack of awareness of the existing problems also could result the absence of the provision of APE implementation.

In general, lack of attention from the concerned parts (governmental body, managements, the schools' principals, and the students themselves) highly contributes the delay of the solutions.

5.3 Recommendation

Based on the findings the following recommendations are believed to be fundamental to solve the existing problems.

- Using an appropriate professional development and teachers of students with disabilities physical education must be employed in the surveyed schools.
- An appropriate menu Support, teachers of adapted physical education should be available to provide students with visual impairment the active learning experiences as they need to acquire the knowledge, skills, attitudes and values to which they are entitled.
- The administrators in the surveyed schools should have to believe in the integration of a student with a visual impairment and make a commitment to the student through work to educate others to assist them in overcoming fear and Prejudices. This will involve the provision of resources, both print and human, to teach about Visual impairment and to encourage in service for staff and students
- Opportunities for open communication and networking with others who have experienced teaching students with visual Impairments are important Involve teachers in the planning.
- Teachers need to be informed and to consider that they have opportunities to prepare and learn about the student's needs address concerns and needs of teacher,
- Provide opportunities for teachers to communicate with each other, provide resource materials, problem solving sessions and networking time work to find the time and the resources necessary to support teachers in the classroom establish a School based support team and encourage collaboration, consultation and cooperation. Be an active member of this team,
- Provide the necessary release time so that collaboration may occur encourage staff members to attend in service sessions and to network with other teachers, establish

partnerships with parents and increase opportunities for parent involvement assign a teacher assistant based upon student need.

- A student with a visual impairment does not always require this support. The role of the teacher assistant must be defined support other consultations which may be required for the Student and understand the needs of the student to provide support for the program.

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Appendix A

Addis Ababa University

School Of Graduate Studies

Department Of Sport Science

A semi structured interview guide for teachers who are teaching physical education in regular class.

Dear sir/madam, first of all I would like to thank your willingness to be my interviewee. The core purpose of this interview is to obtain data for the study intended to investigate the implementation of adapted physical education in the primary schools of Addis Ababa. The researcher believes that this study will be use full for the various professionals, organizations, policy makers, curriculum specialists, and for other concerned parts. In general you are selected for this study because you could provide adequate information on these issues. There for your unreserved cooperation in providing the most genuine information will be appreciated. The interview will be tape recorded in order or not to miss any relevant information and to transcribe it easily. in other hand the information will be kept in confidential.

Part I back ground information

A. personal data

1. School
2. Age
3. Sex
4. Occupation

B. Educational back ground

1. Qualification
2. Experience
3. Additional training

Part II challenge and opportunity of adapted physical education implementation for students with visual impairment in regular class

1. Opportunities and Challenges of students with visual impairment in HPE classes
2. Limitation factors to implement Adapted Physical Education for students with visual impairment
3. Awareness and measure that are taken to solve the problems
4. Expected solutions for future

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Sport Science

A semi structured focus group discussion guide administered for students with visual impairments

1. Participation of students with visual impairment in HPE as well as sport's club or any activity in sport
2. Major problems, students with visual impairment are facing in HPE class
3. Causes of the existing problems
4. Awareness of the existing problems
5. Measure taken to solve the problem
6. Possible solutions to be raised

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Semi structured interview guide administered to school principals

Part I: personal information

1. School-----
2. Age-----
3. Sex-----
4. Position-----

Part II: the challenge and opportunity implementation of APE for students with disability

1. The onset of integration of students with visual impairment in the school
2. The integration of students with visual impairment in a regular as well as HPE classes
3. Major factors that limit the implementation of APE in the surveyed schools
4. Awareness of the existing problems and the necessary measures taken to solve the problems
5. Reasons and best solutions for the existing problems

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 4: classroom /field environment

Students' activity during practical as well as theoretical classes (German Church School)

		Day 1	Day 2	Day 3	Day 4	Day 5
Students' Activity	Motivated					
	Keeps ear on own assignments					
	Body movement					
	Remain standing					
	Practicing the task					
	Using the exact method					
	Following teacher's Demonstration					

Appendix E

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 5: classroom /field environment

Students' activity during practical as well as theoretical classes (Minilik II School)

		Day 1	Day 2	Day 3	Day 4	Day 5
Students' Activity	Motivated					
	Keeps ear on own assignments					
	Body movement					
	Remain standing					
	Practicing the task					
	Using the exact method					
	Following teacher's Demonstration					

Appendix F

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 6: classroom /field environment

Teachers' activity during practical as well as theoretical classes (German Church School)

		Day 1	Day 2	Day 3	Day 4	Day 5
Teacher's activity	Using specific words					
	Telling the immediate environment					
	Using action words					
	Physical at the appointed time					
	Help the students for right and left hands					
	Offer several opportunities					

Appendix G

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 7: classroom /field environment

Teachers' activity during practical as well as theoretical classes (Minilik II School)

	Day 1	Day 2	Day 3	Day 4	Day 5
Using specific words					
Telling the immediate environment					
Using action words					
Physical at the appointed time					
Help the students for right and left hands					
Offer several opportunities					

Appendix H

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 8: classroom /field environment

Facilities and materials used during practical as well as theoretical classes (German Church School)

	Teacher was using	Day 1	Day 2	Day 3	Day 4	Day 5
Facilities and adaptive materials	Tactile					
	Audio					
	Braille ball					
	Others					

Appendix H

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Check List Guidelines

Table 9: classroom /field environment

Facilities and materials used during practical as well as theoretical classes (Minilik II School)

	Teacher was using	Day 1	Day 2	Day 3	Day 4	Day 5
Facilities and adaptive materials	Tactile					
	Audio					
	Braille ball					
	Others					

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Declaration

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

Name: -----

Signature: -----

Date of submission: -----

This thesis is submitted for examination with my approval as a university advisor.

Name: -----

Advisor's signature: -----

Date of submission: -----