

ADDIS ABABA UNIVERSITY
College of Educational and Behavioral Studies
Department of Science and Mathematics Education

**The role of physical education teacher in motivating and
engaging students with disabilities in learning the practical
classes of physical education: the case of some selected Seba
Boru district**

BY

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College of Educational and Behavioral Studies
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Declaration

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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List of ACRONYMS and abbreviation

CWDS. *Children with disabilities.*

IDEA. *Individual with disabilities education art.*

PE. *Physical education.*

PETE. *Physical education teacher education.*

SDT. *Self-determination theory.*

SWDS. *Student with disabilities.*

AAHPERD - American alliance for health, Physical education, recreation and Dance.

ABSTRACT

The main purpose of this study was to investigate the role of physical education teacher in motivating and engaging students with physical disabilities on learning practical classes of physical education in some selected schools in Seba boru district. Survey descriptive research design was used on this study. The data obtained through both qualitative and quantitative approach to identify the role of PE teacher in motivating and engaging SWD. Data were collected from the subjects through, questionnaires interview, focused group discussion and observation checklist. Data's were organized and analyzed from in-depth questionnaires interviews, practical field observations were analyzed qualitatively. Quantitatively analysis is made using by tables and charts and qualitatively using by words. Based on the result of this study the following major findings were drawn as the results shows that factors and motivation challenge associated with materials, equipment, school compound, absence of disability sport competitions, limited professional development trainings, incomprehensive curriculum is found as a challenge and problems which limits motivation and participation of Student with disabled in school Physical education and extracurricular activities. Finally, Based on the findings of the study, it was recommended that, awareness creation strategy should be designed to the school principals, teachers, families and other stakeholders so that they could support and all concerned bodies. Accordingly, curriculum experts and policy makers should reconsider teaching materials in different levels to make them inclusive, Physical education teachers should play great role in creating pupil to pupil interaction and motivation among disabled and student without disable, prepare disability sport competitions as for non-disabled ones, create conditions for physical education teachers to take part in professional development trainings.

Keyword. Teacher, Motivation, challenge, practical class, sport, physical disabilities, competitions and physical Education.

Chapter one

INTRODUCTION

1.1 Background of the study

The first ever World report on disability, produced jointly by WHO and the World Bank (2011) on disability and rehabilitation, suggests that more than a billion people in the world today experience disability. People with disabilities have generally poorer health, lower education achievements, fewer economic opportunities and higher rates of poverty than people without disabilities. This is largely due to the lack of services available to them and the many obstacles they face in their everyday lives (Wuest, 1994).

Impaired is further defined by Dunn (1989), referring to those with “identifiable organic or functional disorders” and disabled as referring to those “who because of impairment are limited or restricted in executing some skills, performing tasks or participating in certain activities. Physical or mental impairment is that substantially limits one or more major life activities such as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Motivation is an important component for both physical education students and their teachers due to the connection with a wide range of positive student outcomes, such as enhanced levels of learning and active in-class engagement. Preparation of quality educators is of critical importance when teaching SWDs. Physical education teacher education (PETE) students are being provided with limited coursework (commonly one semester long subject) within higher education to effectively support and develop the pedagogical and content knowledge for providing a developmentally and educationally appropriate learning context (Tjeerdsma-Blankenship, 2008; Chen, 2001).

For the majority of adolescents, peer relationships develop naturally with no particular facilitation. However, adolescents with intellectual disabilities often require assistance to improve their social participation and peer interactions. Additional support from people in close relationships with the adolescent seems to be an essential condition for social interactions to work. Previous studies have demonstrated that some close caregivers or professionals may play a crucial role in assisting people with intellectual disabilities in their capacity to address social

relationships Social support, good adult role models and social skill training appear to be of significant importance (Carter and Pesko, 2008; Reed et al., 2011).

The role of teachers has been emphasized in terms of the quality and frequency of social interactions Nevertheless, teachers' impact is not unambiguously positive. In some cases, the close proximity of special education teachers appears to suppress students' social interaction. Thus, the role of special education teachers may be critical depending on the way that teachers design their roles as supporters of these students. To make the teacher's role less prominent, peer interventions have been found to be effective. Typically developing peers can be given a particular task, such as mentoring, to provide social and academic peer support and friendship to students with moderate and severe disabilities Although it does not replace teachers' efforts, this practice has been shown to contribute positively to strengthening social interaction (Carter and Kennedy, 2006).

Generally to investigate the Role PE Teacher in motivating and engaging SWD learning practical class of PE a researcher went to some selected Seba boru secondary high schools. The researcher's last academic 6 year experience from undergraduate program indicated that there were many High schools that accept SWDs in their schools. Even though the Education Bureau obligates each school to accept SWDs with no discrimination, still there are schools that do not accept SWDs in their schools. These schools may give different reasons why they do not accept Student with disability in their schools and the reasons are included in this research paper. The schools that accept SWDs has not separated class for SWDs (teach these students with the students without disabilities in the integrated classes). There is no special schools those are giving all educational services only for students with disables in Seba boru. Therefore, the purpose of this research paper is to investigate the conceptualization and practices of PE delivery for SWDs in Ethiopian schools. Hopefully, many of the activities will prove to be useful. Furthermore, it is hoped that with a little imagination, many more new ideas will be born. Disabled children are equally entitled to an exciting and brilliant future. We must see to it that 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.

1.2 Statement of the Problem

Students with permanent or temporary mental, physical and emotional disabilities who are unable to have all their educational needs met in a regular P.E class during the school or to be adequately educated the public schools are identify as children with disabilities these students need special consideration in the planning and implementation of the P.E programming provided to them. If not, they will not be able to participate safely and or successfully, thus not gain the physical, social and psychological benefits that a quality P.E program can offer (Auxiter,et al.,(1993).

The problem investigated in this study is the role of PE teacher in motivating and engaging student with physical disabilities in learning practical classes of physical education at Seba Boru distinct. From the researcher experience as a PE teacher for the last 6 years, the researcher has been observed many problems of teaching PE for SWDs.

According to (Papaioannou et al., 2006) in the attempt to promote the participation of physically disabled students in sport and physical education programs, government, physical education teachers, curriculum experts, sport scientists, the community and all concerned bodies have the role to play in creating opportunities for those students and solving major problems and challenges hindering their participation in physical education and sport activities hence, the present research is to identify the motivation and engagements of this student and the researcher was tried to see the **gap of the research** is expected to see lack of communication with stakeholder, facility and equipments as well as motivational strategies to teach **students with disabilities**.

1.3 Research Question

The purpose of this Study was to explore the role of physical education teacher in motivating and engaging students with disabilities in learning the practical classes of physical education seba boru distinct some selected secondary schools and try to answer the following basic questions.

1. How do physical educations Teacher assess practical classes of student with physical disable?
2. Does physical education teachers motivating and engaging students with disabilities in teaching Practical Class of Physical education?
3. What can stakeholders do to address the problems of SWDs in PE practical classes?
4. What are the benefits of physical education practical classes for students with disabilities?

1.4 Objectives of the Study

1.4.1 General Objective

The General objective of this study is to investigate the **role of physical education teacher in motivating and engaging students with disabilities in learning the practical classes of physical education the case of some selected seba boru distinct.**

1.4.2 Specific Objective

The specific objective of the study was:

1. To investigate the background of students with disabilities in participating physical education.
2. To examine the method and motivation of PE teacher in teaching students with disabilities.
3. To assess the support of Administrative office and parents for student with disabilities.
4. To find out benefits of practice of physical education for student with disabilities.

1.5 Significance of the Study

The researcher has reviewed that some researchers have conducted studies on the attitudes of CWDs towards PE lesson. So far, the researcher couldn't come across studies specifically related to the motivating and engaging student with disabilities in seba boru distinct. Therefore, this study may be unique in probing the teaching of PE for CWDs.

PE lesson is very important for all rounded development of an individual. As any students, SWDs have the right to get PE lesson in the school. However, the problems of CWDs have not been addressed to meet their needs. As any member of the society, the needs of CWDs have to be addressed. This study investigated the teaching PE and avail suitable info about the motivating and engaging SWDs in the area.

This study were as:

- ❖ To support the student with disabilities engaging in practical classes of physical education.
- ❖ To give awareness for PE Teachers in motivating SWDs.
- ❖ To help responsible bodies to realized the problem so they can contribute their share in addressing the problem encounter.
- ❖ To provide possible recommendation on benefits of practical classes for SWDs.

1.6 Scope of the Study

This study is confined in its scope to selected secondary and preparatory schools of Saba Boru district. In addition to this, it is delimited only to investigate the motivation related to all types of physically disabled students' teaching practical classes of physical education. The population of the study is physical education teachers, physically disabled students, school principals and randomly selected non disabled students from selected schools.

1.7. Limitation of the study

This study was include all high schools and preparatory school in Seba Boru district however, it is limited in three schools because of

- ✓ Peace and security.
- ✓ Absence of transportations.
- ✓ Unwilling participant.
- ✓ Financial and time constraints.

In addition, due to absence of sufficient and relevant materials related to the study in Ethiopian context, the researcher has been forced to rely mainly on foreign sources. In spite of these however, the researcher has attempted to make the study as complete as possible.

1.8 Key terms

Adapted physical education is the art and science of developing implementing, monitoring a carefully designed physical education as well as instructional program for a learner with disability.

Disability is a physical or mental condition that limits a person's movements, senses, or activities.

Motivation is the direction and intensity of one's effort to the goal or objective.

Physical education is an education which is given through physical activity in the schools.

1.9. Organization of the Study

The study consists five parts(chapters) in which the first part contains background, statement of the problem, research questions, objective of the study , significance of the study, limitation of

the study, scope of the study, Key terms. Chapter two contains review of related literature. Chapter three contains the research methodology, research design and study site, sample size and sampling technique, data gather instrument, main study, methods of data organization and analysis, ethical consideration, Chapter four is about presentation of the findings and discussion and the last chapter is about summary, conclusion and recommendation.

Chapter Two

REVIEW OF RELATED LITERATURES

In these chapter basic concepts that will constitute issues about contribution of physical education for disabled students. Concepts reviewed for P.E teachers to help students with student to be included in physical activities given due attention. Major problems of motivate students with disabled in physical education and possible solutions from different materials will also be addressed. The researcher used different materials, the review of scholar literatures, books, different websites and documents as a source of data (information).

2.1 Adapted Physical Education Teacher Education

In terms of preparing PETE (Physical Education Teacher Education) students to work with SWDs, there has been a dearth of literature outlining the application and benefits of providing quality field experiences when working with Student with Disabilities (Hodge, Davis, Woodard & Sherrill, 2002). The foundation of the practicum experience (i.e. working hands-on with actual students) began at The Ohio State University in 1954 and was built upon contact theory, which allows for authentic experiences between PETE students and SWDs to enhance teacher attitudes and behaviors (Hodge & Jansma, 1999).

Moreover, central tenants of the practicum are providing a multitude of teaching opportunities and interaction that is structured, supervised, and success oriented. Preferably, interactions are one-on-one and/or small group, where PETE students are exposed to situations which foster social connections (Connolly, 1994). In addition, recommendation for enhancing practicum effectiveness should require PETE students to reflect on the experience (Hodge, Tannehill & Kluge, 2003). The essence of the practicum experience is that the PETE students learn to plan, modify, and adapt lessons to meet needs, interests, and abilities of the SWD's. Hodge, et al. (2003), indicated that PETE students felt that learning to do the above pedagogic necessities enhanced their self-confidence in working with SWDs and those without disabilities. It was through the study by Hodge, et al. (2003) that PETE students were also learning about the area of student motivation and the influence of the educational environment. PETE students made reference to the importance of organization, class management, establishing rules and routines,

using different types of reinforcers (i.e. social reinforcement, token economy, physical activity), and the use of the strategies, such as the Premack principle, for setting up a positive, motivationally beneficial environment (Hodge, Tannehill & Kluge, 2003).

2.2 Disability

According to United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities the term "disability" summarizes a great number of different functional limitations occurring in any population in any country, of the world. People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature (<http://hcdg.org/definition.htm>).

2.3 Disability in Ethiopia

According to federal democratic republic of Ethiopia country profile on disability (2002) Following the (WHO) "A disabled person is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities" and International Labor Organization (ILO) definitions on disability, "Disability" is defined as follows in Ethiopia, "A person with disability is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities" "Nearly 10% of the world's population has disabilities, of which 80% live in developing countries Nichcy [2012]. Most of those in developing countries do not have access to rehabilitation services due to a lack of resources and other various factors. Further strengthening the above issue UNICEF Ethiopia's disability program by the Japan International Cooperation Agency (2002) it estimated that 7.6 % of the population lives with a disability (approximately 5 million).

2.4 Types of Physical Disabilities

According to Wikipedia, free encyclopedia cited in (http://en.wikipedia.org/wiki/Physical_disability) state types of physical disability as follows: **Mobility impairment:** is a category of disability that includes people with varying types of physical disabilities. This type of disability includes upper limb disability, manual dexterity and disability in co-ordination with different organs of the body. Disability in mobility can either be a congenital or acquired with age problem. This problem

could also be the consequence of some disease. People who have a broken skeletal structure also fall into this category of disability. **Visual impairment:** is another type of physical impairment. There are hundreds of thousands of people that greatly suffer from minor to various serious vision injuries or impairments. These types of injuries can also result into some severe problems or diseases like blindness and ocular trauma, to name a few. Some of the common types of vision impairments include scratched cornea, scratches on the sclera, diabetes-related eye conditions, dry eyes and corneal graft. **Hearing impairment:** is the category of physical impairment that includes people that are completely or partially deaf. People who are only partly deaf can sometimes make use of hearing-aids to improve their hearing ability

2.5 Causes of Physical Disabilities

As cited in (http://en.wikipedia.org/wiki/Physical_disabilities) causes of physical disabilities are: **Prenatal causes:** Those disabilities that are acquired before birth. These may be due to diseases that have harmed the mother during pregnancy, or genetic incompatibilities between the parents. **Per natal causes:** Those disabilities that are acquired during birth. This could be due to prolonged lack of oxygen or the obstruction of the respiratory tract, damage to the brain during birth (due to the accidental misuse of forceps, for example) or the baby being born prematurely. **Postnatal causes:** Those disabilities gained after birth. They can be due to accidents, infection or other illness.

2.6 Problems Facing Physically Disabled Children

According to Demand Media (1999_2011) children with physical or mental disabilities can face many difficulties in their lives. Discrimination, social stigma and poverty does." Therefore, it is important to be aware of the people who are interacting with a disabled child. Nevertheless, with adequate care and education, disabled children can lead rich and happy lives. **Ridicule** A serious problem that all physically and mentally disabled children face is mockery and derision by others. Physically and mentally disabled children may also experience more teasing because they have difficulty standing up for themselves. **Isolation** Another difficulty physically and mentally challenged children face is increased isolation. Although it is not always the case, children with these problems can be ignored by their peers and adult figures. Other children may find it difficult to interact with children with developmental challenges, while adults may tend to focus

on children without these problems. **Abuse and Neglect** A tragedy that some physically or mentally disabled children face is abuse or neglect. Children with certain disabilities are unable to stand up for themselves, or may be unaware that they are being abused. According to the Abuse Victim Hotline, "People with developmental disabilities are 4 to 10 times more likely to be victims of crime than other people are." Sadly, the vast majority of abuse toward those with disabilities is perpetrated by family members, peers with disabilities or professional caregivers. **Poverty** There is also a strong link between poverty and disability.

2.7 Physical Education

According to Bucher, (1975) the word physical refers to the body movement. It is often used in reference to various bodily characteristics such as physical development, physical strength, and physical prowess, physical health, and physical appearance. It refers to the body as contrasted to the mind. Therefore when the word education is added to the word physical, thus forming the phrase physical education, it refers to the process of education that concerns activities which develop and maintain the human body. Times have changed, and physical education must change with the times. New problems face our society and the world. As a result, if education is to be relevant to current needs, it must do something about these problems.

Further as Eugene, et al, (1958) Physical education has suffered in the past from the fact that it has been thought of too often exclusively in terms of exercise, skills, muscle building, respiration, metabolism or excretion. All these are considerations in P.E, but the terms are out of place in a definition of P.E. society has set up the school as a more or less effective agency to promote certain modifications of the individual in mind, body, morals and manners which society thinks will enable the individual to live a more complete and effective life than would be possible otherwise PE should never be thought of as a "frill" or ornament attached to the institution or the school, but rather as an integral phase of the project of educating the whole individual. When this understanding of the nature of P.E becomes generally accepted, we may look for less confusion about the subject and for more intelligent progress in the field.

2.8 Physical Education within the School Program

As Daniels, (1954) identifies the purposes and methods of modern P.E are rooted in general education. P.E has also been influenced strongly by the methods of general education as well as by its purposes. In each instance, however, the general has been analyzed and interpreted in terms of the specific contribution P.E can make to the ultimate goal; The complete education of youth. The aim of P.E obviously must have its base in the framework of general education many efforts to state such an aim have been made one with wide acceptance has been proposed by Williams as follows; “the aim of P.E is to provide an opportunity for individuals and groups to act in situations that are physically wholesome mentally stimulating and satisfying and socially sound”.

Further strengthening the previous issue **John (1989)** writes one of the main considerations is the use of the team approach in developing and carrying out a child's educational program. The team generally includes the parents, teachers, medical professionals, and health-related professionals such as a physical therapist. Parents are critical members of the team and should be involved in all educational decisions. A program that meets the needs of the student in five basic goal areas: Physical independence, self-awareness and social maturation, Communication. Academic growth, Life skills training, Interdisciplinary services such as occupational and physical therapy, speech and language therapy are of prime importance for youngsters who have physical disabilities.

2.9 Physical Education for Individuals with Disabilities

According to Seaman and Depauw (1989) physical activity has been an integral part of society throughout history physical vitality has long been admired. In the days of the early Greeks, physical activity was considered primarily curative. Since that time, it has also been used in rehabilitation remediation, and illness prevent. Current emphasis is on the development of fitness wellness, and the maintenance of an active life style. This emphasis applies to both able bodied individuals and individuals with disabilities. A well designed program of P.E provides many benefits for individuals with disabilities, contributing to: The development of physical fitness and motor skills necessary for activities of daily living and participation with peers, family, and friends, The development of a more positive self-image and feeling of self-worth,

and the development of skills and abilities that will enable them to participate in enjoyable leisure time activities and recreational pursuits. Bucher (1999) also suggest that Physical education can contribute to the goals of education in many significant ways. Physical education makes a unique contribution to the development of the total person. It is the only area of the school curriculum that promotes the development of motor skills and fitness. No other curricular area contributes to development in the psychomotor domain.

2.10 The Role of the Physical Educator

Auxter, et al., (1993) suggest whenever a child with a disability is placed in a regular educator for those children are the same as for any other child in the class. Because all children differ with respect to amount of learning, rate of learning, and learning style, modifications in methodology, curriculum, or environment are often necessary for both non handicapped and handicapped children. Special education which involves significant modifications in methodology, curriculum, or environment may also be delivered to some handicapped children in regular class. Further strengthening the previous issue Dunn and Hollisfait (1989) in developing a favorable climate in the classroom for the acceptance of those who are handicapped, the teacher may disuses with the students. The importance that is sometimes attached to attractive physical appearance may be pointed out and contrasted with more Meaningful personal attitudes. The teacher might emphasize that performing to the best of one's ability is just as admirable and worthy of respect as being the most outstanding performer.

2.11 Adapted Physical Education

As Seaman and Depauw (1989) states it was not until 1952 that the scope of APE was clearly and consistently defined. The statement of the American Alliance for Health, P.E, Recreation, and Dance (AAHPERO) defined APE as:- Diversified program of developmental activities, games sports, and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or success fully engage in unrestricted participation in the vigorous activities of the general PE program (AAHPERO, 1952). Development activities include a broad range of movement experiences for the development of fundamental motor patterns, motor skills, perceptual motor function, and physical fitness. The suggestion that games, sports, and rhythms should be included in programs for students with disabilities took PE in to

uncharted territory. It wasn't until after World War II, when disabled veterans began playing wheelchair, basketball and other life time sports, that physical educators in the school realized how numerous the possibilities for physical activity of students with disabilities.

2.11.1 Evolution of Adapted Physical Education

According to Luo, (2000) about evolution of APE, the following are stated; 3000 years ago, in China depicting therapeutic use of gymnastics for individuals with disabilities. WWI and II, development of physical therapy and adapted sports. 1940s, fundamental changes were initiated in physical education in some universities, public schools, and special schools. Calisthenics, gymnastics, and corrective physical education supplanted in the course contents by game, sports, and rhythmic activities modified to meet the individual needs of the students.

2.11.2 Objectives of Adapted Physical Education

Regarding about objectives of APE Auxter, et al, (1993) and Daniels (1954) write that the aim of APE is to support students with handicaps to achieve physical, mental, emotional, and social growth commensurate with their potential through a carefully planned program of regular and special P.E and recreation activities. Specific objectives to help the student accomplish this are to help students protect themselves and any conditions that would be aggravated through certain physical activities. To help student's correct conditions that can be improved. To provide students with an opportunity to learn and to participate in a number of appropriate recreational and leisure time sports and leisure time sports and activities. To help each students develop a knowledge and an appreciation of his physical and mental limitations. To help students make social adjustment and develop feeling of self-worth and value.. To help students understand and appreciate a variety of sports that they can enjoy as non-participants or spectators.

2.11.3 Origin and Evolution of Physical Education for Individuals with Disabilities

Physical education for individuals with disabilities can be traced to the curative physical regimens found in China on 2700 BC. The ancients relied on activities such as gymnastics, preventive exercise, and therapeutic exercise to alleviate physical disorders and illnesses. The European cultures influenced the development of P.E for individuals with disability primary through medical gymnastics. Because exercise was considered the best medicine, a large part of medical gymnastics consisted of prescribed exercise to remediate specific disorders. In the early

twentieth century in the United States the medical gymnastics model for P.E continued to be applied preventive and corrective exercise was still emphasized (Brown, M. D. (2000).

2.12 Benefits of Physical Education for Students with Disabilities

The physical educator can make a major contribution to reduce the risk and facilitate independent living through physical activity in the following ways develop recreational motor skills for independent functions in the community, physical and motor prerequisites to self help skills required for independent living, physical fitness for maintenance of health, prerequisites motor skills necessary for participation in self-fulfilling social activities. To ensure that social benefits occur to all persons, the social environment should be constructed so that there is a match between the environmental demands of the sport/physical activity and the social capabilities of the participants. Furthermore, the participants without disabilities must be supportive of the socialization process (Auxter, et al., 1993)

2.14 Major theories explaining Behavior of disable

Daniels, (1954) stated that little progress can be made in understanding physical disabilities as a social psychological problem if we consider it only from a physical standpoint. He states that physical disability is simply a variation in physique on which, ordinarily, we place highly negative value. He describes these negative values. A. **Negative values imposed by society.** These results in social distance (the disabled from normal groups) because of the low tolerance for differences in physique. B. **Negative values imposed upon the person by himself.** These stem in part from his low status in his culture, self imposed negative values may be intensified if the handicapped once had full acceptance prior to the handicapped condition. In such cases the physical handicapped tends to become an emotional one as well, and the individual becomes “handicapped all over”. C. **Negative values of the disability may be conceived to rise** from inability to achieve simple goals common to others. The deaf cannot communicate easily, the blind have trouble moving from one place to another and the orthopedic and neurologically disabled experiences great difficulty or frustration in performing the simple physical acts of daily living involving locomotion.

2.15 Principles of Adapting

Sherrill, (1993) states about principles of adapting as follows;

1. Adapting should be based on assessment of affordances and constraints and include Examination of the person, the environment, and interaction between the two.
2. Adapting is achieved through individualization. This is manipulation of variables and the Changing of task requirements and environmental conditions so that each person can Succeed.
3. Adapting requires profiting goals and attending to needs in the cognitive and affective domains that affect success in physical activity.
4. Adapting, regardless of environmental setting and goals, is a cooperative, reciprocal process shared by teacher and students(s).
5. Adapting should advance the goal of normalization. This means the adapting is used to make available opportunities as close as possible to the ground normal (average). For example, adapting should entail minimal change in structure, rules, equipment, and strategies of sports for persons with disabilities so that the opportunities afforded are as similar as possible to those of regular sport.
6. Adapting should be based on social criteria so that individuals are treated with dignity and respect. Adapting should never result in ridicule or teasing.
7. Adapting should use functional sport classification system to equalize abilities when activities involve competition.

2.16 Games for Hand capped Children

According to George and Hart (1983) physically handicapped children can get as much fun and enjoyment from games as any other children and, with a little thought and imagination, a wide range of games can be adapted to suit a given group. It is important to include all the children and to give all something positive to do. A muscular dystrophy child confined to an electric wheel chair can manipulate his chair to guard a goal; he may not be able to hit the ball with his hands, but he can maneuver his chair so that a ball aimed at the goal bounces off it, He cans also referrer or time-keep. When playing games with physically handicapped children, one should been in mind the following. The child should be encouraged to take as active a part as is physically possible, but within the bounds of safety. Rules can always be adapted to suit the

children in any given group. In any team game or really, children of equal ability must, as far as possible, be put opposite one another.

Furthermore as George and Brian (1983) Sport and physical recreation can cover any physical activity or game which gives pleasure and relaxation? First of all let's consider the aims and objectives of sport and physical recreation. The most important objective is enjoyment, this applies to any one whether he is physically handicapped, able bodies or mentally handicapped. If the game does not bring joy and pleasure to the participant, what is the point in containing the game? It must be fun. Through enjoyment of the benefit are derived physical development and fitness, mental development, social integration, emotional experience and a sense of achievement. The physically handicapped children need to learn reason to make judgments, to think for himself, in the same way as any other child. John (1989) Communication skills are often difficult for children who have physical disabilities; therefore, preschool programs need to pay special attention to this area.

2.17 Determining Unique Needs

According to Auxter et al., (1993) the procedures a teacher should follow to determine and meet unique needs of students as follows. Select a test that measures the skills and abilities you are interested in evaluating. Administer the test. Study the results to determine which skills and abilities are deficient. Analyze each area found to be deficient to determine the component that contributes to the performance. Once the under developed components are identified, establish goals and objectives that are specific to their components. Select activities that contribute progress toward these goals and objectives. Develop a teaching sequence that permits objective monitoring of progress.

2.17 Areas of Modification

M. Rhinehart, (2011) Inclusive education requires that modifications be made so that all students may participate in the curriculum. For students with physical disabilities, this means adaptive physical education. Adaptations to the curriculum of a physical education class are made in four areas; instruction, rules, equipment and environment. Teachers may modify instructions by modeling what the student is expected to do. Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Oral prompts can be given. Students

may have a peer partner who assists. Rules can be "relaxed" to allow the student to achieve the desired goal. If for instance, the students are to kick a ball into a net from 10 feet away, a student with special needs may need to get closer to be able to kick or throw the ball into the net. Time requirements and "outs" may be eliminated. Modifications to equipment may mean that bats or paddles have Velcro strapping, so that a child with gross motor difficulties may hold it easily. Other adaptations may include lowering a basketball net, using larger or smaller balls or utilizing a tee to hold a ball. Students might use scoops for catching balls instead of their hands. Targets could be made larger and placed closer to the students.

According to John (1989) it is often necessary to modify and adapt the school environment to make it accessible, safe, and less restrictive. Accessibility guidelines are readily available, and when these guidelines are followed the environment becomes easier for the child to manage independently. It is important that modifications be no more restrictive than absolutely necessary so that the student's school experiences can be as normal as possible. Many authorities stress the importance of avoiding overprotection of students with physical or health impairments. It is also important to permit students with disabilities to take risks just as their able-bodied cohorts do. Recent advances in technology have helped to make life more nearly normal for students with physical disabilities. For example, students with cerebral palsy can use computer terminals to aid in communication. Through technology, even a person with the most severe handicaps can have greater control over communication and daily living skills. Modifying the environment may mean providing special adaptive equipment such as specially designed desks, positioning devices, wedges, or standing tables. Adaptations also may include establishing procedures for dealing with medical emergencies when students have serious medical problems.

2.19 Assessing Students with Physical Disabilities

As stated by John (1989) examiners must have a broad base of skills in order to measure adequately the functional and cognitive abilities of students who are physically disabled or health impaired. In addition to the areas traditionally evaluated in the assessment of children with mild handicaps, measures should be included in the areas of gross motor, fine motor, and daily living skills; perception; recreation and leisure skills; augmentative communication; and sensory input. Competent diagnosticians recognize their personal limitations and seek help from therapists, educators, physicians, nurses, social workers, and others to gather appropriate data. Since the

assessment of a student who has physical or health impairments is often time consuming and taxing to the examiner and the child, the team of professionals should meet before data are gathered to consider: The nature of the data base desired. Specific measurement techniques or modifications of traditional Measures. The method of data collection; Appropriate response modes and/or equipment; Position for testing; Stamina and fatigue factors; The order in which professionals will conduct the testing; Implications of medications for test performance for the best time of day to test and How data will be shared when evaluations are completed.

2.20 Grading (marking) in Adapted Physical Education

As Auxter, et al., (1977) grade in any subject should promote educational goals and should reflected educational aims and objectives for programs effective, established objectives must indicate the desired goals of instruction so that they become the criteria on which grades are based if they are valid criteria, successful measurement will result in valid evolution. The grade, if one desires to translate behavioral performance of students with disabilities, the one common denominator among all students the mastery of individual performance objectives. If students are graded on the basis of how well they meet their objectives.

2.21 Sports in which children with Disabilities can take part

Today, the idea of people with a disability being able to participate in sport and physical activity is not so uncommon. In many countries, opportunities exist from the grassroots to elite levels for people with a disability to showcase their abilities in sport and physical activity. But this is not the case in all parts of the world. Whilst there has been progressive and positive change in quality of life for people with disabilities in many developed countries, often this progress is not reflected in developing countries (<http://www.sportanddev.org>).

Abbay Belayhun (2009). A test of accuracy, strength and concentration archers shoot at a target marked with ten scoring zones, from a set distance, single, doubles and team events are held in the Paralympics. Archery is open to all persons with a physical disability including spinal cord injury, cerebral palsy, and amputee. Special guidance is available for the visually impairers as well. <http://www.outdoor-sportleisure.net/disabled.htm>. It is a wonderful experience and benefits the rider both physically and mentally. Therapeutic benefits include improved balance, posture, coordination as well as more supple and relaxed muscles. This in turn reduces muscle spasms.

Regaining mobility, with the challenge of learning something new along with a slight risk element provides a real sense of achievement. Independence and confidence grow along with the pure enjoyment of riding. Sherrill, (1993) Wheel chair basketball is the world's most popular team sport for persons with disabilities. Rules modifications are made: 1) Five, rather than 3 sec, are allowed. 2) When dribbling or holding the ball in the lap, the player can only make two thrusts of the wheels, after which he or she must dribble, pass, or shot. 3) There is no double – dribble rule in wheel chair basketball. 4) Player raising his or her buttocks off the chair is a physical advantage fouled (Sherrill, (1993).

(Sherrill, 1993). Wheelchair tennis officially began in 1976, this sport has few modifications. The main rule changed is two bounces instead of one. Persons with limited grip strength can use elastic, tape, or special devices to bind the racquet to the hand. If an over arm serve is not possible, the player uses a bounce-drop service (Sherrill, 1993). When learning to swim or taking part in water based activities it is important to set goals that are achievable and realistic. There is nothing worse than setting your aims too high and not achieving them. This could put an end to your swimming or put relate swimming to bad feelings. Swimming for disabled as far as health and fitness is concerned is just as important for an able bodied person as for a disabled person as well as the benefits of it. When teaching people with disabilities it is important that you look at the persons abilities what they can do with it rather than the negative disability and what a person cannot do. For this reason we need to have an open mind and treat them with empathy not sympathy meaning put you in their position and imagine what it is like to be in their situation. This way you can be more positive on the outcome of a skill you are trying to set for a person with a disability to achieve (<http://www.swimming-techniques-learn.com/Swimming-for-disabled.html>).

as cited in(<http://www.brighthubeducation.com>) Disabled swimming programs bring with them a range of benefits for students, depending on how the program is implemented and the particular needs of each student involved. The benefits can include areas such as: Increased aerobic fitness, Increased muscle strength, Increased muscle endurance, Increased flexibility, Greater skills at performing transfers from wheelchair to pool• Improved communication skills, Decreased extraneous movements and improved relaxation Greater self-control, Plan your activities so they can meet the needs of all students and allow sufficient time for dressing and transfers. Being disabled does not mean one will never feel speed, strength, power and endurance again. There are many athletics activities which can bring a

person with disability a rush of adrenaline, such as javelin, discuss, shot put, marathons and wheel chair racing. This is also the sport which draws the largest number of participants and a spectator at the Paralympics athletics is open to all disability groups (George and Hart, 1983 as cited in Abbay Belalyhun, 2009). Table tennis is a sport enjoyed by millions of people around the world. It is an inclusive sport that can be played by people of all ages and abilities. If a player can serve and return a ball, they can play. This is one sport that does not exclude people because of a physical disability. Nor does it require significant modifications to remain open to everyone. Table tennis has been part of the Paralympics Games since 1960. The program consists of five wheelchair divisions and five standing disabled divisions. Athletes who are not able to grip a racket due to their disability use specially crafted instruments that attach the racket to the hand. Some athletes choose to simply use a bandage to affix their racket to their hand. These modifications do not give them an advantage over another player, but rather they even the playing field so that players can compete regardless of their disability. This sport can be mentally and physically challenging, but with that challenge a sense of satisfaction when a player experiences success. Players who are dedicated and practice will not only build the skills necessary to be a competitive athlete, they will also gain the confidence that comes with working towards and achieving a goal (Lauren Traveau, 2012).

Chapter three

3 METHODOLOGY

The intention of this study was to collect data on the existing involvement, motivation and engagement of students with physical disabilities in PE regular practical classes. In order to meet these particular investigation qualitative and quantitative research method is employed to find out the real situation of students with physical disabled in P.E classes. In the research work both primary and secondary data sources are used.

3.1 The Study site

The study was conducted at secondary schools of Kenticha, Lolotu, and Darne secondary and preparatory school found in Seba Boru Distinct west Guji Zone Oromia Regional National State.

3.2 Research Design

For achieving the research objectives the researcher use descriptive survey study involving both qualitative and quantitative data to assess the role of physical education teacher in motivating and engaging student with disabilities on learning practical classes of physical education.

3.3 Sample Size and Sampling Technique

A non-probability sampling procedure is used through deliberate or purposive techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed that to be aware of the students with physically disables situation to be interviewed 15 student with disable and 6 Physical Education Teacher as well as 4 school principal participated therefore the present study used 25 respondents.

3.4 Source of data collection

The major source data for this study were both primary and secondary sources. Primary data were collected from student with disabilities, PE Teacher, and principals. The **primary** data were collect through observation, interview and questionnaire focuses. In the interview, with physically disabled students and PE teachers. It would be easy to communicate with concerned and more willing informants to obtain relevant data from potential respondents. **Secondary** data will be collected from different sources such as books; journals both published and unpublished relevant papers and documents.

3.5 Instruments of Data Gathering

In gathering the required data the researchers would be used primary source of data both qualitative and quantitative methods of data collection and these include personal interviews using an interview guide, questionnaire, and finally observations. The data obtained from these are triangulating to certain the validity of data findings.

3.5.1 Questionnaire

As the primary data, collecting tool the researcher prepared well-structured questionnaire. The questionnaire includes both closed and open ended questions. The closed items under this questionnaire would be framed on the Likert-type scale along a three –point continuum ranging from “strong agree” to “strong disagree” and a discrete scale with “Yes” and “No” alternatives. The open-ended question required reflection on the existing situations and the respondent were freely express their feeling.

3.5.2 Interview

Semi-structured interview would be designed for the respondents. Before carrying out the interview, the draft questionnaire form will be sent to target interviewee and specific time and date will be determined for interview. This provides a chance for the interviewee to study the questions before conducting an interview. The purpose of the interview were compare and substantiate the information obtain through questionnaire.

In order to validate the information gathered through the questionnaire, the researcher employed interview for students with physically disabilities and their counterpart non-disabled students randomly selected respondents. In addition to that school leaders were also included in the interview.

3.5.3 Observation

Observation is one of the data gathering tools which is employed in this study. As to Best and Kahm (2003), the information obtained through observation is more accurate, more valid and more reliable than any information gathered through other means. The purpose of observation is to have a clear picture about how the physical education teachers motivate and to get information about the overall activities of the students with physically disabled. The employment of this data instrument helps the researcher to obtain information about physically disabled students in participation of PE in practical class.

3.5.4 Focus Group Discussion

Focus group discussion (FGD) was the last data collecting instrument. There were five focused group discussion guides developed by the researcher for the discussion (see appendix four) focus group discussion was conducted with PE teachers and school principals. Three of the PE teachers and one principal were from the sample schools and the fourth PE teacher was the key informant mentioned earlier. The discussion was mainly focused on the duties and responsibility of PE teachers and school principals to minimize challenges and create opportunities for students with disabilities in PE class

3.6 Data Collection Procedures

The researcher prepared semi structured interview guide, field observation format, and focus group discussion guide. After preparing the instruments, all the instruments were given to different teachers for necessary improvement. The instruments were commented by senior physical education teachers. Finally, the researcher took the necessary notes during the discussion and make appropriate modification in all of the instruments. The researcher organized the observation first. The observations were on the playground, where the practical part of the lesson is taking place. After the observation has made, interview and focus group is administered.

3.7 Pilot test

The pilot test was conducted at Darne, Kenticha and Lolotu Secondary school. The sample of the study were selected two (2) student from each secondary school as well as survey questions designed for this study to check validity and reliability test. It could help the researcher to triangulate the information obtain though closed-ended questions. The validity of the questions determined through the content validity of the instrument. My advisors were checked the questionnaire for its general content, content validity, and reliability. They noteworthy advice and comments incorporated in the final instrument. For the sake of convenience the questions would be used to administer the questionnaire to each of the study respondents. This methods enable the respondents to use their free time to complete the questionnaire based on their views and understanding.

3.7.1 Validity of the Instruments

Validity answers the question of whether an instrument prepared for a study truly measures what it is expected to measure, and whether scores from such an instrument has meaning or utility for its respondents (Cohen et al., 2007).

In this study, survey items, and the items about the background information was reviewed for content and clarity. Item conducted from each secondary school were reviewed those survey questionnaires to insure that the instruments comprehensively cover the domain or items that it purports to cover. Finally, all accepted comments and feedbacks were included in the final version of the instruments. Validity is an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality.

3.7.2 Reliability of the Instruments

Fraenken and Wallen(2003) report that reliability indicates the consistency of the scores obtained between different respondents or within the responses of the same subjects over time.

So, to ensure its reliability,. After the questionnaire were filled and returns the reliability and validity of the items are measured by using frequency. Then as the result indicates it is a good indicator of the internal consistency.

3.8 Methods of Data Analysis

The collected data was organized and analyzed in sequential interrelated activities process. This includes and translation, categorization, data reduction, conclusion and verification. The transcription and translation carried out all the time, immediately after data collection before the next data collection day. Data which collected through interview, observation, and focused group discussion used were used for analyzing. The analysis was based on the leading questions and the data collection related to the practice classes of PE. The information collect through multiple methods from participants was categorized, reduce, display, verified, and analyze in words. Categorizing the conceptual relation of data gathering was brake down the data in to subcategories in line with the research questions. Data reduction in the study refers the process of selecting, focusing, and transferring the data.

In this research analysis, the obtained data from observation, interview, and focus group discussion were analyzed and interpreted. Direct questionnaires and description of the learning situations, events of people interpretation and other observed elements/events/ used to analyze the data. Finally, the data gathering through those tools are organized and presented.

3.9 Ethical consideration

The researcher introduces his work and himself to school directors at the sample schools of the main research. The purpose of the research work was explained to the principals. Fortunately all the principals willing to participate in the study; the principals introduced the researcher to teachers who are teaching PE. The researchers also asked the willingness to participate in the study, then after the researcher selected students with disabilities with the help of their PE teachers, and explained the purpose of the research to all of the participants. Discussion was made with all the participants whether they are willing to participate or not on the study. After they agree to participate in the study, the researcher gives the ethical consideration in written form. The discussion and agreement is made on ethical consideration. As indicated earlier, the researcher organized the observation first. The observation is made on the field during the practical session of the lesson. Interview is administered to physical education teachers and sampled students with disabilities after the observation has completed.

The researcher has communicated all selected schools legally and smoothly. Taking this in to account to make the research participants well aware of the purpose of the research, the researcher discussed with them before the beginning of data collections informed consent.

The researcher informed the participants about:

- The purpose of the research, expected duration, and procedure.
- The right to decline, to participate and withdrawing from the research at any time if they decided so.
- Any prospective research benefits and incentives for participation, and contact for question about the research and research participation rights.

The codes of ethics for this research were as follow:

- ❖ Participation in this research study is voluntary bases, participants allowed to with draw from this research study any time they want.

- ❖ The researcher gave the participants honorable chance to ask about the study either before participations or during the time they are participating.
- ❖ Information's that are given to researcher will be secured.
- ❖ The researcher requested participants' permission to get the discussion recorded by tape recorder, and also gave the chance to edit in case when they change their mind on the discussion
- ❖ The research used coded (changed) names.

4. RESULTS AND DISCUSSION

After collecting data using appropriate tools, analysis and interpretations are made. This chapter presents analysis of major findings. Data obtained from teachers, Student with Disability and school leaders using questionnaire is analyzed quantitatively using tables, percentages and frequency count and also observation data is analyzed qualitatively. The results of the study are presented in three sections. Section one presents number and demographic characteristics of the subjects. Sections two deals with analysis of quantitative study and section three is about analysis of qualitative study.

4.1. Section I Demographic Characteristics of the Participants

4.1.1. Sample Schools

Table 4.1 Sample schools selected for the study

No	School code given for this study	Sub city
1	S1	Darme
2	S2	Kenticha
3	S3	Lolotu

Table 4.1 Indicates all the sample schools selected in different sub cities of Saba boru district so as to see the role of PE teacher in motivating and engaging student with disability in learning practical class of PE.

4.1.2 Number of participants.

Table 4.2 Number of participants in the study

Sex	Participants		
	SWDs	Teacher	Principals
M	11	6	4
F	4	-	-
Total	15	6	4

As it is stated above in the table 4.2, in the process of conducting this research work as the researcher mentioned it in chapter three sample size, the total number of participants is 25, out of this 15 of them are students with disabilities (SWDs) 11 male and 4 female, there are 6 males teacher participants and finally there are 4 males school leaders are participated.

4.1.3 Teacher participants

Table 4.3: Teacher participants' characteristics by age, sex and educational level

	Sex			Experie	Age				Educational level		
	M	F	Total		20-25	26-30	Total	Diploma	1 st Degree	2 nd Degr	Total
Number	6	-	6	2-4	2	4	6	-	6	-	6
%	100 %	-	100		33. 3%	67.7 %	100	-	100%	-	100

As it is indicated above in table 4.3, the obtained result shows that, total teacher participants 6 of them or 100% of them are males and there is no female. Their experience of teaching physical education in the high schools and preparatory school ranged from two year to four years. (See table 3 for detail information). Regarding age, 2 or 33.3% of the respondents are between the age of 20 – 25, 4 or 66.7% of them are between the ages of 26 – 30. Regarding educational level of teachers, 4 or 100% of them 1st Degree holders and there is no one 2nd Degree holders.

4.1.4 Students with disabilities

Table 4.4 Students with disabilities in the sample schools

No	Code	observed grade	No of SWDs in the classes	Types of disability	Age	Sex
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S1	9-12	4	Locomotors	17	M		
			Locomotors	16	M		
			Locomotors	17	M		
			Locomotors	18	F		
		3	Visual impairment	19	M		
			Visual impairment	17	M		
			Visual impairment	16	M		
		1	Hearing impairment	15	F		
		S2	9-10	2	Locomotors	17	M
					Locomotors	19	M
2	Hearing impairment			20	F		
	Hearing impairment			19	M		
S3	9-10	1	Locomotors	17	M		
		1	Hearing impairment	18	M		
		1	Visual impairment	16	F		
Total		15					

As described briefly in table 4.4, the total number of students with disabilities in all the sample schools (grade 9 to 12) was 15. Of these, 26.7 % were females and the others 73.3% were males. Their age ranges from 16 to 20 years. Their disabilities are categorized into visual impairment, hearing impairment, and locomotors disability.

4.2 Section II- analysis of Physical Education Teachers

4.2.1 Knowledge and information about disability

Table 4.5 Teacher's response toward information about motivating, Engagement, opportunity and benefit for SWDs.

No	Item	Yes(%)	No	%
1	Do you have students with physically disabled in your school?	6	6	100
2	Is there any curriculum separately for students with disables?		-6	100
3	Do you think that students with disable get help from ones?	2 (33.3)	4 (66.7)	33.3
4	Do students with a disability regularly participate in extracurricular sport activities at your school?	—	6	100
5	Do you give extra period separately for disabled students during PE class and extracurricular activities?	—	6	100
6	Are there opportunities for pupils with physical disabilities to have access to PE lessons?		6	16.7
7	Does your school prepare disability sport competitions to motivate SWDs?	Yes	1	16.7
		No	3	50
		No applicable	2	33.3
		Total	6	100
8	How would you rate the participation of students with a disability in PE and extracurricular opportunities at your school?	Excellent	-	-
		Very good	-	-
		Good	1	16.7
		Fair	2	33.3
		Poor	3	50
		Total	6	100
9	How do you rate the opportunities available at your school for students with a disability to participate in school community activities?	Excellent	-	--
		Very good	-	-
		Good	1	16.7

		Fair	2	33.3
		Poor	3	50
		Total	6	100
10	How students did engagement the majority of the time in PE classes?	In existing program without modification.	5	83.3
		In existing program with some modification		
		In a modification program	1	16.7
		Total	6	100

Table 4.6: Teacher’s response towards information about assessing Student With physical Disability.

No	Item	Yes(%)	No	%
1	Do you have students with physically disabled in your school?	Yes	6	100
		No	-	-
		Total	6	100
2	Is there any curriculum separately for students with disables?	Yes	-	-
		No	6	100
		Total	6	100
3	Do you think that students with disable get help from ones?	Yes	2	33.3
		No	4	66.7
		Total	6	100

Concerning information about disability and PE opportunity for students with physically disables, as table 5, shows 6 or 100% of the respondents replied that there are disabled students in their school. In education and training system, curriculum is one of the major obstacles or tools to facilitate the development of more effective system. Curriculum includes the broad aims of

education and has its implications on transactional and evaluation strategies. As it can be seen from the table or figure above regarding separate curriculum statement, no respondent replied the presence of separate curriculum for SWDs instead all of the respondents or 100% of them replied that there is no separate curriculum for SWDs which helps them to take part in physical education lessons. Based on the above result, one can conclude that incomprehensiveness of the curriculum limits students with disabilities to take part in physical education and extracurricular activities.

As it can be seen from the table or figure above regarding assistance of Student without disable to disabled ones 2 or 33.3% of the respondents replied that disabled student get help from non disabled ones, of none disabled student to whereas, 4 or 66.7% of the respondents agreed that disabled student do not get any counter parts. So there is poor assistance peer to peer.

Table 4.7 Motivating and participation of Student with physical disable on PE class.

No	Item	Yes(%)	No	%
4	Do students with a disability regularly participate in extracurricular sport activities at your school?	Yes	-	-
		No	6	100
		Total	6	100
5	Do you give extra period separately for disabled students during PE class and extracurricular activities?	Yes	-	-
		No	6	100
		Total	6	100
6	Does your school prepare disability sport competitions to motivate SWDs?	Yes	-	
		No	6	
		Total	6	100
7	Are there opportunities for pupils with physical disabilities to have access to PE lessons?	Yes	1	16.7
		No	3	50
		No applicable	2	33.3

Concerning participation of SWDs in extracurricular activities, other studies shows that extracurricular activities are a part of students' everyday life. They play important roles in student's lives. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. In line with this from the table above the obtained data regarding extracurricular activities shows SWDs do not participate in school extracurricular activities at all, all the respondents or 100% of them said no at all.

The participants were requested to mention their perceptions about barriers affecting the participation of disabled children in physical education and extracurricular activities, basically they mentioned issues related with materials and equipments, insufficient space, poor school compounds, poor playgrounds, etc. Without the specific training of a physical educator, it may be difficult for someone to acknowledge the importance of space when implementing activities and programs, however just by looking at school physical education class; one can get a very good understanding of the number of classes in one time slot, and the numbers of students which these physical educators must plan for. As it is argued by scholars in the area "insufficient space and equipment are elements of physical education programming that continue to exist in one form or another, and that the existence of such conditions makes quality instruction difficult, even for the best of teachers." It should be emphasized that physical educators become experts in the field of improvisation and creativity, due to the rapidly changing conditions within the field and changing space and resources.

Activities planned outside may need to be modified due to certain weather conditions or the conditions of the playing surfaces. These many factors of space and conditions greatly influence the planning procedures physical educators must make in order to maintain a quality physical education program In addition to this it is mentioned by some of the participants and also as it revealed naturally the weather condition is again among another barriers which hinders the participation of SWDs in school PE and extracurricular activities.

Based on the information from the above table or figure, concerning providing extra period for SWDs all 6 of them or 100% of the participants said no, we don't provide additional time for SWDs to take part in physical education and sports.

In line with the above close ended questions participants were asked how they motivate students with disabilities to take part in physical education and extracurricular activities, concerning

Motivation, not only students with disabilities but also those with non-disabilities need to be motivated. Motivation has been defined as the intensity and direction of effort (Weiss & Ferrer Caja, 2002). Motivation is regulated by the expectation that a given course of behavior will produce certain outcomes.

The motivating influence of outcome expectancy is thus partly governed by self-efficacy. According to Bandura (1994), there are countless attractive options that people do not pursue because they judge that they do not have the necessary capabilities. People who regard themselves as highly efficacious attribute their failure to insufficient effort; those who regard themselves as inefficacious attribute their failures to a lack of ability (Bandura, 1994). Here participants tried to mention some methods they employ to motivate students with disabilities, commonly mentioned ways includes, creating awareness, tell them to consider the reminders posted or written on the walls as it has been in the picture below, the reminder says “disability is not inability”, telling experience of famous disabled persons.

Regarding preparation of disability sport competitions in sample schools again 6 or 100% of the respondents replied there is no disability sport competition in their school, and no one said there are such competitions. Concerning this the researcher believes that lack of or absence of such school activities would create little or no access for SWDs to take part in school physical education activities.

As it is mentioned above in table 4.7, concerning opportunities to disabled students to have access to PE 1 or 16.7% of the respondents replied there is opportunity for SWDs to have access to PE lessons, whereas, 3 or 50% of them replied there are no opportunities at all and the remaining 2 or 33.3% of the respondents replied as it is not applicable at all. From the results obtained the researcher believes that SWDs have limited access to physical education lessons this also limits them from getting values of physical education as other non-disabled populations.

Table 4.8 Benefits of practical class of PE for SWDs

No	Item	Response	No	%
8	How would you rate the participation of students with a disability in PE and extracurricular opportunities at your school?	Excellent	-	-
		Very good	-	-
		Good	1	16.7
		Fair	2	33.3
		Poor	3	50
		Total	6	100
9	How do you rate the opportunities available at your school for students with a disability to participate in school community activities?	Excellent	-	--
		Very good	-	-
		Good	1	16.7
		Fair	2	33.3
		Poor	3	50
		Total	6	100
10	How students did engagement the majority of the time in PE classes?	In existing program without modification.	5	83.3
		In existing program with some modification		
		In a modification program	1	16.7
		Total	6	100

As it is indicated above in table 4.8, The participants of this study were asked to rate the participation of disabled students in PE and extracurricular activities, based on the result no respondent replied the participation of SWDs as excellent and very good, where as 1 or 16.7% of them replied it as good, 2 or 33.7% of them replied as fair/average and the rest 3 or 50% of the respondents replied as poor. From these results one can conclude the participation of disabled students in PE and extracurricular activities is almost poor.

As it is indicated above in table 4.8, or in the figure concerning opportunities available for students with disabilities to participate in school community activities again there is no participant that replied the opportunity is excellent and very good, where as 1 of the participants or 16.7% of them replied as the opportunity is good, 2 of them or 33.3% of them replied as fair/average and the rest 3 of them or 50% of them replied as poor. From this we can again conclude there are less or no opportunity for SWDs to participate in school PE and various activities

According to the above table or table 4.8, the result obtained from subjects regarding SWDs participation in PE classes 5 of them or 83.3 % of the respondents agreed that SWDs participate in existing class without modification, none of them said SWDs participate in PE class with modification and only 1 respondent or 16.7% of the participants said SWDs participate in modified program. From this result one can conclude that majority of SWDs have little or no access to physical education programs.

4.3 Section III: Analysis of school directors' data

In this part of the research qualitative analysis of data collected is interpreted using words. Here some background information as well as code of interviewees is presented before analyzing the data obtained

Table 4.9: information and codes given for sample schools and school leaders.

School Name	School code	Participant's code	Sex	Educ. Level	Position
Darme secondary and perp school	01	SB1	M	1 st Degree	Director
Kenticha secondary school	02	SB2	M	1 st Degree	Director
Lolotu secondary school	03	SB3	M	1 st Degree	Director

On the table above for the analysis of qualitative data it is required to give code for participants in the study. In first column the name of schools selected for the study is mentioned, next to that all schools are provided with code from 01 – 03, again code is given for participants' or

interviewees beginning from SB1 – SB3, and finally their sex, educational level and position held is mentioned. The analysis of semi structured interview questions is discussed below as follow.

First school leaders were asked the presence of SWDs in their school, according to their response all the directors indicated by the code SB1 – SB3 said there are SWDs in their school. In line with this they are also asked about the presence of appropriate sport playgrounds in the school, here again all of them said no concerning the presence of sport playgrounds.

Thirdly, the school leaders were asked whether their school prepares SWDs sport competitions or not, almost all of them said due to several reasons yet not, some 2 of them added if there are competitions which involve students with disabilities, for the future we will try.

Finally school leaders were asked “whether their school attempted to seek assistance from organizations working on disabled persons or not, and again “availability of modified sport equipment to students with disabilities”, here all of them said they attempt to seek assistance from different organizations.

4.4 Section IV. Interpretation and discussion of observation

Table 4.10. Observations of Teacher Motivating and Engaging Students with disabilities in PE.

List of observation activities	Not present	Need attention	Good	Excellent
1. Availability of suitable play grounds in the school	✓			
2. Availability of school facilities and equipments and its appropriateness for PE lesson		✓		
3. Environment is safe and conducive to learning	✓			
4. Teacher's manner of conduct and willingness to listen students' problem		✓		
5. Teacher's willingness of adequate provision of teaching materials for students		✓		
6. Teacher's ability of identifying individual differences	✓			

7. Teacher's ability of helping students to work in pairs Small groups or individually		✓		
8. Lesson is sequential and developmentally appropriate	✓			
9. Relevant examples and brief demonstrations are offered	✓			
10. Practice time is provided; assistance offered as needed	✓			
11. instructional opportunities are adapted to diverse learners		✓		
12. All students are treated in a fair and equitable	✓			

The researcher made observation of school environment, in selected school class observation of during practical lessons, interaction among SWDs and students without disable, different physical activities performed by students and sport equipment in all sample schools.

In three schools there is little or no utilization of modified equipment to include SWDs in physical education and sports. The participation of students with disability in PE class is limited in four of the schools but little attempt is observed in school represented by code 01.

As the researcher observed the school compound, it is not suitable in all three schools and it doesn't allow disabled students to freely move in the compound as well as freely move to sport field it includes school buildings, playgrounds, etc. Apart from this, the majority of schools are physically inaccessible to many learners because of poor buildings. The way to class rooms, latrines, playgrounds and different service centers is not suitable for students with disabilities.

Concerning the interaction between disabled and non disabled students during practical lessons, students with disabilities are not getting the same amount of physical activity and sport opportunities as individuals without disabilities, the researcher observed in many of the school's students with disabilities simply sit aside and watch what other students without disabled are doing. Again little attempt is observed in code 01.

Quality physical education considers equity of learners in the classroom as well as interest of all. This needs providing extra support for those with special needs, according to Ellis, Lieberman, & La Roux, (2009) the support strategy requires the teacher to be master of content knowledge (physical education) and to know the needs of each student in the class as well. Differentiated

instruction allows physical education teachers to support student learning through the design of the lessons and activities and through effective instruction. The researcher also observed poor equity between disabled and non-disabled students during lessons; this is again common in all sample schools and needs improvement.

All students have equal right of getting any service found in school as well as outside school. So nondiscrimination in curricular and extracurricular activities is needed. No student shall be denied membership or participation, on the basis of race, sex, marital status, color, religion, national origin, or disability, in any program or activity which is included in a school program of curricular or extracurricular activities, In all those selected schools the researcher haven't observed the competition which involves students with disabilities.

4.5 Section VI. Analysis of Student's interview

In this part of the research the researcher tried to make qualitative analysis of data collected through interview from Student with Disability. Before analyzing the whole data collected it is again needed to provide some additional background information as well as code of interviewees.

Table 4.11 : Shows students' with disability additional information.

Types of impairment	SWDs	No	%
Sex	Male	11	73.3
	Female	4	26.7
	Total	15	100
Age	<=14	-	-
	15-18	12	80
	>=19	3	20
	Total	15	100
Types of disabilities	Visual impairment	4	26.7
	Locomotors impairment	7	46.6
	Hearing impairment	4	26.7
Grade level	9-10	11	73.3

	11-12	4	26.7
	Total	15	100

Based table 4.11, intensive interview is made with SWDs before making discussion of the data obtained, then, it is better to provide some additional back ground information, as it can be seen from the table four are 11 or 73.3% male participants, concerning age category 12 of them or 80% of the respondents were between the ages of 15 – 18 and 3 of them or 20% of them are beyond the age of 19. Concerning types of disabilities they have 4 or 26.7% of them are with visual impairment, 7 or 46.6% of them are with locomotors and 4 Or 26.7% of them are with hearing impairment. At last concerning grade level, 11 or 73.3% of them are from Secondary level schools (Grade 9-10) and the rest 4 of them or 26.7% of them are from preparatory schools (Grade 11-12).

Table 4.12 Student response toward information about motivating, Engagement, opportunity and benefit for SWDs.

No	Item	Item Response	
		Yes	No
1	Do you like sport? Play? Recreation? Physical education?		
2	Are local facilities pleasant for you to take part in physical education and sports?		
3	Do your school sport clubs welcome you to take part in extracurricular activities?		
4	Do your teachers motivate you to participate in PE practical class?		
5	If your answer is “No” for the above question, what do you think is the reason		
6	Have you got opportunities to have access to PE lessons?		

7	Is there equal opportunity in PE programs for disabled and non disabled students in terms of...?	Amount		
		Quality		
		Content		
8	As compared to the rest of your peers, how do you express your performance?	I perform better		
		I perform the same		
		I perform not as good as them		
9	Do your friends invite you to play with?. If your answer is “No” for the above question, what do you think is the reason?			
10	Do you think you are limited to take part in physical education and sport because of your disability?			

Table 4.13;Teacher’s response towards information about assessing Student With physical Disability.

No	Item	Item Response	
		Yes	No
1	Do you like sport? Play? Recreation? Physical education?		
2	Are local facilities pleasant for you to take part in physical education and sports?		
3	Do your school sport clubs welcome you to take part in extracurricular activities?		

As it is indicated above in table 4.13, Students with disabilities experience different types of barriers to take part in physical education and extracurricular activities that can be similar (like, time, poor facility, and school compound) or different from the general population. Barriers that have been stated by students with disabilities are various. In the beginning, the researcher asked

whether they like sport, play, recreation, physical education extracurricular activities, etc. all of them replied that they like to play and take part in those all activities and they are interested in it.

Subsequently the researcher posed “Are local facilities pleasant for you to take part in physical education and sports?” Concerning this, all the participants in the interview said all the equipment is not pleasant to take part in physical education and extracurricular activities. This lack of accessible equipment and unfriendly environments for those with a disability; such barriers can result in insufficient physical activity participation and a decline in physical function, each of which may increase the risk of developing sedentary health conditions or problems.

In line with the above interview question the researcher posed another question “Does your school sport clubs welcome you to take part in extracurricular activities?, therefore, except few respondents many of them said they don’t invite to take part in it, whereas, three participants said if there are class friends in the clubs, they invite, but if no one who knows us is there.

Table 4.14; Student Response about Motivating and participation of Student with physical disable on PE class.

No	Items	Item Response	
		Yes	No
4	Do your teachers motivate you to participate in PE practical class?		
5	If your answer is “No” for the above question, what do you think is the reason		
6	Have you got opportunities to have access to PE lessons?		

Above table 4.14, state that “Do your teachers motivate you to participate in PE practical class?” few of them said our teacher motivate and encourage us but, rest of them said, there is no help and encouragement to involve them, they are totally forgotten. “If your answer is “No” for the above question, what do you think is the reason?” According to these respondents, again majority of them said due to our disability, PE practical time is the time when they feel a great depression and inferiority and when their mind is go back to ask nature why they are disabled. Because PE practical time is the time when their peer groups are play and enjoy while they are

sit idly due to their disability, and the issue of assessment and evaluation in this subject is raised to them and they confirmed that, they participate only in the classroom theoretical tests. Hence, their PE result is very low since they are not involved in continuous practical assessment equal to other students. Sometimes they never go to sport field, they stay in their class and do own work or sit idly anywhere in the school. And sometimes they go to sport field and recommended to watch and keep materials of participant students under shadow up to the class end even some are not taking the subject as a whole.

Again they were also asked that “Have you got opportunities to have access to PE lessons?” As it is mentioned in review of related literature of this paper, the benefits of physical education for students with disabilities are numerous. Movement and knowledge of ability creates independence. This independence helps students gain confidence and acceptance in their own physical, social, cognitive, emotional, and personal identity. Physical education also reduces the risk of disease and other health related problems that may be associated with the individual’s disability. Concerning the above question, almost all of the interviewees replied they have limited access to take part in physical education activities, but four of the respondents who has visual impairment that “there is little access and after attempting to take part in activities we will be tired”.

Table 4.15 Stakeholders do to address the problems of SWDs in PE practical classes?

No	Items	Item Response		
			Yes	No
7	Is there equal opportunity in PE programs for disabled and non disabled students in terms of...?	Amount		
		Quality		
		Content		
8	As compared to the rest of your peers, how do you express your performance?	I perform better		
		I perform the same		

		I perform not as good as them		
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The question posed states that “Is there equal opportunity in PE programs for disabled and non-disabled students in terms of amount, quality and content?” Concerning this all the participants replied that “there is no equal opportunity of physical education in terms of amount, quality and content”.

Again they were also asked that “As compared to the rest of your peers, how do you express your performance?” some of respondents said perform the same rest of respondents they said perform not as a good as them

Table 4.16;Benefits of practical class of PE for SWDs

No	Item	Item Response	
		Yes	No
9	Do your friends invite you to play with?. If your answer is “No” for the above question, what do you think is the reason?		
10	Do you think you are limited to take part in physical education and sport because of your disability?		

Question posed states that “do your friends invite you to play with?” Again here very few respondents said yes they invite, but the rest replied that they don’t invite us to play with. For those who replied no for the above questions another guiding questions is posed by the researcher, that is “If your answer is “No” for the above question, what do you think is the reason?” then again majority of them said due to our disability, “if I play with non-disable peer, they will lose games because I’m weak”, this response is common for majority of the participants. The rest said no reason at all, and we don’t know why they don’t invite to take part with them.

Question posed states that “Do you think you are limited to take part in physical education and sport because of your disability?” therefore except few of respondents many of them said “No”

they are very happy when their physical education teacher comes and takes them to play grounds. They love most to stay on the playgrounds than in the classroom. They friends love to play with them. Physical education lesson is very important for them. When they do different types of physical activities, they are become more confident for their daily life activities.

4.2.2 Responses of the respondents on attitude scale items

On the basis of the participants' response to each of specific item in the attitude scale, percentage scores were computed in order to describe the position of the respondents along the range in their motivation towards factors affecting students with disabilities to access to physical education and extracurricular activities in selected schools of Seba Boru district. In the subsequent table the summarized results of the respondents on the attitude scale items are shown in terms of percentage scores.

Table 4.17 : Rating Scale on Teachers Perceptions towards Factors Affecting the Motivating and Engaging Students with disabilities in PE.

No	Possible factor	Agree		Uncertain		Disagree		Total	
		No	%	No	%	No	%	No	%
1	Lack of time	15	100	-	-	-	-	15	100
2	Negative attitude and practices from others or non-disabled students	10	66.7	3	20	2	13.3	15	100
3	Large class size	1	6.7	3	20	11	73.3	15	100
4	Difficulties with transport to sport fields and play grounds	14	93.3	1	6.7	-	-	15	100
5	Poor facilities or no facilities.	15	100	-	-	-	-	15	100
6	Incomprehensive curriculum for students with disabilities	15	100	-	-	-	-	15	100
7	Disruption of non-disabled students by disabled ones	10	66.7	4	26.7	1	6.7	15	100
8	Lack of modified or adapted equipment	11	73.3	1	6.7	3	20	15	100

9	Poor commitment from the school and other concerned bodies	9	60	2	13.3	4	26.7	15	100
10	Disabled students lack of interest in sport, play, physical education, and extracurricular activities	2	13.3	3	20	10	66.7	15	100
11	Bad weather	15	100	-	-	-	-	15	100
12	Poor pupil to pupil support	12	80	2	13.3	1	6.7	15	100

From the table 4.17, participants of the research were asked to show their agreement on some possible factors which can either affect participation of disabled students in physical education and extracurricular activities or not, based on the obtained results 15 of the respondents or 100% of them agreed that lack of time affects participation of disabled students in school physical education and extracurricular activities, and no respondents showed his/her disagreement or uncertainty on the factor mentioned above. From this evidence we can conclude that the allotted time for the subject is not enough to give access for SWDs to partake in physical education and extracurricular activities.

Concerning negative attitude from others or non-disabled counterparts 10 of them or 66.7% of the respondents showed their agreement that the mentioned factors affects the participation of disabled students in physical education and extracurricular activities, 3 of them or 20% of them showed their uncertainty and the rest 2 or 6.7% of them showed disagreement on the factor mentioned. Based on the result one can conclude that lack of counterpart (peers) assistance is one of those factors which affects the participation of disabled students in school physical education and extracurricular activities.

Regarding class size as a factor 1 or 6.7% them showed agreement, 3 of them or 20% of them showed uncertainty and the rest 11 or 73.3% of them confirmed disagreement on class size as a factor which affects the participation of disabled students in school physical education and extracurricular activities. Again here we can make conclusions as class size doesn't be among factors affecting the partaking of SWDs in PE and extracurricular activities.

Relating to factors associated with difficulties in transport to sport fields 14 participants or 93.3% of them showed their agreement as factors related to transport is one of those factors which inhibits their partaking, whereas, 1 or 6.7% showed uncertainty and no disagreement showed on the issue. From this result we can conclude almost in all schools transport to sport fields affects the involvement of students with disability in physical education and extracurricular activities.

Menear and Davis (2007) noted “Constraints related to equipment, class size, curriculum, and the various ability levels of individuals with and without disabilities can influence the success or failure of participants in the subject. Concerning poor facilities and equipments, all of the respondents or 100% of them showed their agreement as these factors affects the participation of SWDs in physical education and extracurricular activities, whereas, there is no uncertainty and disagreement in the factors. Therefore, poor facilities or no facilities are one of the factors which affect the participation of SWDs in physical education and extracurricular activities.

Regarding incomprehensive curriculum for students with disabilities all of the respondents 15 or 100% of them showed their agreement as lack of incomprehensive curriculum is one of factors which affects the participation of SWDs in physical education and extracurricular activities, whereas, again no one of the respondents showed uncertainty and disagreement. Generally as the result shows content and instructional methods of current programs do not adequately meet the needs of SWDs so, we can conclude that lack of incomprehensive curriculum is one of main factors which hinder partaking of those students with disabilities.

Concerning disruption of SWDs by disabled ones again the respondents were asked to show their agreement, based on this 10 of them or 66.7% of them showed their agreement on the factor, 4 of them or 26.7% of the respondents showed their uncertainty and 1 of them or 6.7% of them showed their disagreement.

Concerning lack of modified or adapted equipment 11 or 73.3% of the respondents agreed that lack of these equipment highly affects the participation of disabled students in physical education and extracurricular activities, whereas, 1 or 6.7% of them and 3 or 20% of them showed their uncertainty and disagreement respectively that lack of equipment have less or no impact on the partaking of SWDs in physical education and extracurricular activities.

Regarding poor commitment from school and concerned bodies 9 or 60% of the respondents showed their agreement that there is poor commitment from school and concerned bodies, 2 or 13.3% showed their uncertainty and the rest 4 or 26.7% showed their disagreement.

Concerning disabled students lack of interest in physical education and extracurricular activities as a factor which hinders their own participation in physical education and extracurricular activities, 2 or 13.3% of the respondents showed their agreement, again 3 of them or 20% of them also showed uncertainty and the rest 10 or 66.7% of them showed disagreement. Based on the obtained result we can conclude that, students' lack of interest doesn't affect their participation in physical education and extracurricular activities.

Lower rates of participation in students with disabilities are may be due to environmental barriers like weather conditions. In line with this, concerning bad weather condition as a factor almost all of the participants or 100% of them showed their agreement on bad weather condition as a factor which hinders the participation of disabled students in physical education and extracurricular activities.

Finally, concerning pupil who will be happy to help by approaching them (disabled ones) from station to station, being their partner, talking to them during down time or during warm-up activities, playing in a modified game with adapted equipment, or even going off to the side and practicing different activities with them." Regarding this many of the respondents showed their agree, that such interaction among disabled and non-disabled students seems.

Chapter Five

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

As it is indicated in earlier chapters, the intent of this research work was to identify the role of physical education teacher in motivating and engaging student with disable on learning classes of PE. In line with the topic, the researcher reviewed a thorough review of related literatures and journals written by scholars in similar issues. To achieve the designed objectives and answer basic research questions, the researcher utilized combination of both qualitative and quantitative methods based on this; appropriate data collection instruments were designed. Then, the collected data is analyzed both qualitatively using words and quantitatively using percentages. Based on the analysis Teachers have no access to professional development trainings which increases their knowledge, modified methods of teaching, and there is lack of modified materials and equipments, insufficient space, poor school compounds, poor playgrounds and they use similar methods with non disabled ones. There is Lack of understanding and awareness separate curriculum for students with disabilities which help them to take part in physical education lessons so, students with physically disabled have limited access to physical education lessons this also limits them from getting values of physical education as other non disabled populations.

5.2 Conclusions

The study attempted to seek motivation and engagement of students with disabilities in practical classes of physical education. Though uncertainties remain and there seems to be a number of studies in the areas, so for the future researchers need to explore more motivation and engagement of students with disabilities and provide solutions for them. Based on the finding result shows lack of disability sport competitions in schools is a factor which reduces the opportunities available for students with disabilities to participate. Teaching methods utilized by teachers do not allow students with disabilities to take part in physical education classes, and the basic reason for this is lack of access to professional development trainings which increases their knowledge of including disabled students in physical education and extracurricular activities. Based on the findings incomprehensive curriculum affects students with disabilities to take part in physical education lessons and enjoy the values of the subject. Again based on the findings,

poor commitment from school and concerned bodies to provide necessary supports to teachers who are teaching physical education and sports to sections with SWDs, and Problems associated with poor facilities, playgrounds, school compound, modified equipments; also affect motivation and the participation of SWDs in physical education and extracurricular activities.

5.3. Recommendations

Based on the findings of study, to motivate and participating Student of physical disability in practical classes of physical education our government should include Adaptive physical education classes for secondary and preparatory schools. The school should create awareness among the school community (teachers, SWD, all staff members) and parents. This would help the school community to develop positive attitude toward SWD and inclusive education. The school administration must give due attention in supporting the teaching learning process of PE for students with physical disabilities to build communication and encourage teachers to produce and use relevant teaching aids which can be made locally to promote the teaching-learning process for practical activates for SWD. PE teacher should be well aware and try to understand choice and prepare appropriate exercises which can fill to students with disabilities from different sources. Again Teacher should try to improvise the materials and equipments to fit with the abilities of students with disabilities and also encourage and motivate physically disabled students in their practical class. A PE teachers as a department should plan and assign teachers who can take the duty to promote and organize sport competition for disabled students in the school. They should be innovative, flexible, creative, ready to learn from the learners, give chance to disabled students and capable of initiating active learning in inclusive PE setting. The learning environment of inclusive education needs some sort of modification and adaptation. Thus, teachers should work out the necessary modification and adaptation of educational materials, methodology, facilities, equipment and environmental conditions in order to address specific educational needs of students with disabilities.

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Appendix 01

This questionnaire is designed to physical education teachers teaching at different levels in some selected schools of Saba Boru District.

Dear respondents, the main purpose this questionnaire is to obtain information about the role of physically education teacher in motivating and engagement of student with disability in school physical education activities with reference to selected secondary and preparatory some selected schools of Saba Boru District. So you are kindly requested to provide genuine information for the questions which is importance for the quality of the research , as well as to bring practical solutions to the problem in question .Thus, I would like to thank you in advance for your cooperation.

Note:

- No need of writing names.
- Your response will only be used for the purpose of the research.
- Confidentiality of your response will be maintained.
- Indicate your answer by putting “mark inside the box provided against each response option, or if it has choices, choose the letter which best expresses your thought.
- Answer those questions which need further explanations as briefly as possible in the space provided.

Thank you! Once again

Personal Information

Section One: Back ground information

A. Personal data

- 1. School:- _____
- 2. Age:- _____
- 3. Sex:- _____
- 4. Teaching Grade:- _____

B. Educational background

- 1. Educational level:- _____
- 2. Experience in teaching PE:- _____
- 3. Additional training:- _____

Section Two. The role of PE teacher in motivating and engaging SWD in learning practical classes of PE.

- 1. Do you have disabled students in your school? Yes No
- 2. Is there any curriculum separately for students with disabled?
Yes No
- 3. Do you think that students with disabled get help from Student without disabled?
Yes No
- 4. Do students with a disability regularly participate in extracurricular sport activities at your school? Yes No
- 5. Do you give extra period separately for students with disabled during PE practical class ?
Yes No
- 6. Are there opportunities for pupils with disabilities to have access to PE lessons?
Yes No not applicable
- 7. Does your school prepare disability sport competitions? Yes No
- 8. How would you rate the participation of students with a disability in PE practical class opportunities at your school?
A. Excellent B. very good C. good D. fair |average E. poor
- 9. How do you rate the opportunities available at your school for students with a disability to participate in school community activities?
A. Excellent B. Very good C. Good
D. Fair/Average E. Poor
- 10. How do student participate the majority of the time in PE?
A. In existing programs with no modification.
B. In existing programs with some modification.
C. In a modified program.

Appendix 02

Semi-structured questionnaire designed to student with disabled learning at different levels in some selected schools of Saba Boru District.

SECTION ONE: - Back ground information

1. Name of the school _____ 3. Age _____
2. Sex: Male Female 4. Grade level _____

SECTION TWO: Factors that motivating and engaging SWD in learning practical classes of PE.

Please give your responses to the following factors preventing you from participating in sport and extracurricular activities

1. Do you like sport? Play? Recreation? Physical education? Yes No
2. Are local facilities pleasant for you to take part in physical education and sports?
Yes No
3. Do your teachers motivate you to participate in PE practical class? Yes No
4. If your answer is "No" for the above question, what do you think is the reason?
5. Have you got opportunities to have access to PE lessons? YES No
6. Do your school sport clubs welcome you to take part in extracurricular activities?
7. Do your friends invite you to play with?
8. If your answer is "No" for the above question, what do you think is the reason?
9. Is there equal opportunity in PE programs for disabled and non disabled students in terms of...?
- (i) Amount YES NO
- (ii) Quality YES NO
- (iii) Content YES NO
10. Do you think you are limited to take part in physical education and sport because of your disability? Yes No
11. As compared to the rest of your peers, how do you express your performance?
- a. I perform better
- b. I perform the same
- c. I perform not as good as them

12. Factors affecting and motivating challenge on their participation in Practical class of PE at school.

No	Possible factor	Agree		Uncertain		Disagree		Total	
1	Lack of time								
2	Negative attitude and practices from others or non-disabled students								
3	Large class size								
4	Difficulties with transport to sport fields and play grounds								
5	Poor facilities or no facilities.								
6	Incomprehensive curriculum for students with disabilities								
7	Disruption of non-disabled students by disabled ones								
8	Lack of modified or adapted equipment								
9	Poor commitment from the school and other concerned bodies								
10	Disabled students lack of interest in sport, play, physical education, and extracurricular activities								
11	Bad weather								
12	Poor pupil to pupil support								

Appendix 03

Observation Guide Format during P.E. Practical Class.

School. _____

1= Not present

Date _____

2= Needs attention

Grade _____

3= Good

Unit of instruction _____

4= Excellent

List of observation activities	1	2	3	4
1. Availability of suitable play grounds in the school				
2. Availability of school facilities and equipments and its appropriateness for PE lesson				
3. Environment is safe and conducive to learning				
4. Teacher's manner of conduct and willingness to listen students' problem				
5. Teacher's willingness of adequate provision of teaching materials for students				
6. Teacher's ability of identifying individual differences				
7. Teacher's ability of helping students to work in pairs Small groups or individually				
8. Lesson is sequential and developmentally appropriate				
9. Relevant examples and brief demonstrations are offered				
10. Practice time is provided; assistance offered as needed				
11. instructional opportunities are adapted to diverse learners				
12. All students are treated in a fair and equitable				

Appendix 04

Focus Group Discussion guide administered for PE teachers and school principals.

1. Discussion on the responsibilities of school principals to enhance the motivation and engaging of SWDs in the practical classes of PE lesson.
2. Discussion on the duties and responsibilities of PE teachers to modify the practical part of the PE lesson for SWDs.
3. Discussion on the duties and responsibilities of **PE teachers** to motivate and engaging SWDs to participate in the practical part of the PE lesson.
4. Discussion on the exercises more suitable for SWDs.
5. Discussion on the improvisation of materials to teach PE for SWDs