

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES

**TITLE;-THE ROLE OF PHYSICAL EDUCATION AND SPORT TO REDUCE HIV/AIDS IN
CASE OF SOME SELECTED HIGH SCHOOLS OF ADDIS ABABA NIFAS SILK LAFTO
SUB-CITY ADIMINISTRATION**

BY: - ABEBE DERESSA

AUGUST 2005

Addis Ababa

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ATHESIS SUBMITTED TO THE SCHOOL OF GRADUATES STUDIES, A.A.U

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF SCIENCE IN PHYSICAL EDUCATION AND SPORT

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Abstract

The main purpose of this study was to find out the role of physical education and sport to reduce HIV/AIDS. Accordingly, attempts have been made to assess the role of physical education, factors contributing the spread of HIV/AIDS, benefits of regular exercise and also the role of sport to reduce HIV/AIDS in Addis Ababa Nifas Silk Lafto Sub-City Administration in case of some selected high schools.

65 teachers 150 students and 3 principals, 3 sport club leaders, 3 HIV/AIDS club leaders were the respondents of the study. These samples were selected from Lafto secondary school, Ginbot 20 secondary school and Lake Hadge secondary school. Available purposeful and stratified random samplings were used in selecting the respondents. The instruments used for collecting the data were questionnaires, interviews and observation.

Analysis of the data was made using quantitative or percentage method. Result of the study showed that physical education and sport plays great role in the schools to improve and develop health, To develop mental ability, To achieve academic performance, To develop social relationship, To develop emotional, feeling attitude and spiritual, To help appropriate using of leisure time, To help behavioral change, To save from bad habits(chewing khat, alcohol, smoking and unsafe sex that contribute the spread of HIV/AIDS, To live quality life style, Helps to educate about transmission and prevention of HIV/AIDS and develop economy. Finally, regular physical activity helps to ;-

Maintains or builds muscle mass and decreases fat, helping to maintain a healthy body weight, Reduces cholesterol and triglyceride levels (less risk of heart disease), Increases energy, Regulates bowel function, Strengthens bones (less risk of osteoporosis), Improves blood circulation, Increases lung capacity, Helps with sound, restful sleep, Lowers stress and can improve depression, Improves appetite, Reduces the risk of high blood pressure, diabetes, and some kinds of cancer

In accordance with the findings recommendations are forwarded.

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Abbreviations and acronyms

AIDS- Acquired immune deficiency syndrome or acquired immunodeficiency syndrome

ART-Antiretroviral Drug Treatment

ARV- Antiretroviral Therapy

CDCP-Centers for Disease Control and Prevention

FCSW -Female commercial Sex Workers

FDRE-Federal Democratic Republic of Ethiopia

HDT-High Density Lipoprotein

HIV- Human immunodeficiency virus

IDUS-Injecting Drug Users

LDT-Low Density Lipoprotein

NIAAA-American Nation Institute Alcohol Abuse and Alcohol

SIV-Simian Immune Deficiency

STD-Sexual Transmitted Disease

STI-Sexual Transmitted Infection

UNAIDS- Joint United Nations Program on HIV/AIDS

UN-United Nation-Joint United Nations Programme on HIV/AIDS

UNODC-United Nations Office on Drugs and Crime

UNSC-United Nation Security Council

WB-World Bank

WHO- World Health Organization

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Section-2 on the right end of the table below, from strongly agrees to strongly disagrees is given. Please, rate your level of agreement or dis agreement on the role of physical education and sport to reduce HIV/AIDS in the schools by putting(x) that reflects your opinion.

SA=strongly agree, A= agree, UD=undecided, DA= disagree, SDA=strongly disagree

no	The role of physical education and sport is/are	SA	A	UD	DA	SDA
1	To develop physical fitness					
2	To develop mental and intellectual ability					
3	To develop social relation ships					
4	To develop emotional, feeling, attitude and spiritual					
5	To help appropriate using of leisure time					
6	To decrease chronic disease (heart disease, blood pressure, diabetes)					
7	To maintain healthy					
8	To achieve academic performance					

Give your responses for the following open-ended questions

1. Please, if any other crucial roles of physical education and sport you think

Section-3 on the right end of the table below, from strongly agrees to strongly disagrees is given. Please, rate your level of agreement or dis agreement on the factors contributing the spread of HIV/AIDS in the schools by putting(x) that reflects your opinion.

SA=strongly agree, A= agree, UD=undecided, DA= disagree, SDA=strongly disagree

no	factors contributing the spread of HIV/AIDS	SA	A	UD	DA	SDA
1	Chewing khat					
2	Drinking alcohol					
3	Using drugs					
4	Life style					
5	Watching sexual film					
6	Socio-culture					
7	Socio economic					
8	Un safe-sex					
9	Blood contact					
10	During birth					

11	By Needle sharing				
----	-------------------	--	--	--	--

Give your responses for the following open-ended questions

1. Please, if any other factors contributing the spread of HIV/AIDS

Section-4 on the right end of the table below, from strongly agrees to strongly disagrees is given. Please, rate your level of agreement or dis agreement on the benefits of regular physical activity to reduce HIV/AIDS in the schools by putting(x) that reflects your opinion.

SA=strongly agree, A= agree, UD=undecided, DA= disagree, SDA=strongly disagree

no	the benefits of regular physical activity to reduce HIV/AIDS	SA	A	UD	DA	SDA
1	To reduce body fat/the amount of cholesterol and triglyceride					
2	To improve and develop immune system					
3	To improve eating needs/interest/					
4	To tackling communicable diseases/blood pressure, diabetes/					
5	To save from different addictive substances					
6	To increase the lungs ability to absorb oxygen					
7	To decrease anxiety, tension and depression					
8	To improve confidence and physical ability					

Give your responses for the following open-ended questions

1. Please, if any other benefits of regular physical activity to reduce HIV/AIDS

Section-5 on the right end of the table below, from strongly agrees to strongly disagrees is given. Please, rate your level of agreement or disagreement on the uses of sport to reduce HIV/AIDS in the schools by putting(x) that reflects your opinion.

SA=strongly agree, A= agree, UD=undecided, DA= disagree, SDA=strongly disagree

no	The uses of sport to reduce HIV/AIDS; helps to	SA	A	UD	DA	SDA
1	Educate the students/society/about prevention and transmission on different competition program					
2	Exchange socio cultural					
3	Develop socio economic					

Give your responses for the following open-ended questions

1. Please, if any other uses of sport to reduce HIV/AIDS

Appendix-B

Addis Ababa University
College of education graduate studies program
Department of sport science

Questionnaires to be filled by students

General Direction

Dear; students

The purpose of this questionnaire is to collect data on the role and function of physical education and sport to reduce HIV/AIDS in nefas silk lafto sub-city in case some selected schools. The information you provide in this questionnaire will be kept confidentially and will be utilized only to know and reduce Hiv/Aids through physical education and sport from school, school environment. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your response by putting this mark(x) on the space provided.

Note that; - there is no need of writing your name

Section -1 personal information

1. Name school-----
2. Sex-----
3. Age-----
4. Grade-----

Section - 2. Please provide your response by putting this mark(x) on the space provided

1. Do you think that your school have HIV/AIDS club?

Yes no

2. If your answer of the question number "1" "yes" what are the role of HIV/AIDS club in the school?

<i>No</i>	<i>Items</i>	<i>yes</i>	<i>No</i>
a	To make the students discuss on the HIV/AIDS clearly		
b	To teach the students about transmission and prevention of the virus		
c	To discourage the students who have the viruses		
d	To help the students who have the virus		

3 .Do think that your schools have a sport club?

Yes no

4 .If your answer of question number "3" is "yes" what are the role of sport club in the school?

<i>No</i>	<i>Items</i>	<i>yes</i>	<i>no</i>
a	To make the students participating in different sport activity		
b	To make the students discuss on the benefits PE, sport and exercise		
c	To teach the students about HIV/AIDS on sport competition program		
d	To test students skill for competition		

5. Do you think that HIV/AIDS can be transmitted in the school to the students?

Yes no

6. If your answer of the question number "6 " is "yes" what are the factors that spread HIV/AIDS in the school?

<i>No</i>	<i>Items</i>	<i>yes</i>	<i>no</i>
------------------	---------------------	-------------------	------------------

a	Drinking heavy alcohol		
b	Chewing khat		
c	Using different drugs		
d	Watching sexual film		

7. Can HIV /AIDS transmit through blood contact, unsafe sex, during birth and

Common use of sharp materials.

Yes no

8 Can HIV/AIDS prevented through abstinence, faithfully, using condoms, reducing the factors that spread HIV/AIDS?

Yes no

9. What the role of physical education in the schools to reduce HIV/AIDS?

No	Items	yes	no
a	To teach students about physical activity		
b	To teach the students how to manage and control their life style		
c	To teach students how to reduce/minimize/ factors spread HIV/AIDS		
d	To teach the students how to use their leisure time		

Appendix-C

Interview questions for principals, HIV/AIDS clubs leader and sport club leader in the school.

- 1. In the school, how do you see the physical education and sport relating to Other subject?*
2. What are the subjective of the physical education and sports in the school?
3. What are the objective of HIV/AIDS and sport club in the school?
4. Do the school clubs (HIV/AIDS and sport) have relationship and work Together?
5. What are the contributions of sport club for HIV/AIDS club in the school?
6. Does it is possible to reduce HIV/AIDS through physical education and sport?

Appendix-D

Observation Checklist

The objectives of this checklist is to assess important issues concerning, general condition of the role of physical education and sport to reduce HIV/AIDS. On this factors contributing the spread of HIV/AIDS, benefits of regular physical activity

- Observation date _____ beginning and completion time of observation _____ to _____
- Observer _____ number of set of observation _____
- Place of observation _____ title of a set _____

Observation lists

no	General condition of the schools	yes	no	remark
1	Is there comfortable field ,material and equipment			
2	Do students participate in PE and sport session			
3	Is there intramural activities			
4	Do sport competition held			
5	Do students interested in playing games			
6	Do the school has HIV/AIDS club			
7	Do the school has sport club			
8	Is there discussion on HIV/AIDS prevention and transmission			
9	What are the students want to practice			

10	Do students participate in bad habits			
11	Do students understand the role of PE			
12	Do the school use sport program to reduce HIV/AIDS			
13	Do students have health such as physical, mental, social and economy			

Declaration

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

Name; Abebe Deressa

Signature; -----

Date; August 2005

**TEACHER'S AND STUDENTS' ATTITUDE TOWARDS THE INCLUSION OF
STUDENTS WITH DISABILITIES IN THE PARTICIPATION OF PHYSICAL
EDUCATION AND SPORT: IN CASE OF SOME SELECTED HIGH SCHOOLS IN
WESTERN WOLLEGA GHIMBI TOWN**

BY

GUTU BULTO

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AUGUST, 2013

ADDIS ABABA

TEACHERS' AND STUDENTS' ATTITUDE TOWARDS THE INCLUSION OF STUDENTS' WITH DISABILITIES IN THE PARTICIPATION OF PHYSICAL EDUCATION AND SPORT: IN CASE OF SOME SELECTED HIGH SCHOOLS IN WESTERN WOLLEGA GHIMBI TOWN

BY

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Approval of Board of Examiners

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LIST OF ACRONYMS

ADHD- Attention Deficit hyperactive Disorder

APE- Adapted Physical Education

ATIPOPE- Attitude the Inclusion of Individuals with Physical disabilities in to

BEH- Bureau of Education for the Handicapped

GPE- General Physical Education

HPE - Health and physical education

IDP-Interaction with Disabled Persons scale

IEPS- Individual Education Programs

LRE- Least Restrictive Environment

PE - Physical education

PEC- Physical Education Curriculum Physical Education

PWD- Persons with disabilities

RPE- Regular Physical Education

SEN – Students with special Educational needs

UNSECO- United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The main purpose of this study was to find out teachers' and students' attitude towards the inclusion of students with disabilities in the participation of physical education and sport. And also to assess the benefit of physical education for inclusive students in the schools during learning and teaching process of physical education in western Wollega Ghimbi town in case of some selected high schools.

A total of 59 teachers and 74 students were selected from two secondary high schools as a sample was selected for the researcher. These samples were selected from Ghimbi secondary school and Biftu Ghimbi secondary school. The researcher instrument for collecting data questionnaire, interview and observation of teachers' and students regarding their attitude towards students with disabilities and opinions on inclusive of physical education and sport in regular classes.

Analysis of the data was made using quantitative (percentage) and qualitative method. Result of the study changing teachers' and students' negative attitude towards students with disabilities in the participation of physical education and sport in the schools. Improve and develop students with disabilities in self-confidence, mental ability, and social relationship, physical ability and feeling equality in all aspects of physical education and sport in their schools. Finally, teachers, students, principals, family, community should have positive attitude for disabled students as well as government must fulfill an adequate materials and facilities for disabled students in the schools.

Key words: *attitude, disability, health and physical education, inclusion, physical education, and sport.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

During recent years in Greece, the inclusion of students with special educational needs (SEN) and disabilities in physical education (PE) classes has been supported by being mandated by new educational policies as well as by adapting the physical education curriculum. Today, inclusive education has become a reality in most school districts due to the passage of public law 2817/2000 and a more recent one, the PL 3699/2008 (Greek Government Gazette, 2008). More specifically this last law mandates the inclusion of students with SEN in public schools and more specifically in general classes with or without support services from an adapted physical education teacher or a special education teacher. Only recently has the Greek Ministry of Education initiated some modifications of the physical education curriculum. In order to better infuse the ideas and the values of sports and specifically the Paralympics Games into the curriculum, the Greek Ministry of Education added an extra hour of PE to school schedules and hired thousands of PE teachers to teach a new course entitled Olympic & Paralympics education. This course is an educational procedure that aims at a configuration of students' behavior according to the Olympic values and other elements of current civilization. The intention is to inspire students to learn about the development of cooperation, understanding and friendship and the reinforcement of autonomy, critical thought and responsibility. A part of the educational material that has been used to teach in this course was the educational kit entitled: "The Paralympics Games from 1960 to 2004", which may be used by PE teachers to plan their lesson to include students with SEN and disabilities (Evaggelinou, 2002), which was created by the Organizing Committee of the "Athens 2004" Paralympics Games (ATHOC).

Inclusion is guided by the fundamental principle of valuing diversity. Belonging, acceptance, and a sense of being supported are essentials of an inclusive environment. The most prevalent barriers to including students with disabilities are related to teacher preparation and teacher attitudes (Sherrill, 2004). Attitude is the key to changing behaviors toward people who are different and is characterized not as a behavior, but a situation which comes before it. In the theory of planned behavior (TPB) (Ajzen, 2005), a central factor is the intention to perform a behavior. Attitude, a subjective norm and the perception of behavioral control, in combination, lead to the formation of a behavioral intention. As a general rule, the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behavior (Ajzen, 2002).

The most frequently studied component of planned behavior theory is behavioral beliefs, because this component is used to infer attitudes toward the intention to perform a specific behavior. One of the most important factors contributing to successful inclusion is the attitude of physical educators toward teaching students with disabilities, as it is believed to play a significant role in explaining physical educators' actions toward teaching students with disabilities in general classes (Downs & Williams, 1994; Folsom-Meek & Rizzo, 2002; Hodge & Jansma, 1999; Hutzler, 2003; Kozub & Lienert, 2003; Rizzo, 1985; Rizzo & Kirkendall, 1995).

Rizzo (1984) was the initiator of the theoretically based research on attitudes toward teaching individuals with disabilities in GPE. Rizzo developed an instrument, now entitled "physical educators' attitudes toward teaching individuals with disabilities" (PEATID), which is based on the theory of reasoned action (Ajzen & Fishbein, 1980). PEATID uses a 5 point Likert-type scale to measure 12 behavioral beliefs about the outcomes of teaching children with disabilities in GPE.

The instrument, "Attitudes Toward the Inclusion of Individuals with Physical Disabilities into Physical Education" (ATIPDPE) was developed in the Czech Republic (Kudlaček, Valkova, Sherrill, Myers, & French, 2002) in order to assess intentions and belief systems and to use the results to personalize teacher preparation so that university students develop positive attitudes and strong intention of working toward inclusion. The results showed that 23% of variance in intentions can be explained by three belief components based on the TPB. Kudlaček, Valkova,

and Sherrill (2002) explored the structure of the ATIPDPE instrument and found that it measures three psychological properties (components). The three components were: (a) a positive outcome for students; (b) a negative outcome for teachers; (c) a negative outcome for students. Each ATIPDPE item is accompanied by a 7 point scale, as recommended by Ajzen (2000). The scoring system required use of two 7 point scales: (a) 1 to 7 for the likelihood construct; (b) a -3 to +3 scale for the evaluation construct. Score for each statement were then multiplied to create item belief scores. This questionnaire was used and modified to measure the attitudes of Greek physical educators. A modified mean that only one of the two 7 point scales was used and that was the one for the likelihood construct. The scale about the evaluation construct was not used.

The purpose of this study was to discover the structure of the modified attitudinal scale of ATIPDPE-GR by finding components of this scale using principal component analysis and compare these with components of the original ATIPDPE (Kudlaček, Valkova, & Sherrill, 2002). A second aim was the comparison of attitude between males and females and between PE teachers and O & PE teachers.

Most of the time, students with disabilities are placed into physical education classes without the support of a special education teacher present in the class. These students with disabilities are on their own in physical education classes. Many school districts' budgets are stretched or taking a hit. Even though there are students who may need adapted physical education services that accommodation may not be available.

“However, some are on Individual Education Programs (IEPs) that require a pull-out APE (adapted physical education) session that supplements (regular physical education) RPE so that the students can work on unique goals and objectives. Unfortunately, the school district does not have an APE specialist who can provide such services.” (Block & Conatser, 1999, p. 14). In many schools, physical education classes have a large number of students enrolled, that can make it challenging for the physical education teacher as well as the student who is not familiar with the activities being played in class. Social interaction can also be a challenge in physical education classes. Some students with exceptionalities do not spend any time with their typically developing peers.

They are educated in a separate classroom with the same students every day. This separation can go on for years, or for as long as that student is identified as needing special education services or enrolls in another school district. “Perhaps the biggest disappointment in the literature on inclusion in GPE is limited social interaction with peers without disabilities (e.g., Ellis, Wright, & Cronis, 1996; Lisboa, 1997; Place & Hodge, 2001), which can lead to limited social learning opportunities for the students with disabilities (Odom, McConnell, & McEvoy, 1992).

1.2 Statement of the Study

The teaching physical education and sport is carried out in theoretical and practical form, to achieve and maintain its objectives.

So, physical and sport make the inclusive students beneficial with different aspects of personality. But, teachers and students have less attitude towards the inclusion of disabled students when they participate in physical education and sport. These facts invited the researcher to conduct the research on the teachers and students attitude toward the inclusive disabled students in physical and sports in Ghimbi and Biftu Ghimbi high schools the researcher would like to rise the following suggestion to come upon the solution;

- The attention would give for disabled students in the schools.
- Teachers and students would change and have the attitude toward disabled students when they participate in physical education.
- Disabled students should have to equally treated and benefited from physical education and sport with non inclusive study

1.3 Research questions

- ❖ Do the teachers have positive attitude towards the students with disabilities?
- ❖ Do the students have positive attitude towards the students with disabilities?
- ❖ Does PE and sport has benefits for disabled students?
- ❖ Do the inclusion disabled students with non-disabled has advantageous?

- ❖ Is there an adequate and facility material for disabled students in the schools?
- ❖ Do participation equal disabled with non-disabled students in PE and sport session?

1.4 Objectives of the Study

1.4.1 General Objectives

As it is known that physical education and sport have general objective to maintain all aspect of personality such as mental, physical, social, emotional and spiritual dimensions so this study will generally focus on identifying and analyzing the attitudes of teachers and students toward the inclusion of students with disabilities in the participation of physical education and sport in regular students.

1.4.2 Specific Objectives

Depending up on the nature of the problem this research (study) paper will try to find out the following specific objectives.

- To find out the teachers attitude toward disability in physical education and sport.
- To find out the students attitude toward disability in physical education and sport.
- To assess the benefit of physical education for inclusive students in the school.
- To suggest and solve the problem and recommend the attitude of teachers and students.

1.5 Significance of the Study

To fulfill establish this study on the attitudes of teachers and students toward the inclusion of students with disability to participate physical education and sport, it would necessary to put the significance as the following:-

- ❖ Identifying the attitude of teachers and students toward the inclusion students with disability to participate in physical education and sport that would help to plan and

develop strategies of implementing inclusive physical education and sport for students with disability.

- ❖ It would serve as a source of a researchers and adaptive educators to carry out further related study on a wider scale.

1.6 Delimitation of the Study

This study would try to examine or delimits the scope of the study on the teachers and students attitude toward the inclusion of disability in physical education and sport in western Wollega, Ghimbi and Biftu Ghimbi secondary high school to make the research more manageable and successful.

1.7 Limitation of the Study

Since the most of the data would gather from different kinds of books, literature, there is scarcity and lack of information. Because of this the study limited on the specific topic selected due to time constraint and financial.

1.8 Organization of the study

This organization of the study consists of five chapter; chapter one introduction, chapter two review of related literature, chapter three design and methodology, chapter four result and discussion, and chapter five summary, conclusion and recommendation.

1.9 Operational Definition of Basic Terms

Adapted PE-is physical education which has been adapted or modified, so that it is as

Appropriate for the person with disability ([www.apens.org/what is ape.html](http://www.apens.org/what_is_ape.html))

Attitude:- an opinion which represents a person's overall inclination towards an object, idea or institution (child, 1993).

Disability:- any restriction or lack (resulting from an impairment) of a bility to perform an activity in the manner or within the range considered normal for a human being (miron, 1994).

Impairment-the state of being diminished, weakened or damaged, especially mentally or physically: cognitive impairment in order adults (dictionary.reference.com)

Inclusion:-involves a process of reform and restructuring of the school as a whole, with the aim of ensuring that all pupils can have access to whole range of educational and social opportunities offered by the school (mittler, 2000).

Inclusive education:- means the process of addressing all learners' needs within the main stream school and utilization of all available resources to create opportunities for learning preparation for life (African journal of special needs education,1999).

Physical education - the education mainly given through physical exercises. instruction in the development and care of the body ranging from simple calisthenics exercises to a course of study providing training in hygiene, gymnastics and others (www.merriam webster.com)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 History of Adapted Physical Education

In the mid-1960s there were few quality programs offering degrees, concentrations, or specializations in adapted physical education, and of course none were receiving federal assistance. Major texts published in the mid-1960s were authored by Clarke and Clarke (1963), Daniels and Davies (1965), Fait (1966), KeUy (1965), Logan (1964), and Rathbone and Hunt (1965). Before 1960 much of the attention in adapted physical education was on programs for the physically handicapped.

By the mid-1960s increasing attention was being given to the mentally retarded, the emotionally disturbed, and the learning disabled. The Kennedy Foundation drew attention to the mentally retarded by sponsoring a series of workshops throughout the United States, by establishing the Project on Recreation and Fitness for the Mentally Retarded within AAHPER, and other activities. Concern for the emotionally disturbed was stimulated by Temple University's Buttonwood Farms Project sponsored by the National Institute of Mental Health. The writings of Barsch (1965), Frostig and Home (1964), Kephart (1960), and others drew attention to perceptual motor development and the learning disabled pupil.

In 1967 the federal government provided funds for professional preparation, research, and demonstration projects in physical education and recreation for the handicapped. The first funded projects reflected a preference for graduate programs in colleges and universities that had resources to combine physical education, recreation, and special education in their preparation programs. In the 1981 edition of her text, Sherrill points out that since legislation encompassed physical education for the handicapped in special education laws, this period can be generalized as the beginning of the merger of physical education and special education, and thus the beginning of multidisciplinary physical education. Request reprints from Dr. J.P. Winnick, Dept. of Physical Education and Sport, SUNY, CoUege at Brockport, Brockport, NY 14420.

In 1969, 15 colleges and universities were awarded \$20,000 each by the Bureau of Education for the Handicapped (BEH) to develop model professional preparation programs in adapted physical education and/or recreation. The following year the same schools were given continuation funds. By 1971, additional colleges and universities were awarded funds, and by 1984 some 71 grant applications in adapted physical education and therapeutic recreation from 33 states were awarded over \$3.4 million (Bokee, 1984). By 1975, adapted physical educators involved with funded projects included Dan Amheim, Larry Arick, Jack Keogh, HoUis Fait, Lou Bowers, Ernie Bundschuh, Jim Little, Delores Geddes, Evelyn Davies, Jean Pyfer, Walt Cooper, Leon Johnson, Ray Weiss, Joe Winnick, Leroy Walker, Ernie Lange, Dave Auster, Cecil Morgan, Claudine Sherrill, Bill Chasey, Joan Moran, Pat Bird, and Lane Goodwin.

One of the concerns in the late 1960s and early 1970s was the funding level for programs by BEH. Although physical education projects were increasing in number, the level of funding relative to other areas of special education was not high. Another concern was to ensure that review panels included physical educators. In the first years of funding, review panels primarily included persons in special education, physical education, and recreation. Panels in the early years included Bob Holland, Lou Bowers, Joe Winnick, Larry Neal, John Nesbitt, Burton Blatt, and Robert Decker. Bobby Palk and Bill Hillman from BEH worked with the panels.

Also in the late 1960s and early 1970s there was considerable debate about the appropriate level of preparation in adapted physical education, that is, graduate versus undergraduate level. Individuals favoring graduate level preparation felt that teachers of handicapped pupils should have successful experience with non-handicapped children before they embark on careers in adapted physical education. Those advocating preparation at the undergraduate level criticized beginning preparation at the graduate level because they felt an important source of potential teachers would be lost to the field. They also pointed out that graduates of undergraduate programs were actually employed in adapted physical education. These proponents of undergraduate preparation argued that undergraduate programs would result in better preparation because students could select more relevant courses in a 120-semester hour program than in a master's degree program of 30 to 60 hours. In the final analysis, graduate level preparation predominated because BEH decreed that it was limiting its program assistance money to graduate level programs. Interestingly, there appears to be some renewed interest in undergraduate preparation.

During this time there was also an attempt to move away from developing programs based upon medical pathological categories. More and more programs were developed on the basis of categories relevant to physical education and/or upon generic functions or competencies. Field-based competency programs came into vogue. Roles, competencies, behavioral objectives, functions, and tasks became common terms in our vocabulary.

In cooperation with BEH, AAHPER in 1973 published guidelines for competency-based professional preparation programs. For the role of specialist in adapted physical education, three functions were identified: assess and evaluate the physical and motor status of individuals with a variety of handicapping conditions; develop (design, plan), implement (conduct), and evaluate diversified programs of physical education for individuals and groups with any of a variety of handicapping conditions; and participate in interdisciplinary situations providing special programs or services for individuals or groups, including coordination of such services for a program. Those involved in these efforts included Dave Auxter, Bamey Anooshian, Dan Amheim, Charles Buell, Robert Carlson, William Chasey, Ernest Davis, Walt Ersing, Hollis Fait, Delores Geddes, Robert Holland, Harold Jack, Leon Johnson, Ellen Kelly, Jack Keogh, Steve Klesius,

Cecil Morgan, Richard Schild, Honey Nashman, Claudine Herrill, Matt Sullivan, Margaret Thompson, Tom Vodola, Ray Weiss, Janet Wessell, Joe Winnick, Pete, and Edna Wooten.

In 1981 an Adapted Physical Education Task Force within AHPERD also developed competencies necessary for the adapted physical education specialist (Hurley, 1981). Under these guidelines, the task force presented and grouped 57 competencies within six areas: biological foundations, sociological foundations, psychological foundations, historical-philosophical foundations, assessment and evaluation, and curriculum planning, organization, and implementation. Persons important to the 1981 efforts included Leon Johnson, Lane Goodwin, G. Robert Roice, Karen DePauw, Ernie Bundschuh, Diane Hurley, John Dunn, Ellen Lubin, Robert Holland, Sue Grosse, and Julian Stein.

With the advent of PL 94-142, mainstreaming and in-service education became an important priority in professional preparation. It was believed that regular physical educators had to be prepared for the integration of handicapped pupils, and it became a federal responsibility to do so. As many of us added components dealing with in-service in grant programs, others initiated new projects dealing with in-service. Many individuals throughout the United States were also providing in-service education without the benefit of federal funding. Eventually it would be the latter of these approaches that would survive since federal funding was soon phased out because it became obvious that federally sponsored programs could never reach the masses of regular educators to a significant extent.

In the 1980s funding is as much a concern as ever. With regard to special education programs, we have to be on the vigil for disproportionate funding decreases. If they occur, we need to study panel membership and other review procedures to ensure that cuts were not made inadvertently or deliberately because of these factors. This is particularly important because we no longer have specifically targeted money for physical education. Federal program assistance must be continued because physical education services have not been met in accord with PL 94-142, and equal opportunity goals relative to intramural and athletic programs have only begun to receive attention.

There is also reason to be concerned about hard money commitment in adapted physical education in colleges and universities. For example, doctoral programs at the University of Connecticut and Berkeley were recently discontinued following separation by adapted physical education professionals. We need to be concerned about staffing new faculty lines with individuals who will assure the offering of quality programs in adapted physical education for many years. We should expect that the program at Texas Woman's University will last a long time because Claudine Sherrill, Jean Pyfer, and Ron French are on "hard money" university lines. With Walt Erasing and Paul Jansma on hard money tenure positions at Ohio State, continued involvement and leadership in adapted physical education there is anticipated and expected. In this regard, we can enhance employment on hard money positions if we develop individuals from "protected" classes and prepare doctoral level graduates who have a high level of expertise in at least two areas. For example, competency in adapted physical education may be combined with exercise physiology, motor learning, biomechanics, and psychology of sport, special education, and so forth. Such an approach will not only enhance employability but may advance research efforts in the field.

PL 94-142 and Section 504 continue to have great impact upon professional preparation programs. Because of these laws much more attention is being given to individualized programming, assessment and placement, prescriptive teaching, the roles of physical education and adapted physical education, special sport programs, the relationship of school and out-of-school programs, task and behavioral analysis, and the development of curriculum materials. Because more severely and profoundly affected persons are receiving services, more attention is being given to the preparation of teachers to work with these populations. Because of the ever increasing knowledge in adapted physical education and other forces, more and more states are requiring a credential, endorsement, or certification to teach adapted physical education. Schools preparing specialists have had to keep abreast of these requirements as they have planned programs. Today support appears to be increasing for a nationwide approach to certification and credentialing.

The relationship of adapted physical education and the medical profession is still evolving and needs refinement. We may find it necessary and desirable to end our dependence on the medical profession and assume the leadership in determining non-therapeutic student programs in adapted physical education. Special physical education and sport programs have matured to the extent that

they can no longer be planned simply by asking physicians to check off sport and motorist activities in which a person can participate.

In 1983 the American Academy of Orthopedic Surgeons invited recreation leaders and physical educators to Winter Park, Colorado, to seek advice regarding appropriate physical activity for handicapped pupils. By inviting recreation leaders and physical educators to help them become better informed, the orthopedic surgeons were implicitly recognizing the needs for multidisciplinary cooperation. One of the interesting outcomes of this meeting was the reality that long-term exemption from physical activity is seldom justified, and only rarely may a youngster not participate in a particular sport or activity if it is appropriately modified. Yet many "able-bodied" youngsters are excused from physical education throughout the United States.

The ability to participate in a physical activity depends on the parents, the youngster, a knowledge of the demands of an activity, and upon medical considerations. This is why the decision about participation should be made by a committee involving the parent, physical educator, physician, and youngster (if appropriate). Our preparation programs must prepare graduates for their role in these efforts.

Future literature must help us design curricular approaches that integrate developmental and community-based models which give care and attention to each model at every developmental level of the pupil. We need to help public school teachers and administrators with management and organizational problems they encounter in providing adapted physical education programs along the mainstreaming continuum. If physical educators fail to implement programs in adapted physical education in the local school, there will be no need for professional preparation programs.

There is little doubt that we can and should be proud of our progress. Professional development has advanced greatly in the past 20 years, and there are several excellent professional preparation programs throughout the United States. We are receiving some federal assistance to finance programs. We are graduating teachers who are getting positions in which they teach adapted physical education and, because of their positive efforts, there is a demand for additional qualified

persons like them. More and more handicapped pupils are receiving physical education in mainstreamed settings, and there are more sport programs today than ever before.

Through our programs an impressive list of graduates is prepared for the next decades' development. Short, Tymeson, Kelly, DePape, Porretta, Chalmers, Curtis-Pierce, Knowles, McQuillan, Rimmer, Rich, Looovis, Craft, Horvat, Cowden, Ryan, Bunt, DePauw, Karper, McClenaghan, Gavron, Jackson, Webster, Beyer, Dummer, Afsesser, Kaylor-Krebs, Rizzo, DiRocco, Hall, Davis, Ulrich, Huber, Lavay, and Surburg are some of the names associated with our doctoral programs and/or from whom we can expect leadership. These people are the keys to the future of adapted physical education. With a list like this we can be confident that we did many things right, and we can take pride in that. Our future is in good hands.

2.1.1 Adapted Physical Education in Ethiopia

Persons with disabilities (PWD) in most developing countries have been deprived from education because of reasons and factors. This study gives attention to Ethiopian higher education institutions in particular of less attention to persons with disabilities in physical education curriculum (PEC). Though, the main intent of this study is to identify challenges and the opportunities that hinder to facilitate the need of individuals with special need in PE program in comparison with other students. PE program becomes incomplete on its objectives and benefits to students with disabilities at higher institutions to be advantageous from the PEC. There are gaps between the need of students with disabilities and the curriculum designed for physical education. This research comes up with findings to the challenges of students with disabilities are not participant in PEC due to less attitudes, lack of professionals, facilities, and resources in the institutions. The investigated discussions are redesigning adapted physical education curriculum, drawing models and strategies based on the type and level of impairments.

2.2 Theoretical Perspective of Attitudes

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

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

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

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

2.2.1 Teachers Attitude toward Students with Disabilities in PE

Teacher attitudes toward students with disabilities are shaped by a tendency to want to help this particular population. Hodge et al. (2009a), for example, when studying beliefs of general health and physical education teachers cross-culturally, found that "most teachers were intrinsically motivated to teach students with disabilities" (p. 410). A similar study by Hodge et al. (2004) found "the attitudes of teachers in our study were mostly favorable toward inclusion and teaching students with disabilities in their GPE classes" (p. 411). However, despite these facts, questions of fairness remain. Butler (2005) found that "many teachers ultimately teach how they were taught, and remain unaffected by the four years of teacher education they received" (p. 226). Further, Smith and Green (2004), stated that teachers tend "to feel more comfortable with and, consequently, to replicate the kinds of PE that they themselves had experienced" (p. 598).

Unfortunately, the tendency among health and physical education teachers to replicate a certain kind of general health and physical education program that has in the past failed to provide an inclusive classroom, ensure that students with disabilities continue to be disadvantaged. In addition, while teachers were motivated to teach students with disabilities in their classes, many felt limited by what they could do.

Central to this limitation was the idea of control. Teachers felt restricted by how little control they had over things such as their ability to individualize instruction (Hodge, et al., 2009a). This is

unfortunate for students with disabilities, as “given adequate control over such teaching behaviors, teachers are likely to carry out their intentions to teach students with disabilities who are included in their classes” (p. 413). A lack of control can lead to uncertainty and frustration for some teachers. According to Morley, Bailey, Tan & Cooke (2005), teacher perceptions of their control over how to instruct students with disabilities directly impacts upon how challenging they perceive inclusion to be. Further, the research shows that despite certain barriers, teachers viewed inclusion as a progressive process where using more planning time for example, could give them the increased sense of control they required for more positive attitudes toward inclusion.

Unfortunately, teacher attitudes toward inclusion remain inconsistent at best and at worst, are often negative (Block & Obrusnikova, 2007). Much of this inconsistency and negativity comes from a documented lack of preparation on the part of the physical educators themselves (Ammah & Hodge, 2005; Block & Obrusnikova, 2007; Hodge, 1998; Hodge et al., 2009a; Folsom-Meek & Rizzo, 2002; Papadopoulou et al., 2004; Rizzo & Kirkendall, 1995; Sato et al., 2007; Smith & Green, 2004; Vickerman & Coates, 2009). Further, health and physical education teachers, “regardless of how effective or experienced they might be, were inadequately prepared to cope with the challenges of inclusion, and they understood and felt that lack of preparation” (LaMaster et al., 1998, p. 78). Unfortunately, how prepared teachers are for working with students with disabilities is one of the variables most strongly related to their attitudes (Rizzo & Kirkendall, 1995).

The inadequacy of teacher education programs (Welch, 1996) then, may be what is driving these negative attitudes. Hardin (2005) discovered that health and physical education teachers “take few adapted courses and have little practical experience working with students with disabilities” (p.44). It appears that the lack of teacher preparation stemming from ineffective teacher education programs may play a significant role in these negative teacher attitudes.

Teachers' perceived competence for working with students with disabilities is another variable strongly related to attitude (Rizzo & Kirkendall, 1995) as was age and past experiences of the teacher. These authors studied what affects the attitudes of future health and physical education teachers toward students with mild disabilities and found “experience with individuals with

disabilities had a significant and positive correlation with perceived competence” (p. 213). Past experiences also led to more favourable attitudes toward inclusion (Hodge, 1998). Of significance, Rizzo and Vispoel (1991) found that younger teachers typically had more favorable attitudes toward individuals with disabilities than older teachers. Therefore, younger teachers, favorable past experiences as well as teachers that have more experience teaching students with disabilities can lead to overall positive attitudes for teachers. Yet, despite these facts, other factors can affect experienced teacher attitudes in a negative way.

The teachers themselves feel that the lack of time, equipment and resources, daily demands and larger class sizes take away from the individualized instruction that a student with disabilities requires to be successful in a general health and physical education classroom (Ammah & Hodge, 2005; Hodge et al., 2004; Hodge et al., 2009a; LaMaster et al., 1998; Leinert et al., 2001; Sato et al., 2007). In Hodge et al. (2009a) teachers expressed specific concerns about large classes and small instructional space that they perceived as affecting their ability to teach students with disabilities effectively. In a cross-cultural study involving teachers from both Germany and the United States of America, Leinert et al., (2001) found that teachers from both countries worried about the daily demands placed on them regarding inclusion and whether or not they had the abilities to meet those demands. American teachers in this study had “little support in meeting the challenges of integration” (p. 14). They also felt they had little opportunity to foster relationships with other teachers and often felt alone with a large class. Similarly, LaMaster et al., (1998) noted the difficulties related to resources for students who have been fully included. Unfortunately, most of the teachers identified a lack of these resources even being in good schools.

Students with more severe disabilities also have an effect on teacher attitudes (Block & Obrusnikova, 2007; Hodge et al., 2004; Sato et al., 2007; LaMaster et al., 1998; Lienert et al., 2001). Brown and Evans (2004) noted that “PE teachers are implicitly recruiting potential PE teachers and athletes “in their own image” (p.64) and, according to LaMaster et al. (1998), the success in general health and physical education for students with disabilities can vary according to the type of disability they have. More recently, Ammah & Hodge (2005) studied two health and physical education teachers who taught students with mild to severe disabilities in their classes. These teachers noticed that other students engaged in name calling toward students with severe

disabilities and the students with severe disabilities placed a greater demand on teacher instruction. Hodge et al. (2004) found similar results when interviewing health and physical education teachers.

2.2.2 Students Attitude towards Disabled Students in PE

However, they stated factors such as shortage of sport facilities, shortage of financial resources, lack of time and interest are the most important barriers to participate in physical activities [37]. Aghamollaei et al. (2008) in a review of efficacy, benefits and perceived barriers to regular physical activity among students of Hormozgan university of Medical Sciences, found that from 249 one just 66 ones or 5.26 percent had regular physical activity [2].

Figley (1985) after two decades research, was interested in this aspect, especially which previous physical education experiences lead to positive or negative attitudes toward physical education courses. Using of important events, 100 students were asked to recall the experiences of their physical education courses, and provide a list of the aspects that lead to positive and negative attitudes towards some of these courses. Results showed that the behavior of teachers, curriculum content and classroom climate were the three major factors affect students in positive and trends [13]. According to many researchers, such as Chase (2000), Iverson et al. (1985), Sallis (1987), and Sallis and McKenzie (1990), due to the high percentage of students enrolled in PE classes, this program has been recognized as the ideal environment to promote physical health [21, 38, 40]. However, according to U.S. DHHS, daily attendance of students in physical education classes has dropped from 42 to 25 percent from 1991 to 1995 (67). This question is raised again due to the reluctance of students enrolled in physical education classes.

Perhaps one of the causes is the decline of students' attitude towards physical activity. Carlson (1994) reported that factors influencing the development of student attitudes have been the cultural (gender, sexual and psychological differentiation pattern of athletes), social (family, media, sports and physical education business, skill level and perception of fitness level of himself and peers and school (Teachers) [23]. Other researchers, such as Luke and Sinclair (1991) understood that teachers have the greatest impact from the various factors influencing positive or negative attitude toward physical education lessons [38]. According to some studies of Carlson,

1994 and Rice, 1988, those students generally enjoy physical education classes, they have a positive attitude toward physical education and they select physical education teachers as the desired behavioral patterns [8, 35]. Researchers such as Simon - Morton et al., (1987) and Tannehill et al. (1994), found that the most positive experiences of students with physical education classes, are linked with a variety of activities, winning, success, good performance, teamwork and activities involving joy and happiness [45, 2]. According to Rice (1988) the most interest in physical education programs has been playing group games and the lowest appeal one was the theory of classes [35]. Silverman and Subramaniam (1999) Found that most students tend to participate in activities that are of greatest pleasure [44].

Carlson (1994) and Portman (1995) in their studies concluded that students hated physical education courses have been resentment of participation in physical activity in their daily life [8]. According to Simon - Morton et al. (1987) people do not exercise or do not participate in physical activity, because they did not have any positive experiences from physical exercises in adolescence [45].

Gillam (1986) found more than 90 percent of students believed that physical education was associated with their future life and for subsequent periods of useful life and the lessons of physical education in school curricula is mandatory [16]. The results of Reichler (1998) showed that physical activity not only improve physical function, but also is effective for people with emotional health, she believes that the benefits of physical activity programs should be taught to the students in physical education curriculum [34]. Elsewhere Mowatt et al. (1988) reported that beliefs of students about the importance of physical activity in physical education courses will be stronger if its dimensions are described in a purely theoretical discussion by the teachers [29].

2.3 Components of Attitude

Specifically, attitudes are assumed to have three major components known as a cognitive (thought) component, an affective (feeling) component, and a behavioral (action) component.

- 2.3.1 **Affective component**:-the affective component encompasses the direction and intensity of an individual evaluation or the kind of emotion experienced toward the object of the attitude.

2.3.2 **Cognitive component:**-the cognitive component refers to a person's system of beliefs about the attitude object.

2.3.3 **Behavioral component:** - Finally, the behavioral component is a predisposition to act in a certain manner toward the attitude object (Feldman, 1985).

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

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

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

An attitude expresses strength of interest in following out a particular course of action. For example, individuals differ in their strength of interest in the areas such as home, recreation, occupation, religion, politics, relationships to others and to one-self. With regard to exercises, there are conceptual factors that are also highly debatable. Dunn and Fiats' study (1989), indicate that although attitudes can predict a person's initial involvement and the type of exercise selected, the fact that a person views exercise as a positive experience or is attracted to physical activities does not ensure he or she will stay with an exercise program. Secondly, beliefs that a person holds about the health consequences of exercises varies from one person to another as a result of which attitudes about exercise have not helped predict long-term benefit. Beyond the person's compatibility with the social aspects of an exercise program, it is likely that some people are better able to adapt the exercise demands because they are simply more self-motivated to

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

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

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

2.4 Challenges to Inclusion of Students with Disabilities in Academic Studies

Despite changes in many Western countries' legislation and the development of programs for students with disabilities, in recognition of the importance of higher education for individuals, families, and society at large, low enrolment and high first-year dropout have been found (Dutta et al., 2009; Mpofu & Wilson, 2004). Low enrolment and high dropout can be understood as the result of inadequate accessibility of higher education institutions, lack of support, adverse social attitudes and social isolation, as well as low financial capacity (Foreman et al., 2001; Jung, 2003; Johnson, 2006; McKenzie & Schweitzer, 2001; Mpofu & Wilson, 2004).

Among the supporting factors, studies have shown the importance of faculty's attitudes toward students with disabilities, their awareness of these students' needs, and their knowledge of the reasonable accommodations available. These attitudes influence success or failure of students with disabilities, and affect inclusion in higher education (Rao, 2004). Negative attitudes of faculty and administrative staff may prevent students, especially students with invisible

disabilities, from disclosing their disabilities and from requesting accommodations they are entitled to (Jung, 2003; Johnson, 2006). In a survey, 50% of students with disabilities indicated that faculty members understood their needs, but only 25% of faculty members were willing to change the material covered in their courses to suit these students' learning needs. Most (82%) of the students indicated that faculty members needed to learn more about disabilities (Barazandeh, 2005; Kraska, 2003).

In regard to academic achievements, studies have shown conflicting results. Some found the average grades among students with disabilities significantly lower, the percentage of course drop-out and failures in courses higher, and the study period (number of semesters) longer, than those of students without disability (Foreman, Dempsey, Robinson & Manning, 2001). Students with disabilities reported a subjective feeling that they were not succeeding like other students, as well as difficulty in coping with the required investment during the study period (Foreman et al., 2001; McKenzie & Schweitzer, 2001), and a sense of social isolation (Shevlin, Kenny & McNeela, 2004). Other studies, however, found no difference between students with and without disabilities in average grades (Horn & Berkold, 1999). Several studies found average grades of the former higher than those of the latter (Willett, 2002; Jorgensen et al., 2005).

The importance of higher education in providing students with disabilities decent employment opportunities and social status is well documented. At a time of legislative endorsement of access to higher education, and of changes in attitudes resulting from the struggle for equal rights for people with disabilities, it is crucial to broaden knowledge and understanding of the broad perspective of achievements and experiences of this group of students in higher education, and to compare them with those of students without disabilities. The aim of this study is precisely that, to examine the broad perspective of achievements and experiences of students with disabilities in higher education and to compare it to those of students without disabilities.

The major outcome measures chosen for comparison were academic performance, participation in student experiences, and self-evaluation of personal gains and achievements, and students' satisfaction with their experiences throughout their studies. Respondents' personal characteristics, as well as their disability characteristics, were examined to evaluate their effect on the outcome measures. The research questions compared students with and without disabilities, and students

with various disabilities (physical, sensory, and psychiatric) among themselves, on the outcome measures.

2.4.1 Challenges in Implementing Physical Education

Ironically, at a time when nations are becoming more and more aware of the importance of healthy living and lifelong activity, Physical Education finds itself struggling to exist as a priority subject matter in the educational system of both the developing and developed countries.

To add to its struggle, Physical Education needs to also cope with a number of other challenges, which include general attitudes, discipline, class sizes and resources, as well as a reduction in allocated times and level of support. To be seen as a frill and not a priority, stigmatises the existence of Physical Education as relevant and priority subject matter. As a consequence, disinterested learners treat Physical Education with scant respect. Possibly, they see it as a want and not a need, and therefore they attend their Physical Education sessions in an inappropriate manner. This type of attitude impacts negatively on the rest of the learners in the class, which ultimately results in eventual discipline problems, manifest in issues like deviant behavior. For example, certain learners deliberately come late for their Physical Education sessions. Some learners even adopt a disruptive attitude, while others see these sessions as unimportant. These offenders feel that they can do what they please and ignore the position and mandate of the Physical Educator. This is further compounded by the lack of resources, class sizes and limited time available for Physical Education sessions. It is important to note that the issues highlighted in this paragraph are international phenomena (International Council of Sport Science and Physical Education, 2001:32-33).¹⁵ One of the biggest challenges in South Africa is the type of support and lack of vision shown by the state. The Department of Education's apparent lack of foresight with regard to the optimal utilization of Physical Education and the priority status that it deserves, is demotivating, especially to those that recognize the potential of Physical Education holding its own as a learning area. Finally, the summary of findings of the survey that was completed by Hardman and Marshall states that there is wide spread skepticism and pessimism regarding the future of Physical Education. The situation seems bleak. Physical Education may cease to exist in schools in the near future (International Council of Sport Science and Physical Education, 2001:32).

2.5 Inclusion

The significant shift to place all students with disabilities in the regular classroom, a practice known as inclusion, has become a key feature within education. The concept of inclusion has its roots in special education, where the separation of those with disabilities was debated as a failure to meet basic human rights (United Nations Educational, Scientific and Cultural Organization, 2005). It is from these roots that the concept of mainstreaming first began, but when it was discovered that it failed to change the organizational structure of the schools, inclusion was created (United Nations Educational, Scientific and Cultural Organization, 2005). Papadopoulou, et al. (2004) noted that in recent years, "the idea of inclusion has become the most important topic in the field of special education" (p. 104). The growing enthusiasm among educators for inclusion has been fuelled by the belief that "a separate education is not an equal education" (Winnick, 2005, p. 12). In defining inclusion, Rizzo, Davis and Toussaint (1994) highlighted how education by separation of students with disabilities is not an equal education. Separating students with disabilities in general health and physical education classes, will deny them the opportunity to compete with their peers or recognize their ability to contribute to a team (Kozub & Porretta, 1996). It is for these reasons that Rizzo, Davis and Toussaint (1994) argued that students with disabilities should be educated with their nondisabled peers in regular classes. In addition, Kozub and Porretta (1996) argued that "opportunities to develop leadership capabilities, teamwork, and work ethics need to be given to persons with disabilities through interaction in athletic programs" (p. 20). These opportunities can aid in the overall well-being of students with disabilities as well as the success of inclusion within general health and physical education.

Inclusion in general physical education is difficult to implement, in part, because many secondary school educators do not feel adequately prepared to teach students with disabilities (Block, 1999; Block & Obrusnikova, 2007). Lienert, Sherrill and Myers (2001) found that in general, "teachers reported much uncertainty about day-to-day demands and worry about their competence to meet these demands" (p. 13). Also, many health and physical education teachers feel that teaching students with disabilities is not their job (Block, 1999). Also, health and physical education

teachers often do not ask the right questions related to the topic of inclusion (Rizzo & Lavay, 2000). This lack of preparation could be attributed to the fact that many people saw inclusion as morally right, but “the problem was, no one was studying specific techniques, staffing models, and training protocols needed to make inclusion work more effectively” (Block, 1999, p. 32). Unfortunately, while the overall concept of inclusion may be morally just, without proper implementation it may be doing more harm than good for students with disabilities.

2.5.1 Changing Students’ and Teachers’ Attitudes towards Disability and Inclusion

The study illustrated the value of combining information-based instruction with structured fieldwork experiences in changing attitudes towards disability and inclusion. It also demonstrated that raising awareness of one disability may lead to changes in attitudes towards disability in general.

Influenced by Australian and international anti-discrimination legislation (e.g., Commonwealth of Australia, 1992; US Congress, 1997), Australian national and state educational authorities now advocate for the inclusion of students with special needs within regular classrooms. Such advocacy alone, however, cannot ensure that the policy is favorably accepted by those most responsible for its effective implementation, namely, classroom teachers. It has long been accepted that teachers’ attitudes and expectations impact upon their students’ educational outcomes (Good & Brophy, 1997), and this is of particular concern where teachers hold less than positive attitudes towards individuals with a disability or the educational policy of inclusion (see, for example, Buell, Hallam, Gamel-McCormick & Scheer, 1999; Forlin, Douglas & Hattie, 1996; Murphy, 1996).

Teachers’ attitudes are additionally influenced by the level of disability they are asked to accommodate within their classroom. Center and Ward (1987) found that while the majority of teachers expressed a generalized agreement with the policy of inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms, they were only willing to accept the inclusion of students with mild physical disabilities. They were reluctant to include students with more severe physical disabilities, or students with intellectual disabilities. Such results, indicating that teacher support for inclusion varied with the severity of the disability, have been consistently reported in research studies in the United States

(Rainforth, 2000; Scruggs & Mastropieri, 1996), and have been replicated by Forlin et al. (1996) with educators in Western Australia.

These attitudes to inclusion appear to have important correlates with actual classroom practice, although the direction of causality is not clear. Buell et al. (1999) reported a positive relationship between teachers' attitudes towards inclusion and their belief that they could influence the educational outcomes of students with special needs. Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. In all areas assessed, general classroom teachers rated their self-efficacy, ability, and understanding, in relation to inclusive practice, to be lower than did special education teachers, and expressed a greater need for related in-service training and increased support and resources. Similarly, Bender et al. (1995) found that teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with learning disabilities. No relationship was found between attitudes towards inclusion and teachers' perceptions of their own efficacy in the general classroom. There are teachers with high self-efficacy who are not favorably disposed to inclusive practice. This emphasizes the need to intervene to change teachers' attitudes to inclusion and their willingness to use associated effective instructional strategies. While teachers' attitudes towards inclusion are clearly influential in the effective implementation of inclusive policy within the classroom, a related body of research has investigated teachers' attitudes towards disability per se, since these may affect teachers' attitudes towards inclusion, and the effectiveness of their inclusive practices. Several important research studies in Australia have used the Interaction with Disabled Persons Scale (IDP) (Gething & Wheeler, 1992) in order to investigate attitudes towards disability of various professionals including preservice teachers (see, for example, Forlin, Tait, Carroll & Jobling, 1999b; Tait & Purdie, 2000). The research literature on teachers' attitudes towards disability suggests that negative attitudes "lead to low expectations of a person with a disability" (Forlin et al., 1999b, p. 209) which in turn could lead to reduced learning opportunities, beginning a cycle of impaired performance and further lowered expectations, both by the teacher and the child. Consequently, Tait and Purdie (2000) argued the importance of preservice teachers developing positive attitudes towards disability early in their professional development.

With this objective in mind, a number of studies have examined ways of promoting more positive attitudes in preservice teachers. There is general agreement that traditional university information-based courses, designed to prepare teachers to work with children with special needs, while increasing knowledge, have little impact on attitudes towards disability (Forlin et al., 1999b; Hastings, Hewes, Lock & Witting, 1996; Tait & Purdie, 2000). Nor does direct contact with people with disabilities necessarily lead to favourable changes in attitude (Rees, Spreen & Harnadek, 1991), although in general, level of contact has emerged as a significant factor in determining positive attitudes towards disability (Forlin, Fogarty & Carroll, 1999a; Gregory, 1997; Hastings et al., 1996). Several studies have indicated that the most effective way of altering attitudes in a favorable direction is to combine formal instruction either with structured and direct contact with people with disabilities (Ford, Pugach & Otis-Wilborn, 2001; Mayhew, 1994; Rees et al., 1991; Westwood, 1984), or with some other simulation or role playing activities that provide for more experiential learning (Forlin et al., 1999b; Pernice & Lys, 1996).

The present study was designed to explore additional methods by which student teachers' attitudes towards disability and inclusive educational practice could be favorably modified through university programmes which combine formal instruction with experiential learning activities. In particular, it investigated whether requiring students to explore one area of disability in some depth, through study and associated fieldwork activities, would lead not only to changes in knowledge about that particular disability, and more favorable attitudes towards inclusive educational practice for such children, but also to changes in student teachers' attitudes towards disability in general. To explore this question, Down syndrome was chosen as the disability for focus because previous research (Wishart & Manning, 1996) has demonstrated that student teachers hold a number of misconceptions about this disorder and its developmental consequences.

2.6 Roles and Responsibilities of Adapted Physical Education Teachers

2.6.1 Achievement-Based Programs

Write and/or utilize adapted physical education information to design individualized physical education programs, Develop appropriate adapted physical education IEP goals and objectives

and monitor progress, Provide instruction that will assist students in maintaining a healthy lifestyle in the community and as they transition from school to post secondary placements.

2.6.2 High Quality Instruction

Implement effective classroom and behavior management strategies, Provide age-appropriate meaningful physical activity, Be able to evaluate/assess performance and in physical education to determine strengths and needs of each student.

- Certified Qualified PE/APE Teachers
 - Individual State/local requirements for Adapted Physical Education teachers or “qualified” teachers to teach Adapted Physical Education
- Post Bachelor’s work in Adapted Physical Education or Certified Adapted Physical Educator

2.7 Leadership and Advocacy

Promote a positive attitude regarding all students in the gymnasium Have an awareness of IDEA and other federal, state and local laws and policies. (in Maryland Fitness and Athletics Equity Act), Collaborate with other professionals –related services (PT, OT, Speech, Vision, Special Educators).

- Be an active participant in the IEP team process.
- Stay current –professional organizations state and nation wide and professional journals

2.8 Benefits of adapted physical education

When Public Law 94-142 (The Education for All Handicapped Children Act) was passed in 1975, the state of special education was vastly different from what it is today... The original four Purposes of P.L.-142 included

- ❖ To assure that all students with disabilities have available to them...a free and appropriate public education which emphasizes special education related services designed to meet their unique needs
- ❖ To assure that the rights of students with disabilities and their parents...are protected.
- ❖ To assist States and localities to provide for the education of all children with disabilities

- ✧ To assess and assure the effectiveness of efforts to educate all students with disabilities. (Smith, 2005, p. 314).

To implement these new requirements schools began mainstreaming students into the regular classroom. The identified student was placed into the general education classroom without much support from the special education teacher, and usually separated from their friends, who they were used to spending the entire day with in a self contained class room. Mainstreaming students with special needs into regular education classrooms is not easy. With the implementation of Public Law 94-142, Least Restrictive Environment (LRE) is provided to assure that, to the maximum extent possible, handicapped students in public or private institutions or other care facilities are educated with students who are not handicapped, and that special classes, separate schooling, or other removal of handicapped students from the regular educational environment occurs only when the nature of severity or the handicap is such that the education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Bloom, & Garfunkel, 1981, p. 383).

Mainstreaming can be defined as “dumping vulnerable students in already overcrowded classes without any of the support services necessary to make such a policy work” (Zigler & Muenchow, 1979, p. 993). It was finally decided that mainstreamed students could be better served if an intervention specialist was available to help the student with daily tasks. This keeps the mainstreamed student in the regular education classroom. Mainstreaming has evolved into inclusion, the new trend in education. Students’ at all academic levels can benefit from the social interaction available in a public school. Interpretation of inclusion is broad. The entire school must be on board for inclusion of students with disabilities to work effectively.

Inclusion means everyone belongs in a school that is a “community” of learners. A positive learning environment invites all students to participate in meaningful learning that offers a variety of opportunities for personal successes. Attention to the social environment is important to the success of inclusion. Teachers must closely monitor the social environment to protect all students from ridicule, exclusion or discrimination. (Tripp, Piletic, & Babcock, 2004, p. 7). When practicing inclusion, the most important thing a teacher can do is keep an eye on what is going on in his/her class. An effective teacher must be able to manage student interactions and behaviors in his/her

class room, especially in an environment such as a gymnasium. The teacher must make sure that no student is singled out for any form of abuse or maltreatment. Abuse can range from physical confrontations to verbal comments made directly or indirectly to the student.

Inclusive education helps us work toward creating a society where all people are valued... Students with disabilities are afforded an appropriate education in the least restrictive environment, the general education class. In the true sense of inclusive education it needs to be clear that all students are welcomed, appreciated, and valued members of the classroom no matter what their differences may be. A sense of community must become an integral component of a classroom if all students are to learn the value of each individual and achieve their highest potential (Bond & Castagnera, 2003, p. 228).

Students must feel comfortable in their daily school setting. Sometimes the school environment is better than their home environment. Students may need help with several tasks throughout the day that most people take for granted. When students graduate from high school, and become an independent individual in today's society, he/she may still need help. Many different programs are available for people who need help to survive. These programs can involve local communities, such as church organizations and food pantries or state and federal financial assistance. Many students with disabilities may need help and support throughout their entire lives, as is true of any individual. One of the ways educators can create a cooperative environment is to establish classroom norms that are based on the assumption that all people need help, not just students with disabilities.”(Bond & Castagnera, 2003, p. 228).

The atmosphere in a class implementing inclusion is an open environment. Many times the intervention specialist, (special education teacher) will take the identified students out of the classroom to take tests or complete work. Intervention specialist is the most recent title used to identify special education teacher's roles and for state licensing titles. The rest of the students in the class have become accustomed to the fact that some students need help that cannot be provided in the classroom. In some situations the intervention specialist is in the classroom with the regular education teacher. For assignments that require the use of academic skills which may be identified on the student's IEP, the intervention specialist may take the student or students out of the classroom to provide one-on-one instruction. “Young people consider it right and natural

for students with learning and behavioral difficulties, although they are sometimes curious about the comings and goings of those students who leave the classroom during the day to attend resource rooms.” (Miller, 2008, p. 3)

Identified students are placed into general education classes with an Individualized Education Program (IEP). “An IEP is defined in the legislation as a written statement for each students with a disability” (20 U.S.C. & 614(d) (1) (A) (i)). The IEP must be developed, reviewed, and revised according to Section 614 of the legislation (Council of Parent Attorneys and Advocates, 2004)” (Gartin & Murdick, 2005, p., 327).

The success of teaching students with disabilities has a lot to do with the personality of the general education teacher in the classroom. It helps if the teacher is a positive, upbeat person. Fejgin, Talmor, and Erlich (2005) report that successful inclusion depends on teachers’ positive attitudes (Guralnick, 1982; Hanline, 1985; Odom & McEvoy, 1990; Samuel et al., 1991), and professional support by the school principal and special education experts (Margalit, 2000; Snyder, 1999). “Most PE teachers and experts support inclusion (Block, 1994; Block & Vogler; 1994; Craft, 1994; Kozub et al., 1999) and express positive attitudes toward inclusion (Heikinaro-Johanson & Sherrill, 1994; Rizzo & Vispoel, 1991).

PE teachers need to determine who the students that are identified for special education services. They need to locate each student’s IEP and take the time to read it that will provide the teachers with information they can use to help relate to the student, and become aware of any goals related to physical education. “It is through the IEP that a school district ensures that students with disabilities are provided the free, appropriate public education in the least restrictive environment that federal law requires” (Armenta & Beckers, 2006, p. 22).

Physical education teachers especially need to be aware of the changes in the special education field. Physical education teachers can benefit from attending workshops, and conferences available to them. Workshops can provide the teacher with the most current ideas in their field (Hodge & Akuffo, 2007).

Many students receiving special education services are diagnosed with a specific type of learning disability (LD). Although the learning disability may only cover academic classes as written the IEP, students may also need extra attention in physical education class, because oftentimes, they do not want to participate. They associate themselves with their peers with disabilities and may still feel as though they must stay inside their buffer zone, separated from the rest of the class. This lack of social interaction at a young age can limit their relationships with the rest of the student body. Wiener and colleagues (2002; 2005) found that children in their studies “had fewer corroborated/reciprocated friends. Lower quality of friendship, lower social acceptance, lower academic self-concept, poorer social skills, and higher levels of loneliness, depression, and problem behaviors than children without LD” (p. 27).

Since Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 (the most recent reauthorization of Public Law 94-142: the Education for the Handicapped Children Act), continues to emphasize placing students with disabilities in to general education settings (Block & Obrusnikova, 2007, p. 103). Recently the area of Least Restrictive Environment was addressed. Least Restrictive Environment means that the identified student is placed in as many classes as possible. This placement is made with full support from qualified special education faculty members “Qualified personnel’ means personnel who have means SEA-approved or SEA-recognized certification, licensing, or other comparable requirements that apply to the area in which the individuals are providing special education or related services” (Ohio Department of Education, <http://www.ode.state.oh.us>).

The student’s placement and needs are written into the student’s IEP. “With the implementation of the mainstreaming or LRE concept, the greatest percentage of students with disabilities first began this exodus into ancillary subjects such as physical education, music, and art. It is assumed that in a full inclusion environment all students are provided physical education with the appropriate support within a regular environment.”(Greenwood & French, 2000).

According to Gallahue and Ozmun, as reported in Etzel-Wise and Mears (2004), “The goal of physical education is to prepare individuals for a lifetime of physical activity. Achievement of this goal begins before birth with reflexive movements that both were survival purposes and prepare

us for controlled movement” (p. 225). In an environment such as a PE class, where movement is a requirement, it can be very difficult for the regular physical education teacher to meet the needs of all of the students. Goodwin, LaMaster, Gall, Kinchen, and Siedentop state “when inclusion is haphazardly run, students are “dumped into GPE without appropriate support services. And when GPE teachers are not adequately prepared, inclusion can become a negative experience for students with and without disabilities” (as cited in Obrusnikova, Valkova, & Block, 2003, p. 231).

Along with the placement of the students with disabilities in his/her class, the student may have an IEP which legally requires the teacher to fulfill the requirements of the IEP. “Federal law stipulates that each student with a disability requiring adaptations in physical education must have an IEP with specific goals for physical education (PEIEP).” (Cantu & Buswell, 2003, p. 60). According to Etzel-Wise, and Mears, physical activity and working on gross and fine motor skills are both a major emphasis in physical education. An adapted physical education class can give the instructor the time and opportunity to implement IEP goals written for individual students. All students need to be actively involved in what the class is doing. Just having a student enrolled in the class is not enough. Students know whether or not they are contributing to the class, and each student must feel a sense of accomplishment. When the needs of the students are not met, it can cause the student to have a bad day. “A bad day in physical education was characterized as one in which the participants were rejected, neglected, or seen as objects of curiosity by their classmates.” (Goodwin & Watkinson, 2000, p. 151).

The acceptance of students with special needs in the physical education class is often directly related to their athletic ability or willingness to work hard to help the team win. Students with special needs have been placed in physical education classes for since the implementation of PL 94-142, when the practice was called mainstreaming. As mentioned earlier, in the practice of mainstreaming, physical education class was the only time during the day, with the exception of lunch, that the student with special needs spent time outside the self-contained room. With the implementation of least restrictive environment, many schools are required to adapt to full inclusion policies. “Inclusion, in principle at least, has been the process involved in making mainstream schools accessible to young disabled people in terms of curriculum and teaching,

organization, management, the physical environment, ethos and culture” (Swain & Cook, 2001, p. 186).

The social pecking order that develops in the physical education class has usually already been established through prior interaction. By the time the student has entered the gymnasium awaiting the start of physical education class in his or her mind he/she has already started thinking about his/her place in the physical education class. If the child had grown up in the school system, and spent his/her entire life around the same group of people, his/her spot in the social order of the class has already been established.

This study was conducted to see if a pull out adapted physical education was beneficial for students with special needs. It was designed to answer the question will increasing a student's skill level encourage his/her to actively participate, and increase socialization in a regular physical education class.

CHAPTER- THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research design and methods which help to study presented in the following ways:-

3.1 Research design

3.2 The study of population

3.3 Sample selection

3.4 Methodology (Instruments For data collection)

3.4.1 Questionnaire

3.4.2 Interview

3.4.3 Observation

3.5 Procedures

3.1 Research Design

The research descriptive methods should be exact to make an appropriate description and analysis of teachers and students attitude towards the inclusion of students with disabilities in the participation of physical education and sport in regular students.

3.2 The Study of Population

Generally, the study of population was focused in Oromias Western Wollega ,Ghimbi zone on some selected high schools. These schools were Ghimbi secondary school and Biftu Ghimbi secondary school. In Ghimbi secondary school there were 84 teachers(71 males and 13 females) , 3220 students(1561 males and 1659females) and in Biftu Ghimbi secondary school there were 36 teachers(30 males and 6 females) , 1508 students(767 males and 731 females) . Totally in two high schools 120 teachers (101 males and 19 females) and 4728 students(2328 males and 2390 females) were found.

3.3 Sample Selection

The research data obtained from two selected high schools in Ghimbi secondary and Biftu Ghimbi secondary as sample selected. The population for this study consists of two groups. This included regular school teachers and students from regular schools. From Ghimbi secondary school 30(20 males and 10 females) teachers and Principal,35(20 males and 15 females) students were selected. And also from Biftu Ghimbi secondary schools 25(15males and 10 females) teachers and Principal, 35(20 males and 15 females) students were selected for sample of the study by stratified random sampling methods. Totally 55 teachers and 70 students were participated in the study from two secondary schools

3.4 Methodology (Instruments For data collection)

To obtain reliable data and information, data were selected in different methods. For this purpose Questionnaire, Observation and Interview were used.

3.4.1 Questionnaire

This questionnaire contains closed-ended and open –ended items. It was used to collect data from teachers and students.

3.4.2 Interview

Structured interview these were used to collect data from school administrative by the methods of structured interview

3.4.3 Observation

This step contain observation, the teachers and students what they make negative attitude towards the inclusion of students with disabilities in regular schools. Especially these focus on the participation of students with disabilities in physical education and sport during regular schools. So, the researcher will be conducted with the problem which rise to minimize the attitude of teachers and students towards the inclusion of students with disabilities during learning and teaching processes in the part of physical education and sport.

3.5 Procedures

Before developing the tools, related literature was thoroughly examined and items were prepared by English. Then it was distributed for the sample selected population. After the items were collected from the population, administration of questionnaire and analysis may continue.

3.6 Data Organization and Analysis

The data collected were organized in the form of tabulate with the objectives of the research. In this process both quantitative, primary descriptive analytic procedures are used.

CHAPTER FOUR

RESULT AND DISCUSSION

In this chapter, the researcher was tried to analyze and interpret the data collected from the teachers and students respondents used by both questionnaire and interview result found as the following

4.1 RESULT

4.1.1 Sex and number of teachers

Table 1: Distribution by Sex and number of teachers' participants in the main study.

No	Schools	Teachers					
		Male		Female		Total	
		No	%	No	%	No	%
1	Ghimbi Secondary School	20	66.66	10	33.33	30	100
2	Biftu Ghimbi Secondary School	15	60	10	40	25	100

Table 1 Indicates that the number of teachers selected for the main study of the thesis questionnaire .The researcher was selected sample population from Ghimbi secondary high school 30(30 male and 10 female) and Biftu Ghimbi secondary high school 25(20male and 10 female) teachers were randomly selected to identify the problem which found in the schools .

4.1.2 Sex and number students

Table 2: Distribution by Sex and number of Students participant in the main study.

No	Schools	Students					
		Male		Female		Total	
		No	%	No	%	No	%
1	Ghimbi Secondary School	20	57.1	15	42.9	35	100
2	Biftu Ghimbi Secondary School	20	57.14	15	42.85	35	100

Table 2 Shows that the number of students selected for the main survey of questionnaire. The researcher was selected sample Population from Ghimbi secondary high school 35(male20 and female 15) and Biftu Ghimbi secondary high school 35(20male and15 Female) were randomly selected for the study of the problem which related attitude towards the inclusion of Students with Disabilities in PE and sport.

4.1.3 Sex and age of teachers' respondents

Table 3: Distribution by Sex and Age of Teachers Respondents

Demographic characteristics of teachers' respondents

No	Schools	Sex	Age	No	Percent (%)
1	Ghimbi Secondary School	Male	20-34	19	63.33
			35-45	7	23.33
			46 and above	4	13.33
			Total	30	100
		Female	20-34	8	80
			35-46	2	20
			46 and above	-	-
			Total	10	100
2	Biftu Ghimbi Secondary School	Male	20-34	9	60
			35-45	4	26.66
			46 and above	2	13.33
			Total	15	100
		Female	20-34	6	60
			35-45	3	30
			46 and above	1	10
			Total	10	100

Table-3 this table indicate that demographic characteristics of teachers' respondents represent distribution by Sex and age of Teachers'. Based on that the researcher has been categorized teachers age and sex depend up on two selected schools as a Sample of the study from Ghimbi secondary high school most of them they were young due to that 63.33% male and 80% Female were age 20 to34Years old, 23.33% male and 20 % female were age from 35to45years old, 13.33%male were a ge 46 Y ears and a bove old but in G himbi secondary high school female teachers could not be presented in the category of 46 years and above old. The second school analysis not different from Ghimbi secondary high school because the description was the same. so teachers Respondents' age and sex categories of 60%male and female were the same (age'' between'' 20 to 34) Years old, 26.66% male and 30% female were included between 35to45 years old,13.33%male and female 10% were 46 years and above old.

4.1.4 Sex and educational qualification of teachers

Table 4: Distribution by Sex and Educational Qualification of Teachers

NO	Schools	Educational qualification of teachers														
		Male								Female						
		Dip	%	Deg	%	M.A /MSC	%	Total		Dip	%	Deg.	%	M.A /MSC	Total	
								No	%						No	%
1	Ghimbi Secondary high School	-	-	17	85	3	15	30	100	-	-	10	100	-	10	100
2	Biftu Ghimbi high Secondary School	-	-	13	86.7	2	13.3h	20	100	-	-	10	100	-	10	100

The above table (4) shows that the educational qualification of teachers in Ghimbi secondary high school, the majority of teachers was undergraduates in different subject area. Based on that back ground of teachers educational qualification analysis degree of 85 % (17) male and 100% (10), M.A/Msc 15 % (3) male included for the researcher questionnaire and then there were no female teachers post graduate .

And also in Biftu Ghimbi secondary high school the same is true, degree 86.66 % (13) and female 100 % (10), M.A/Msc 13% (2) male were selected as sample population for researcher to find out the problem related with attitude towards the inclusion of students with disabilities in regular schools and no female teachers post graduate in this specialization .

4.1.5 Sex and working experience of teachers

Table 5: Distribution by sex and working experience of teachers

No	Schools	Sex	Working experience	No	%
1	Ghimbi Secondary high School	M	< 5 years	3	10
			6-15 years	11	36.7
			16-25 years	5	16.6
			26 years and above	1	3.3
		F	< 5 years	3	10
			6-15 years	5	16.7
			16-25 years	2	6.7
			26 years and above	-	-
		Total	-	30	100
		2	Biftu Ghimbi high Secondary School	M	< 5 years
6-15 years	8				32
16-25 years	2				8
26 years and above	-				-
F	< 5 years			2	8
	6-15 years			6	24
	16-25 years			2	8
	26 years and above			-	-
Total	-			25	100

The above table (5) of the distribution by sex and working experience those teachers taken randomly as sample population for the researcher from two selected secondary schools. The majority of teachers' working experience (36.7 % male and 16.7 % female) of them working experience range 6 to 15 years old, working experience (16.6% male and 6.7 female) of them ranged 16 to 25 years old and then under five years old (10 % male and non of female present), however, the rest teachers working experience were distributed (3.3% male and none of female) were range 26 years and above old.

The above table (5) the distribution by sex and working experience the same is true with Ghimbi secondary school. The majority teachers' working experience were (32% male and 24% female) working experience range 6 to 15 years old, and then (8% male and 8% female) were working experience ranged 16 to 26 years old, but some of teachers (20% male and 8% female) were under 5 years working experience. Both male and female could not present in the range of 26 and above working experience in Biftu Ghimbi secondary school.

Finally, the majority of teachers range from 6 to 15 years old working experience in both secondary school.

	4.3.3.	17	30.9	22	40	9	16.4	5	9.1	2	3.6	55	100
		24	43.6	19	34.5	7	12.7	5	9.1	-	-	55	100
	4.4.Locomotor disabilities	21	38.2	26	47.3	-	-	6	10.9	2	3.6	55	100
	4.4.1.Upper limb disabilities	23	41.8	25	45.5	-	-	4	7.3	3	5.5	55	100
	4.4.2. Lower limb disabilities	20	36.4	23	41.8	-	-	8	14.5	4	7.3	55	100
3	Disabled students are not interested in the session of physical education and sport	5	9.1	11	20	-	-	21	38.2	18	32.7	55	100
4	I don't think so all students with disabilities equally participated with non-disabled students in regular schools in PE and sport.	17	30.9	20	36.4	11	20	4	7.3	4	7.3	55	100
5	Your school have adequate and suitable physical education and sport materials for students with disabilities	6	10.9	5	9.1	3	5.5	19	34.5	22	40	55	100
6	Should your school have an adapted physical educator?	16	29.1	22	40	-	-	13	23.6	4	7.3	55	100
7	Inclusive education saves students with disabilities from isolation	3	7.3	6	10.9	10	18.2	17	30.9	19	34.5	55	100
8	Serving students with disabilities in PE and sport it is tedious	20	36.4	21	38.2	9	16.4	4	7.3	1	1.8	55	100
9	Do think that students with disabilities would benefit from physical education and sport session?	4	7.3	9	16.4	-	-	19	34.5	23	41.8	55	100
10	Do the school principals and teachers have positive attitude towards disabled students when they participate in physical education and sport in the schools?	-	-	5	9.1	6	10.9	24	43.6	20	36.4	55	100

4.1.7 Sex and age of students'

Background description of students' respondent

Table 7: Description by sex and age of students'

No	schools	Sex	age	No	Percent (%)
1	Ghimbi Secondary school	M	14-16	13	37.1
			17-19	7	20
		F	14-16	9	25.7
			17-19	6	17.1
		Total		35	100
2	Biftu G himbi S econdary school	M	14-16	11	31.4
			17-19	9	25.7
		F	14-16	8	22.9
			17-19	7	20
		Total		35	100

The above table (7) shows the distribution of students by sex and age that were participated in data collection Ghimbi secondary school and Biftu Ghimbi secondary school.

As it can be seen from the table (9) 37.1 % male students ranged from 14 to 16 ages were participated in the data collection, and those ranged from 17 to 19 age participated whereas 17.1 % female students also participated in the data from the same school. Those were ranged from 14-16 and 17-19 age.

In the second school (22.9) % of female students ranged from 14-16 years old were included in the data collection and also (20) % ranged from 17-19 years old were participated whereas the majority (37.1) % of the male and (20) % of the female who ranged from 14-16 and 17-19 respectively gave their opinion on the questionnaire provided for the respondents by the researcher

4.1.8 Sex and grade of students

Table 8: Distribution by sex and grade

No	Schools	Sex	grade	No	Percent (%)
1	Ghimbi Secondary school	M	9	10	28.6
			10	10	28.6
		F	9	7	20
			10	8	22.8
		Total	-	35	100
2	Biftu G himbi S econdary school	M	9	10	28.6
			10	10	28.6
		F	9	7	22.8
			10	8	100
		Total	-	35	100

As it can be seen from the above table (8) the respondents were selected from different schools participated in the instruments distributed by grade and sex as it can be possible to understand it, from Ghimbi and Biftu Ghimbi secondary schools(28.6) % of the male students those attended grade 9 and 10 was included in the instruments. Also (28.6) of the male students who were attended grade 9 and 10 also one part of the tools.

From another school in the second part (20) % of data collection tools. And also (20) % the female students from grade 9 and 10 has been included in the instruments

4.1.9 Result of Questionnaire from Students Respondents

Table 9: Result of Questionnaire

No	Items	Yes		No		Total	
		No	%	No	%	No	%
1	Do you have positive attitude towards disabled students in the PE and sport.	29	41.4	41	58.6	70	100
2	Do you think that disability is in ability?	47	67.1	23	32.9	70	100
3	Are teachers could be discouraging the inclusion of disabled students in PE and sport?	35	50	35	35	70	100
4	Do you assist the students with disabilities in their problems when they participate in PE and sport?	28	40	42	60	70	100
5	Do you interested to learn with disabilities students in PE and sport?	23	32.9	47	67.1	70	100
6	Is that the inclusive of students with disabilities could be advantageous in PE and sport?	31	44.3	39	55.7	70	100
7	Is there adequate facilities /equipment/ for students with disabilities in PE and sport?	-	-	70	100	70	100
8	Is there factors that affect students with disabilities to include in PE and sport?	70	100	-	-	70	100
9	If your response'' yes 'question number ''8'' what are these factors? a. Because school attitudes has impact b. Because the encouragement less and support c. Facility and equipment	70	100	-	-	70	100
		''	''	''	''	''	''
		''	''	''	''	''	''
		''	''	''	''	''	''
10	Can you support students with disabilities in extra time?	31	44.3	39	55.7	70	100
11	If your response'' No 'question number ''10'' why? a. I don't have time b. They are not voluntary c. It does not concern me						
				6	15.4	39	15.5
				3	7.7	39	7.7
				4	10.3	39	10.3

4.2 DISCUSSION

4.2.1 Discussion from Teachers Respondents

The above table (6) generally describe about the result discussion obtained from questions that has been prepared and distributed for teachers respondents. They were respond to their reflection regarding options (Strongly agree, Agree, Undecided, Disagree and strongly disagree) given for them. Depending up on their reflection, the researcher has tried to discuss the questions putted in the above table (6) as the following;

As it can be seen from the above table (6) of question number '1' the teacher respondents (21.8) % said that students with disabilities should not be equally participated in physical education and sport with their peers or normal students. And also (38.2) % of the respondents were support the above idea that disabled should not have to participate equally with non-disabled students in physical education and sport class. Whether it is theoretical and practical session. However,(18.2)% of the respondents were faced with the problem to decide whether or not disabled students equally participate with non-disabled students specially in physical education and sport session. Also (12.7)% and (9.1)% of teachers replied that; they were agree and strongly agree respectively. This shows both disable and non-disabled students should be equally participated in physical education and sport class in the schools.

The above table (6) on question number '2' it was asked the questions to identify what types of disabled students found in the schools. Regarding on this question number '2' on '2.1' the majority of the respondents (54.5) % agree; that in their schools some of mentally retarded students were found. And relatively(45.5) %of the teacher respondents respond as they were agree that also some of the students found in the schools were recognized as mentally retarded.

Relating to mental retardation question, the researcher also wanted to know the level of retardation Depending on this the larger majority (40) % Of the respondents said that mild mental retardation students were found in the schools. And relatively (30.9) % of the teachers agree on this idea. But,(29.1) % of them did not decided on what mental retardation levels students were found in the schools. However, none of the respondents did not raised their reflection on disagree and strongly disagree.

All of the teacher respondents said that moderate, severe and profound mental retardation students were not found in the schools unless mild mental retardation.

The second option that has been given for the teachers on identification of disability type, hearing impairment was putted in the table (6) on question number '2'. Relating on this question (38.2) % of the respondents strongly agree that hearing impairment students found in the schools. And (34.5) % of the teachers agree that students who have hearing impairment found in the schools. No one did respond on the option of undecided. But, (14.5)% and (12.7) % of the teacher respondents were disagree and strongly disagree on the students with disability in their schools no one categorized as hearing impairment.

All the teacher respondents replied that in their schools no one totally deaf student did not found. But (58.2) % and (30.9) % of them strongly agree and agree respectively, that some of disabled students were categorized as partially deaf. However, (10.9) % of the respondents were could not decided whether the disability students are partially deaf or not. At the last no one of respondents were marked on the two options such as disagree and strongly disagree.

The 3rd option that has been given for the respondents to identify the types of disability is visually impairment. For this question the majority (32.7) % of the teachers believed that there were visual impaired students in the schools. And also (30.9) % of the respondents agree that the students who have visual problem were found in the schools. However, (18.2) % of the respondents as; they were unable to decided whether the students with disability found in the schools were visually impaired or not. But, (12.7) % and (5.5) % of the teacher replied; disagree and strongly disagree respectively in the schools there is not visual impaired students at all. From the visual impairment types, no one of the respondents was believed that the students with disability specially known as visual impairment were not totally blind. (30.9) % of the teachers strongly agree on disabled students known as visual impaired were partially sighted not totally blind. The other idea that supports the above issue was (40) % of the teacher respondent responds that partially sighted students were found in the schools. And (16.4) % of them were have the difficult to decide the visual impairments students are partially sighted or not. But (9.1) % and (3.6) % of the teachers disagree and strongly disagree or partially sighted students in the schools respectively (43.6) % of the teacher respondents said that; the students with disability who have low vision problem are found in the schools. Relative to this ideas also (34.5) % of the respondent were agree that low vision students were

found in the schools. However, (12.7) % of the teacher replied that; they did not decided whether the disabled students found in the schools are low vision or not. But (9.1) % of the teachers respondents did not agree that low vision were not found in the schools. At the end no respondents marked in the option of strongly disagree.

Generally the above question (4.3) reflects; the students with disability that were found in the schools have the problem of partially sighted and low vision difficulty. But they are not totally blind.

The other option that has been given by the researcher for the teacher respondents to identify their disability was relating to locomotors disability. Regarding on this question on the above table (6) on question (5.4) the majority (47.3) % of the respondents replied that the students with disability found in the schools have the difficulty of moving or moving problems whether upper or lower problem. The other ideas that support the above suggestions (38.2) % of the teacher respondents said that locomotors disability students were found in the school and they were strongly agree on this question. But none of them did reply that on undecided option. (10.9) % of the teacher respondents were did not agree that locomotors disabled students did not found in the school. And also the few of (3.6) % of the respondents strongly disagree on the above issue raised for them.

The majority of (45.5) % the teacher respondents said that the students who have the problem to move and use their upper parts of their body were found in the schools. And (41.8) % of them support and strongly agree that from students with disability some of them have the difficulty to use upper part of their body. However, none of the teacher respondents did not marked on the option of undecided. But the fewer (7.3) % and (5.5) % of the teacher respondents replied that; they were disagree and strongly disagree respectively on the issues of the students who have the problem of upper limb disability.

The other options to identify the type of loco motor disability are lower limb disability. Depending on this idea the majority (41.8) % of the teacher agree that from the students with disability; some of them are categorized in the lower limb disability and (36.4) % of them also strongly agree to confirm whether the students with lower limb disability are found or not in the schools. However, none of them did not decided whether or not lower limb disability students were found in the school (14.5) % of the teacher respondents replied that; they did not agree whether lower limb difficulty

students were found in the schools or not. The few (7.3) % of the respondents also strongly disagree on the above issue that was raised on this paragraph.

The above table (6) on the question number '3' show that the larger majority (38.2)% of the teachers disagree that disabled students are not interested in the session of physical education and sport. And (32.7) % of the teacher respondents strongly disagree that disabled students are not interested in the session of physical education and sport. But no one was replied on the option of undecided. However, (20) % and (9.1) % of the teacher respondents agree and strongly agree; on the question that disabled students are not interested in the session of physical education and sport respectively.

Generally, as it can be seen from the above idea; it is possible to understand, the teacher respondents replied that disabled students are interested in the session of physical education and sport that were found in the schools.

As it can be seen from the above table (6) on the question number '4', the majority of (36.4) % of the teacher respondents said that they did not think all students with disability equally participated with non-disabled students in physical education and sport. Respectively (30.9) % of the teacher replied that; they strongly agree on students with disability did not equally participate with non-disabled students in physical education and sport. However, (11) of the respondents did not whether disabled students equally participated in physical education and sport with non-disabled or not. But, (7.3) % and (5.5) % of the teacher respondents disagree and strongly disagree respectively that disabled students should be equally participate in physical education and sport with non-disabled students.

The above table (6) on question number '5' the majority of the teachers respondents strongly said that schools have no adequate and suitable physical education and sport materials for students with disability. And (34.5) % of the respondents also disagree that different high schools have no adequate and suitable materials specially for disabled students that helps them to participate in physical education and sport equally with non-disabled students, (5.5) % of them didn't know whether the schools have suitable materials or not for specially disabled students. However, (9.1) % and (10.9) % of the respondents agree and strongly agree respectively, that the schools have special suitable materials for disabled students.

As it can be seen from the above table (6) on the question number '6' the large number of the respondents (40) % said that the schools have an adapted physical educator. Relatively (29.1) % of the teacher respondents strongly agree that different high schools have an adapted physical educator. None of them forward their reflection on the option of undecided. Fewer of the respondents (23.6) % and (7.3) % disagree and strongly disagree on the issue of the schools have an adapted physical educator respectively. Generally, from the question we understand that some of the high schools have an adapted physical educator. But consideration has not been given for the disabled students those found in the schools.

The above table (6) on the question number (8) the majority of the teacher respondents respond as inclusive education did not save students with disabilities from isolation. And also (30.9) % of them disagree on the above inclusive education did not save disabled students from isolation. But (18.2) % of the teacher respondents replied that have the difficulty to decide whether inclusive education helps the students with disabilities from isolation or not. (10.9) % of the teacher said that inclusive education is important for the disabled students to help them save from isolation. (5.5) % of the also strongly agree that inclusive education plays a great role to save disabled students from isolation.

The above table (6) on the question number '8' indicate that larger number of (36.4)% and (38.2) % the respondents strongly agree and agree respectively on the idea that serving and helping students with disabilities in physical education and sport tedious. This shows the majority of the teacher have less attitude in helping disabled students found and attended their education with regular students in the schools. Especially when they participate in physical education and sport session. (16.4) of the teacher did not forward their idea on undecided option, whether serving disabled students is tedious or not in physical education and sport. The fewer (7.3) % and (1.8) % of the teacher respondents respectively replied that helping disabled students in the schools when they were participate in physical education and sport is not tedious. This shows from larger number of teachers, some of them were believe on helping students with disability is good idea. Because always they want helping and supporting from others to equally participate with others

From the above table (6) on question number '9' the larger number of teacher respondents (41.8) % said that physical education and sports did not help the students with disabilities. Also (34.5) % of the disagree on disabled students did not benefit from physical education and sport. However,

No one did reply on undecided. This indicates the respondent did not know whether disabled students benefited from physical education and sport. At the last (16.4)% and (7.3) % of the respondents said that; they were agree and strongly agree respectively, that disabled students benefited from physical education and sport.

Generally, from this question the larger number respondents said that they did not believe physical education and sport have benefit for disabled students. They believed as when disabled students participate in physical education and sport, they would affect and disabled more than they have. And a fewer of them said that physical education and sport plays a great role in helping the students with disability by maintaining their health, academic and developing socially with others without stigma and discrimination.

As it can be seen from the above table (6) on question number '10' the majority (43.6) % of the teachers said that the schools principals and teachers themselves did not have positive attitude towards disabled students when they were participate in physical education and sport. And (36.4) % of the teacher support the above idea. Because, the schools have no special treatments by preparing facilities and needs for these students. They believe participate in physical education and sport expand their problems. However, (10.9) % of the teacher respondents undecided that principals and teachers themselves have positive attitude or not for disabled students. And (9.1) % of the respondents agree the schools principals and teachers have positive attitude for disabled students when they were participate in physical education and sport. Because PE and sport help students with disabilities in different multi direction on their life.

4.2.2 Interview Discussion from Physical Education and Sport Teachers.

These interview questions were organized and prepared for physical education and sports in two high schools from their results the discussion has been summarized as the following generally.

1. Do all students with disabilities in your school participate equally in physical education and sport?

As the physical education and sport teachers said that in the schools different disabled students were found. But in physical education and sport session, all disabled students did not participate equally. Because of those disabled students would vary according to their difficulty. Because of

these problems, some of them who could have the ability and interest would only participate in physical education and sport. Those who have severe difficulty do not participate in PE session, in case of time constraint, facility and it is difficult and tedious to participate all disabled students equally in physical education and sports.

2. Do you feel that students with disabilities disrupt the harmony of your physical education classes?

The respondents believed that students with disabilities disrupt the harmony of physical education classes. Because, the time given for one period is limited, on this period it is too much difficult to help and participated these students with non-disabled students. In case of this more of times they prefer to engage only non-disabled students in physical education and sport classes.

3. Do think that teaching student with disabilities increase work load?

The physical education and sport teachers strongly believe that in the schools there were different types of disabled students found, with their difficulty, they have different behavior and problems. So, with in short period of time participating all students (disabled and non-disabled) at the same time increased work load. Because the disabled students did not have equal ability, skill and performance with non-disabled students. On the other hand the schools have no appropriate, adequate materials and safe filed that make to participate the disabled students with non-disabled. So, it is difficult to do so and increase work load.

4. Do you believe that physical education and sport have benefit for disabled students in the schools?

The respondents said that, physical education have benefit for disabled students in the schools. Such as to maintain mental, physical emotional, social and spiritual. It develops social relation with others without any stigma and discrimination. However, to help the students with disability in the schools, different problems would restrict us to do so; the schools have no adequate and appropriate materials, conditions, filed to encourage them in physical education and sport. Because of this if they were know the benefits of physical education and sport for disability, there are different problems that hinder them to support the students.

4.2.3 Discussion of Questionnaire from Students Respondents

Generally, questionnaire was also distributed for the students to identify whether the problem has been really present in the schools. The above table (9) totally included the questionnaire prepared for the students and their response from the two high schools.

As the above table (9) on the question number '1' indicate that (58.6 %) of the respondents replied; more or less they did not have a positive attitude towards disabled students when they were participated in physical education and sport. The reason was it is difficult to support and help disabled students when they participated in activity. It takes too much time to assist them in one period of the session. But (41.4) % of the student respondents said that they have positive attitude towards disabled students. Because they have the interest to participate they have not the ability and to do so equally with non disabled students.

As it can be seen from the above table (9), on question number '2' the majority (67.1 %) of the students respondents said that they believe as disability is in ability. because, they had the difficulty and problems to do the activity equally and the same with non-disabled students. More of the physical education and sport session contained practical session, which requires the movement of total body part. If they had not this, they should have not the ability as the majority of students believed.

The other students (32.9) % did not believe that disability is not in ability. The reason is ability from the nature. So they did perform equally with others. But they require special treatments and support from others when they were engaged in the physical education and sport.

The other idea as the above table (9) reflects, the larger majority of the student respondents said that, not all students with disability are participated in physical education and sport. Because, they have different category of disability that make them heavy to participate in PE and sport. Because of the above idea different schools, teachers, did not gave chance and did not prepare the facility and safely things that help to engage disabled students. None of the respondents said all students with disabilities participated in physical education and sport.

As it can be seen from the above table (9) or question number '3' (61.4) % of the students respondents replied that teachers discouraging the inclusion of disabled students when they were participate in physical education and sport. This idea indicates the majority of the teacher did not

believe on disabled students when they were engaged in physical education and sport. The reason disability expands and facilitates other more disability. So, disabled students could not be participating in any physical activity. However, (38.6) % of the respondents said that teachers did not discouraging the inclusion of disabled students in the participation of physical education and sport.

On question number '4' (40) % of the students said that, they were; assist disabled students when they participate in physical education and sport. However, (60) % of them did not assist disabled students in physical education and sport. The above table (1) on question number '5' the majority of the students respondents (65) % were not interested to learn with disabled students in physical education and sport. Because, disabled students disrupt the classes' means when both disabled and non-disabled students equally engage in physical education and sport, it is difficult to continue the activity hand in hand. Those disabled become left at back and others go forward, because of this inappropriate condition more of the students were not interested to do with disabled students. But (35) % of the students' respondents were interested when they were engaged in physical education and sport. Because they believe as disabled students did not have other assistance at that time.

As it can be seen from the above table (9) on question number '6' (47.1) % of the students believed that physical education and sport help the students with disability by improving and developing their physical, mental. Emotional and also they become more sociable, no stigma and discrimination trouble them. And also they develop confidence as they have ability to do something equally with non-disabled students. However, (54.3) % of the majority of the student respondents said that physical education and sport did not help students with disability.

On the question number '7' all of the students' respondents said that there is no adequate facility, equipment and filed for disabled students in the schools when they participated in physical education and sport. And no one did say the schools have adequate materials, facility for disabled students in the schools.

Generally, as we understand from this idea, the school principals and teachers have no positive attitude for disabled students and they did not understand, know the benefits of physical education and sport for disabled students.

On the question number ‘8’ all of the student respondents said that there are factors that affect students with disability to include or participate in physical education and sport.

The above table (9) related with question number ‘8’ on question number ‘9’ all of the students said that the schools attitude (principals, teacher and students) could be one factor for disabled students to participate in physical education and sport.

And all of the respondents believed on lack of encouragement and support also could be factor and said that inadequate, materials, equipment and facility are factors that hinder students with disability to participate and include in physical education and sport sessions in the schools.

The above table (9) on question number ‘10’ the researcher has been tried to ask question to identify the students believe and response whether only they did not support disabled students in physical education and sport or not. Depending on this idea (55.7) % of the students said that they did not support the disabled students in their extra time, not only physical education and sport session. But (44.3 %) of them believed and support disabled students in their extra time. Based on question number ‘10’ the question number ‘15’ students answered as the following.

The above table (9) the student respondents (15.4) % said that they did not have time to support disabled students, (7.7) % of them they were not voluntary to support disabled students in their leisure time, (10.3) % giving assist and support for disability students is not their concern.

4.2.4 Interview Discussion from Disabled Students

In this interview questions only for disabled students from two high schools was participated in the questionnaire. Depending on this; the respondents described their disability as the following.

1. Describe your disability?

Some of the disabled students respondents said that, they have physical disability (upper and lower difficulty), mild mental retardation, some of them are hearing difficulty, loco motor disabilities and visual impairments (problems).

2. Do participate in physical education and sport in your school?

3. Some of them said that; they were participating in physical education and sports session. Because their difficulty or problem did not hinder them from participation. And others replied that they did not engage in physical education and sports classes. The reason is their difficulty was hinders them and also schools have special treatments for them. So, they were out of physical education and sport.

4. How many classes you attend in physical education and sport per a week?

The disabled students generally replied that they were attended in physical education and sport session one day per a week. This time allocation for physical education did not fulfill and develops the students' interest, what they want.

5. Does your school have facility, especially when you attend physical education and sport session?

The majority of disabled students said that; the schools have no facility and adequate Materials especially for disabled students when they were engaged in physical education and sport. And also disabled students did not have special treatment from teachers, peers and school administrative. These issues make disabled students UN beneficial from physical education and sport. And they loosed the interest towards this subject. However, some of them did not consider whether the schools have facility or not, because they did not want to participate in physical education and sport, in case of their difficulty.

6. Do PE and sport teachers and your peers assist or support you in physical education and sport?

They said that there were some of the physical education and sport teachers, that helps and assist them and others did not gave consideration and focus for disabled students. Because teachers believe as assisting disabled students would lose the time they have to think the non-disabled students equally.

And also the respondents replied that they have some peers those who support and assist the disabled students. Whereas the majority did not concenter them especially when they were engaged in physical education and sport session.

Generally disabled students said that they would get less assistance and supporting from the teachers (amateur) and their peers during participation in physical education and sport in the schools

6. Do teachers and peers have a positive attitude for you when attend physical education and sport session?

Regarding on the above question, the disabled students' respondents replied that more or less teachers would exhibit some feeling that help and encourage the students with disability. But the majority of the teachers did not want should a positive attitude. Because they consider participating disabled students in physical education and sport as work load. So, it is very difficult to say that teachers such as physical education teachers have a positive attitude towards disabled students specifically when they engage in physical education and sport classes.

The same is true also peer students or non-disabled students did not shows a positive attitude towards disabled students. They believed helping those students in the schools when they participated in physical education and sport has a trouble.

Generally, the respondents said that it is too difficult to say teachers and peer students had a positive attitude towards disabled students when they were participated in physical education and sport in the schools.

7. Do you believe that participating in physical education and sports have benefit for you?

Depending on the above question the majority of the disabled said that physical education and sport have a benefit for disabled students as the following; it helps to

- ❖ Maintain health
- ❖ Develop ability and skill
- ❖ Developing mental activity
- ❖ Develop their physical ability
- ❖ Increase confidence and they become more sociable with others.

Totally they concluded; Physical education and sport had a benefit, when they could participate without considering their difficulty or problems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

This study identified the attitude of teachers and students towards disabled students in the participation of physical education and sport session. The respondents were 59 teachers and 74 students from Ghimbi and Biftu Ghimbi secondary schools. 39 of them are male teachers, 20 of them are female teachers and also 44 of them are male students and 32 of them are female students (63.3) % of the teachers respondents are in the age range from 20 to 34 years old. The majority (36.7) % of the respondents was included in the 6 to 15 years work experience.

However, the fewer of them were in the 26 and above years experience. Also (86.7) % of teacher respondents were degree holders or qualified. But the others were diploma and MA/MSc qualified.

The majority (37.1) % of the students' respondents are in the age range from 14 to 16 years old. And they were all from grade 9th and 10th.

Generally, from the data result and discussion the majority of the teachers said that; no equal treatments and respect ion of disabled students with regular classes specially in physical education and sport session, and also there is no support, encouragement, believe, that putted in the disabled students.

The schools also have not facility, equipment and materials prepared for disabled students that help them to participate in physical education and sport class.

The physical education and sport teachers also the majority have the same attitude towards disabled students in the participation of physical education and sport like other subject teachers. They considered as engaging the disabled students in physical education and sport class, takes time and disrupt their work at generally.

But, as different related literature supports physical education and sport have different benefits for disabled students to develop mental, social, emotional, and physical and health aspects of personality.

At the end based on the attitude of teachers and students, as much as possible this study should unexpected and unbelievable negative attitude toward disabled students in the participation of physical education and sport session would be changed and all students whether disabled or not equally gave the chance to participate in physical education and sport. Because they have the ability and skill like others to do the activity.

5.2 Conclusion

This study was tried to explore the attitude of teachers and students towards the inclusion of disabled students in physical education and sport in different western college high schools that affect and hinder the disabled students from regular participation in physical activity in the schools. In the school age level, students would grasp all things that through whether it is good or bad. They grow and develop in such ways. So, when bad things or attitude would be forwarded to them, they may affected with this attitude and develop the feelings of isolating from others. Because they believe and accept themselves as other, did not have ability and develop the feeling of inferiority in their life.

From the questionnaire, interview discussion, analysis, generally the schools, teachers and students have no positive attitude towards disability students in the school especially when they were participated in physical education and sport session. These attitudes would be hinder disabled students;

- ✘ From equal participation with others in different activities
- ✘ To develop the feeling of inferiority
- ✘ Developing self-confidence, interest and motivation to do some thing
- ✘ thing Social participation and so on

However, when they would get a positive attitude from others especially when they were participating in physical education and sport classes, it helps;

- ✘ To develop self confidence
- ✘ Equally participate with others

- ✘ To develop mental, physical social and emotional
- ✘ To maintain health
- ✘ To be competent with others in all aspects.

Generally, teachers and students should have to assist, help, council encourage and support the disabled students in physical education and sport, also in others and should have change their attitude towards disability at all.

5.3 Recommendation

Based on the findings and the conclusion draw, the following recommendations are made.

- ❖ All disabled students should have to attend physical education and sport class, without considering their difficulty.
- ❖ The schools must have to fulfill a dequate materials and facility specially for disabled students.
- ❖ Physical education and sport teachers should have help, assist and support disabled students in physical education class.
- ❖ Non- disabled students should have to support disabled students not only in physical education and sport session, but also in every aspect of their life.
- ❖ Special treatments and focus must have to give for disabled students in the schools.
- ❖ Awaring the teachers, students and others disability is not inability.
- ❖ Physical education and sport teachers should have equally participated disabled students with non-disabled students in physical education and sport session.
- ❖ Effort should be made to change the cultural bias on disability.
- ❖ The government should have give focus for disabled students in the schools
- ❖ Expand awareness about the role of physical education and sports have for disabled students in the schools.

- ❖ The schools should have a lot enough time for physical education and sport that help disabled students.
- ❖ The family should have to help the students with disability to motivate; they have ability to do things like others.
- ❖ Stigma and discrimination must have ignored from the schools between disabled students and non-disabled students.
- ❖ Involving disabled students in different activities in the schools to help them to increase their confidence.
- ❖ The schools, teachers and students should have positive attitude on disabled students in every things, academically, physically, socially and emotionally they are equal with others.

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Appendix-A

Addis Ababa University

College of Education graduates program

The questionnaires to be filled out by teachers

Dear-Teachers

The purpose of this questionnaire is to minimize(reduce) the problem of students and teachers attitude towards the inclusion of students with disabilities in physical education and sport in regular schools at Ghimbi and Biftu Ghimbi secondary high schools. So, your response provide for the survey to have more information about teachers and students attitude towards students with disabilities. And then your kindly requested response has great value for researcher to analyze and interpret data. Indicate your response by putting this mark (X) on the space provided .

N.B-No need of writing your name

I. Personal information

1. Name of school _____
2. Sex M F
3. Age A / 20-34
 B/35-45
 C/46 and above
4. Educational qualification _____
5. Teaching experience _____

Part -one

Table 1: Closed- ended questionnaire (items) prepared for teachers to response on attitude towards students

With disabilities in the inclusion of physical education and sport.

No	Items	Choice				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	My attitude towards students with disabilities with their normal peers when they participate in PE and sport.					
2	<p>The questions related to problem identification.</p> <p>What types of disabled students are there in your school;</p> <p>4.1.Mental retardation</p> <p> 4.1.1.Mild mental retardation</p> <p> 4.1.2. Moderate retardation</p> <p> 4.1.3. Severe retardation</p> <p> 4.1.4.Profound retardation</p> <p>4.2. Hearing impairment</p> <p> 4.2.1.Deaf</p> <p> 4.2.2. Partially deaf</p> <p>4.3.Visual impairment</p> <p> 4.3.1.Blindness(Total)</p>					

	<p>4.3.2. partially sighted</p> <p>4.3.3. Low vision</p> <p>4.4.Locomotor disabilities</p> <p>4.4.1.Upper limb disabilities</p> <p>4.4.2. Lower limb disabilities</p>					
3	Disabled students are not interested in the session of physical education and sport					
4	I don't think so all students with disabilities equally participated with non-disabled students in regular schools in PE and sport.					
5	Your school have adequate and suitable physical education and sport materials for students with disabilities					
6	Should your school have an adapted physical educator?					
7	Inclusive education saves students with disabilities from isolation					
8	Serving students with disabilities in PE and sport is tedious					
9	Do think that students with disabilities would benefit from physical education and sport session?					
10	Do the school principals and teachers have positive attitude towards disabled students when they participate in physical education and sport in the schools?					

Appendix-B

Addis Ababa University

College of Education graduates program

The questionnaire to be filled by students

N.B :- No need of writing your name

Part- One

- 1) Name of the school _____
- 2) Age _____
- 3) Sex _____
- 4) Grade _____

Part-Two

Table 1 :-The questionnaires prepared for the students which related to attitude they have for disability in physical education and sport .so, response in appropriate way for the researcher. It help to collect the crucial information based what the questionnaire distributed for you to reply the attitude towards students with disabilities in regular school. If your response is correct write ‘yes’ if it is incorrect write ‘No ‘on the following tables

No	Items	Yes	No
1	Do you have positive attitude towards disabled students in the PE and sport.		
2	Do you think that disability is in ability?		
3	Are teachers could be discouraging the inclusion of disabled students in PE and sport?		
4	Do you assist the students with disabilities in their problems when they participate in PE and sport?		
5	Do you interested to learn with disabilities students in PE and sport?		
6	Is that the inclusive of students with disabilities could be advantageous in PE and sport?		
7	Is there adequate facilities /equipment/ for students with disabilities in PE and		

	sport?		
8	Is there factors that affect students with disabilities to include in PE and sport?		
9	<p>If your response'' yes 'question number '8'' what are these factors?</p> <p>a) Because school attitudes has impact</p> <p>b) Because the encouragement less and support</p> <p>c) Facility and equipment</p>		
10	Can you support students with disabilities in extra time?		
11	<p>If your response'' No 'question number ''10'' why?</p> <p>a) I don't have time</p> <p>d) They are not voluntary</p> <p>e) It does not concern me</p> <p>d) All of the above</p>		

Appendix-C

Interview

These interview questionnaires prepared for sample population selected to conduct physical education and sports in two high schools

1. Do all students with disabilities in your school participate equally in physical education and sport?
2. Do you feel that students with disabilities disrupt the harmony of your physical education classes?
3. Do think that teaching student with disabilities increase work load?
4. Do you believe that physical education and sport have benefit for disabled students in the schools?

Appendix-D

Interview Items for Disabled Students

In this interview questions only for disabled students from two high schools is participate in the questionnaire. Depending on this; the respondents will be describe their disability based on the following questions.

1. Describe your disability?
2. Do participate in physical education and sport in your school?
3. How many classes you attend in physical education and sport per week
4. Does your school have facility, especially when you attend physical education and sport Session?
5. Do PE and sport teacher and peers assist or support you in physical education and sport classes?
6. Do teachers and peers have a positive attitude for you when attend physical education and sport session? Do you believe that participating in physical education and sport has benefit for you?

Appendix-E

Observation checklist

The objectives of this checklist is to assess important issues concerning, general condition of the teachers' and students' attitude towards the inclusion of students with disabilities in the participation of physical education and sport. On this factors affect students with disabilities in the participation of PE and sport classes as well as the benefit of PE and sport for disabled students.

Observation date _____ beginning and completion time of observation _____ to _____

Observer _____ number of set of observation _____

Place of observation _____ title of a set _____

Table of observation lists

<i>No</i>	<i>General condition of the schools</i>	<i>Yes</i>	<i>No</i>	<i>Remark</i>
1	Do disabled with non-disabled students participate equally in PE and sport?			
2	Do teachers have positive attitude towards students with disability?			
3	Are there suitable materials, equipment and facility for disabled students in the school?			
4	Do disabled students participate in different sport activities?			
5	Do students with disabled interested in PE and sport?			
6	Do students have positive attitude towards disabled students?			
7	Does PE and sport have benefit for disabled students?			
8	Is there encouragement disabled students?			
9	Is there inclusive PE and sport for disabled students			
10	Do disabled students participation less in PE and sport?			

Declaration

This thesis is my original work and has not been presented for degree in any other University, and that all sources of material used for the thesis have been duly acknowledged.

Name; Gutu Bulto

Signature; _____

Date; August 2013

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

Name: Meberatu Belay (Assistance Professor)

Signature: _____

Date of submission: _____

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Today, inclusive education has become a reality in most school districts due to the passage of public law 2817/2000 and a more recent one, the PL 3699/2008 (Greek Government Gazette, 2008). More specifically, this last law mandates the inclusion of students with SEN in public schools and more specifically in general classes with or without support services from an adapted physical education teacher or a special education teacher. Only recently has the Greek Ministry of Education initiated some modifications of the physical education curriculum. In order to better infuse the ideas and the values of sports and specifically the Paralympics Games into the curriculum, the Greek Ministry of Education added an extra hour of PE to school schedules and hired thousands of PE teachers to teach a new course entitled Olympic & Paralympics education. This course is an educational procedure that aims at a configuration of students' behavior according to the Olympic values and other elements of current civilization. The intention is to inspire students to learn about the development of cooperation, understanding and friendship and the reinforcement of autonomy, critical thought and responsibility. A part of the educational material that has been used to teach in this course was the educational kit entitled: "The Paralympics Games from 1960 to 2004", which may be used by PE teachers to plan their lesson to include students with SEN and disabilities (Evaggelinou, 2002), which was created by the Organizing Committee of the "Athens 2004" Paralympics Games (ATHOC).

Inclusion is guided by the fundamental principle of valuing diversity. Belonging, acceptance, and a sense of being supported are essentials of an inclusive environment. The most prevalent barriers to including students with disabilities are related to teacher preparation and teacher attitudes (Sherrill, 2004). Attitude is the key to changing behaviors toward people who are different and is characterized not as a behavior, but a situation which comes before it. In the theory of planned behavior (TPB) (Ajzen, 2005), a central factor is the intention to perform a behavior. Attitude, a subjective norm and the perception of behavioral control, in combination, lead to the formation of a behavioral intention. As a general rule, the more favorable the

attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behavior (Ajzen, 2002).

The most frequently studied component of planned behavior theory is behavioral beliefs, because this component is used to infer attitudes toward the intention to perform a specific behavior. One of the most important factors contributing to successful inclusion is the attitude of physical educators toward teaching students with disabilities, as it is believed to play a significant role in explaining physical educators' actions toward teaching students with disabilities in general classes (Downs & Williams, 1994; Folsom-Meek & Rizzo, 2002; Hodge & Jansma, 1999; Hutzler, 2003; Kozub & Lienert, 2003; Rizzo, 1985; Rizzo & Kirkendall, 1995).

Rizzo (1984) was the initiator of theoretically based research on attitudes toward teaching individuals with disabilities in GPE. Rizzo developed an instrument, now entitled "physical educators' attitudes toward teaching individuals with disabilities" (PEATID), which is based on the theory of reasoned action (Ajzen & Fishbein, 1980). PEATID uses a 5 point Likert-type scale to measure 12 behavioral beliefs about the outcomes of teaching students with disabilities in GPE.

The instrument, "Attitudes Toward the Inclusion of Individuals with Physical Disabilities into Physical Education" (ATIPDPE) was developed in the Czech Republic (Kudlaček, Valkova, Sherrill, Myers, & French, 2002) in order to assess intentions and belief systems and to use the results to personalize teacher preparation so that university students develop positive attitudes and strong intention of working toward inclusion. The results showed that 23% of variance in intentions can be explained by three belief components based on the TPB. Kudlaček, Valkova, and Sherrill (2002) explored the structure of the ATIPDPE instrument and found that it measures three psychological properties (components). The three components were: (a) a positive outcome for students; (b) a negative outcome for teachers; (c) a negative outcome for students. Each ATIPDPE item is accompanied by a 7 point scale, as recommended by Ajzen (2000). The scoring system required use of two 7 point scales: (a) 1 to 7 for the likelihood construct; (b) a -3 to +3 scale for the evaluation construct. Score for each statement were then

multiplied to create item belief scores. This questionnaire was used and modified to measure the attitudes of Greek physical educators. A modified mean that only one of the two 7 point scales was used and that was the one for the likelihood construct. The scale about the evaluation construct was not used.

Most of the time, students with disabilities are placed into physical education classes without the support of a special education teacher present in the class. These students with disabilities are on their own in physical education classes. Many school districts' budgets are stretched or taking a hit. Even though there are students who may need adapted physical education services that accommodation may not be available.

“However, some are on Individual Education Programs that require a pull-out APE (adapted physical education) session that supplements (regular physical education) RPE so that the students can work on unique goals and objectives. Unfortunately, the school district does not have an APE specialist who can provide such services.” (Block & Conatser, 1999, p. 14). In many schools, physical education classes have a large number of students enrolled, that can make it challenging for the physical education teacher as well as the student who is not familiar with the activities being played in class. Social interaction can also be a challenge in physical education classes. Some students with exceptionalities do not spend any time with their typically developing peers.

They are educated in a separate classroom with the same students every day. This separation can go on for years, or for as long as that student is identified as needing special education services or enrolls in another school district. “Perhaps the biggest disappointment in the literature on inclusion in GPE is limited social interaction with peers without disabilities (e.g., Ellis, Wright, & Cronis, 1996; Lisboa, 1997; Place & Hodge, 2001), which can lead to limited social learning opportunities for the students with disabilities (Odom, McConnell, & McEvoy, 1992).

1.2 Statement of the Study

The teaching physical education and sport is carried out in theoretical and practical form, to achieve and maintain its objectives. So, physical and sport make the inclusive students beneficial with different aspects of personality. But, teachers and students have less attitude towards the inclusion of disabled students when they participate in physical education and sport. These facts invited the researcher to conduct the research on the teachers and students attitude toward the inclusive disabled students in physical and sports in Ghimbi and Biftu Ghimbi high schools the researcher would like to rise the following suggestion to come upon the solution;

- The attention would give for disabled students in the schools.
- Teachers and students would change and have positive attitude toward disabled students when they participate in physical education.
- Disabled students should have equally treated and benefited from physical education and sport with non inclusive study

1.3 Research questions

- ❖ Do the teachers have positive attitude towards the students with disabilities?
- ❖ Do the students have positive attitude towards the students with disabilities?
- ❖ Does PE and sport has benefits for disabled students?
- ❖ Do the inclusion disabled students with non-disabled has advantageous?
- ❖ Is there an adequate and facility material for disabled students in the schools?
- ❖ Do participation equal disabled with non-disabled students in PE and sport session?

1.4 Objectives of the Study

General Objectives

As it is known that physical education and sport have general objective to maintain all aspect of personality such as mental, physical, social, emotional and spiritual dimensions so this study would generally focus on identifying and analyzing the attitudes of teachers and students toward the inclusion of students with disabilities in the participation of physical education and sport in regular students.

Specific Objectives

The specific objective of this study is to:-

- Find out the teachers attitude toward disability in physical education and sport.
- Find out the students attitude toward disability in physical education and sport.
- Assess the benefit of physical education for inclusive students in the school.
- Suggest and possible alternatives that alleviate the problem.

1.5 Significance of the Study

To fulfill establish this study on the attitudes of teachers and students toward the inclusion of students with disability to participate in physical education and sport programs it would be necessary to put the significance as the following:-

- ❖ Identifying the attitude of teachers and students toward the inclusion students with disability to participate in physical education and sport that would help to plan and develop strategies of implementing inclusive physical education and sport for students with disability.
- ❖ It would serve as a source of a researchers and adaptive educators to carry out further related study on a wider scale.

1.6 Delimitation of the Study

This study would try to examine or delimits the scope of the study on the teachers and students attitude toward the inclusion of disability in physical education and sport in western Wollega, Ghimbi and Biftu Ghimbi secondary high school to make the research more manageable and successful.

1.7 Limitation of the Study

Since most of the data gather from different kinds of books, literature, there was scarcity and lack of information. Because of this the study limited on the specific topic selected due to time constraint and financial.

1.8 Organization of the study

This organization of the study consists of five chapters; chapter one is introduction, chapter two is about review of related literature, chapter three designs and methodology, chapter four result and discussion, and chapter five summary, conclusion and recommendation.

1.9 Operational definition of basic terms

Adapted PE-is physical education which has been adapted or modified, so that it is a suitable and appropriate for the person with disability ([www.apens.org/what is ape.html](http://www.apens.org/what-is-ape.html))

Attitude:- an opinion which represents a person's overall inclination towards an object, idea or institution (child, 1993).

Disability:- any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Miron, 1994).

Impairment-the state of being diminished, weakened or damaged, especially mentally or physically: cognitive impairment in order adults (dictionary.reference.com)

Inclusion:-involves a process of reform and restructuring of the school as a whole, with the aim of ensuring that all pupils can have access to whole range of educational and social opportunities offered by the school (Mittler, 2000).

Inclusive education:- means the process of addressing all learners' needs within the mainstream school and utilization of all available resources to create opportunities for learning preparation for life (African journal of special needs education, 1999).

Physical education - the education mainly given through physical exercises. instruction in the development and care of the body ranging from simple calisthenics exercises to a course of study providing training in hygiene, gymnastics and others (www.merriam-webster.com)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 History of Adapted Physical Education

In the mid-1960s there were few quality programs of offering degrees, concentrations, or specializations in adapted physical education, and of course none were receiving federal assistance. Major texts published in the mid-1960s were authored by Clarke and Clarke (1963), Daniels and Davies (1965), Fait (1966), KeUy (1965), Logan (1964), and Rathbone and Hunt (1965). Before 1960 much of the attention in adapted physical education was on programs for the physically handicapped.

By the mid-1960s increasing attention was being given to the mentally retarded, the emotionally disturbed, and the learning disabled. The Kennedy Foundation drew attention to the mentally retarded by sponsoring a series of workshops throughout the United States, by establishing the Project on Recreation and Fitness for the Mentally Retarded within AAHPER, and other activities. Concern for the emotionally disturbed was stimulated by Temple University's Buttonwood Farms Project sponsored by the National Institute of Mental Health. The writings of Barsch (1965), Frostig and Home (1964), Kephart (1960), and others drew attention to perceptual motor development and the learning disabled pupil.

In 1967 the federal government provided funds for professional preparation, research, and demonstration projects in physical education and recreation for the handicapped. The first funded projects reflected a preference for graduate programs in colleges and universities that had resources to combine physical education, recreation, and special education in their preparation programs. In the 1981 edition of her text, Sherrill points out that since legislation encompassed physical education for the handicapped in special education laws, this period can be generalized as the beginning of the merger of physical education and special education, and thus the beginning of multidisciplinary physical education. Request reprints from Dr. J.P. Winnick, Dept. of Physical Education and Sport, SUNY, CoUege at Brockport, Brockport, NY 14420.

In 1969, 15 colleges and universities were awarded \$20,000 each by the Bureau of Education for the Handicapped (BEH) to develop model professional preparation programs in adapted physical education and/or recreation. The following year the same schools were given continuation funds. By 1971, additional colleges and universities were awarded funds, and by 1984 some 71 grant applications in adapted physical education and therapeutic recreation from 33 states were awarded over \$3.4 million (Bokee, 1984). By 1975, adapted physical educators involved with funded projects included Dan Amheim, Larry Rarick, Jack Keogh, HoUis Fait, Lou Bowers, Ernie Bundschuh, Jim Little, Delores Geddes, Evelyn Davies, Jean Pyfer, Walt Cooper, Leon Johnson, Ray Weiss, Joe Winnick, Leroy Walker, Ernie Lange, Dave Auxter, Cecil Morgan, Claudine Sherrill, Bill Chasey, Joan Moran, Pat Bird, and Lane Goodwin.

One of the concerns in the late 1960s and early 1970s was the funding level for programs by BEH. Although physical education projects were increasing in number, the level of funding relative to other areas of special education was not high. Another concern was to ensure that review panels included physical educators. In the first years of funding, review panels primarily included persons in special education, physical education, and recreation. Panels in the early years included Bob Holland, Lou Bowers, Joe Winnick, Larry Neal, John Nesbitt, Burton Blatt, and Robert Decker. Bobby Palk and Bill Hillman from BEH worked with the panels.

Also in the late 1960s and early 1970s there was considerable debate about the appropriate level of preparation in adapted physical education, that is, graduate versus undergraduate level. Individuals favoring graduate level preparation felt that teachers of handicapped pupils should have successful experience with handicapped children before they embark on careers in adapted physical education. Those advocating preparation at the undergraduate level criticized beginning preparation at the graduate level because they felt an important source of potential teachers would be lost to the field. They also pointed out that graduates of undergraduate programs were actually employed in adapted physical education. These proponents of undergraduate preparation argued that undergraduate programs would result in better preparation because students could select more relevant courses in a 120-semester hour program than in a master's degree program of 30 to 60 hours. In the final analysis, graduate

level preparation predominated because B E H de creed that it was limiting its program assistance money to graduate level programs. Interestingly, there appears to be some renewed interest in undergraduate preparation.

During this time there was also an attempt to move away from developing programs based upon medical pathological categories. More and more programs were developed on the basis of categories relevant to physical education and/or upon generic functions or competencies. Field-based competency programs came into vogue. Roles, competencies, behavioral objectives, functions, and tasks became common terms in our vocabulary.

In cooperation with B E H, A A H P E R in 1973 published guidelines for competency-based professional preparation programs. For the role of specialist in adapted physical education, three functions were identified: assess and evaluate the physical and motor status of individuals with a variety of handicapping conditions; develop (design, plan), implement (conduct), and evaluate diversified programs of physical education for individuals and groups with any of a variety of handicapping conditions; and participate in inter professional situations providing special programs or services for individuals or groups, including coordination of such services for a program. Those involved in these efforts included Dave Auxter, Bamey Anooshian, Dan Amheim, Charles Buell, Robert Carlson, William Chasey, Ernest Davis, Walt Ersing, Hollis Fait, Delores Geddes, Robert Holland, Harold Jack, Leon Johnson, Ellen Kelly, Jack Keogh, Steve Klesius, Cecil Morgan, Richard Schild, Honey Nashman, Claudine Sherrill, Mat Sullivan, Margaret Thompson, Tom Vodola, Ray Weiss, Janet Wessell, Joe Winnick, Pete, and Edna Wooten.

In 1981 an Adapted Physical Education Task Force within A A H P E R D also developed competencies necessary for the adapted physical education specialist (Hurley, 1981). Under these guidelines, the task force presented and grouped 57 competencies within six areas: biological foundations, sociological foundations, psychological foundations, historical-philosophical foundations, assessment and evaluation, and curriculum planning, organization, and implementation. Persons important to the 1981 efforts included Leon Johnson, Lane

Goodwin, G. Robert Roice, Karen DePauw, Ernie Bundschuh, Diane Hurley, John Dunn, Ellen Lubin, Robert Holland, Sue Grosse, and Julian Stein.

With the advent of PL 94-142, mainstreaming and in service education became an important priority in professional preparation. It was believed that regular physical educators had to be prepared for the integration of handicapped pupils, and it became a federal responsibility to do so. As many of us added components dealing with in service in grant programs, others initiated new projects dealing with in-service. Many individuals throughout the United States were also providing in service education without the benefit of federal finding. Eventually it would be the latter of these approaches that would survive since federal funding was soon phased out because it became obvious that federally sponsored programs could never reach the masses of regular educators to a significant extent.

In the 1980s funding is as much a concern as ever. With regard to special education programs, we have to be on the vigil for disproportionate funding decreases. If they occur, we need to study panel membership and other review procedures to ensure that cuts were not made inadvertently or deliberately because of these factors. This is particularly important because we no longer have specifically targeted money for physical education. Federal program assistance must be continued because physician education services have not been met in accord with PL 94-142, and equal opportunity goals relative to intramural and athletic programs have only begun to receive attention.

There is also reason to be concerned about hard money commitment in adapted physical education in colleges and universities. For example, doctoral programs at the University of Connecticut and Berkeley were recently discontinued following separation by adapted physical education professionals. We need to be concerned about staffing new faculty lines with individuals who will assure the offering of quality programs in adapted physical education for many years. We should expect that the program at Texas Woman's University will last a long time because Claudine Sherrill, Jean Pyfer, and Ron French are on "hard money" university lines. With Walt Erasing and Paul Jansma on hard money tenure positions at Ohio State, continued involvement and leadership in adapted physical education there is anticipated and

expected. In this regard, we can enhance employment on hard money positions if we develop individuals from "protected" classes and prepare doctoral level graduates who have a high level of expertise in at least two areas. For example, competency in adapted physical education may be combined with exercise physiology, motor learning, biomechanics, and psychology of sport, special education, and so forth. Such an approach will not only enhance employability but may advance research efforts in the field.

PL 94 -142 and Section 504 continue to have great impact upon professional preparation programs. Because of these laws much more attention is being given to individualized programming, assessment and placement, prescriptive teaching, the roles of physical education and adapted physical education, special sport programs, the relationship of school and out-of-school programs, task and behavioral analysis, and the development of curriculum materials. Because more severely and profoundly affected persons are receiving services, more attention is being given to the preparation of teachers to work with these populations. Because of the ever increasing knowledge in adapted physical education and other forces, more and more states are requiring a credential, endorsement, or certification to teach adapted physical education. Schools preparing specialists have had to keep abreast of these requirements as they have planned programs. Today support appears to be increasing for a nationwide approach to certification and credentialing.

The relationship of adapted physical education and the medical profession is still evolving and needs refinement. We may find it necessary and desirable to end our dependence on the medical profession and assume the leadership in determining non-therapeutic student programs in adapted physical education. Special physical education and sport programs have matured to the extent that they can no longer be planned simply by asking physicians to check off sport and motorist activities in which a person can participate.

In 1983 the American Academy of Orthopedic Surgeons invited recreation leaders and physical educators to Winter Park, Colorado, to seek advice regarding appropriate physical activity for handicapped pupils. By inviting recreation leaders and physical educators to help them become better informed, the orthopedic surgeons were implicitly recognizing the needs for

multidisciplinary cooperation. One of the interesting outcomes of this meeting was the reality that long-term exemption from physical activity is seldom justified, and only rarely may a youngster not participate in a particular sport or activity if it is appropriately modified. Yet many "able-bodied" youngsters are excused from physical education throughout the United States.

The ability to participate in a physical activity depends on the parents, the youngster, knowledge of the demands of an activity, and upon medical considerations. This is why the decision about participation should be made by a committee involving the parent, physical educator, physician, and youngster (if appropriate). Our preparation programs must prepare graduates for their role in these efforts.

Future literature must help us design curricular approaches that integrate developmental and community-based models which give care and attention to each model at every developmental level of the pupil. We need to help public school teachers and administrators with management and organizational problems they encounter in providing adapted physical education programs along the mainstreaming continuum. If physical educators fail to implement programs in adapted physical education in the local school, there will be no need for professional preparation programs.

There is little doubt that we can and should be proud of our progress. Professional development has advanced greatly in the past 20 years, and there are several excellent professional preparation programs throughout the United States. We are receiving some federal assistance to finance programs. We are graduating teachers who are getting positions in which they teach adapted physical education and, because of their positive efforts, there is a demand for additional qualified persons like them. More and more handicapped pupils are receiving physical education in mainstreamed settings, and there are more sport programs today than ever before.

Through our programs an impressive list of graduates is prepared for the next decades' development. Short, Tymeson, Kelly, DePape, Porretta, Chalmers, Curtis-Pierce, Knowles, McQuillan, Rimmer, Rich, Looovis, Craft, Horvat, Cowden, Ryan, B runt, DePauw, Karper, McClenaghan, Gavron, Jackson, Webster, Beuter, Dummer, Aufsesser, Kaylor-Krebs, Rizzo,

DiRocco, Hall, Davis, Ulrich, Huber, Lavay, and Surburg are some of the names associated with our doctoral programs and/or from whom we can expect leadership. These people are the keys to the future of adapted physical education. With a list like this we can be confident that we did many things right, and we can take pride in that. Our future is in good hands.

❖ **Adapted Physical Education in Ethiopia**

Persons with disabilities (PWD) in most developing countries have been deprived from education because of reasons and factors. This study gives attention to Ethiopian higher education institutions in particular of less attention to persons with disabilities in physical education curriculum (PEC). Though, the main intent of this study is to identify challenges and the opportunities that hinder to facilitate the need of individuals with special need in PE program in comparison with other students. PE program becomes incomplete on its objectives and benefits to students with disabilities at higher institutions to be advantageous from the PEC. There are gaps between the need of students with disabilities and the curriculum designed for physical education. This research come up with findings to the challenges of students with disabilities are not participant in PEC due to less attitudes, lack of professionals, facilities, and resources in the institutions. The investigated discussions are designing a adapted physical education curriculum, drawing models and strategies based on the type and level of impairments.

2.2 Theoretical Perspective of Attitudes

Briefly defined attitudes are our affinities and aversions to specific people, groups, objects, ideas, or situations. They are our likes and dislikes, our feelings for and against. As noted by Wortman & Loffus (1985), the definition stresses the evaluative side of attitudes, which most psychologists would say, is of central importance. Besides the evaluative aspect of attitudes, this definition points to three other attributes. First, an attitude is learned, not innate. Second, it persists for a relatively long time. And third, it motivates us to act, helping to shape and direct our behavior.

An attitude is an enduring set of beliefs charged with emotion that predisposes a person to a certain kinds of behaviors (S Herrill, 1993). The most common approach among social

psychologists to defining attitudes stresses their evaluative aspects. For example Feldman (1985), calls an attitude "A learned predisposition to respond in a consistently favorable or Unfavorable manner with respect to a given object" (p.121).

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

2.2.1 Teachers Attitude toward Students with Disabilities in PE

Teacher attitudes toward students with disabilities are shaped by a tendency to want to help this particular population. Hodge et al. (2009a), for example, when studying beliefs of general health and physical education teachers cross-culturally, found that "most teachers were intrinsically motivated to teach students with disabilities" (p. 410). A similar study by Hodge et al. (2004) found "the attitudes of teachers in our study were mostly favorable toward inclusion and teaching students with disabilities in their GPE classes" (p. 411). However, despite these facts, questions of fairness remain. Butler (2005) found that "many teachers ultimately teach how they were taught, and remain unaffected by the four years of teacher education they received" (p. 226). Further, Smith and Green (2004), stated that teachers tend "to feel more comfortable with and, consequently, to replicate the kinds of PE that they themselves had experienced" (p. 598).

Unfortunately, the tendency among health and physical education teachers to replicate a certain kind of general health and physical education program that has in the past failed to provide an inclusive classroom, ensure that students with disabilities continue to be disadvantaged. In addition, while teachers were motivated to teach students with disabilities in their classes, many felt limited by what they could do.

Central to this limitation was the idea of control. Teachers felt restricted by how little control they had over things such as their ability to individualize instruction (Hodge, et al., 2009a). This is unfortunate for students with disabilities, as "given adequate control over such teaching behaviors, teachers are likely to carry out their intentions to teach students with disabilities who are included in their classes" (p. 413). A lack of control can lead to uncertainty and frustration for some teachers. According to Morley, Bailey, Tan & Cooke (2005), teacher perceptions of

their control over how to instruct students with disabilities directly impacts upon how challenging they perceive inclusion to be. Further, the research shows that despite certain barriers, teachers viewed inclusion as a progressive process where using more planning time for example, could give them the increased sense of control they required for more positive attitudes toward inclusion.

Unfortunately, teacher attitudes toward inclusion remain inconsistent at best and at worst, are often negative (Block & Obrusnikova, 2007). Much of this inconsistency and negativity comes from a documented lack of preparation on the part of the physical educators themselves (Ammah & Hodge, 2005; Block & Obrusnikova, 2007; Hodge, 1998; Hodge et al., 2009a; Folsom-Meek & Rizzo, 2002; Papadopoulou et al., 2004; Rizzo & Kirkendall, 1995; Sato et al., 2007; Smith & Green, 2004; Vickerman & Coates, 2009). Further, health and physical education teachers, “regardless of how effective or experienced they might be, were inadequately prepared to cope with the challenges of inclusion, and they understood and felt that lack of preparation” (LaMaster et al., 1998, p. 78). Unfortunately, how prepared teachers are for working with students with disabilities is one of the variables most strongly related to their attitudes (Rizzo & Kirkendall, 1995).

The inadequacy of teacher education programs (Welch, 1996) then, may be what is driving these negative attitudes. Hardin (2005) discovered that health and physical education teachers “take few adapted courses and have little practical experience working with students with disabilities” (p.44). It appears that the lack of teacher preparation stemming from ineffective teacher education programs may play a significant role in these negative teacher attitudes.

Teachers' perceived competence for working with students with disabilities is another variable strongly related to attitude (Rizzo & Kirkendall, 1995) as was age and past experiences of the teacher. These authors studied what affects the attitudes of future health and physical education teachers toward students with mild disabilities and found “experience with individuals with disabilities had a significant and positive correlation with perceived competence” (p. 213). Past experiences also led to more favourable attitudes toward inclusion (Hodge, 1998). Of significance, Rizzo and Vispoel (1991) found that younger teachers typically had more

favorable attitudes toward individuals with disabilities than older teachers. Therefore, younger teachers, favorable past experiences as well as teachers that have more experience teaching students with disabilities can lead to overall positive attitudes for teachers. Yet, despite these facts, other factors can affect experienced teacher attitudes in a negative way.

The teachers themselves feel that the lack of time, equipment and resources, daily demands and larger class sizes take away from the individualized instruction that a student with disabilities requires to be successful in a general health and physical education classroom (Ammah & Hodge, 2005; Hodge et al., 2004; Hodge et al., 2009a; LaMaster et al., 1998; Leinert et al., 2001; Sato et al., 2007). In Hodge et al. (2009a) teachers expressed specific concerns about large classes and small instructional space that they perceived as affecting their ability to teach students with disabilities effectively. In a cross-cultural study involving teachers from both Germany and the United States of America, Leinert et al., (2001) found that teachers from both countries worried about the daily demands placed on them regarding inclusion and whether or not they had the abilities to meet those demands. American teachers in this study had “little support in meeting the challenges of integration” (p. 14). They also felt they had little opportunity to foster relationships with other teachers and often felt alone with a large class. Similarly, LaMaster et al., (1998) noted the difficulties related to resources for students who have been fully included. Unfortunately, most of the teachers identified a lack of these resources even being in good schools.

Students with more severe disabilities also have an effect on teacher attitudes (Block & Obrusnikova, 2007; Hodge et al., 2004; Sato et al., 2007; LaMaster et al., 1998; Lienert et al., 2001). Brown and Evans (2004) noted that “PE teachers are implicitly recruiting potential PE teachers and athletes “in their own image” (p.64) and, according to LaMaster et al. (1998), the success in general health and physical education for students with disabilities can vary according to the type of disability they have. More recently, Ammah & Hodge (2005) studied two health and physical education teachers who taught students with mild to severe disabilities in their classes. These teachers noticed that other students engaged in name calling toward students with severe disabilities and the students with severe disabilities placed a greater

demand on teacher instruction. Hodge et al. (2004) found similar results when interviewing health and physical education teachers.

2.2.2 Students Attitude towards Disabled Students in PE

However, they stated factors such as shortage of sports facilities, shortage of financial resources, lack of time and interest are the most important barriers to participate in physical activities [37]. Aghamollaei et al. (2008) in a review of efficacy, benefits and perceived barriers to regular physical activity among students of Hormozgan university of Medical Sciences, found that from 249 one just 66 ones or 5.26 percent had regular physical activity [2].

Figley (1985) after two decades research, was interested in this aspect, especially which previous physical education experiences lead to positive or negative attitudes toward physical education courses. Using of important events, 100 students were asked to recall the experiences of their physical education courses, and provide a list of the aspects that lead to positive and negative attitudes towards some of these courses. Results showed that the behavior of teachers, curriculum content and classroom climate were the three major factors affect students in positive and trends [13]. According to many researchers, such as Chase (2000), Iverson et al. (1985), Sallis (1987), and Sallis and McKenzie (1990), due to the high percentage of students enrolled in PE classes, this program has been recognized as the ideal environment to promote physical health [21, 38, 40]. However, according to U.S. DHHS, daily attendance of students in physical education classes has dropped from 42 to 25 percent from 1991 to 1995 (67). This question is raised again due to the reluctance of students enrolled in physical education classes.

Perhaps one of the causes is the decline of students' attitude towards physical activity. Carlson (1994) reported that factors influencing the development of student attitudes have been the cultural (gender, sexual and psychological differentiation pattern of athletes), social (family, media, sports and physical education business, skill level and perception of fitness level of himself and peers and school (Teachers) [23]. Other researchers, such as Luke and Sinclair (1991) understood that teachers have the greatest impact from the various factors influencing positive or negative attitude toward physical education lessons [38]. According to some studies of Carlson, 1994 and Rice, 1988, those students generally enjoy physical education classes,

they have a positive attitude toward physical education and they select physical education teachers as the desired behavioral patterns [8, 35]. Other scholars such as Simon - Morton et al., (1987) and Tannehill et al. (1994), found that the most positive experiences of students with physical education classes, are linked with a variety of activities, winning, success, good performance, teamwork and activities involving joy and happiness [45, 2]. According to Rice (1988) the most interest in physical education programs has been playing group games and the lowest appeal one was the theory of classes [35]. Silverman and Subramaniam (1999) Found that most students tend to participate in activities that are of greatest pleasure [44].

Carlson (1994) and Portman (1995) in their studies concluded that students hated physical education courses have been resentment of participation in physical activity in their daily life [8]. According to Simon - Morton et al. (1987) people do not exercise or do not participate in physical activity, because they did not have any positive experiences from physical exercises in adolescence [45].

Gillam (1986) found more than 90 percent of students believed that physical education was associated with their future life and for subsequent periods of useful life and the lessons of physical education in school curricula is mandatory [16]. The results of Reichler (1998) showed that physical activity not only improve physical function, but also is effective for people with emotional health, she believes that the benefits of physical activity programs should be taught to the students in physical education curriculum [34]. Elsewhere Mowatt et al. (1988) reported that beliefs of students about the importance of physical activity in physical education courses will be stronger if its dimensions are described in a purely theoretical discussion by the teachers [29].

2.3 Components of Attitude

Specifically, attitudes are assumed to have three major components known as a cognitive (thought) component, an affective (feeling) component, and a behavioral (action) component.

- **Affective component**

The affective component encompasses the direction and intensity of an individual evaluation or the kind of emotion experienced toward the object of the attitude.

- **Cognitive component**

The cognitive component refers to a person's system of beliefs about the attitude object.

- **Behavioral component**

Finally, the behavioral component is a predisposition to act in a certain manner toward the attitude object (Feldman, 1985).

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

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

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

An attitude expresses strength of interest in following out a particular course of action. For example, individuals differ in their strength of interest in the areas such as home, recreation, occupation, religion, politics, relationships to others and to one-self. With regard to exercises, there are conceptual factors that are also highly debatable. Dunn and Fiats' study (1989),

indicate that although attitudes can predict a person's initial involvement and the type of exercise selected, the fact that a person views exercise as a positive experience or is attracted to physical activities does not ensure he or she will stay with an exercise program. Secondly, beliefs that a person holds about the health consequences of exercises varies from one person to another as a result of which attitudes about exercise have not helped predict long-term benefit. Beyond the person's compatibility with the social aspects of an exercise program, it is likely that some people are better able to adapt the exercise demands because they are simply more self-motivated to exercise. They may be better able to reinforce themselves for their own behavior and are perhaps less sensitive to, or less dependent on situational influence. On the other hand, attitudes are treated by Sherrill (1993), as involving feelings about people, especially people who are different, and how they should be treated and / or educated.

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

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

2.4 Challenges to Inclusion of Students with Disabilities in Academic Studies

Despite changes in many Western countries' legislation and the development of programs for students with disabilities, in recognition of the importance of higher education for individuals, families, and society at large, low enrollment and high first-year dropout have been found (Dutta et al., 2009; Mofu & Wilson, 2004). Low enrollment and high dropout can be understood as the result of inadequate accessibility of higher education institutions, lack of

support, adverse social attitudes and social isolation, as well as low financial capacity (Foreman et al., 2001; Jung, 2003; Johnson, 2006; McKenzie & Schweitzer, 2001; Mpfu & Wilson, 2004).

Among the supporting factors, studies have shown the importance of faculty's attitudes toward students with disabilities, their awareness of these students' needs, and their knowledge of the reasonable accommodations available. These attitudes influence success or failure of students with disabilities, and affect inclusion in higher education (Rao, 2004). Negative attitudes of faculty and administrative staff may prevent students, especially students with invisible disabilities, from disclosing their disabilities and from requesting accommodations they are entitled to (Jung, 2003; Johnson, 2006). In a survey, 50% of students with disabilities indicated that faculty members understood their needs, but only 25% of faculty members were willing to change the material covered in their courses to suit these students' learning needs. Most (82%) of the students indicated that faculty members needed to learn more about disabilities (Barazandeh, 2005; Kraska, 2003).

In regard to academic achievements, studies have shown conflicting results. Some found the average grades among students with disabilities significantly lower, the percentage of course drop-out and failures in courses higher, and the study period (number of semesters) longer, than those of students without disability (Foreman, Dempsey, Robinson & Manning, 2001). Students with disabilities reported a subjective feeling that they were not succeeding like other students, as well as difficulty in coping with the required investment during the study period (Foreman et al., 2001; McKenzie & Schweitzer, 2001), and a sense of social isolation (Shevlin, Kenny & McNeela, 2004). Other studies, however, found no difference between students with and without disabilities in average grades (Horn & Berkold, 1999). Several studies found average grades of the former higher than those of the latter (Willett, 2002; Jorgensen et al., 2005).

The importance of higher education in providing students with disabilities decent employment opportunities and social status is well documented. At a time of legislative endorsement of access to higher education, and of changes in attitudes resulting from the struggle for equal rights for people with disabilities, it is crucial to broaden knowledge and understanding of the

broad perspective of achievements and experiences of this group of students in higher education, and to compare them with those of students without disabilities. The aim of this study is precisely that, to examine the broad perspective of achievements and experiences of students with disabilities in higher education and to compare it to those of students without disabilities.

The major outcome measures chosen for comparison were academic performance, participation in student experiences, and self-evaluation of personal gains and achievements, and students' satisfaction with their experiences throughout their studies. Respondents' personal characteristics, as well as their disability characteristics, were examined to evaluate their effect on the outcome measures. The research questions compared students with and without disabilities, and students with various disabilities (physical, sensory, and psychiatric) among themselves, on the outcome measures.

❖ **Challenges in Implementing Physical Education**

Ironically, at a time when nations are becoming more and more aware of the importance of healthy living and lifelong activity, Physical Education finds itself struggling to exist as a priority subject matter in the educational system of both the developing and developed countries.

To add to its struggle, Physical Education needs to also cope with a number of other challenges, which include general attitudes, discipline, class sizes and resources, as well as a reduction in allocated times and level of support. To be seen as a frill and not a priority, stigmatises the existence of Physical Education as relevant and priority subject matter. As a consequence, disinterested learners treat Physical Education with scant respect. Possibly, they see it as a want and not a need, and therefore they attend their Physical Education sessions in an inappropriate manner. This type of attitude impacts negatively on the rest of the learners in the class, which ultimately results in eventual discipline problems, manifest in issues like deviant behavior. For example, certain learners deliberately come late for their Physical Education sessions. Some learners even adopt a disruptive attitude, while others see these sessions as unimportant. These offenders feel that they can do what they please and ignore the position and mandate of the Physical Educator. This is further compounded by the lack of

resources, class sizes and limited time available for Physical Education sessions. It is important to note that the issues highlighted in this paragraph are international phenomena (International Council of Sport Science and Physical Education, 2001 :32-33). 15 One of the biggest challenges in South Africa is the type of support and lack of vision shown by the state. The Department of Education's apparent lack of foresight with regard to the optimal utilization of Physical Education and the priority status that it deserves, is demotivating, especially to those that recognize the potential of Physical Education holding its own as a learning area. Finally, the summary of findings of the survey that was completed by Hardman and Marshall states that there is widespread skepticism and pessimism regarding the future of Physical Education. The situation seems bleak. Physical Education may cease to exist in schools in the near future (International Council of Sport Science and Physical Education, 2001:32).

2.5 Inclusion

The significant shift to place all students with disabilities in the regular classroom, a practice known as inclusion, has become a key feature within education. The concept of inclusion has its roots in special education, where the separation of those with disabilities was debated as a failure to meet basic human rights (United Nations Educational, Scientific and Cultural Organization, 2005). It is from these roots that the concept of mainstreaming first began, but when it was discovered that it failed to change the organizational structure of the schools, inclusion was created (United Nations Educational, Scientific and Cultural Organization, 2005). Papadopoulou, et al. (2004) noted that in recent years, "the idea of inclusion has become the most important topic in the field of special education" (p. 104). The growing enthusiasm among educators for inclusion has been fuelled by the belief that "a separate education is not an equal education" (Winnick, 2005, p. 12). In defining inclusion, Rizzo, Davis and Toussaint (1994) highlighted how education by separation of students with disabilities is not an equal education. Separating students with disabilities in general health and physical education classes, will deny them the opportunity to compete with their peers or recognize their ability to contribute to a team (Kozub & Porretta, 1996). It is for these reasons that Rizzo, Davis and Toussaint (1994) argued that students with disabilities should be educated with their nondisabled peers in regular classes. In addition, Kozub and Porretta (1996) argued that "opportunities to develop leadership capabilities, teamwork, and work ethics need to be given

to persons with disabilities through interaction in athletic programs” (p. 20). These opportunities can aid in the overall well-being of students with disabilities as well as the success of inclusion within general health and physical education.

Inclusion in general physical education is difficult to implement, in part, because many secondary school educators do not feel adequately prepared to teach students with disabilities (Block, 1999; Block & Obrušnikova, 2007). Lienert, Sherrill and Myers (2001) found that in general, "teachers reported much uncertainty about day-to-day demands and worry about their competence to meet these demands" (p. 13). Also, many health and physical education teachers feel that teaching students with disabilities is not their job (Block, 1999). Also, health and physical education teachers often do not ask the right questions related to the topic of inclusion (Rizzo & Laway, 2000). This lack of preparation could be attributed to the fact that many people saw inclusion as morally right, but “the problem was, no one was studying specific techniques, staffing models, and training protocols needed to make inclusion work more effectively” (Block, 1999, p. 32). Unfortunately, while the overall concept of inclusion may be morally just, without proper implementation it may be doing more harm than good for students with disabilities.

✘ **Changing Students’ and Teachers’ Attitudes towards Disability and Inclusion**

The study illustrated the value of combining information-based instruction with structured fieldwork experiences in changing attitudes towards disability and inclusion. It also demonstrated that raising awareness of one disability may lead to changes in attitudes towards disability in general.

Influenced by Australian and international anti-discrimination legislation (e.g., Commonwealth of Australia, 1992; US Congress, 1997), Australian national and state educational authorities now advocate for the inclusion of students with special needs within regular classrooms. Such advocacy alone, however, cannot ensure that the policy is favorably accepted by those most responsible for its effective implementation, namely, classroom teachers. It has long been accepted that teachers’ attitudes and expectations impact upon their students’ educational outcomes (Good & Brophy, 1997), and this is of particular concern where teachers

hold less than positive attitudes towards individuals with a disability or the educational policy of inclusion (see, for example, Buell, Hallam, Gamel-McCormick & Scheer, 1999; Forlin, Douglas & Hattie, 1996; Murphy, 1996).

Teachers' attitudes are additionally influenced by the level of disability they are asked to accommodate within their classroom. Center and Ward (1987) found that while the majority of teachers expressed a generalized agreement with the policy of inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms, they were only willing to accept the inclusion of students with mild physical disabilities. They were reluctant to include students with more severe physical disabilities, or students with intellectual disabilities. Such results, indicating that teacher support for inclusion varied with the severity of the disability, have been consistently reported in research studies in the United States (Rainforth, 2000; Scruggs & Mastropieri, 1996), and have been replicated by Forlin et al. (1996) with educators in Western Australia.

These attitudes to inclusion appear to have important correlates with actual classroom practice, although the direction of causality is not clear. Buell et al. (1999) reported a positive relationship between teachers' attitudes towards inclusion and their belief that they could influence the educational outcomes of students with special needs. Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. In all areas assessed, general classroom teachers rated their self-efficacy, ability, and understanding, in relation to inclusive practice, to be lower than did special education teachers, and expressed a greater need for related in-service training and increased support and resources. Similarly, Bender et al. (1995) found that teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with learning disabilities. No relationship was found between attitudes towards inclusion and teachers' perceptions of their own efficacy in the general classroom. There are teachers with high self-efficacy who are not favorably disposed to inclusive practice. This emphasizes the need to intervene to change teachers' attitudes to inclusion and their willingness to use associated effective instructional strategies. While teachers' attitudes

towards inclusion are clearly influential in the effective implementation of inclusive policy within the classroom, a related body of research has investigated teachers' attitudes towards disability per se, since these may affect teachers' attitudes towards inclusion, and the effectiveness of their inclusive practices. Several important research studies in Australia have used the Interaction with Disabled Persons Scale (IDP) (Gething & Wheeler, 1992) in order to investigate attitudes towards disability of various professionals including preservice teachers (see, for example, Forlin, Tait, Carroll & Jobling, 1999b; Tait & Purdie, 2000). The research literature on teachers' attitudes towards disability suggests that negative attitudes 'lead to low expectations of a person with a disability' (Forlin et al., 1999b, p. 209) which in turn could lead to reduced learning opportunities, beginning a cycle of impaired performance and further lowered expectations, both by the teacher and the child. Consequently, Tait and Purdie (2000) argued the importance of preservice teachers developing positive attitudes towards disability early in their professional development.

With this objective in mind, a number of studies have examined ways of promoting more positive attitudes in preservice teachers. There is general agreement that traditional university information-based courses, designed to prepare teachers to work with children with special needs, while increasing knowledge, have little impact on attitudes towards disability (Forlin et al., 1999b; Hastings, Hewes, Lock & Witting, 1996; Tait & Purdie, 2000). Nor does direct contact with people with disabilities necessarily lead to favourable changes in attitude (Rees, Spreen & Harnadek, 1991), although in general, level of contact has emerged as a significant factor in determining positive attitudes towards disability (Forlin, Fogarty & Carroll, 1999a; Gregory, 1997; Hastings et al., 1996). Several studies have indicated that the most effective way of altering attitudes in a favorable direction is to combine formal instruction either with structured and direct contact with people with disabilities (Ford, Pugach & Otis-Wilborn, 2001; Mayhew, 1994; Rees et al., 1991; Westwood, 1984), or with some other simulation or role playing activities that provide for more experiential learning (Forlin et al., 1999b; Pernice & Lys, 1996).

The present study was designed to explore additional methods by which student teachers' attitudes towards disability and inclusive educational practice could be favorably modified

through university programmed which combine formal instruction with experiential learning activities. In particular, it investigated whether requiring students to explore one area of disability in some depth, through study and associated fieldwork activities, would lead not only to changes in knowledge about that particular disability, and more favorable attitudes towards inclusive educational practices for such children, but also to changes in student teachers' attitudes towards disability in general. To explore this question, Down syndrome was chosen as the disability for focus because previous research (Wishart & Manning, 1996) has demonstrated that student teachers hold a number of misconceptions about this disorder and its developmental consequences.

2.6 Roles and Responsibilities of Adapted Physical Education Teachers

➤ Achievement-Based Programs

Write and/or utilize adapted physical education information to design individualized physical education programs, Develop appropriate adapted physical education IEP goals and objectives and monitor progress, Provide instruction that will assist students in maintaining a healthy lifestyle in the community and as they transition from school to post secondary placements.

➤ High Quality Instruction

Implement effective classroom and behavior management strategies, Provide age-appropriate meaningful physical activity, Be able to evaluate/assess performance and in physical education to determine strengths and needs of each student.

- Certified Qualified PE/APE Teachers –Individual State/local requirements for Adapted Physical Education teachers or “qualified” teachers to teach Adapted Physical Education
- Post Bachelor's work in Adapted Physical Education or Certified Adapted Physical Educator

➤ Leadership and Advocacy

Promote a positive attitude regarding all students in the gymnasium Have an awareness of IDEA and other federal, state and local laws and policies. (in Maryland Fitness and Athletics Equity Act), Collaborate with other professionals –related services (PT, OT, Speech, Vision, Special Educators).

- Be an active participant in the IEP team process.
- Stay current –professional organizations state and national wide and professional journals

2.7 Benefits of adapted physical education

When Public Law 94-142 (The Education for All Handicapped Children Act) was passed in 1975, the state of special education was vastly different from what it is today... The original four Purposes of P.L.-142 included

- ✘ To assure that all students with disabilities have available to them...a free and appropriate public education which emphasizes special education related services designed to meet their unique needs
- ✘ To assure that the rights of students with disabilities and their parents...are protected.
- ✘ To assist States and localities to provide for the education of all children with disabilities
- ✘ To assess and assure the effectiveness of efforts to educate all students with disabilities. (Smith, 2005, p. 314).

To implement these new requirements schools began mainstreaming students into the regular classroom. The identified student was placed into the general education classroom without much support from the special education teacher, and usually separated from their friends, who they were used to spending the entire day with in a self contained class room. Mainstreaming students with special needs into regular education classrooms is not easy. With the implementation of Public Law 94-142, Least Restrictive Environment (LRE) is provided to assure that, to the maximum extent possible, handicapped students in public or private institutions or other care facilities are educated with students who are not handicapped, and that special classes, separate schooling, or other removal of handicapped students from the regular educational environment occurs only when the nature of severity or the handicap is such that the education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily(Bloom, & Garfunkel, 1981, p. 383).

Mainstreaming can be defined as “dumping vulnerable students in already overcrowded classes without any of the supports services necessary to make such a policy work” (Zigler &

Muenchow, 1979, p. 993) . It was finally decided that mainstreamed students could be better served if an intervention specialist was available to help the student with daily tasks. This keeps the mainstreamed student in the regular education classroom. Mainstreaming has evolved into inclusion, the new trend in education. Students' at all academic levels can benefit from the social interaction available in a public school. Interpretation of inclusion is broad. The entire school must be on board for inclusion of students with disabilities to work effectively.

Inclusion means everyone belongs in a school that is a "community" of learners. A positive learning environment invites all students to participate in meaningful learning that offers a variety of opportunities for personal successes. Attention to the social environment is important to the success of inclusion. Teachers must closely monitor the social environment to protect all students from ridicule, exclusion or discrimination.(Tripp, Piletic, & Babcock, 2004, p. 7).When practicing inclusion, the most important thing a teacher can do is keep an eye on what is going on in his/her class. An effective teacher must be able to manage student interactions and behaviors in his/her class room, especially in an environment such as a gymnasium. The teacher must make sure that no student is singled out for any form of abuse or maltreatment. Abuse can range from physical confrontations to verbal comments made directly or indirectly to the student.

Inclusive education helps us work toward creating a society where all people are valued... Students with disabilities are afforded an appropriate education in the least restrictive environment, the general education class. In the true sense of inclusive education it needs to be clear that all students are welcomed, appreciated, and valued members of the classroom no matter what their differences may be. A sense of community must become an integral component of a classroom if all students are to learn the value of each individual and achieve their highest potential (Bond & Castagnera, 2003, p. 228).

Students must feel comfortable in their daily school setting. Sometimes the school environment is better than their home environment. Students may need help with several tasks throughout the day that most people take for granted. When students graduate from high school, and become an independent individual in today's society, he/she may still need help. Many

different programs are available for people who need help to survive. These programs can involve local communities, such as church organizations and food pantries or state and federal financial assistance. Many students with disabilities may need help and support throughout their entire lives, as is true of any individual. One of the ways educators can create a cooperative environment is to establish classroom norms that are based on the assumption that all people need help, not just students with disabilities.”(Bond & Castagnera, 2003, p. 228).

The atmosphere in a class implementing inclusion is an open environment. Many times the intervention specialist, (special education teacher) will take the identified students out of the classroom to take tests or complete work. Intervention specialist is the most recent title used to identify special education teacher’s roles and for state licensing titles. The rest of the students in the class have become accustomed to the fact that some students need help that cannot be provided in the classroom. In some situations the intervention specialist is in the classroom with the regular education teacher. For assignments that require the use of academic skills which may be identified on the student’s IEP, the intervention specialist may take the student or students out of the classroom to provide one-on-one instruction. “Young people consider it right and natural for students with learning and behavioral difficulties, although they are sometimes curious about the comings and goings of those students who leave the classroom during the day to attend resource rooms.” (Miller, 2008, p. 3)

Identified students are placed into general education classes with an Individualized Education Program (IEP). “An IEP is defined in the legislation as a written statement for each student with a disability” (20 U.S.C. & 614(d) (1) (A) (i)). The IEP must be developed, reviewed, and revised according to Section 614 of the legislation (Council of Parent Attorneys and Advocates, 2004)” (Gartin & Murdick, 2005, p., 327).

The success of teaching students with disabilities has a lot to do with the personality of the general education teacher in the classroom. It helps if the teacher is a positive, upbeat person. Fejgin, Talmor, and Erlich (2005) report that successful inclusion depends on teachers’ positive attitudes (Guralnick, 1982; Hanline, 1985; Odom & McEvoy, 1990; Samuel et al., 1991), and professional support by the school principal and special education experts (Margalit, 2000;

Snyder, 1999). “Most PE teachers and experts support inclusion (Block, 1994; Block & Vogler; 1994; Craft, 1994; Kozub et al., 1999) and express positive attitudes toward inclusion (Heikinaro-Johanson & Sherrill, 1994; Rizzo & Vispoel, 1991).

PE teachers need to determine who the students that are identified for special education services. They need to locate each student’s IEP and take the time to read it that will provide the teachers with information they can use to help relate to the student, and become aware of any goals related to physical education. “It is through the IEP that a school district ensures that students with disabilities are provided the free, appropriate public education in the least restrictive environment that federal law requires” (Armenta & Beckers, 2006, p. 22).

Physical education teachers especially need to be aware of the changes in the special education field. Physical education teachers can benefit from attending workshops, and conferences available to them. Workshops can provide the teacher with the most current ideas in their field (Hodge & Akuffo, 2007).

Many students receiving special education services are diagnosed with a specific type of learning disability (LD). Although the learning disability may only cover academic classes as written the IEP, students may also need extra attention in physical education class, because oftentimes, they do not want to participate. They associate themselves with their peers with disabilities and may still feel as though they must stay inside their buffer zone, separated from the rest of the class. This lack of social interaction at a young age can limit their relationships with the rest of the student body. Wiener and colleagues (2002; 2005) found that children in their studies “had fewer corroborated/reciprocated friends. Lower quality of friendship, lower social acceptance, lower academic self-concept, poorer social skills, and higher levels of loneliness, depression, and problem behaviors than children without LD” (p. 27).

Since Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 (the most recent reauthorization of Public Law 94-142: the Education for the Handicapped Children Act), continues to emphasize placing students with disabilities into general education settings (Block & O’Brusnikova, 2007, p. 103). Recently the area of Least Restrictive

Environment was addressed. Least Restrictive Environment means that the identified student is placed in as many classes as possible. This placement is made with full support from qualified special education faculty members “Qualified personnel” means personnel who have means SEA-approved or SEA-recognized certification, licensing, or other comparable requirements that apply to the area in which the individuals are providing special education or related services” (Ohio Department of Education, <http://www.ode.state.oh.us>).

The student’s placement and needs are written into the student’s IEP. “With the implementation of the mainstreaming or LRE concept, the greatest percentage of students with disabilities first began this exodus into ancillary subjects such as physical education, music, and art. It is assumed that in a full inclusion environment all students are provided physical education with the appropriate support within a regular environment.”(Greenwood & French, 2000).

According to Gallahue and Ozmun, as reported in Etzel-Wise and Mears (2004), “The goal of physical education is to prepare individuals for a lifetime of physical activity. Achievement of this goal begins before birth with reflexive movements that both were survival purposes and prepare us for controlled movement” (p. 225). In an environment such as a PE class, where movement is a requirement, it can be very difficult for the regular physical education teacher to meet the needs of all of the students. Goodwin, LaMaster, Gall, Kinchen, and Siedentop state “when inclusion is haphazardly run, students are “dumped into GPE without appropriate support services. And when GPE teachers are not adequately prepared, inclusion can become a negative experience for students with and without disabilities” (as cited in Obrusnikova, Valkova, & Block, 2003, p. 231).

Along with the placement of the students with disabilities in his/her class, the student may have an IEP which legally requires the teacher to fulfill the requirements of the IEP. “Federal law stipulates that each student with a disability requiring adaptations in physical education must have an IEP with specific goals for physical education (PEIEP).” (Cantu & Buswell, 2003, p. 60). According to Etzel-Wise, and Mears, physical activity and working on gross and fine motor skills are both a major emphasis in physical education. An adapted physical education

class can give the instructor the time and opportunity to implement IEP goals written for individual students. All students need to be actively involved in what the class is doing. Just having a student enrolled in the class is not enough. Students know whether or not they are contributing to the class, and each student must feel a sense of accomplishment. When the needs of the students are not met, it can cause the student to have a bad day. "A bad day in physical education was characterized as one in which the participants were rejected, neglected, or seen as objects of curiosity by their classmates." (Goodwin & Watkinson, 2000, p. 151).

The acceptance of students with special needs in the physical education class is often directly related to their athletic ability or willingness to work hard to help the team win. Students with special needs have been placed in physical education classes for since the implementation of PL 94-142, when the practice was called mainstreaming. As mentioned earlier, in the practice of mainstreaming, physical education class was the only time during the day, with the exception of lunch, that the student with special needs spent time outside the self-contained room. With the implementation of least restrictive environment, many schools are required to adapt to full inclusion policies. "Inclusion, in principle at least, has been the process involved in making mainstream schools accessible to young disabled people in terms of curriculum and teaching, organization, management, the physical environment, ethos and culture" (Swain & Cook, 2001, p. 186).

The social pecking order that develops in the physical education class has usually already been established through prior interaction. By the time the student has entered the gymnasium awaiting the start of physical education class in his or her mind he/she has already started thinking about his/her place in the physical education class. If the child had grown up in the school system, and spent his/her entire life around the same group of people, his/her spot in the social order of the class has already been established.

This study was conducted to see if a pull out adapted physical education was beneficial for students with special needs. It was designed to answer the question will increasing a students' skill level encourage his/her to actively participate, and increase socialization in a regular physical education class.

CHAPTER- THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research design and methods which help to study presented in the following ways:-

3.1 Research Design

The research descriptive methods should be exact to make an appropriate description and analysis of teachers and students attitude towards the inclusion of students with disabilities in the participation of physical education and sport in regular students.

3.2 The Study of Population

Generally, the study of population was focused in Oromias Western Wollega, Ghimbi zone on some selected high schools. These schools were Ghimbi secondary school and Biftu Ghimbi secondary school. In Ghimbi secondary school there were 84 teachers(males numbers 71 and females numbers 13) , 3220 students(male numbers 1561 and female numbers 1659) and in Biftu Ghimbi secondary school there were 36 teachers(males numbers 30 and female numbers 6) , 1508 students(male numbers 767 and female numbers 731) . Totally in two high schools 120 teachers (male numbers 101and female numbers 19) and 4728 students (male numbers 2328 and female numbers 2390) were found.

3.3 Sample Selection

The research data obtained from two selected high schools in Ghimbi secondary and Biftu Ghimbi secondary as sample selected. The population for this study consists of two groups. This included regular school teachers and students from regular schools. From Ghimbi secondary school 30(male numbers 20 and female numbers 10) teachers and 35(male numbers 20 and female numbers 15) students were selected. And also from Biftu Ghimbi secondary schools 25(male numbers 15 and female numbers 10) teachers and 35(male numbers 20 and 15 female numbers) were selected for sample of the study by stratified random sampling methods. And also from both secondary schools 4 physical education teachers (male numbers 2 and 2 female numbers) as well as 4 disabled students (male numbers 2 and female numbers 2) were

selected for interview as sample of the study by stratified random sampling methods. Totally 59 teachers and 74 students were participated in the study from two secondary schools

3.4 Methodology

To obtain reliable data and information, data were selected in different methods. For this purpose Questionnaire, Observation and Interview were used.

❖ Questionnaire

This questionnaire contains closed-ended items. It was used to collect data from teachers and students. From these distributed questions for the total numbers of teachers and students 125 all in all returned for the researcher.

❖ Interview

From both secondary schools 4 physical education teachers (male numbers 2 and female numbers 2), 4 disabled students (male numbers 2 and female numbers 2) equally were selected for interview as sample of the study by stratified random sampling methods.

❖ Observation

This step contain observation, the teachers and students what they make negative attitude towards the inclusion of students with disabilities in regular schools. Especially these focus on the participation of students with disabilities in physical education and sport during regular schools. So, the searcher would be conducted with the problem which rose to minimize the attitude of teachers and students towards the inclusion of students with disabilities during learning and teaching processes in the part of physical education and sport.

3.5 Procedures

Before developing the tools, related literature was thoroughly examined and items were prepared by English. Then it was distributed for the sample selected population from Ghimbi secondary school 30 teachers (male numbers 20 and female numbers 10), 35 students (male numbers 20 and female numbers 15) as well as from Biftu Ghimbi secondary school 25 teachers (male numbers 15 and female numbers 10) and for interview 4 physical education

(male numbers 2 and female numbers 2) and 4 disabled students (male numbers 2 and female numbers 2) equally participated from both schools by random sampling method. After the items were collected from the population, administration of questionnaire and analysis may continue.

(Literature, item preparation, distribution questionnaire, data collection and organization, result and discussion)

3.6 Data Organization and Analysis

The data collected were organized in the form of tabulate with the objectives of the research. In this process both quantitative and qualitative as well as primary descriptive analytic procedures were used.

CHAPTER FOUR

RESULT AND DISCUSSION

In this chapter, the researcher was tried to analyze and interpret the data collected from the teachers and students respondents used by both questionnaire and interview result found as the following

4.1 RESULT

4.1.1 Sex and number of teachers

Table 1: Distribution by Sex and number of teachers' participants in the main study.

No	Schools	Teachers					
		Male		Female		Total	
		No	%	No	%	No	%
1	Ghimbi Secondary School	20	66.66	10	33.33	30	100
2	Biftu Ghimbi Secondary School	15	60	10	40	25	100

Table 1 Indicates that the number of teachers selected for the main study of the thesis questionnaire .The researcher selected sample population from Ghimbi secondary high school 30(male numbers 20 and female numbers 10) and Biftu Ghimbi secondary high school 25(male numbers 15 and female numbers 10) teachers were randomly selected to identify the problem which found in the schools .

4.1.2 Sex and number students

Table 2: Distribution by Sex and number of Students participant in the main study.

No	Schools	Students					
		Male		Female		Total	
		No	%	No	%	No	%
1	Ghimbi Secondary School	20	57.1	15	42.9	35	100
2	Biftu Ghimbi Secondary School	20	57.14	15	42.85	35	100

Table 2 Shows that the number of students selected for the main survey of questionnaire. The researcher selected sample population from Ghimbi secondary high school 35(male numbers 20 and female numbers 15) and Biftu Ghimbi secondary high school 35(male numbers 20 and female numbers 15) were randomly selected for the study of the problem which related attitude towards the inclusion of Students with Disabilities in PE and sport.

4.1.3 Sex and age of teachers' respondents

Table 3: Distribution by Sex and Age of Teachers Respondents

No	Schools	Sex	Age	No	Percent (%)
1	Ghimbi Secondary School	Male	20-34	19	63.33
			35-45	7	23.33
			46 and above	4	13.33
			Total	30	100
		Female	20-34	8	80
			35-46	2	20
			46 and above	-	-
			Total	10	100
2	Biftu Ghimbi Secondary School	Male	20-34	9	60
			35-45	4	26.66
			46 and above	2	13.33
			Total	15	100
		Female	20-34	6	60
			35-45	3	30
			46 and above	1	10
			Total	10	100

The above table indicates that teachers' respondents represent distribution by Sex and age of teachers'. Based on that the researcher has been categorized teachers age and sex depend up on two selected schools as a Sample of the study from Ghimbi secondary high school most of them they were young due to that 63.33% male and 80% Female were age 20 to 34 Years old, 23.33% male and 20% female were age from 35 to 45 years old, 13.33% male were age 46 Years and above old but in Ghimbi secondary high school female teachers could not be presented in the category of 46 years and above old. The second school analysis not different from Ghimbi secondary high school because the description was the same.

so teachers Respondents' age and sex categories of 60% male and female were the same (age'' between'' 20 to 34) Years old, 26.66% male and 30% female were included between 35 to 45 years old, 13.33% male and female 10% were 46 years and above old.

4.1.4 Sex and educational qualification of teachers

Table 4: Distribution by Sex and Educational Qualification of Teachers

NO	Schools	Educational qualification of teachers														
		Male								Female						
		Dip	%	Deg	%	M.A /MSC	%	Total		Dip	%	Deg.	%	M.A /MSC	Total	
								No	%						No	%
1	Ghimbi Secondary high School	-	-	17	85	3	15	30	100	-	-	10	100	-	10	100
2	Biftu Ghimbi high Secondary School	-	-	13	86.7	2	13.3h	20	100	-	-	10	100	-	10	100

The above table shows that the educational qualification of teachers in Ghimbi secondary high school, the majority of teachers was undergraduates in different subject area. Based on that back ground of teachers educational qualification analysis degree of 85 % (17) male and 100% (10), M.A/Msc 15 % (3) male included for the researcher questionnaire and then there were no female teachers post graduate .And also in Biftu Ghimbi secondary high school the same is true, degree 86.66 % (13) and female 100 % (10),M.A/Msc 13%(2)male were selected as sample population for researcher to find out the problem related with attitude towards the inclusion of students with disabilities in regular schools and no female teachers post graduate in this specialization .

4.1.5 Sex and working experience of teachers

Table 5: Distribution by sex and working experience of teachers

No	Schools	Sex	Working experience	No	%
1	Ghimbi Secondary high School	M	< 5 years	3	10
			6-15 years	11	36.7
			16-25 years	5	16.6
			26 years and above	1	3.3
		F	< 5 years	3	10
			6-15 years	5	16.7
			16-25 years	2	6.7
			26 years and above	-	-
		Total	-	30	100
2	Biftu Ghimbi high Secondary School	M	< 5 years	5	20
			6-15 years	8	32
			16-25 years	2	8
			26 years and above	-	-
		F	< 5 years	2	8
			6-15 years	6	24
			16-25 years	2	8
			26 years and above	-	-
		Total	-	25	100

The above table indicates the distribution by sex and working experience those teachers taken randomly as sample population for the researcher from two selected secondary schools. The majority of teachers' working experience (36.7 % male and 16.7 % female) of them working experience range 6 to 15 years old, working experience (16.6% male and 6.7 female) of them ranged 16 to 25 years old and then under

five years old (10 % male and none of female present), however, the rest teachers working experience were distributed (3.3% male and none of female) were range 26 years and above old.

The above table (5) the distribution by sex and working experience the same is true with Ghimbi secondary school. The majority teachers' working experience were (32% male and 24% female) working experience range 6 to 15 years old, and then (8% male and 8% female) were working experience ranged 16 to 26 years old, but some of teachers (20% male and 8% female) were under 5 years working experience .Both male and female could not present in the range of 26 and above working experience in Biftu Ghimbi secondary school.

Finally, the majority of teachers range from 6 to 15 years old working experience in both secondary school.

4.1.6 Result of questionnaire from teachers respondents

Table 6: Result of Teachers Respondents

No	Items	Choice											
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	My attitude towards students with disabilities with their normal peers when they participate in PE and sport.	5	9.1	7	12.7	10	18.2	21	38.2	12	21.8	55	100
2	The questions related to problem identification. What types of disabled students are there in your school;												
	4.1.Mental retardation	15	27.3	20	36.4	8	14.5	7	12.7	5	9.1	55	100
	4.1.1.Mild mental retardation												
	4.1.2. Moderate retardation	22	40	17	30.9	16	29.1	-	-	-	-	55	100
	4.1.3. Severe retardation												
	4.1.4.Profound retardation												
	4.2. Hearing impairment	21	38.2	19	34.5	-	-	8	14.5	7	12.7	55	100
	4.2.1.Deaf	-	-	-	-	-	-	18	32.7	37	67.3	55	100
	4.2.2. Partially deaf	32	58.2	17	30.9	6	10.9	-	-	-	-	55	100

	4.3. Visual impairment	25	45.5	30	54.5	-	-	-	-	-	-	55	100
	4.3.1. Blindness(Total)	17	30.9	22	40	9	16.4	5	9.1	2	3.6	55	100
	4.3.2. partially sighted	24	43.6	19	34.5	7	12.7	5	9.1	-	-	55	100
	4.4. Locomotor disabilities	21	38.2	26	47.3	-	-	6	10.9	2	3.6	55	100
	4.4.1. Upper limb disabilities	23	41.8	25	45.5	-	-	4	7.3	3	5.5	55	100
	4.4.2. Lower limb disabilities	20	36.4	23	41.8	-	-	8	14.5	4	7.3	55	100
3	Disabled students are not interested in the session of physical education and sport	5	9.1	11	20	-	-	21	38.2	18	32.7	55	100
4	I don't think so all students with disabilities equally participated with non-disabled students in regular schools in PE and sport.	17	30.9	20	36.4	11	20	4	7.3	4	7.3	55	100
5	Your school has adequate and suitable physical education and sport materials for students with disabilities	6	10.9	5	9.1	3	5.5	19	34.5	22	40	55	100

6	Should your school have an adapted physical educator?	16	29.1	22	40	-	-	13	23.6	4	7.3	55	100
7	Inclusive education saves students with disabilities from isolation	3	7.3	6	10.9	10	18.2	17	30.9	19	34.5	55	100
8	Serving students with disabilities in PE and sport it is tedious	20	36.4	21	38.2	9	16.4	4	7.3	1	1.8	55	100
9	Do think that students with disabilities would benefit from physical education and sport session?	4	7.3	9	16.4	-	-	19	34.5	23	41.8	55	100
10	Do the school principals and teachers have positive attitude towards disabled students when they participate in physical education and sport in the schools?	-	-	5	9.1	6	10.9	24	43.6	20	36.4	55	100

4.1.7 Sex and age of students'

Background description of students' respondent

Table 7: Description by sex and age of students'

No	schools	Sex	age	No	Percent (%)
1	Ghimbi S econdary school	M	14-16	13	37.1
			17-19	7	20
		F	14-16	9	25.7
			17-19	6	17.1
		Total		35	100
2	Biftu G himbi S econdary school	M	14-16	11	31.4
			17-19	9	25.7
		F	14-16	8	22.9
			17-19	7	20
		Total		35	100

The above table shows the distribution of students by sex and age that were participated in data collection Ghimbi secondary school and Biftu Ghimbi secondary school.

As it can be seen from the above table 37.1 % male students ranged from 14 to 16 ages were participated in the data collection, and those ranged from 17 to 19 age participated whereas 17.1 % female students also participated in the data from the same school. Those were ranged from 14-16 and 17-19 age.

In the second school (22.9) % of female students ranged from 14-16 years old were included in the data collection and also (20) % ranged from 17-19 years old were participated whereas the majority (37.1) % of the male and (20) % of the female who ranged from 14-16 and 17-19

respectively gave their opinion on the questionnaire provided for the respondents by the researcher

4.1.8 Sex and grade of students

Table 8: Distribution by sex and grade

No	Schools	Sex	grade	No	Percent (%)
1	Ghimbi Secondary school	M	9	10	28.6
			10	10	28.6
		F	9	7	20
			10	8	22.8
		Total	-	35	100
2	Biftu Ghimbi Secondary school	M	9	10	28.6
			10	10	28.6
		F	9	7	22.8
			10	8	100
		Total	-	35	100

As it can be seen from the above table the respondents were selected from different schools participated in the instruments distributed by grade and sex as it can be possible to understand it, from Ghimbi and Biftu Ghimbi secondary schools (28.6) % of the male students those attended grade 9 and 10 was included in the instruments. Also (28.6) of the male students who were attended grade 9 and 10 also one part of the tools.

From another school in the second part (20) % of data collection tools. And also (20) % the female students from grade 9 and 10 has been included in the instruments

4.1.9 Result of Questionnaire from Students Respondents

Table 9: Result of Questionnaire

No	Items	Yes		No		Total	
		No	%	No	%	No	%
1	Do you have positive attitude towards disabled students in the PE and sport.	29	41.4	41	58.6	70	100
2	Do you think that disability is in ability?	47	67.1	23	32.9	70	100
3	Are teachers could be discouraging the inclusion of disabled students in PE and sport?	27	38.6	43	61.4	70	100
4	Do you assist the students with disabilities in their problems when they participate in PE and sport?	28	40	42	60	70	100
5	Do you interested to learn with disabilities students in PE and sport?	23	32.9	47	67.1	70	100
6	Is that the inclusive of students with disabilities could be advantageous in PE and sport?	31	44.3	39	55.7	70	100
7	Is there adequate facilities /equipment/ for students with disabilities in PE and sport?	-	-	70	100	70	100
8	Is there factors that affect students with disabilities to include in PE and sport?	70	100	-	-	70	100
9	If your response'' yes 'question number '8'' what are these factors? Because school attitudes has impact Because the encouragement less and support Facility and equipment	70	100	-	-	70	100
		''	''	''	''	''	''
		''	''	''	''	''	''
10	Can you support students with disabilities in extra time?	31	44.3	39	55.7	70	100
11	If your response'' No 'question number '10'' why? I don't have time They are not voluntary It does not concern me			6	15.4	39	15.5
				3	7.7	39	7.7
				4	10.3	39	10.3

4.2 DISCUSSION

4.2.1 Discussion from Teachers Respondents

As indicated on table (6) generally describe about the result discussion obtained from questions that has been prepared and distributed for teachers' respondents. They were respond their reflection regarding options (Strongly agree, Agree, Undecided, Disagree and strongly disagree) given for them. Depending up on their reflection, the researcher has tried to discuss the questions as indicated table (6) as the following;

As indicated table (6) of question number "1" the teacher respondents (21.8) % said that students with disabilities should not be equally participated in physical education and sport with their peers or normal students. And also (38.2) % of the respondents were support the table indicated idea that disabled should not have to participate equally with non-disabled students in physical education and sport class. Whether it is theoretical and practical session. However, (18.2)% of the respondents were faced with the problem to decide whether or not disabled students equally participate with non-disabled students specially in physical education and sport session. Also (12.7) % and (9.1) % of teachers replied that; they were agree and strongly agree respectively. This shows both disable and non-disabled students should be equally participated in physical education and sport class in the schools.

As indicated table (6) on question number "2" it was asked the questions to identify what types of disabled students found in the schools. Regarding on this question number "2" on "4.1" the majority of the respondents (54.5) % agree; that in their schools some of mentally retarded students were found. And relatively (45.5) % of the teacher respondents respond as they were strongly agree that also some of the students found in the schools were recognized as mentally retarded.

Relating to mental retardation question, the researcher also wanted to know the level of retardation. Depending on this the larger majority (40) % of the respondents said that mild mental retardation students were found in the schools. And relatively (30.9) % of the teachers agree on this idea. But, (29.1) % of them did not decided on what mental retardation levels students were found in the schools. However, none of the respondents did not raised their reflection on disagree and strongly disagree.

All of the teacher respondents said that moderate, severe and profound mental retardation students were not found in the schools unless mild mental retardation.

The second option that has been given for the teachers on identification of disability type, hearing impairment was indicated in the table (6) on question number '4.2'. Relating on this question (38.2) % of the respondents strongly agree that hearing impairment students found in the schools. And (34.5) % of the teachers agree that students who have hearing impairment found in the schools. No one did respond on the option of undecided. But, (14.5)% and (12.7) % of the teacher respondents were disagree and strongly disagree on the students with disability in their schools no one categorized as hearing impairment.

All the teacher respondents replied that in their schools no one totally deaf student did not found. But as indicated table (6) on question number 4.2.2 (58.2) % and (30.9) % of them strongly agree and agree respectively, that some of disabled students were categorized as partially deaf. However, (10.9) % of the respondents were could not decided whether the disability students are partially deaf or not. At the last no one of respondents were marked on the two options such as disagree and strongly disagree.

The 3rd option that has been given for the respondents to identify the types of disability is visually impairment. As indicated table (6) on question number 4.3 the majority (27.3) % of the teachers believed that there were visual impaired students in the schools. And also (36.4) % of the respondents strongly agree and agree that the students who have visual problem were found in the schools. However, (14.5) % of the respondents as; they were unable to decided whether the students with disability found in the schools were visually impaired or not. But, (12.7) % and (9.1) % of the teacher replied; disagree and strongly disagree respectively in the schools the re is not visual impaired students at all. From the visual impairment types, no one of the respondents was believed that the students with disability specially known as visual impairment were not totally blind. As indicated table 6 on question number 4.3.1 (30.9) % of the teachers strongly agree on disabled students known as visual impaired were partially sighted not totally blind. The other idea that supports the above issue was (40) % of the teacher respondent responds that partially sighted students were found in the schools. And (16.4) % of them were have the difficult to decide the visual impairments students are partially sighted or not. But (9.1) % and (3.6) % of the teachers disagree and strongly disagree or partially sighted students in the schools respectively and question numbers 4.3.2 (43.6) % of the teacher respondents said that; the students with disability who have low vision problem are found in the schools. Relative to this ideas also (34.5) % of the respondent were agree that low vision students were found in the schools. However, (12.7) % of the teacher replied that; they did not decided whether the disabled students found in the

schools are low vision or not. But (9.1) % of the teachers respondents did not agree that low vision were not found in the schools. At the end no respondents marked in the option of strongly disagree.

Generally the above question (4.3) reflects; the students with disability that were found in the schools have the problem of partially sighted and low vision difficulty. But they are not totally blind.

The other option that has been given by the researcher for the teacher respondents to identify their disability was relating to locomotors disability. As indicated the table (6) regarding on question number (4.4) the majority (47.3) % of the respondents replied that the students with disability found in the schools have the difficulty of moving or moving problems whether upper or lower problem. The other ideas that support the above suggestions (38.2) % of the teacher respondents said that locomotors disability students were found in the school and they were strongly agree on this question. But none of them did reply that on undecided option. (10.9) % of the teacher respondents were did not agree that locomotors disabled students did not found in the school. And also the few of (3.6) % of the respondents strongly disagree on the above issue raised for them.

On question number (4.4.1) the majority of 45.5 % the teacher respondents said that the students who have the problem to move and use their upper parts of their body were found in the schools. On question number the respondents 41.8 % of them support and strongly agree that from students with disability some of them have the difficulty to use upper part of their body. However, none of the teacher respondents did not marked on the option of undecided. But the fewer (7.3) % and question number (5.5) % of the teacher respondents replied that; they were disagree and strongly disagree respectively on the issues of the students who have the problem of upper limb disability.

The other options to identify the type of locomotor disability are lower limb disability. Depending on question number 4.4.1 the majority (41.8) % of the teacher agree that from the students with disability; some of them are categorized in the lower limb disability and on question number 4.4.2 (36.4) % of them also strongly agree to confirm whether the students with lower limb disability are found or not in the schools. However, none of them did not decided whether or not lower limb disability students were found in the school (14.5) % Of the teacher respondents replied that; they did not agree whether lower limb difficulty students

were found in the schools or not. The few (7.3) % of the respondents also strongly disagree on the above issue that was raised on this paragraph.

As indicated table (6) on the question number '3' show that the larger majority (38.2) % of the teachers disagree that disabled students are not interested in the session of physical education and sport. And (32.7) % of the teacher respondents strongly disagree that disabled students are not interested in the session of physical education and sport. But no one was replied on the option of undecided. However, (20) % and (9.1) % of the teacher respondents agree and strongly agree; on the question that disabled students are not interested in the session of physical education and sport respectively.

Generally, as it can be seen from the above idea; it is possible to understand, the teacher respondents replied that disabled students are interested in the session of physical education and sport that were found in the schools.

As indicated table (6) on the question number '4', the majority of (36.4) % of the teacher respondents said that they did not think all students with disability equally participated with non-disabled students in physical education and sport. Respectively (30.9) % of the teacher replied that; they strongly agree on students with disability did not equally participate with non-disabled students in physical education and sport. However, question number 4 indicated that (20) % of the respondents did not whether disabled students equally participated in physical education and sport with non-disabled or not. But, (7.3) % and (5.5) % of the teacher respondents disagree and strongly disagree respectively that disabled students should be equally participate in physical education and sport with non-disabled students.

As indicated table (6) on question number '5' the majority of the teachers' respondents strongly said that schools have no adequate and suitable physical education and sport materials for students with disability. And (34.5) % of the respondents also disagree that different high schools have no adequate and suitable materials specially for disabled students that helps them to participate in physical education and sport equally with non-disabled students, (5.5) % of them didn't know whether the schools have suitable materials or not for specially disabled students. However, (9.1) % and (10.9) % of the respondents agree and strongly agree respectively, that the schools have special suitable materials for disabled students.

As indicated table (6) on the question number '6' the large number of the respondents (40) % said that the schools have an adapted physical educator. Relatively (29.1) % of the teacher respondents strongly agrees that different high schools have an adapted physical educator. None of them forward their reflection on the option of undecided. Fewer of the respondents (23.6) % and (7.3) % disagree and strongly disagree on the issue of the schools have an adapted physical educator respectively. Generally, from the question we understand that some of the high schools have an adapted physical educator. But consideration has not been given for the disabled students those found in the schools.

As indicated table (6) on the question number (7) the majority of the teacher respondents respond as inclusive education did not save students with disabilities from isolation. And also (30.9) % of them disagree on the above inclusive education did not save disabled students from isolation. But (18.2) % of the teacher respondents replied that have the difficulty to decide whether inclusive education helps the students with disabilities from isolation or not. (10.9) % of the teacher said that inclusive education is important for the disabled students to help them save from isolation. (5.4) % of the also strongly agree that inclusive education plays a great role to save disabled students from isolation.

As indicated table (6) on the question number '8' indicate that larger number of (36.4) % and (38.2) % the respondents strongly agree and agree respectively on the idea that serving and helping students with disabilities in physical education and sport tedious. This shows the majority of the teacher have less attitude in helping disabled students found and attended their education with regular students in the schools. Especially when they participate in physical education and sport session. (16.4) of the teacher did not forward their idea on undecided option, whether serving disabled students is tedious or not in physical education and sport. The fewer (7.3) % and (1.8) % of the teacher respondents respectively replied that helping disabled students in the schools when they were participate in physical education and sport is not tedious. This shows from larger number of teachers, some of them were believe on helping students with disability is good idea. Because always they want helping and supporting from others to equally participate with others

From the above table (6) on question number '9' the larger number of teacher respondents (41.8) % said that physical education and sports did not help the students with disabilities. Also (34.5) % of the disagree on disabled students did not benefit from physical education and sport. However, No one did reply on undecided. This indicates the respondent did not

know whether disabled students benefited from physical education and sport. At the last (16.4)% and (7.3)% of the respondents said that; they were strongly agree and agree respectively, that disabled students benefited from physical education and sport.

Generally, from this question the larger number respondents said that they did not believe physical education and sport have benefit for disabled students. They believed as when disabled students participate in physical education and sport, they would affect and disabled more than they have. And a fewer of them said that physical education and sport plays a great role in helping the students with disability by maintaining their health, academic and developing socially with others without stigma and discrimination.

As indicated table (6) on question number '10' the majority (43.6)% of the teachers said that the schools teachers themselves did not have positive attitude towards disabled students when they were participate in physical education and sport. And (36.4)% of the teacher support the above idea. Because, the schools have no special treatments by preparing facilities and needs for these students. They believe participate in physical education and sport expand their problems. However, (10.9)% of the teacher respondents undecided that principals and teachers themselves have positive attitude or not for disabled students. And (9.1)% of the respondents agree the schools principals and teachers have positive attitude for disabled students when they were participate in physical education and sport. Because PE and sport help students with disabilities in different multi direction on their life.

4.2.2 Interview Discussion from Physical Education and Sport Teachers.

These interview questions were organized and prepared for physical education and sports in two high schools from their results the discussion has been summarized as the following generally.

1. Do all students with disabilities in your school participate equally in physical education and sport?

As the physical education and sport teachers said that in the schools different disabled students were found. But in physical education and sport session, all disabled students did not participate equally. Because of those disabled students would vary according to their difficulty. Because of these problems, some of them who could have the ability and interest would only participate in physical education and sport. Those who have severe difficulty do

don't participate in PE session, in case of time constraint, facility and it is difficult and tedious to participate all disabled students equally in physical education and sports.

2. Do you feel that students with disabilities disrupt the harmony of your physical education classes?

The respondents believed that students with disabilities disrupt the harmony of physical education classes. Because, the time given for one period is limited, on this period it is too much difficult to help and participate these students with non-disabled students. In case of this more of times they prefer to engage only non-disabled students in physical education and sport classes.

3. Do think that teaching student with disabilities increase work load?

The physical education and sport teachers strongly believe that in the schools there were different types of disabled students found, with their difficulty, they have different behavior and problems. So, with in short period of time participating all students (disabled and non-disabled) at the same time increased work load. Because the disabled students did not have equal ability, skill and performance with non-disabled students. On the other hand the schools have no appropriate, adequate materials and safe filed that make to participate the disabled students with non-disabled. So, it is difficult to do so and increase work load.

4. Do you believe that physical education and sport have benefit for disabled students in the schools?

The respondents said that, physical education have benefit for disabled students in the schools. Such as to maintain mental, physical, emotional, social and spiritual. It develops social relation with others without any stigma and discrimination. However, to help the students with disability in the schools, different problems would restrict us to do so; the schools have no adequate and appropriate materials, conditions, filed to encourage them in physical education and sport. Because of this if they were know the benefits of physical education and sport for disability, there are different problems that hinder them to support the students.

4.2.3 Discussion of Questionnaire from Students Respondents

Generally, questionnaire was also distributed for the students to identify whether the problem has been really present in the schools. As indicated table (9) totally included the questionnaire prepared for the students and their response from the two high schools.

As indicated table (9) on the question number '1' indicate that (58.6) % of the respondents replied; more or less they did not have a positive attitude towards disabled students when they were participated in physical education and sport. The reason was it is difficult to support and help disabled students when they participated in activity. It takes too much time to assist them in one period of the session. But (41.4) % of the student respondents said that they have positive attitude towards disabled students. Because they have the interest to participate they have not the ability and to do so equally with non disabled students.

As indicated table (9), on question number '2' the majority (67.1)% of the students respondents said that they believe as disability is inability. Because, they had the difficulty and problems to do the activity equally and the same with non-disabled students. More of the physical education and sport session contained practical session, which requires the movement of total body part. If they had not this, they should have not the ability as the majority of students believed.

The other students (32.9) % did not believe that disability is not inability. The reason is inability from the nature. So they did perform equally with others. But they require special treatments and support from others when they were engaged in the physical education and sport.

The other idea as indicated table (9) reflects, the larger majority of the student respondents said that, not all students with disability are participated in physical education and sport. Because, they have different category of disability that make them heavy to participate in PE and sport. Because of the above idea different schools, teachers, did not gave chance and did not prepare the facility and safely things that help to engage disabled students. None of the respondents said all students with disabilities participated in physical education and sport.

As indicated table (9) or question number '3' (61.4) % of the students respondents replied that teachers discouraging the inclusion of disabled students when they were participate in physical education and sport. This idea indicates the majority of the teacher did not believe

on disabled students when they were engaged in physical education and sport. The reason disability expands and facilitates other more disability. So, disabled students could not be participating in any physical activity. However, (38.6) % of the respondents said that teachers did not discourage the inclusion of disabled students in the participation of physical education and sport.

On question number ‘‘4’’ (40) % of the students said that, they were; assist disabled students when they participate in physical education and sport. However, (60) % of them did not assist disabled students in physical education and sport. The above table (1) on question number ‘‘5’’ the majority of the students respondents (67.1) % were not interested to learn with disabled students in physical education and sport. Because, disabled students disrupt the classes’ means when both disabled and non-disabled students equally engage in physical education and sport, it is difficult to continue the activity hand in hand. Those disabled become left at back and others go forward, because of this inappropriate condition more of the students were not interested to do with disabled students. But (32.9) % of the students’ respondents were interested when they were engaged in physical education and sport. Because they believe as disabled students did not have other assistance at that time.

As indicated table (9) on question number ‘‘6’’ (44.3) % of the students believed that physical education and sport help the students with disability by improving and developing their physical, mental. Emotional and also they become more sociable, no stigma and discrimination trouble them. And also they develop confidence as they have ability to do something equally with non-disabled students. However, (55.7) % of the majority of the student respondents said that physical education and sport did not helps students with disability.

On the question number ‘‘7’’ all of the students’ respondents said that there is no adequate facility, equipment and filed for disabled students in the schools when they participated in physical education and sport. And no one did say the schools have adequate materials, facility for disabled students in the schools.

Generally, as we understand from this idea, the school principals and teachers have no positive attitude for disabled students and they did not understand, know the benefits of physical education and sport for disabled students.

On the question number ‘8’ all of the student respondents said that there are factors that affect students with disability to include or participate in physical education and sport.

As indicated table (9) related with question number ‘8’ on question number ‘9’ all of the students said that the schools attitude (principals, teacher and students) could be one factor for disabled students to participate in physical education and sport.

And all of the respondents believed on lack of encouragement and support also could be factor and said that inadequate, materials, equipment and facility are factors that hinder students with disability to participate and include in physical education and sport sessions in the schools.

As indicated table (11) the student respondents (15.4) % said that they did not have time to support disabled students, (7.7) % of them they were not voluntary to support disabled students in their leisure time, (10.3) % giving assist and support for disability students is not their concern.

4.2.4 Interview Discussion from Disabled Students

In this interview questions only for disabled students from two high schools was participated in the questionnaire. Depending on this; the respondents described their disability as the following.

1. Describe your disability?

Some of the disabled students respondents said that, they have physical disability (upper and lower difficulty), mild mental retardation, some of them are hearing difficulty, loco motor disabilities and visual impairments (problems).

2. Do participate in physical education and sport in your school?

3. Some of them said that; they were participating in physical education and sport session. Because their difficulty or problem did not hinders them from participation. And others replied that they did not engage in physical education and sports classes. The reason is their difficulty was hinders them and also schools have special treatments for them. So, they were out of physical education and sport.

4. How many classes you attend in physical education and sport per a week?

The disabled students generally replied that they were attended in physical education and sport session one day per a week. This time allocation for physical education did not fulfill and develops the students' interest, what they want.

5. Does your school have facility, especially when you attend physical education and sport session?

The majority of disabled students said that; the schools have no facility and adequate Materials especially for disabled students when they were engaged in physical education and sport. And also disabled students did not have special treatment from teachers, peers and school administrative. These issues make disabled students UN beneficial from physical education and sport. And they loosed the interest towards this subject. However, some of them did not consider whether the schools have facility or not, because they did not want to participate in physical education and sport, in case of their difficulty.

6. Do PE and sport teachers and your peers assist or support you in physical education and sport?

They said that there were some of the physical education and sport teachers, that helps and assist them and others did not gave consideration and focus for disabled students. Because teachers believe as assisting disabled students would lose the time they have to think the non-disabled students equally.

And also the respondents replied that they have some peers those who support and assist the disabled students. Whereas the majority did not conceder them especially when they were engaged in physical education and sport session.

Generally disabled students said that they would got less assistance and supporting from the teachers (amateur) and their peers during participation in physical education and sport in the schools

7. Do teachers and peers have a positive attitude for you when attend physical education and sport session?

Regarding on the above question, the disabled students' respondents replied that more or less teachers would exhibit some feeling that help and encourage the students with disability. But the majority of the teachers did not want should a positive attitude. Because they consider participating disabled students in physical education and sport as work load. So, it is very

difficult to say that teachers such as physical education teachers have a positive attitude towards disabled students specifically when they engage in physical education and sport classes.

The same is true also peer students or non-disabled students did not show a positive attitude towards disabled students. They believed helping those students in the schools when they participated in physical education and sport has a trouble.

Generally, the respondents said that it is too difficult to say teachers and peer students had a positive attitude towards disabled students when they were participated in physical education and sport in the schools.

8. Do you believe that participating in physical education and sports have benefit for you?

Depending on the above question the majority of the disabled said that physical education and sport have a benefit for disabled students as the following; it helps to

- ❖ Maintain health
- ❖ Develop ability and skill
- ❖ Developing mental activity
- ❖ Develop their physical ability
- ❖ Increase confidence and they become more sociable with others.

Totally they concluded; Physical education and sport had a benefit, when they could participate without considering their difficulty or problems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study identified the attitude of teachers and students towards disabled students in the participation of physical education and sport session. The respondents were 59 teachers and 74 students from G himbi and Biftu G himbi secondary schools. 39 of them are male teachers, 20 of them are female teachers and also 44 of them are male students and 32 of them are female students (63.3) % of the teachers respondents are in the age range from 20 to 34 years old. The majority (36.7) % of the respondents was included in the 6 to 15 years work experience.

However, the fewer of them were in the 26 and above years experience. Also (86.7) % of teacher respondents were degree holders or qualified. But the others were diploma and MA/MSC qualified.

The majority (37.1) % of the students' respondents respondent are in the age range from 14 to 16 years old. And they were all from grade 9th and 10th.

Generally, from the data result and discussion the majority of the teachers said that; no equal treatments and respect ion of disabled students with regular classes specially in physical education and sport session, and also there is no support, encouragement, believe, that putted in the disabled students.

The schools also have not facility, equipment and materials prepared for disabled students that help them to participate in physical education and sport class.

The physical education and sport teachers also the majority have the same attitude towards disabled students in the participation of physical education and sport like other subject teachers. They considered as engaging the disabled students in physical education and sport class, takes time and disrupt their work at generally.

But, as different related literature supports physical education and sport have different benefits for disabled students to develop mental, social, emotional, and physical and health aspects of personality.

At the end based on the attitude of teachers and students, as much as possible this study should unexpected and unbelievable negative attitude toward disabled students in the participation of physical education and sports session would be changed and all students whether disabled or not equally gave the chance to participate in physical education and sport. Because they have the ability and skill like others to do the activity.

5.2 Conclusion

This study was tried to explore the attitude of teachers and students towards the inclusion of disabled students in physical education and sport in different western wollega high schools that affect and hinder the disabled students from regular participation in physical activity in the schools. In the school age level, students would grasp all things that through whether it is good or bad. They grow and develop in such ways. So, when bad things or attitude would be forwarded to them, they may affected with this attitude and develop the feelings of isolating from others. Because they believe and accept themselves as other, did not have ability and develop the feeling of inferiority in their life.

From the questionnaire, interview discussion, analysis, generally the schools, teachers and students have no positive attitude towards disability students in the school especially when they were participated in physical education and sports session. These attitudes would be hinder disabled students;

- ✘ From equal participation with others in different activities
- ✘ To develop the feeling of inferiority
- ✘ Developing self-confidence, interest and motivation to do some thing
- ✘ thing Social participation and so on

However, when they would get a positive attitude from others especially when they were participating in physical education and sport classes, it helps;

- ✘ To develop self confidence
- ✘ Equally participate with others
- ✘ To develop mental, physical social and emotional
- ✘ To maintain health

- ✘ To be competent with others in all aspects.

Generally, teachers and students should have to assist, help, council encourage and support the disabled students in physical education and sport, also in others and should have change their attitude towards disability at all.

5.3 Recommendation

Based on the findings and the conclusion draw, the following recommendations are made.

- ❖ All disabled students should have to attend physical education and sport class, without considering their difficulty.
- ❖ The schools must have to fulfill adequate materials and facility specially for disabled students.
- ❖ Physical education and sport teachers should have help, assist and support disabled students in physical education class.
- ❖ Non- disabled students should have to support disabled students not only in physical education and sport session, but also in every aspect of their life.
- ❖ Special treatments and focus must have to give for disabled students in the schools.
- ❖ A warning the teachers, students and others disability is not inability.
- ❖ Physical education and sport teachers should have equally participated disabled students with non-disabled students in physical education and sport session.
- ❖ Effort should be made to change the cultural bias on disability.
- ❖ The government should have give focus for disabled students in the schools
- ❖ Expand awareness about the role of physical education and sports have for disabled students in the schools.
- ❖ The schools should have a lot enough time for physical education and sport that help disabled students.
- ❖ The family should have to help the students with disability to motivate; they have ability to do things like others.

- ❖ Stigma and discrimination must have ignored from the schools between disabled students and non-disabled students.
- ❖ Involving disabled students in different activities in the schools to help them to increase their confidence.
- ❖ The schools, teachers and students should have positive attitude on disabled students in every things, academically, physically, socially and emotionally they are equal with others.