

**Examining Physically Disabled Students in Learning Physical Education: In
Case of Secondary and Preparatory Schools of Chench Woreda**

By

Mengistu Mencho

**Med Thesis Submitted to the Department of Science and Mathematics Education in
Partial Fulfillment for the Requirements of the Degree of Master of Education in Teaching
Physical education**

Addis Ababa, Ethiopia

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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Acronyms and Abbreviations

CEC-Council for Exceptional Children

EFA- education For All

FGD- Focus Group Discussion

GOs- Governmental Organizations

IEP - Individual Education Plan

ILO - International Labor organization

IMEP - Individual Motor Education Plan

IPEP - Individual Physical Education Plan

MS- Multiple Sclerosis

NGOs- Non Governmental Organizations

PE - Physical Education

PSE- Public Service Agreement

SPSS- Statistical Package for Social Sciences

SWDs - Students With Disabilities

UNICEF - United Nations Children's Fund

WHO - World Health Organization

Abstract

Examining physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda.

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The main purpose of this study was to examine physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda. The research design employed in the study was descriptive survey and method used was both quantitative and qualitative approach. A total of 59 participants; namely, 7 physical education teachers, 28 SWD, 4 school principals and 20 parents. The parents were selected using simple random sampling while the other participants were selected by purposive sampling. Data gathering tools used to collect data from the subjects were questionnaire, interview guides, focused group discussion guides and observation checklist. The data gathered through the questionnaire was analyzed using frequency and percentage. The analysis was computed using SPSS version 20. The data were organized and analyzed from interviews, FGD and practical field observations were analyzed qualitatively. Results of the study showed that, uncomfortable school sport fields, shortage of facilities and supporting materials, lack of teachers' knowledge of training in SNE, negative attitudes of some teachers and the society, lack of support from the parents, the seriousness of the difficulty level and lack of support from higher education experts were the major factors that hinder the involvement of SWD in PE practical activities. Finally, based on the findings and conclusion of the study, it was recommended that, sport equipments and facilities should be fulfilled through collaboration with NGOs and GOs, awareness creation strategy should be designed to the school principals, teachers, families and other stakeholders so that they could support and encourage inclusiveness of PE in the regular schools, PE teachers should be provided relevant training and curriculum materials for PE should be modified and improved in order to address the special needs of students with physical disabilities.

Key words: Sport, learning, teaching, physical disabilities, physical education

CHAPTER ONE: INTRODUCTION

This chapter deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study and definition of key terms.

1.1 Background of the Study

The problems of children with disabilities are so diverse and complex. They are facing various life challenges due to the complex socio-economic factors. All these factors have a profound implication on the effective functioning and adjustment of persons with disabilities. If the social environment is a rejecting, insensitive, hostile and degrading type, it will not only complicate the adjustment of these persons but also affects their development and self-esteem. This is usually characterized by lack of trust and confidence in oneself and the surrounding, low self-esteem, and feeling of hopelessness (Tirusew, 2000). It is the phase of general education that contributes to the mental, physical, psychological and social growth and development of the child primarily through selected movement experiences and physical activities (Dauer, and Pangrazi, 1979).

Several studies have revealed that students with physical disabilities often have difficulties with participation in school activities (Eriksson, Welander, & Granlund, 2007). It is often difficult, however, to establish the extent to which the challenges that students encounter are related to individual factors or the inability of the environment to accommodate students' needs. Several environmental issues have been found to affect the participation of students with physical disabilities (Hammal, Jarvis, & Colver, 2004).

People with physical disabilities have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers to issues that may support the disabled especially in developing countries in areas such as curriculums, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues and the general quality of education. According to the Education For All (EFA) Global Monitoring Report 2010 reaching the marginalized children with disabilities remains one of the main problems leading to wide exclusion of the group from quality education (Macleod, 2014).

According to the U.S. Census Bureau (2011), the total population of the world is seven billion. Of this total, an estimated 15 percent of the population lives with a disability. Globally, according to the World Health Organization (WHO), “people with physical disabilities are among the most marginalized groups in the world.... People with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities” (WHO, 2011a).

Regardless of existing challenges, the disabled, particularly the physically disabled children, have the right to primary, secondary and higher level education. Since the UN Universal Declaration on Human Rights was released in 1948, there have been legislations on providing education for all children. The Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified in UK 2009, has 145 signatories including all Public Service Agreement (PSA) countries except Afghanistan and Zimbabwe (DFID, 2012). The convention established that disability is not only a social welfare matter but also part of human rights. DFID (2012) has further elaborated that; article 24 of the Convention on Education emphasized that State Parties shall ensure that persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of their disability. Persons with disabilities can access an inclusive, quality and free primary education, secondary and higher level education on an equal basis with others in communities where they live. However, this is possible only if reasonable accommodation of the individual’s requirements are provided; persons with disabilities receive the support they require within the general education system to facilitate their effective education; and effective individualized support measures are provided in environments that maximize academic and social development, consistent with the set goal for ultimate full inclusion of all.

In many sub-Saharan African countries, being disabled at least doubles the chance of having never attended school (UNESCO, 2010), and those who do start school are at increased risk of dropping out (Filmer, 2005). The problem is exacerbated in higher levels of education. In sub-Saharan Africa, it has been reported that access for disabled students to higher education or particular programs can be formally blocked (Karangwa, 2008) or informally advised against.

This is the world's largest minority and 80 percent of persons with disabilities are believed to live in developing countries, according to the UNDP (UN ENABLE, 2010).

Research show that on average a student from the lowest socio-economic quintile with disability in sub-Saharan Africa has 15 less chance of entering a university than one from the highest quintile (Brossard and Foko, 2007). This implies that there are particularly strong correlations between poverty and disability in Sub-Saharan Africa and Ethiopia in particular. Disabled people in Africa are among the poorest of the poor as a consequence of their exclusion from school benefits.

As seen from the general trend, although most educators consider inclusive education to be sound for students with disabilities including those with orthopedic, visual and hearing impairments, a number of influencing factors interfered with its effective implementation. This is also true to successfully accommodate these students in PE practical activities. For instance, a study done by Degefa (2001) magnified the following problems to involve students with disabilities in PE practical classes: teachers often perceive only the difference or impairment of the students rather than students' ability, they show reluctance to include student with disabilities, they also found it difficult to evaluate these students in the practical session of PE, insufficiency of materials especially designed to meet the needs of students with disabilities and lack of relevant training of PE teachers. Hence, these and other factors could affect the significant participation of the subject students in PE practical activities. For the purpose of reaching on the sound inclusion of students with physical disabilities in PE practical classes, therefore, systematic assessment in the area becomes considerably essential. Thus, bearing this in mind, the purpose of this study was to examine the participation of physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda.

1.2 Statement of the Problem

Education is very important for every person regardless of his/her age, gender, race, economic status, as well as physical ability or disability. People, particularly students with physical disabilities are usually perceived by societies as disadvantaged groups (Block, 1992). Hence, they are in a position of missing some economic, political and social benefits including the right to access equitable and quality education. This is in line with Mcleod (2014) who points out that,

students with physical disabilities experience personal limitations in school environments that affect their social, psychological and academic spheres that may likely affect their academic performances at school. Some of the limitations can be alleviated with parental, community and government support.

As noted earlier, UNESCO (2010) argued that in African countries, being disabled at least doubles the chance of having never attended school and those who do start school are at increased risk of dropping out and the problem is worse in higher levels of education. In other words, for the physically disabled students in poor countries, the enrolment rates, survival rates and completion rates are very low, and good academic performances are unlikely.

In Ethiopia the studies were done recently on the participation of physically disabled students in learning physical education. For instance, Elias Fekade (2012), studied the challenges and opportunities in inclusion of Students with physical disabilities in regular practical classes in Addis Ababa some selected schools, its objective was to investigate the existing involvement and challenges of physically disabled students in Physical Education regular practical classes and to identify opportunities provided in the selected schools. But it was limited to investigate the existing involvement and challenges of physically disabled students in Physical Education regular practical classes exhibited in the school and it couldn't forward the best strategies for accommodating physically disabled students in Physical Education regular practical classes. Abbay Belayhun (2009) on the other hand had done study on the principles and practices of physical education lesson for students with disabilities in some selected elementary schools of Addis Ababa. It also did not try to identify the major factors that hinder the involvement of students with physical disabilities in physical education practical classes. Hence, these and other factors could affect the significant participation of the subject students in PE practical activities. For the purpose of reaching on the sound inclusion of students with physical disabilities in PE practical classes, therefore, systematic assessment in the area becomes considerably essential. Thus, bearing this in mind, the purpose of this study is to examine the participation of physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda.

1.3 Research Questions

This study attempted to answer the following basic research questions.

1. How do teachers rate the attitude of physical disabled students towards physical education classes?
2. What are the role and awareness of stakeholders (teachers, school principals, parents and others) about the inclusion of students with disabilities in PE practical classes?
3. What are the major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities?
4. What strategies are used to significantly accommodate students with physical disabilities in Physical Education regular practical classes?
5. How do physical Education teachers motivate and what different methods do they use to teach physical disabled students.

1.4 Objective of the Study

1.4.1 General objective

The main objective of this study was to examine the participation of physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda.

1.4.2 Specific objectives

The specific objectives of this study were:

- To examine the attitude of physical disabled students towards physical Education practical classes.
- To investigate the role of stakeholders in inclusion of physically disabled students in physical education practical session.
- To identify the major factors affect the participation of physically disabled students in physical education practical activities.
- To assess different kinds of strategies to accommodate the students with physical disabilities in physical education practical session.
- To examine the method and motivation of physical Education teachers in teaching physical disabled students.

1.5 Significance of the Study

This study will have the following significances.

- It helps the curriculum developers to use as input to include the feasible practical activities in the syllabus.
- It provides teachers to motivate the students with physical abilities and to different strategies or teaching methods that appropriate for students with disability.
- It give awareness for the sport administrators to create the way how to involve the stakeholders in motivating and participating physically disabled students in physical education or sport activities.
- It helps the stakeholders to get proper assess and create conducive school environment and fulfill the necessary facilities for physically disabled students sport activities.
- It will provide sufficient knowledge for parents of disabled students in participating physical education and extracurricular activities.
- It will support others as reference material to conduct research in different schools of the country.

1.6 Limitations of the Study

When one conducts a research it cannot be free from limitations. In the same way, this study encountered the following limitations; inability to get internet access that it was prohibited access to adequate reference materials. However, the researcher was trying to alleviate the shortage of the references by going different towns where internet access is available. The teacher respondents were reluctant to respond the questionnaire on the allotted time; however, the researcher strictly followed them daily and some of the questionnaires were left not responded and the research's low experience in conducting research but the researcher tried to consult some experienced colleagues. Inadequate sample selection and inability to use inferential statistics to analyze the data. In spite of these constraints, the researcher has attempted to make the study as complete as possible.

1.7 Delimitation of the Study

This study was confined to some selected secondary and preparatory schools in Chenchaworeda, Gamo Gofa Zone. It only focused on examining the participation of physically disabled students in learning physical education in those selected schools under the study.

1.8 Definition of term

Disabled; referring to those ‘who because of impairment are limited or restricted in executing some skills performing tasks or participating in certain activities.

Inclusive education- is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

Physical disability- is a limitation on a person's physical functioning, mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

Physical Education;-is that phase of general educational program which contributes to the total growth and development of the child, primarily through selected movement experiences and physical activities.

Sport - Includes all forms of competitive physical activity or games which through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants, and in some cases, entertainment for spectators.

1.8 Organization of the Study

This study has been organized in to five chapters. Chapter one incorporated the introduction (preliminary parts of the study). Chapter two deals with literature review on examining physically disabled students in learning physical education. Chapter three consisted of methodology of the study. Chapter four dealt with analysis and interpretation of the study. Finally, chapter five consists of summary of major findings, conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with a detailed review of the related literature on different issues of physical disability. It consists of concept of physical disability, types of physical disability, causes of physical disability and teacher's role in teaching disabled students.

2.1 The Concept of Physical Disability

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin 2003). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long term effect on their ability to carry out day-to-day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility.

Siebers (2008) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2001).

2.2 Types of Physical Disabilities

Physical disabilities and health conditions are classified as either congenital or acquired. Students with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally.

Neads (1999) identified types of physical disabilities as follows: Paraplegia, Quadriplegia, Multiple sclerosis (MS), Hemiplegia, Cerebral palsy, absent limb/reduced limb function Dystrophy and Polio. Paraplegia and Quadriplegia are what people first identify with a physical disability. Paraplegia results from injury to the spinal cord, occurring below the neck, while quadriplegia refers to damage to the spinal cord in the neck. Varying degrees of loss of limb and other mobility may result from either condition. Other forms of physical disability, such as polio (an acquired disease), cerebral palsy (damage to brain tissue during fetal stages) and some genetic conditions can result in loss of mobility.

The types of physical disability stated according to Wikipedia, the free encyclopedia cited in (http://en.wikipedia.org/wiki/Physical_disability) were:

2.2.1 Mobility impairment

It is a category of disability that includes people with varying types of physical disabilities. This type of disability includes upper limb disability, manual dexterity and disability in co-ordination with different organs of the body. Disability in mobility can either be a congenital or acquired with age problem. This problem could also be the consequence of some disease. People who have a broken skeletal structure also fall into this category of disability.

2.2.2 Visual impairment

It is another type of physical impairment. There are hundreds of thousands of people that greatly suffer from minor to various serious vision injuries or impairments. These types of injuries can also result into some severe problems or diseases like blindness and ocular trauma, to name a few. Some of the common types of vision impairments include scratched cornea, scratches on the sclera, diabetes-related eye conditions, dry eyes and corneal graft.

2.2.3 Hearing impairment

It is the category of physical impairment that includes people that are completely or partially deaf. People who are only partly deaf can sometimes make use of hearing-aids to improve their hearing ability.

2.3 Disability in Ethiopia

According to Federal Democratic Republic of Ethiopia country profile on disability (2002) Following the World Health Organization (WHO) and International Labor Organization (ILO) definitions on disability, “Disability” is defined as follows in Ethiopia,

“A disabled person is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities.”

Nearly 10% of the world’s population has disabilities, of which 80% live in developing countries. Most of those in developing countries do not have access to rehabilitation services due to a lack of resources and other various factors. Further strengthening the above issue UNICEF Ethiopia’s disability program by the Japan International Cooperation Agency (2002) it is estimated that 7.6 % of the population lives with a disability (approximately 5 million).

A separate WHO study estimates that it is 10%, meaning that 7.7 million people are living with a disability. Disabled people living in Ethiopia have to cope with poor awareness and limited support. Begging is a prevalent method of survival in urban centers, as is help from religious institutions and charities. Certain disabled groups are victims of prejudice, especially in rural areas. Children suffer from neglect and abuse. In the most extreme cases they have been shut inside their homes and deliberately kept away from other people because of the “shame” they bring their families.

Sources from (<http://www.righttoplay.com>) also show People living with a disability in Ethiopia are very rarely given the opportunity to partake in the workforce, school or sports activities, which often leads them to a life in the street or in seclusion.

2.4 Physical Education

According to Bucher, (1975) the word physical refers to the body. It is often used in reference to various bodily characteristics such as physical development, physical strength, and physical prowess, physical health, and physical appearance. It refers to the body as contrasted to the mind. Therefore when the word education is added to the word physical, thus forming the phrase physical education, it refers to the process of education that concerns activities which develop

and maintain the human body. Times have changed, and physical education must change with the times. New problems face our society and the world. As a result, if education is to be relevant to current needs, it must do something about these problems.

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

2.5 Origin and Evolution of Physical Education for Individuals with Disabilities

According to Seaman and Depauw (1989) Physical education for individuals with disabilities can be traced to the curative physical regimens found in China on 2700 BC. The ancients relied on activities such as gymnastics, preventive exercise, and therapeutic exercise to alleviate physical disorders and illnesses.

The European cultures influenced the development of P.E for individuals with disability primarily through medical gymnastics. Because exercise was considered the best medicine, a large part of medical gymnastics consisted of prescribed exercise to remediate specific disorders. In the early twentieth century in the United States the medical gymnastics model for P.E continued to be applied preventive and corrective exercise was still emphasized.

Prior to the world wars virtually no formal PE was provided for those with physical and mental impairments, little changed until after World War I, when the needs of returning war veterans caused the structure of programs to be altered. The success of physical rehabilitates for war veterans helped promote the use of physical activity in the school for the development and enjoyment of those with disabilities.

2.6 Physical Education within the School Program

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

In breaking down the broad generalization that an aim must inevitably be, the purposes of P.E have been more clearly identified in statement concerning objectives. Most such statements are included in the following main points: 1) The improvement of physical and organic efficiency. 2) The development of overall neuron-muscular coordination's, as well as Skill in sports, games, rhythms, and related activities. 3) The development of socially desirable and acceptable patterns of behavior through the many opportunities presented in play situations. 4) The development or an appreciation of the significance of competency in P.E activities and its relationship to utilizing leisure resources for richer living.

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

2.7 Regular Physical Education for Disabled Student

As stated by Auxter, et al., (1993). In order for a child with a disability, even a mild disability, to be educated in the regular P.E class, careful preparation must be made. Accordingly there are four variables that must be considered before making a decision to place a child in to the regular P.E program:

(1) The professional preparation of the physical educators to teach a child with disability. (2) The attitude of the Physical Educator toward the disable child, (3) The support of the primary campus administrator of the concept of inclusion. (4) The readiness of the non-disabled children in the school to accept and interact with the child. These four factors all must be considered.

The first variable to be considered in the decision to include children with disability in regular P.E program is the preparation of the P.E teacher. In order to serve children with disabilities in the regular P.E class, the teacher must have knowledge of the following.

- Physical, mental, and emotional characteristics of children with disabilities.
- Learning styles of children with disabilities
- Teaching techniques and methodologies appropriate for children with and without disabilities
- Behavior management strategies appropriate for children with and without disabilities.
- Techniques for modifying play, games, and sport activities to include children with disabilities.
- Methods for modifying evaluation and grading for children with disabilities.

If the Physical Educators did not acquire this knowledge during undergraduate or graduate professional preparation, the physical educator must be provided access to this information through in-service preparation before a child with disabilities is included in the regular program.

The second variable that must be considered before placing a child with a disability in to the regular P.E classroom is the teacher's attitude toward teaching those with disabilities. If the teacher has a negative attitude about including children with a disability in the class, the child will know it instantly and be devastated by it: the child with disability simply cannot be placed in a classroom in which he or she is not wanted. Teacher may have negative attitudes toward a

disabled child for a variety of reasons, but attitudes are learned behaviors which, when necessary, can be changed. French and Henderson noted;

It is important to find ways to teach Physical Educators the knowledge and skills necessary to work effectively with students with disabilities in the regular classroom and increase positive attitude towards team. These are not mutually exclusive. Teachers may have negative attitude towards students with disabilities because they do not know how to teach them.

The third variable that must be considered is administrative support for the inclusion of children with disabilities in to the regular P.E classroom. If the local campus administrator principals, or dean or instruction supports the notion that children with disabilities should be integrated in to the regular P.E program, then the administrator must be in a position to support the physical educator in a number of ways. The administrator's comities to inclusion in P.E will do one of the three things to ensure that a quality P.E is received by all.

- 1) Decrease class size by hiring additional professional personnel or arranging alternate scheduling patterns.
- 2) Decrease teacher-student ration by assigning trained Para professionals to assist the teacher.
- 3) Decrease teacher-student ration by assigning school volunteers to assist the physical educator.

In addition to limiting the teacher student ration administrating must also provide support by addressing other concerns. The Physical Educator must be encouraged to attend classes and in-service presentation that address the Education of children with disabilities.

The Physical Educator must be given release time to participate actively as part of the motor development or the multidisciplinary team in the assessment /evaluation/ of the children's gross motor skills and create implementation of the child (IMEP) or individual P.E plan (IPEP). The fourth consideration is the readiness of the other children to accept and interact with the disabled students.

2.8 Benefits of Physical Education for Students with Disabilities

The physical educator can make a major contribution to reduce the risk and facilitate independent living through physical activity in the following ways.

- Develop recreational motor skills for independent functions in the community.
- Develop physical and motor prerequisites to self-help skills required for independent living.
- Develop physical fitness for maintenance of health.
- Develop prerequisites motor skills necessary for participation in self-fulfilling social activities.

It has been argued that participation in sports develops the social characteristics of participants. Participants alone may not, however, benefit individuals with disabilities. Early studies on the social benefit of mainstreamed students with disabilities indicated that under certain conditions the person with a disability could be adversely affected. There is some recent evidence that when the conditions of participations are well controlled (e.g. appropriate activities are offer at the ability level of the learners) and environment are designed that include a carefully structured modeling process, social development can be fostered through physical activity and sport. To ensure that social benefits occur to all persons, the social environment should be constructed so that there is a match between the environmental demands of the sport/physical activity and the social capabilities of the participants. Furthermore, the participants without disabilities must be supportive of the socialization process (Auxter, et al., 1993).

2.9 The Role of the Physical Education Teachers

Auxter, et al., (2001) suggest whenever a child with a disability is placed in a regular educator for those children are the same as for any other child in the classroom. Because all children differ with respect to amount of learning, rate of learning, and learning style, modifications in methodology, curriculum, or environment are often necessary for both non handicapped and handicapped children. Special education which involves significant modifications in methodology, curriculum, or environment may also be delivered to some handicapped children in regular classrooms.

Regular educators have any or all of the following duties with respect to children with disabilities;

- 1) Identification of possible disabling conditions.
- 2) Referral of children for education and placement.
- 3) Data gathering.
- 4) Assisting children with disabilities with special equipment.
- 5) Participation in developing IEPs.
- 6) Sharing information with and without disabilities in the school environment.

Further strengthening the previous issue Dunn and Hollisfait (1989) in developing a favorable climate in the classroom for the acceptance of those who are handicapped, the teacher may disuses with the students. The importance that is sometimes attached to attractive physical appearance may be pointed out and contrasted with more Meaningful personal attitudes. The teacher might emphasize that performing to the best of one's ability is just as admirable and worthy of respect as being the most outstanding performer.

2.10 Attitude

Attitudes have been defined as being composed of three main components of affect, behavior, and cognition, known as the ABCs of attitudes (Antonak&Livneh, 1998). These components combined make up the disposition of attitudes: (A) Affect defines the emotions of attitudes, which are the like and dislike; (B) behavior explains the direct action that is connected with the internal attitude; and (C) cognition describes how the organization and formation of attitudes about an object are stored (Sliningeretal, 2000). Although this is the operational definition used in the current study, there is no universally accepted definition of attitude, and in fact, 30 definitions of attitude have been described over the years (Rao, 2004).

2.10.1 Students attitude towards physical education

One important goal of physical education is the promotion of participation in meaningful physical activity throughout one's life span. In attempting to accomplish this objective, teachers must assist their students in acquiring the necessary motor skills and knowledge pertaining to physical activity (Krosnick& Abelson, 1992).

However, the likely hood that students will continue to participate in physical activities once they have left school is strongly influenced by their attitudes towards physical activity. Students with more favorable attitudes are more likely to participate in these activities than students with less favorable attitudes. Thus fostering favorable attitudes toward physical activity is desirable outcomes of physical education programs. Teachers must not only concern with the development of attitude but also with changing negative attitudes held by some students (Higgins, 1996).

Attitude encompasses one's feelings toward a particular situation, one's likes and dislikes, and one's beliefs. Attitudes are reflected in one's behaviors specifically one's tendency in a certain manner. Positive attitudes are expressed when an individual chooses to become involved in a specific activity and seeks out opportunities to participate. Negative attitudes are evidence when an individual chooses to ignore or avoid an opportunity to participate in an activity. Attitudes are also reflected when the student is given a choice of activities and express a preference for one activity over the other or another (Bucher, 1972).

2.10.2 Teachers attitude towards disabled Students

Teachers' attitude towards disability are often characterized by their experience and knowledge around disability, some studies estimate that teachers need to receive more education in working with students with a disability (Obrusnikova, 2008).

As it was suggested by Mawer (1995), teachers should focus on the importance of “having positive and realistic expectations of pupils and setting clear and realistic targets”. Students are more willing to participate when they have clear goals and know that they have the teacher's belief of their success. Martinek's study (as cited in Mawer, 1995) demonstrates that when teachers have low expectancies from their students, it is more likely that students reveal signs of helplessness. Furthermore, in another study by Martinek (as cited in Mawer, 1995) it was proved that when teachers lessen the importance given to students' efforts may lead to lack of interest and avoidance of participation by the students. Mawer (1995) suggests that teachers should “make a special effort to show interest and sympathy in the efforts of low achievers by accepting the pupil's contribution” (Mawer, 1995). Adequate, positive and suitable communication is a key element in teaching.

Mushoriwa (2001) says that attitudes are the greatest barriers or the greatest assets, to the development of inclusive education. They influence our perceptions of challenges, strategies to be chosen and goals to be achieved. Mushoriwa (2001) adds that there is a general belief that human behaviour and actions are influenced by attitudes, where by attitudes are seen as the cause, and behaviour as the consequence. Mushoriwa (2001) adds that attitudes include desires, convictions, feelings, opinions, beliefs, hopes, judgment and sentiments. This means people have attitudes which affect the way they perceive, value, judge, interact and handle children with special needs.

Negative attitudes usually arise from ignorance and fear of the unknown. Scruggs and Mastropieri studied teacher perceptions of mainstreaming and inclusion. They summarized results of 28 surveys of teacher attitudes towards including students with disabilities in their classrooms, conducted between 1958 and 1995. They found out that nearly two-thirds of general education classroom teachers supported the concept of inclusion (Mastropieri and Scruggs, 2000). However when asked whether they were willing to teach students with disabilities in their own classes, majority were reluctant or unwilling to do so. Majority felt that they did not have sufficient time, appropriate training, other materials and resources to enable them work successfully with children with disabilities (Mastropieri and Scruggs, 2000). It seems therefore that though the teachers may be willing to accept the CWDs in their classes, other factors may influence their attitude negatively or positively.

A study by Wilezenski (1992) in Australia on teachers' attitude towards inclusive education as cited by Mushoriwa (2001) showed that the teachers were more positive on learners whose programs focused on social inclusion than those requiring physical changes in their school or classroom. The teachers were also more accepting to learners with physical disabilities than to those who necessitated academic modification. Such research findings indicated that the type of disability and the demands it eventually makes on the teacher would influence teacher attitudes towards including children with such a disability in a regular class (Mushoriwa, 2001). Before implementation of any special education Program for learners with disabilities within regular schools, it was important to determine the attitude of educators and administrators towards CWDs. This would help in alleviating the fears. Although the attitude of teachers in other parts of the world had widely been established, limited research if any had been conducted to establish

the attitude of regular primary schools teachers, particularly in the five pilot schools where inclusion is practiced. This study established that.

On pupil's attitudes, Zindi (1996) conducted a study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favour. This study did not involve the views of the children without disabilities who were practically in an inclusive setting. This means that the views were from learners without disabilities who had no experience of the real inclusive situation. This study gathered views from learners who already had the experience. Their views could therefore be relied upon as this reflects their experience and feelings. The aspect of the attitude of the CWDs toward learning together with their peers in the mainstream is also very important and the researcher established their views. This study focused on all the children (with or without disabilities) in an inclusive setting.

A study by Staub, Cushing, and others in 1996 cited by CEC (2003a) that was to investigate the academic achievement, behaviour change, and the effectiveness of peer-tutoring in inclusive programmes found out that the students with disabilities experienced growth in levels of independence, social networks, academic skills and behaviour. The student aides also benefited in academic skills. It was therefore concluded that inclusion benefited all the learners (CEC, 2003a). Their results were similar to another study done by Cushing, Lisa and others in 1997 cited by CEC, (2003b). The study was done on three children who served as peer supports for students with disabilities in general education classrooms. They found out that serving as a peer support had positive academic effects on students without disabilities (CEC, 2003b). However in some cases research shows that pupils have negative attitude towards inclusion of CWD in regular classes.

2.11 Major Factor that Hinder the Involvement of SWD in PE Practical Activities

Children with disabilities receive less physical education compared to non-disabled peers (Coates & Vickerman, 2010). A research study about students with disabilities and their experiences with physical education found that, “ten percent of students indicate that they have not taken part in any sports,” within the curriculum (Coates & Vickerman, 2010).

According to the results of the study conducted by Klien and Hollingshead (2015), “many teachers felt unable to deliver appropriate physical education to pupils with disabilities”. It is possible that this could be occurring because the lack of knowledge surrounding the disability or the lack of knowledge about the specific child. Additionally, Klein and Hollingshead found “teachers identified several factors that would affect the success of inclusion; class size, inadequate resources, the extent to which all students would benefit from inclusion and the lack of adequate teacher preparation”.

Some challenges educators face in implementing inclusive physical education includes myths about inclusion, teachers’ misunderstanding of the ‘least restrictive’ environment, and a lack of awareness of specific strategies to use for inclusion (Gal, Schreur & Engel-Yeger, 2010). Attitudinal barriers, environmental barriers, and administrative barriers are all challenges in implementing an inclusive physical education program (Gal, Schreur & Engel-Yeger, 2010). Hodge et al. (2009) also discovered that making connections with students with special needs and managing disruptive behavior were all factors in presenting challenges to implementing inclusive physical education.

Many students with disabilities have difficulty interacting with peers. When researching strategies for including children on the autism spectrum, Tovin (2013) states that students with disabilities face challenges when interacting with their non-disabled peers during unstructured physical activities. Tovin also poses the challenge of bullying within the classroom environment, which threatens the participation of students with disabilities. This can further magnify the social impact of disabilities.

Teachers have to implement set standards that are laid out in the curriculum documents. “Although all students are expected to meet the learning standards, instruction that allows students with disabilities to achieve the standards presents a challenge for teachers” (Lieberman, James & Ludwa, 2004). Teachers need to overcome these challenges to meet the needs of all students and provide an inclusive physical education program that benefits all children. Hodge et al. (2009) concludes from their research that teachers desire relevant training and need help from specialists before they were willing to implement a fully inclusive classroom.

2.12 Strategies Used to Accommodate Disabled Students

Of the number of students who disclose that have a visual impairment, those who have a total absence of vision are a minority; many more students have low vision or partial sight. Access requirements of people with visual impairments will therefore vary widely and is not always evident. The type of assistance required will vary according to the degree and nature of their impairment. Remember to discuss directly with the student his/her individual requirements in a discreet manner (UWIC, 2014).

Some students have gradually lost vision over a number of years; others may have been blind since birth. Some may have no vision at all, but most people who advise that they are blind have some vision and may be light-sensitive, may experience blurred or distorted vision, others may have a restricted field of vision having less side vision, central vision or may see only half the field of view. With some visual impairment, sight fluctuates and students may have some days when vision or light tolerance is much better than others. The best guide to the student's condition and how it affects them is the student him/herself. Some visually impaired students may not appear any different from other students; others may use a cane or a guide dog.

Although a student may have difficulty identifying detail or reading print this will not always affect their mobility around campus. However, when the peripheral vision is affected it can reduce the visual field making mobility difficult. Learning routes around campus, particularly at the start of the year, is a time-consuming task, which other students do not have. Vision also may fluctuate or may be influenced by factors such as inappropriate lighting, light glare or fatigue (UWIC, 2014).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

In this chapter the study deals with the research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis will be presented briefly.

3.1 Description of the Study Area

Chencha Woreda is located in Gamo Gofa Zone, South Nation Nationalities and Peoples Region. It has a longitude and latitude of 6°15'N37°34'E and an elevation of 2732 meters above sea level. Chencha is a temperate climate zone with the potential and current production capacity of fruits and vegetables, different kinds of root plants, cereals, and timber trees. The town of Chencha is known for traditional clothing of Shema as it includes the Dorze and other communities with traditional weaving undertakings. The town of Chencha is a tourist attracting place with the endowed beauty of the nature and the topography of the town. Chencha is bordered on the south by Arba Minch Zuria, on the west by Dita, on the north by Kucha and Boreda, and on the east by Mirab Abaya. Towns in Chencha include Chencha, Dorze, Zozo, Dokko and Ezo.

Based on the 2007 Census conducted by the Central Statistics Agency, this woreda has a total population of 111,686, of whom 51,310 are men and 60,376 women; 13,304 or 11.91% of its population are urban dwellers. The majority of the inhabitants practiced Ethiopian Orthodox Christianity, with 62.19% of the population reporting that belief, and 36.82% were Protestants.

The recent education statistics of the Woreda indicates that there are 74 primary and 9 secondary schools. Among those schools four secondary schools were selected for this research purpose.

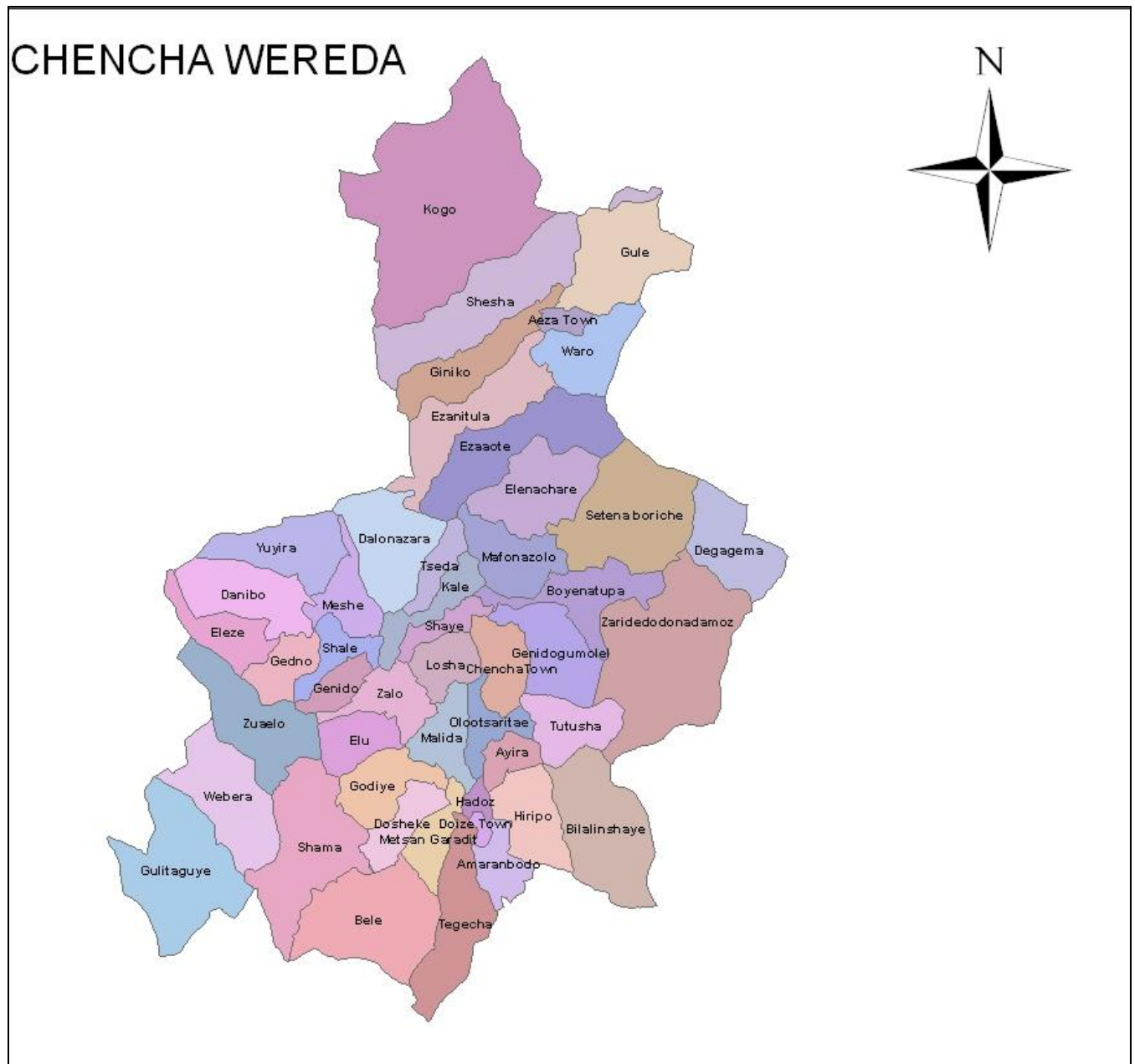


Figure 3.1: Administrative Map of Chench Woreda

3.2 Research Design

According to John Best(2008)and Cresswell(2003),a descriptive study describes and interprets that is concerned with conditions or relationships that exists, opinions that are held, process that are going on ,effects that are evident or trends that are developing .Thus, the use of descriptive method is found to be appropriate for this study in order to gather data from the respondents at a

given time with the intention of getting or examining the participation of physically disabled students in learning physical education selected secondary and preparatory schools of Chenchaworeda. Descriptive survey design method was employed to conduct the study.

3.3 Research Method

Method is a style of conducting a research work which was determined by the nature of the problem (Singh, 2006). The study employed both qualitative and quantitative research approach in order to answer the research questions. This approach provides a better understanding of the research problem than either of each method alone. According to Creswell (2009) a mixed method research approach is a procedure for collecting, analyzing and mixing both qualitative and quantitative methods in a single study to understand clearly the objectives and research question. Hence, the researcher follow a qualitative approach in order to collect qualitative data of open ended questions through interview, FGD and field observation and quantitative approach in order to collect the data through questionnaires. Quantitative approach is considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon such as direct quotations capturing peoples personal perspectives and experience of instructional leadership through an in depth interview. McLaughlin and Talbert (2001) believe that for information that cannot be obtained through quantitative method can be effective in obtaining such information. Therefore, in this study, a mixed approach involving both quantitative and qualitative designs were employed so as to collect extensive data and used to confirm findings from different data sources through triangulated data instruments and consequently to draw valid general conclusions.

3.4 Sources of Data

In order to get important information's and data's, the researcher used both primary and secondary data collection.

- A. Primary data collection from students, physical education teachers and administrators.
- B. Secondary data collection from book, text book, written documents and internet.

3.5 Sample Size and Sampling Techniques

The target populations of this study were teachers, school principals, parents and students with disability. The pertinent information was collected from those target populations. This study was conducted at the secondary schools in Chenca Woreda. There are nine secondary schools in the woreda. Out these four secondary schools were selected for this study because physically disabled students are found in these schools. Thus, these schools were purposively selected for this study with the consideration of physically disabled students was available in these schools. These are Chench secondary and Preparatory School, Doko mesho Secondary School, Dorze Secondary School and Zozo secondary School.

The total numbers of participants of this study were 59, from which 7 physical education teachers, 28 children with disabilities, and 4 school principals and 20 parents. Physical education teachers were selected using purposive sampling. Students with disability were also selected using purposive sampling including the different types of disabilities. Students with disabilities were taken for this study from four sample schools. However, the parents of physically disabled students were selected using simple random sampling method with the assumption to give equal chance for the parents of the disabled students without bias.

Table 3.1: Sample and sampling techniques of the study

Secondary Schools	Sample categories															
	Principals				PE teachers				Disabled Students				Parents			
	Pop	Sam ple	%	Samp tech.	Pop	Sam ple	%	Samp tech.	Pop	Sam ple	%	Samp tech	Pop	Sam ple	%	Sample tech
Chench	2	1	50	Purposive	3	3	100	Purposive	11	11	100	Purposive	22	8	35.5	Simple random
Doko mesho	2	1	50		2	2	100		7	7	100		14	5	35.5	
Dorze	2	1	50		1	1	100		6	6	100		12	4	35.5	
Zozo	2	1	50		1	1	100		4	4	100		8	3	35.5	
Total	8	4	100		7	7	100		28	28	100		56	20	100	

3.6 Data Collection Instruments

The researcher used both quantitative and qualitative approach data collection for this study in order to achieve the objective of the study. These were questionnaire, interview, focus group discussion and field observation. The researcher employed these instruments in order to obtain more reliable data the related to the research questions.

3.6.1 Questionnaire:

One of the methods in collecting data was questionnaire. In this study the researcher used to collect a quantitative data from the students with disabilities. Questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Some of the questionnaires were collected from different sources related to the problems of this research and each of them was adapted to the objectives of the study and some others were self-developed. Thus, questionnaires were prepared in English Language and administered to all participants and translation was made by the researcher and his assistants in local language when the students were unable to understand some of the questions.

The questionnaires were prepared with the close ended items. Close ended questions were developed using the Likert scale (yes/no options and agree, undecided and disagree alternatives) to identify physically disabled students attitudes towards learning physical education. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond.

3.6.2 Interview

One of the methods in collecting data was interview. The researcher used interview to collect data from 7 PE teachers for the reason that the number of the respondents are few in number. Semi-structured interview was used to gather relevant information from the participant teachers on issues related to the study. Semi-structured interview allows the respondents to talk something in depth, choosing their own word. This helped the researcher develop a real sense of a person's understanding of a situation. They also increase opportunity because gives the interviewer the opportunity to probe for a deeper understanding, ask for clarification and allow the interviewee steer the direction of the interview. To obtain standardized and comparable data from each

subject, semi-structured interview questions, with 18 items for each participant, were developed by the researcher and interview were held to collect information about physically disabled students' life experience in learning physical education.

3.6.3 Focus group discussion

One of the methods used to collect data that the researcher to make investigation on the disabled students' life experience in learning physical education. In this study a focus group discussion was held with 4 school administrators and 20 physically disabled students' parents. The school administrators made the discussion in one group and the parents made the discussion in 4 groups. It was conducted with 24 participants to take the advantages of collecting variety of shared understanding from these interacting individuals and it helps to triangulate the data that gathered with other tools and the researcher also used this data gathering method to get unswerving idea for conclusion of the study.

3.6.4 Field observation

Field observation is also another method the researcher used to provide information about physically disabled students. A check-list was prepared by the researcher for the checking of the presence and absence of the necessary materials, equipments and sport field in the schools under the study. The researcher made a close investigation of relevant data related to the issues of physically disabled students' life experience in learning physical education.

3.7 Variables of the Study

The independent variable of this study is the students with disabilities and the dependent variables attitude of physically disabled students, the role and the awareness of the stakeholders, the major factors that hinder the disabled students involvement in physical education practical class, the strategies used to accommodate students with physical disabilities in PE practical classes and the methods and motivation of teachers to teach students with physical disability.

3.8 Validity and Reliability of Instruments

To check the validity and reliability of the instruments pilot test was conducted prior to the final administration of the interview and focus group discussion guide. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. To

be sure of the validity, the principals and well-experienced physical education teachers and principals' one of secondary school (Tolola secondary school) in the woreda that was not included were consulted to give their comments. The participants of the pilot test were also be primary clued-up about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the interview and focus group discussion guide.

Based on the comments obtained from respondents, the items were improved before they were administered to the major participants of the study to reduce errors and confusions. Items which are not clear have been made clear, repeated items were made to be omitted, lengthy items were made to be shortened and other items which were assumed to be important for the objective of the research and that are not included were made a part of the instrument of the study.

3.8.1 Validity

The study according to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it is supposed to measure. Validity is the degree to which result obtain from the analysis of the data actually represent the phenomenon under study. The study used construct validity, which is a measure of the degree to which data obtain from an instrument meaningful and accurately reflects or represents a theoretical concept. Questionnaires were test on potential respondents to make the data collecting instruments objective, relevant, suitable to the problem and reliable as recommended by Sekaran (2003).

- ✚ Content related validity refers to the relevance of the instrument or measurement strategies to construct being measured (Fitzpatrick, 1983).
- ✚ External validity is refers to the generalizability of the study results the research and it refers to degree to which research results generalize to other condition, participants, time and space.

Issues raised by respondents were taken in consideration and refined the questionnaires. Besides, proper detection by advisors and (expert of physical education from high school under study) were involved. Based on their comments, spelling errors and grammars were made clear and the instruments were translated in to Amharic language for student based on

the feedback obtained from the pilot respondents. The instruments were improved before they are administered to the major participants of the study to reduce errors.

3.8.2 Reliability

Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or the instrument gives the same result if the research is repeated on the same sample (Maree, 2007). Reliability is defined as the extent to which the questionnaires or any measurements procedures the same results on repeated trials (Millar, 1997) reliability refers to the consistency or dependability of a measurement technique (Andrich, 1981; Leary, 2004).the conducted on items the disciplinary problem of students in physical education practical session. The study reliability of the instruments were checked by using SPSS version 20 software and the tools check by Cronbach's Alpha Model.

To show the reliability of the instrument the researcher would conduct internal consistency reliability test using Statistical Package for Social Science (SPSS). A pilot test of the designed questionnaires would carry out to test their reliability in disciplinary problem of students. Reliability would test using Cronbach Alpha coefficient method of internal consistence. The coefficients' were:

Table 3.2: Reliability test results of the pilot study on the questionnaires items

Cronbach's Alpha			
Pilot test	N of Items	post-test	N of Items
0.72	12	0.74	12

Source: SPSS output file

According to Filled (2009), the figure of 0.70 or more usually treated as a rule of thumb to denote an accepted level of reliability.

3.9 Data Collection Procedures

First, the researcher prepared questionnaire, semi structured interview guide, field observation format, and focus group discussion guide. After preparing the instruments, all the instruments were given to different teachers in pilot study school for the necessary improvement.

The instruments were commented by senior physical education teachers. Finally, the researcher took the necessary notes during the discussion and make appropriate modification in all of the instruments. Then, the researcher provided the modified instrument for the respondents. Finally, the researcher collected the data completed by the respondents and organized them for presentation and interpretation.

3.10 Method of Data Analysis

The demographic information of the respondents was presented in table and analyzed using SPSS software version 20 and was expressed in descriptive statistics such as frequency and percentage. The qualitative data obtained through interview, focus group discussion and field observation were analyzed and interpreted in the statement form. Direct quotation of the interview responses were displayed italic form and interpretation was made on the quotation.

3.11 Ethical Considerations

This study was done by providing highest concern for ethics, confidentiality of the information. The confidentiality and anonymity of the respondents were emphasized to protect their privacy and the dignity. The researcher presented how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intended risk.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

In this chapter the results obtained using different instruments were described. Thus, frequency, percentage, means and descriptive statements were used to analyze the items of the questionnaire. Then, the data were organized and presented in the form of table and discussed accordingly to illustrate certain findings which would be used to give conclusions and possible recommendations.

4.1 Characteristics of the Respondents

4.1.1 Sample schools

Table 4.1: Sample schools selected for the study

No	School code given for this study	Name of Schools
1	S1	Chencha
2	S2	Doko Mesho
3	S3	Dorze
4	S4	Zozo

Note: S= school

Table 4.1. Indicates all the sample schools selected in different areas of Chencha Woreda so as to see the participation of physically disabled students in learning physical education practical class.

4.1.2. Students with Physical Disabilities

Table 4.2: Students with physical disability in the sample schools

No	School code	Types of Disability	Number of students	Sex	
				Male	Female
1	S1	Visually impaired	2	1	1
		Hearing Impairment	4	3	1
		Motor Disability	5	3	2
2	S2	Visually impaired	1	1	-
		Hearing Impairment	2	2	-
		Motor Disability	4	2	2
3	S3	Hearing Impairment	2	-	2
		Motor Disability	4	3	1
4	S4	Visually impaired	1	1	-
		Motor Disability	3	2	1

Note: S= school

As it depicted in table 4.2, the total numbers of students with disabilities in all the sample schools (grade 9-12) were 28. Of this, 10(35.71%) were Females and 18(46.83) % were Males. Their disabilities are categorized as visually impaired, hearing impairment and motor disability. In all the sampled school visually impaired students were 4(14.28%), hearing impairment were 8(28.57%) and motor disability were 16(57.14%). This result shows that the type of disability that mostly found in the sampled schools were motor disability students.

4.1.3 Physical Education Teachers

Table 4.3: Characteristics of teachers who teach PE for students with disabilities in the regular class rooms in each sample schools

No	Code of Teachers	Teaching grade level	Age	Sex	Experience	Qualification
1	T1	9 &10	25	M	3 years	Bachelor Degree
2	T2	11&12	38	M	11 years	MSc Degree
3	T3	9 &10	33	M	7 years	Bachelor Degree
4	T4	9 &10	35	M	9 years	Bachelor Degree
5	T5	9 &10	42	M	17 years	MSc Degree
6	T6	9 &10	36	F	9 years	Bachelor Degree
7	T7	9 &10	34	M	8years	Bachelor Degree

Note: T= Teacher

Table 4.3 describes characteristics of teachers who teach PE for students with disabilities in the regular class rooms. The table shows teacher's educational qualification and the grade level they were teaching during the study, their sex and age. There were one female and six male physical education teachers in the study. Their experience of teaching physical education in the secondary schools ranged from 3 year to 17 years. Their age group ranges from 25 years to 42. Regarding their academic qualification two of them were Masters degree and the remaining six were Bachelor degree holders. From this, one can understand that the teachers who teach PE for students with disabilities in the regular class were qualified enough and well experienced to teach the disabled students in regular classroom setting.

4.2 Data Analysis and Discussion

4.2.1 Student s response base on their attitude towards physical education practical class

Table 4.4: Student s response base on their attitude towards physical education practical class

No	Items	Yes		No	
		Fr	%	Fr	%
1	Are you interested in participating in physical practical exercises and games?	20	71.43	8	28.57
2	Physical education activities provide opportunities for satisfying social experiences?	22	78.57	6	21.43
3	Do you play games/sport that specifically suit to your disability in physical education practical classes?	16	57.14	12	42.86
4	Working together in physical education activities give people a better understanding of each other?	23	82.14	5	17.86
5	Do you want not to miss physical education and games even you are not feeling well?	21	75	7	25
6	Do you think more time should be given to physical education lessons?	24	85.71	4	14.29
7	Are all students treated in a fair and equitable manner?	23	82.14	5	17.86

Note: Fr = Frequency

Regarding item 1 table 4.4, the students were asked to give their responses whether they were interested in participating in physical practical exercises and games or not. Accordingly, the majority of the students 20(71.43%) replied that they were interested and 8(28.57%) of them replied that they were not in physical practical exercises and games. This implies that most of them were interested in physical practical exercises and games. However, the response of FGD held with the students' parents showed that they were not interested when their children in PE practical session. They prevent their children for the threat that their children can be harmed while doing practical activities. On the other hand, some parents replied as they like when their children do something that seems they cannot perform. From this one can conclude that the students are interested in participating in physical education practical exercises and games but some parents are not interested in their participation in PE practical session.

Concerning item 2 table 4.4 above, the students were asked to respond whether physical education activities provide opportunities for satisfying social experiences or not. Accordingly, the majority of the respondents 22(78.57%) replied 'Yes' and only a few 6(21.43%) of them replied 'No'. This result indicates that most of physically disabled students understand physical education activities provide opportunities for satisfying social experiences.

Item of 3 of table 4.4, the students were asked to give their opinion whether they play games/sport that specifically suit to your disability in physical education practical classes or not. In view of that 16(57.14%) of the students replied 'Yes' and 12(42.86%) of them replied 'No'. This shows they fairly play games/sport that specifically suit to your disability in physical education practical classes.

In item 4 of table 4.4, the students were asked to give their opinions whether working together in physical education activities give people a better understanding of each other or not. Regarding this, 23(82.14%) of them replied 'Yes' and 5(17.86) of them replied 'No'. This implies that the students realize working together in physical education activities give people a better understanding of each other.

In item 5 of table 4.4, the students were asked to give their opinions whether they do not want to miss physical education and games even they are not feeling well or not. Regarding this, 21(75%) of them replied 'Yes' and 7(25) of them replied 'No'. This implies that the students do not want to miss physical education and games even they are not feeling well.

In item 6 of table 4.4, the students were asked to give their responses on more time should be given to physical education lessons. Regarding this, 4(14.29%) of them replied 'No' and 24(85.71%) of them replied 'Yes'. This indicates that the students were interested if more time is given to physical education lessons. From this one can conclude that the students have positive attitudes to take part in physical education practical lessons.

In item 7 of table 4.4, the students were asked to give their responses on whether all students were treated in a fair and equitable manner or not. Regarding this, 23(82.14%) of them replied 'Yes' and 5(17.86%) of them replied 'No'. This implies that all students were treated in a fair and equitable manner by the physical education teachers in the schools under the study.

4.2.2 Students response based on teachers' support

Table 4.5: Students response based on teachers' support

No	Items	Agree		Undecided		Disagree		Mean
		Fr	%	Fr	%	Fr	%	
1	Teachers modify PE practical activities in order to meet the special needs of students with disabilities	8	28.57	12	42.86	8	28.57	1.94
2	There is willingness of teachers to help students with disabilities personally in order to make them active participants of PE practical classes	13	46.43	8	28.57	7	25	2.52
3	Teachers explain and demonstrate practical lessons of PE from simple to complex so that students with disabilities can catch up and imitate easily	14	50	9	32.14	5	17.86	2.69
4	Students with disabilities have no possibility to ask and communicate with their teachers during practical session of PE	5	17.86	8	28.57	15	53.57	1.48
5	Effort made by teachers to encourage cooperation and friendship among disabled and non- disabled students in PE in order to help one another	17	60.71	9	32.14	2	7.14	2.85

Key: Disagree (1.0-1.65), Undecided (1.66-2.35) and Agree (2.36-3.0)

In item 1 of table 4.5, the students were asked to show their agreements on the efforts made by their teachers modify PE practical activities in order to meet the special needs of students with disabilities. In view of that, the majority of them 12(42.86%) of them replied undecided, equal 8(28.57%) of them replied agree and disagree. The mean score (1.94) is also in undecided interval. This implies that the students were not sure about the efforts made by their teachers modify PE practical activities in order to meet the special needs of students with disabilities.

In item 2 of table 4.5, the students were asked to show their agreements on willingness of teachers to help students with disabilities personally in order to make them active participants of PE practical classes. Accordingly, the majority of them 13(46.43%) of them replied agree, 8(28.57%) of them replied undecided and 7(25%) of them replied disagree. The mean score is 2.52 which is in agreement level. This implies that the students agree that there were willingness of teachers to help students with disabilities personally in order to make them active participants of PE practical classes.

In item 3 of table 4.5, the students were asked to show their agreements on their teachers explain and demonstrate practical lessons of PE from simple to complex so that students with disabilities can catch up and imitate easily. Consequently, the majority of them 14(50%) of them replied agree, 9(32.14%) of them replied undecided and 5(17.86%) of them replied disagree. The mean score is 2.69 which is in agreement level. This implies that the students agree that their teachers explain and demonstrate practical lessons of PE from simple to complex so that students with disabilities can catch up and imitate easily.

In item 4 of table 4.5, the students were asked to show their agreements on the idea that the students with disabilities have no possibility to ask and communicate with their teachers during practical session of PE. Consequently, the majority of them 15(53.57%) of them replied disagree, 8(28.57%) of them replied undecided and 5(17.86%) of them replied agree. The mean score is 1.48 which is in disagreement level. This implies that the students do not agree on the idea that the students with disabilities have no possibility to ask and communicate with their teachers during practical session of PE.

In item 5 of table 4.5, the students were asked to show their agreements on the effort made by the teachers to encourage cooperation and friendship among disabled and non- disabled students in PE in order to help one another. Consequently, the majority of them 15(53.57%) of them replied disagree, 8(28.57%) of them replied undecided and 5(17.86%) of them replied agree. The mean score is 2.85 which is in agreement level. This implies that the students do not agree on the idea that the students with disabilities have no possibility to ask and communicate with their teachers during practical session of PE.

4.2.2 Analysis and Discussion of PE teachers response

Semi structured interview held with PE teachers at different time and place on different issues and their responses are summarized as follows:

4.2.2.1 The attitude of physically disabled students towards physical education practical class

Regarding physically disabled students interest in physical education practical classes, the teachers (T2), who have been teaching PE for 11 years, said that:

“Physically disabled students have interest in physical education practical classes, but they are ineffective due to lack of the availability of adequate supporting materials and uncomfortable sport field in our school.”

From this one can understand that physically disabled students are always interested in physical education practical class sessions but their ineffectiveness results from due some factors inadequacy of materials, uncomfortable sport field and negative attitude of PE teachers and unawareness of the teachers how teach them effectively.

Concerning the activities that physically disabled students like to do, one of the teachers from the sample school (T₅) replied that:

“The students with hearing impairment like to do any physical activity because he/she is interested when other students do the activities and does the activity when the teacher or the other students guide using sign language. On the other hand, visually impaired students were interested to do stretching exercise the stationary position by the commandment of the teacher, running with rope guiding with non-blinded person and football game with the guidance of the ball sound.”

This implies that the students with different disabilities like to do physical activities according to their disability type on the adapted conditions.

Regarding physically disabled students being voluntary to bring their sport suit during practical classes, the teacher, T₄, from the sample schools claimed that:

“Some of the disabled students were voluntary to bring their sport suits but some other were even not voluntary to be available of the sport fields, the others also hide their impairment and they are not voluntary to show they handicapped parts. This might be due to the attitude that the society imposes on them.” It was also supported by teacher,

T₁, some of the students restrict themselves from participating in P.E practical class.

This implies that there were some students who were not voluntary to bring their sport suits. This is also the indication of negative attitudes towards PE practical class.

4.2.2.2 The role and awareness of Stakeholders about the inclusion of SWD in PE practical classes

Regarding the role and awareness to motivate students with disabilities to participate in P.E practical class the teachers (T₆), who have been teaching PE for 9 years, claimed that:

“From my experience I observed, some of the teachers in my school or nearby secondary schools make the students to sit under shadow during PE practical session, but some others motivate the students that suit to their disability types.” This implies that the role of the stakeholders to motivate physically disabled students to participate in PE practical classes was at low level.

The FGD held with the school principals, on the other hand, claimed that to improve the attitude of the society continuous awareness creation should be made, for instance, different workshops regarding the disabled children. Similarly, the parents also explained that should be provided with awareness creation education continuously as SWD can perform any activity like their able peers and can also help them to build self-confidence and to be psychologically fit and safe. Moreover, they indicated that, SWD can improve their fitness and social interaction by avoiding sense of inferiority. This indicates that not all PE teachers motivate the students with disabilities in PE practical classes regularly.

Regarding the confidence of PE teachers in providing inclusive physical education to children with special needs, majority of the teachers replied that they were not confident and reasoned that they did not get enough special needs education courses to teach disabled students in full confidence.

Regarding the schools administrators to fulfill the necessary facilities for PE teachers to involve the students with disabilities in any sport activities, one of the teachers (T₅) who has the experience of teaching PE in secondary school for 17 years claimed that;

“The school administrators even do not fulfill simple sport materials for the normal students. They always talk about insufficiency of budget to allocate for the sport materials. On the other hand, the might have no awareness and concept about the significance of sport for disabled students.”

This implies that the school administrators did not made an effort to fulfill the facilities for that teachers to involve physically disabled students in any sport activities.

Regarding the parents encourage to support their children to participate in PE practical class the teachers responded that the parents do not support their children because they have no awareness for PE practical activity that the disabled students can do. Some of them have negative attitudes

that the disabled students cannot do any sport activity and they think that their children can be harmed in case of doing physical activities.

Regarding the classmates help disabled students to participate in practical class of the subject. One of the selected PE teachers (T₃), who has taught PE for 7 years, claimed that:

“The classmates do not dare to help the disabled students to participate in practical classes unless they were enforced by the teacher. This because they might have fear to help them during the practical session.”

This implies that the classmates of students with disabilities were not voluntary to help them in practical sessions.

Regarding the professional support from educational experts of the zone and woreda for teachers and principals to promote the inclusion of SWD in PE practical classes, one of the teachers (T₁) in interview claimed that:

“There were no professional support provided from the educational experts of the zone or woreda for the teachers and principals for the inclusion of SWD in PE practical classes. The educational experts either in the woreda or zone do provide trainings in the way all the PE teachers and principals in the schools be benefited, but they simply give training for some specific person in the way from time to time. This situation does not make either the PE teachers or the principals to promote the inclusion of SWD in PE practical class. This might also be held with their negative attitudes towards the students with disabilities.”

This implies that the educational experts of the zone and woreda do not provide professional support for the teachers and principals to promote the participation of physically disabled students in the inclusive class setting.

4.2.2.3 The major factors that hinder the involvement of SWD in PE practical activities

Concerning the major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities, the teachers claimed that: *“Even though the interest of the SWD to participate in physical education practical class was high, the level of participation was inversely related. The reasons for the low participation in the physical education practical class were due to lack of comfortable school sport fields/facilities, equipment, lack of interest from their teachers to participate them, the level of difficulty they have and lack of willingness by their peers to do the physical activities with and lack of support from the family, lack of interest from*

their physical education teachers to participate them in practical class and in some case even in physical education class.”

As all participants mentioned, the availability of facilities and equipment were a great challenge and need focus of the higher officials. However, the school principals explained that there is no special movement in finding fund from different sources to achieve the intended outcomes.

4.2.2.4 Strategies should be used to significantly accommodate SWD in PE regular practical classes

Regarding the strategies that are used to significantly accommodate students with physical disabilities in PE regular practical classes, the teachers replied that: Like others club there should be club for disabled students in the school, develop and create awareness program to all the concerned bodes, curriculum modification as well as successful teachers training, continuous support and encouragement of the school administration and other school communities. In general, all school system should:

- Attitude changing training should be given the society, teachers so as to alter the awful perceptions on disabled person.
- The school teachers and administrators should offer guidance and counseling service for to encourage them morally, the schools also visit the students’ family from house to house and advice the parents to give them moral and material support.
- Develop specific sport programs, e.g. wheelchair basketball, athletics competition and other games performed by disabled students during school celebrations.
- In the school level budget should be allocated to buy facilities and to construct suitable sport fields for disabled students.
- Modify rules and regulation of the game in which students with disabilities participate.
- Make SWD to participate in the department meetings.
- Make contact with stakeholders and with organizations. The FGD held with the school principal mentioned the above strategies to improve the conditions of physically disabled students at the school level.

4.2.2.5 The extent that PE teachers motivate and use different methods to teach SWD

Regarding the methods and motivations that the physical education teachers use to teach physical disabled students, one of the teachers (T₅), who had the experience of 17 years teaching PE, claimed that:

“Throughout my teaching PE practical activities I have been using the strategies like advising SWD to work freely with the other classmates, encouraging them to do simple activities that suit with their disability type and level. I always support in such a way that they can be interested in doing the practical PE session. While I am saying this, I have not made full adaptations and modifications that can completely meet the needs of the disabled students. I use the resources like local available materials, for instance, for visually impaired student rope for running guided by non-blind students in the field free from any obstacle or the field covered with short grass. On the other hand, sound producing ball is also used by visually impaired students. When the ball dribbles in the field free from the obstacle the visually impaired student follow the ball hearing the sound it produces. I do not determine any different objective to achieve while teaching SWD but I support them when they face difficulties during the practical session using different techniques.”

The response of FGD held with the school principals also showed that the teachers have the responsibility to encourage the students with disabilities using different strategies as his/her training level and what the situation enforces to accordingly. On the other hand, the parents in the FGD replied that they have the duties and responsibilities to affectionate, encourage them morally they can do anything, fulfill the learning materials, follow them up in the school while they are doing practical activities and appreciate them and discussing with the school administrators and PE teachers on the issue of supporting SWD to enhance their participation.

This implies that PE education teachers use different strategies as much as possible to teach the SWD but there were challenges for them to adapt all the needs of the students with disabilities due to lack of the availability of materials and poor trainings given for the teachers.

4.2.3 Analysis and interpretation of the observation checklist

Regarding the availability of suitable play grounds and safety and conducive environment in school one of the schools under the study has excellent playground, one needs attention and the remaining two have no suitable play grounds. This implies that most the schools under the study have good play grounds that suitable for the practical activity of students with disabilities.

Concerning the availability of school facilities and equipments and its appropriateness, one of the schools under the study has the some facilities and equipments that were locally prepared by the effort of the teachers. In fact, it is not the level that meets the needs of the disabled students effectively. The two other schools were in the level that needs attention and the remaining one school even has no facilities and equipments.

Regarding teachers' manner of conduct and willingness to listen students' problem, PE teachers in all the sampled schools have willingness to listen the students' problem. But, they might be limited by the school conditions and the level of trained they had been provided.

Concerning teachers' willingness of adequate provision of teaching materials for students, the students two of the schools under the study use locally available teaching materials to accommodate the students with disability in their PE practical classes.

Regarding the teachers' ability to modify instructions for disabled students, as observations made by the researcher some of the teachers were interested to modify instructions for disabled students as much as possible.

Concerning the teachers' ability of identifying individual difference, few of the teachers identify the seriousness of the disability and determine the type of the activity delivered to them. This might be due to lack of training the teachers taken or lack of commitment to support the students.

Regarding treating the students in fair and equitable manner, the teachers try to treat all the students in fair and equitable manner. However, the students with disabilities show discriminate themselves as inferior to their peers by being involuntary to be appearing in sport fields, being shy and so on.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggested for the further study to improve the involvement of students with disabilities in PE practical class.

5.1 Summary

The main purpose of this study was to examine the participation of physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchaworeda. To this end, attempt has been made to assess the attitude and participation of physically disabled students towards PE practical classes, attitude of stakeholders in inclusion of physically disabled students, the major factors affect the participation of SWD in PE practical activities, strategies to accommodate SWD in PE practical session, to assess methods and motivations of PE teachers in teaching PE for SWD.

Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were raised and answered.

1. How do you rate the attitude and participation of physical disabled students towards physical education practical classes?
2. What are the attitude and awareness of stakeholders (teachers, school principals, parents and others) about the inclusion of students with disabilities in PE practical classes?
3. What are the major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities?
4. What strategies should be used to significantly accommodate students with physical disabilities in Physical Education regular practical classes?
5. How do physical Education teachers motivate and what different methods do they use to teach physical disabled students.

The major findings of the study were summarized in relation to research questions.

5.1.1 Attitude of SWD towards PE practical classes

The finding of the study showed that the SWD were interested in participating in PE practical exercises and games but due to some barriers such as pessimistic attitude of the parents, lack of support from healthy service, unavailability of supporting materials and unawareness of teachers how to support them in the practical activity of SWD remained at low level. This finding is not agreed with the finding of Lubaba (2014) stated students with disabilities largely exhibit negative attitudes toward Physical education. Similarly, Endris (2014) also found that students display positive attitudes towards physical education in relation to enjoyment. It is stated that students like doing physical activities and playing games because they are fun to them.

5.1.2 The role and awareness of stakeholders about the inclusion of SWD in PE

The findings of the study revealed that some PE teachers SWD from the practical classes, the school administrators have no awareness and concept about the significance of sport for disabled students the parents think that the SWD cannot do any activity and they can be harmed, the classmates get fear to help SWD during PE practical classes and the woreda and zone educational experts do not provide professional support for teachers and principals to promote the inclusion SWD in PE practical classes.

5.1.3 The major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities

The findings of the study showed that lack of comfortable school sport fields, lack of facilities and supporting materials, lack of teachers' training in SNE, negative attitudes of some teachers and the society, lack of support from the parents, the seriousness of the difficulty level and lack of support from higher education experts were the major factors that hinder the involvement of SWD in PE practical activities. Elias (2012) also found that motivation and support of family for their children with disabilities was found low in his study and parents give less expectation to the education of their children with disabilities to their abilities particularly in PE practical activities.

5.1.4 The strategies should be used to significantly accommodate students with physical disabilities in Physical Education regular practical classes

The finding of the study revealed that the strategies to be set up to minimize the factors contributing for the dropout of learners with disabilities were attitude changing training should be given the society, teachers so as to alter the awful perceptions on disabled person. The school should offer guidance and counseling service for to encourage them morally, the schools also visit the students' family from house to house and advice the parents to give them moral and material support, develop specific sport programs, e.g. wheelchair basketball, athletics competition and other games performed by disabled students during school celebrations, in the school level budget should be allocated to buy facilities and to construct suitable sport fields for disabled students, modify rules and regulation of the game in which students with disabilities participate, make SWD to participate in the department meetings and make contact with stakeholders and with organizations to get funds.

5.1.5 The extent that PE teachers motivate and use different methods to teach SWD

The finding of the study showed that most of the teachers in the schools under the study motivate the students with disability and some of them adapt and modify the instruction as much as their skill and training level using local available materials to help SWD in their PE practical activities. This finding is similar with the study done by Elias (2012) which indicated that positive attitude of teachers can enhance the achievement of any new strategy in any educational system. However, positive outlook without related knowledge, skill and duty is not the end in the process.

5.2 Conclusion

The main purpose of this study was to examine the participation of physically disabled students in learning physical education in selected secondary and preparatory schools of Chenchawored. Through different data gathering tools, the researcher tried to examine the attitude and participation of physically disabled students towards PE practical classes, attitude of stakeholders in inclusion of physically disabled students, the major factors affect the participation of SWD in PE practical activities, strategies to accommodate SWD in PE practical session, the methods and motivations of PE teachers in teaching PE for SWD in the selected four secondary schools which

are located in Chenchu Woreda. As the results of the findings indicate, across these four secondary schools there were lack of comfortable school sport fields, lack of facilities and supporting materials, lack of teachers' training in SNE, negative attitudes of some teachers and the society, lack of support from the parents, the seriousness of the difficulty level and lack of support from higher education experts. The current experience of the school as the observation made by the researcher showed that; only in some schools inclusion is implemented partially in physical education. The students' text and teachers' guide books were not modified or adapted to meet the need of SWD. In most schools teaching facilities and equipment are not comfortable for SWD to participate on physical education practical classes. The knowledge and skill level of physical education teachers to conduct the subject efficiently is limited. The concerned bodies attention is not that much satisfactory for proper realization of inclusive physical education.

5.3 Recommendations

From the findings the following recommendations were suggested.

- Sport equipments and facilities should be fulfilled to create conducive ground for the SWD. The regional and zonal educational bureaus should collaborate with Technical and Vocational Schools to produce modified equipments locally in order to create conducive environment to disabled students.
- Secondary school physical education syllabuses, teacher's guides and text books have to be revised by considering the philosophy of inclusion and show ways of adapting different physical activities to meet the need of various types and levels of difficulties of the SWD.
- Physical education teachers should get special training in the area of inclusive physical education continuously so as to enable them be innovative, flexible, creative and capable of initiating active learning in inclusive PE setting.
- Inclusive physical education and/or adapted physical education should be part of college level physical education and sport / sport science program curriculum so that new graduates can develop knowledge, skill and attitude.
- Attitudinal barriers have to be improved through continuous awareness creation strategies for students, parents and other stakeholders.

- Communities should understand that people with disabilities are part and parcel of the community and we should accord them all necessary support in order to participate in extracurricular activities.
- The Regional Educational Bureau should follow and supervise the implementation of inclusive physical education with disabled students especially in practical classes.
- Parents should be aware of the importance of their children's participation in PE and they need to motivate them providing the necessary educational facilities and moral support.
- Disabled students have to participate in physical education practical activities as much as possible using the best opportunities provided by the parents and the other stakeholders.

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Appendices

APPENDIX A: Questionnaire for SWD

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF PHYSICAL EDUCATION

Questionnaire prepared to be answered by Physically Disabled Students:

I. Yes/No type Items

No	Items	Alternative	
		Yes	No
1	Are you interested in participating in sports and games?		
2	Do you experience any difficulties in participating and interacting with other students		
3	Do you play games/sport that specifically suit to your disability in physical education practical classes?		
4	Do you get support from health services department at the school?		
5	Do you experience any difficulties in participating and interacting with other students?		
6	Teachers support and encourage students with disabilities to participate in inclusive (PE) practical classes?		
7	Are teaching and learning materials available for students with physical disabilities?		
8	Are all students treated in a fair and equitable manner?		

I. Agree/Disagree Items

No	Items	Alternative		
		Agree	Undecided	Disagree
1	Teachers modify PE practical activities in order to meet the special needs of students with disabilities			
2	There is willingness of teachers to help students with disabilities personally in order to make them active participants of PE practical classes			
3	Teachers explain and demonstrate practical lessons of PE from simple to complex so that students with disabilities can catch up and imitate easily			
4	Students with disabilities have no possibility to ask and communicate with their teachers during practical session of PE			
5	Effort is made by teachers to encourage cooperation and friendship among disabled and non- disabled students in PE in order to help one another			

APPENDIX B: Interview Guidelines for PE Teachers

ADDIS ABABA UNIVERSITY

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Semi Structured Interview Guide Administered to Physical Education Teachers.

Personal Information

Part I Back Ground Information

A. Personal data

1. School _____ Sex _____
2. Age _____ Grade teaching _____

B. Educational background

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

Part II: The attitude of physically disabled students towards physical education practical class.

1. Physically disabled students are interested in physical education practical classes?
2. Which sport activities do physically disabled students like to do?
3. Are they voluntary to bring their sport suit during practical classes?
4. Do they think that their disability restrict them from participating in P.E practical period?

Part III: The role and awareness of stakeholders (teachers, school principals, parents and others) about the inclusion of students with disabilities in PE practical classes.

1. Do you motivate your students with disabilities to participate in P.E practical class?
2. Are you confident in providing inclusive physical education to children with special needs?
3. Do school administrators help you by fulfilling the necessary facilities you to involve the disabled students in any sport activities?
4. Do their parents encourage them to participate in practical class?
5. Do their classmates help them to participate in practical class of the subject?

6. Is there professional support from educational experts of the zone and woreda for teachers and principals to promote the inclusion of SWD in PE practical classes?

Part IV: The major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities.

6. What are the major factors that hinder the involvement of students with physical disabilities in Physical Education practical activities?

Part V: The strategies that should be used to significantly accommodate students with physical disabilities in Physical Education regular practical classes.

1. What strategies should be used to significantly accommodate students with physical disabilities in Physical Education regular practical classes?

Part VI: The methods that physical Education teachers motivate and use to teach physical disabled students.

1. What are your experiences teaching students with special needs in physical education?
2. What are the teaching strategies you use in order to provide physical education to all students?
3. How have you been supported in providing these strategies?
4. Are you making any adaptations or modifications to the physical education program to meet the needs of all students? If yes, explain some of the adaptations or modifications you have made?
5. Have you used any resources that you found helpful in implementing inclusive physical education?
6. How do you determine learning goals for students with special needs in physical education?
- 7.

APPENDIX C: Focus group discussion guidelines for School principals

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Focus group discussion guides administered for School principals

1. To what extent does the school create conducive environment in order to support students with physical disabilities?
2. Discuss on the responsibilities of school principals to enhance the participation of disabled students in the practical period of physical education lesson.
3. Discuss on the duties and responsibilities of PE teachers to modify the practical part of physical education for disabled student.
4. Discuss on how to improve society attitudes toward disable student
5. What do you consider should be done to improve the conditions of the physically disabled students at your school?

APPENDIX D: Focus Group Discussion for Parents

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Focus group discussion guides administered for the parents (English Version)

1. Are you interested when your child participates in P.E class? If not, why?
2. Discuss on the duties and responsibilities of the parents of the students with disabilities to modify the practical part of physical education for disabled student.
3. Discuss on how to improve society attitudes toward disable student

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የሰውነት ማጎልመሻ ትምህርት ክፍል

ለአካል ጉዳተኛ ተማሪዎች ቤተሰብ የቀረበ የቡድን ተኮር ውይይት ጥያቄዎች

1. ልጅዎ በሰውነት ማጎልመሻ ተግባር ትምህርት ላይ እንዲሳተፍ ፍላጎት አለዎት? ካልሆነ ለምን?
2. ለአካል ጉዳተኛ ተማሪዎች ሰውነት ማጎልመሻ ተግባር ትምህርት ሚቹ እንዲሆንላቸው ከማድረግ አንጻር ወላጆች ያላቸው ሀላፊነትና ግዴታ ዙሪያ ተወያዩ።
3. አካል ጉዳተኛ ተማሪዎችን በተመለከተ የህብረተሰቡን አመለካከት ለመቀየር ምን መደረግ እንዳለበት ተወያዩ።

APPENDIX E: Observation Checklist during PE Practical Class

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Observation Guide Format During P.E. Practical Class.

School _____

Date _____

Grade _____

Unit of instruction _____

Key Guide

1= Excellent

3= Need attention

2= Good

4 = Not present

1	Availability of suitable play grounds and safety and conducive environment for disabled students in school				
2	Availability of school facilities and equipments and its appropriateness.				
3	Teachers' manner of conduct and willingness to listen students' problem.				
4	Teachers willingness of adequate provision of teaching materials for students				
5	Teachers' ability to modify instructions for disabled students.				
6	Teachers' ability of identifying individual difference				
7	All students are treated in a fair and equitable manner.				

Declaration

I, Mengistu Mencho, declared that to the best of my knowledge, this thesis is authentic except where due acknowledgement is made in the next; it does not include any material for which any other University masters of degree has been awarded.

Candidate- Mengistu Mencho

Signature_____

Date_____

Advisor's Name_____

Signature_____

Date_____