

**PERCEPTION AND ATTITUDE OF STUDENTS WITH  
DISABILITES ABOUT PHYSICAL EDUCATION IN SILTE  
ZONE SOME SELECTED HIGH SCHOOLS**

**By**

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## **ABBREVIATION AND ACRONYMS**

ACSM= American college of sport medicine

CDC=the center for disease control and prevention

DPI= Disabled people's international

HEA=Health Education Authority

IDEA =Individual with Disabilities education Act

PE = Physical education

SNNPR =Southern Nations Nationality Peoples Region

SWD= Students with disabilities

UN=United Nation

UK=United Kingdom

WHO= World health Organization

## **Abstract**

*The study aimed to assess perception and attitude of students with disabilities about physical education. The participants of this study were comprised of 4 Physical Education teachers and 85 students without disabilities and 25 students with disabilities from Silite Zone selected high schools. The study employed Quantitative & Qualitative research design and used three research tools: Questionnaire, field observation and interview to collect the data that were analyzed, Frequencies percentage was employed. The finding of the study showed that: students with disabilities have low perception about physical education. Because the majority of students with disabilities did not participate in physical activities due to the factor that lack of knowledge, self perception and attitude of physical education teacher. A teacher attitude to teach students with and without disabilities in physical education class was found to be negative. The results from non-disabled student is: lack of knowledge about benefit of PE and physical education teachers' attention for teaching physical education properly is a major factor for negative attitude of physical education. Based on the findings and conclusion, the following recommendation were forwarded: there is a need to give up grading for physical education teachers, guide lines for physical education teachers of students with disabilities would be useful, curriculum should be inclusive, subject specialists and officials at higher level should work collaboratively with special need professionals for PE learning of students with disabilities, physical education teachers should plan for engagement of students with disabilities in physical activities, teacher should consider encouragement and support during physical activities and should consider ways to allow socialization among students during physical education & activity.*

Key Words: Physical education, Disability, Perception, Attitude, participation

## **CHAPTER ONE**

This part include background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study , operational definitions, organization of the study.

### **1. INTRODUCTION**

#### **1.1 .Background of the study**

Physical education is an integral part of the total education of every child in kindergarten through Grade 12. Physical education programs are needed to increase the physical competence, health related fitness, self – responsibility and enjoyment of physical activity for all students so that they can be physically active for a life time. Physical education program can only provide these benefits if they are well – planned and well implemented. According to the findings of Abdullah Fauze (2002) physical activity can be very effective in improving the human respiratory system, while strengthening the heart muscle and increasing its volume is the benefits of physical activity.

Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of learners' physical competence, fitness, confidence, and skills in activities, such as dance, games, gymnastics, swimming and athletics, outdoor and adventurous activities (Doll – Tepper, & Depauw, 1996; Bucher, 2008). In working as individuals, in pairs, groups and in teams during Physical Education lessons, learners can learn the value of healthy and active lifestyles by discovering what they like to do and what their aptitudes are at school. In the early school years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter an adolescence, physical activity may enhance the development of a positive self – concept as well as ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competences. Quality physical education is essential in developing motor skill, physical fitness and understanding of concept that foster lifelong healthy life styles (Sherrill, 2004).

There is no simple way of defining disability; it can be viewed from many different perspectives. Most definitions of disability are based on the

assumption that the problems and difficulties disabled people experience are a direct result of individual physical, sensory or intellectual impairments. However, these definitions have not received universal acceptance, particularly amongst disabled people and their organization. The issue of definition has important implication both for provision of services and how people with disabilities see themselves.

The medical approach produces definition of disabilities which are partial and limited and fail to take account of wider aspects of disability. Such definitions tend to medicalise and individualize the problems of disability and subsequent disability policies. Thus services can often overlook the real needs of people with disabilities. According to disabled people's international (DPI) Disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical or social barriers.

Regular physical activity among person with disabilities is linked to reduce risk for a variety of secondary conditions and chronic disease such as heart disease and obesity as well as improved psychological wellbeing (Rimmer and Braddock, (2002); world health organization, (2003).

There are people with disabilities who have had little or no experience of physical activity or exercise. They need, first of all, to develop their motor skills through adapted physical activity program and through physiotherapy were indicated. Other people with disabilities do not have the opportunity to participate in active leisure pursuits and sports that suit and appeal to them. They have had little or no opportunity to engage in physical exercise and sports with others and enjoy their social aspects. In schools and in college the experience of children and young adults with disabilities are not always quality ones, persons with disabilities, like other persons, have various needs, desires and goals among which is a need to engage in sport. Psychophysical engagement through sport and physical exercise have positive influence on physical abilities and resistance of human body, preservation of health and better regeneration of motor functions.

Available experience and scientific evidence show that regular physical activity provides people, male and female, all ages and conditions including disabilities with a wide range of physical, mental and social health benefits (WHO, 2003).

According to Silver man and Subramanian (1991), student's perception and positive attitudes physical activity is one of the important elements in evaluating the success of physical education curriculum. Participation in sport or physical activity is known to serve as an avenue for counteracting unfavorable self-perceptions such as body image and self – Esteem by emphasizing physical skills and a liberated body and is thus conducive to stigma management (Taub, Blinde and Greer, 1999).

Physical exercise is important in maintaining fitness for daily living, reducing functional limitation. Facilitating independent living and preventing delaying & reducing chronic illness and secondary conditions (Fentem,1994). In people who have acquired a disability, Participation in physical exercise can help them come to terms with their disability; regain self – esteem and social integration (Chalwale, 1994).

Attitude can play a significant role in student achievement in school. Students enter school settings with attitudes formed from their beliefs about that setting (Ajzen, 2005). These beliefs may originate from a range of sources, Such as friends, family or prior experience, and are likely to play an influential role in education and learning.

Students with positive attitudes toward a subject area are more likely to pay attention in class, try harder, & achieve higher grades, whereas student with negative attitude toward the subject area are more likely to be off – task exert limited effort, And fail to achieve. Subramanian and silver Man (2007) applied that notion to the specific curricular area of physical education as attitude plays a vital role in physical education as attitudes can influence whether or not a student will regularly engage in and continue to participate in physical activities students who report positive attitudes toward experiences with physical activity are likely to continue those activities in to adulthood, whereasstudents reporting negative attitudes and experiences are more likely to disengage (Faxhall, 2006;Hill & Hannon, 2008; Subramaniam& Silver man, 2007; Kjonniksen, Fjortoft, &Wold, 2009; Strean, 2009).

Attitudes can influence whether or not a student will regularly engage in and continue to participate in physical education activities. Therefore the present study attempts to assess perception and attitude of students not disabled; Teachers and students with disability about physical education should be assessed in advance.

## 1.2. Statement of the problem

This research, therefore, thinks that this stern limitation of students with disability participation in physical education practical class at desirable level. The objective of teaching and learning physical education is to develop mental, physical, social and motor skill development. In order to participate, therefore there must be sufficient amount of awareness about students with disabilities by themselves and by others to participate in physical education practical classes.

For researcher's teaching experience for more than 6 years observed students with disabilities are restricted from participation in physical education practical class. Most of the time students with disability sit under the shadow during practical classes of physical education. Many students with disability get result of theoretical test to be changed to 100%. Or most teachers give assignments to prepare field charts for students with disabilities to fill their results. In fact some teachers who have better understanding about students with disabilities try to let them to participate in practical class of physical education.

Available experience and scientific evidence show that regular physical activity provides people, male and female, all ages and conditions including disabilities with a wide range of physical. Mental and social health benefits (WHO, 2003)

Previous research has shown that attitudes towards person with disabilities are mostly negative and that they are manifested in the form of rejection, in tolerance and distancing (Hanak and Dragojevic, 2002) Attitudes towards physical education and activity are of particular importance for students with disabilities as a subgroup, students with disabilities participate in school based physical activities at a rate that is significantly and consistently lower than that of their non- disabled peers (Faison -Hodge &Poretta, 2004; Rimmer, 2008; U.S Government Accountability Office 2010).

Without doubt, physical education is important for all aspects of personality. For this reason, the researcher wants to assess perception and attitude of students with disability about physical education.

## **Research Question of the study**

This study was tried to investigate perception and attitude of students with disability about physical education at some selected high schools. The following questions will guide the study:

1. What is the perception of students with disability about physical education? Are they aware of the benefits of physical education?
2. What is the attitude of students with disability and without disability about physical education?
3. What are the factors which may contribute to positive or negative attitude of students with disabilities about physical education?

### **1.3. Objective of the study**

#### **1.3.1. General Objective**

The study aims to examine perception and attitude of students with disability about physical education.

#### **1.3.2. Specific Objectives**

- To identify the perception and understanding of disabled students about physical education.
- To find out possible factors which may contribute to positive or negative attitudes towards physical education?
- To describe the situation and then suggest the possible measures to be taken to minimize problems that is detected by this study.

### **1.4. Significance of the Research**

This research will derive its significance from the importance of awareness about physical education for all people. Physical education contributes to students' cognitive, affective and psychomotor development. However many students with disabilities do not participate in physical activity class for diverse reasons.

The researcher, moreover, will come up with inclusive implication concerning awareness for learner, teachers and curriculum designer. It may help student with disability enrich physical education learning, teachers how to effectively teach students with disabilities in physical education class and curriculum designers to improve the curriculum to include teaching guide for students with disability

The negative attitude of the society towards disability, at least in part appeals to be one of the reason for the least enrolment of special needs children in schools (Tilahun, 1991). In fact, to materialize integration as an effective educational practice in Ethiopian context, teachers and students should develop positive attitudes towards disability and physical education. Therefore, it is highly pertinent to examine the level of awareness of students'non-disabled, students with disability by themselves towards disability and physical education that requires for academic achievements and health benefits.

### **1.5. Delimitation of the study**

The study was conducted in SNNPR, Silte zone at Worabe and Wulbarag High Schools. Limited numbers of participants were also included in the study. Therefore, a better picture would have been obtained if more schools and participants had been included in the study.

### **1.6. Limitation of the study**

This research work is designed to fulfill the requirement of academic degree.

The researcher acknowledges the limitation:

- Time constraints
- Financial problems
- Some participants were not volunteers to respond to the questions

### **1.7. Operational Definition**

**Adapted physical education:** is a modified physical education lesson for students with disabilities.

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

**Children with disabilities:** are children with some sort of disabilities who can benefit from general physical education in the regular school.

**Goals of Physical Education:** A program provides a planned sequence of activities to improve students' motor and cognitive skills, physical and motor fitness, and feelings of self-worth (Kirchner & Fishburne, 1995).

**Inclusive Physical Education:** is a process whereby all students share their differences and learn to respect each other's limitation and unique abilities (DePauw& Doll – Tepper, 2000).

**Perception:** is awareness, comprehension, or understanding of something

**Physical education:** an education which is given mainly through physical activities to developed and maintains all aspects of personality.

**Physical fitness:** is a state which characterizes the degree to which the person is able to function.

### **1.8. Organization of the Study**

The study contains five chapters. The first chapter about background of the study. The second chapter deals with the review of related

Literature, the third chapter is about the research design and

Methodology, the fourth chapter deals with the presentation, analysis

and interpretation of data. Finally, conclusion and recommendations are treated in the fifth chapter.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1. Concept and Definition of Attitudes

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).

Definition of attitudes have varied over time some definitions have abstract and operationally in consistent, and some definition have been based on a single component of affect, behavior, or cognition. An example of an abstract definition of attitude was provided by Katz(1960); "attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner" (p.168). All port's definition of attitude was based on a continuum; "Attitude is the degree of affect for or against an object or a value"(P.10). English and English (1958) provided a definition of attitude that was concrete: "Attitude is an enduring learned predisposition to behave in a consistent way towards a given class of objects"(P.50).Higard and Atkinson (1967) defined attitude as "an orientation towards or a way from some object, concept, or situation"(p.583). Although most researchers included the three components of Affect, behavior, and cognition in their definition of attitude, other focused, on a single component. Fish Bein's (1967) definition of attitude emphasized the single component of affect, and he wrote that attitude is "learned disposition to respond to an object or class of objects in consistently favorable or unfavorable way" (p.775).Bogardus (1931) provided a behaviorally driver definition of attitude: "An attitude is tendency to act towards or against some environmental factor which becomes there by a positive or negative value" (p.52). All port's definition emphasized the cognition component, and his conclusion was that "attitudes are individual mental process which determines the actual and potential response of each person in a social world" (p.6). New comb,

Turner, and Coverse (1995) stated that "attitude is a state of readiness for motive arousal" (p.40). Other scholars have defined attitudes with two or more components, such as Krech, Crutchfield, and Ballachey (1962). They defined attitudes with an emphasis on affect and behavior and stated that attitudes are "an enduring system of positive and negative evaluations, emotional feeling, and pro or con action tendency with respect to a social object" (p.177). Organ and Bateman (1991) indicated the sources of attitude, as follows:

- **Direct Experience:** some attitudes are formed from our experience. Experience with an object or person provides the most straight forward cognitions we can acquire about the object or person, as well as the reinforcing or punishing consequences of behaviors with respect to that object or person.
- **Mere Exposure:** in general, people tend to be more favorably disposed toward those objects and persons with which they are most familiar. In fact, repeated exposure to a specific stimulus may breed positive sentiments toward that stimulus even in the absence of conscious awareness of such exposure. This is why political candidates spend so much money on bumper stickers, posters and media ads; mere repetition of the candidate's name will lead citizens to vote for a familiar name regardless of whether the voter knows anything more about the candidate.
- **Socialization:** only a small portion of our attitudes are based on direct experience or exposure to the objects or ideas in question. Our beliefs, feelings, and general action tendencies evolve in a more roundabout, derivative fashion. First the family, then increasingly other agents of socialization (the school, the peer group) shape attitude through a variety of methods. As indicated above, there are different reasons or sources for the formation of attitude. On the basis of the formation of attitude, one can develop either positive or negative views for a particular object or idea. If teachers are exposed to or become aware of advantage of physical education in contributing for the wellbeing of students with disabilities they may form and develop a positive attitude towards it.

## **2.2. Components of Attitude**

Attitude has three components: cognitive, emotional and behavior components (Breckler cited in Sodorow, 1990; Child, 1993; Wortman and Loftus, 1985; Huffman, Williams, Vernoy and Vernoy, 1991; Organ and Bateman, 1991).

### **2.2.1. Cognitive Component**

Cognitive attitude is what we actually know about an object or event (Child, 1993); cognitions or beliefs about a particular person, idea, situation, or thing (Wortman and Loftus, 1985). The cognitive component represents thoughts or beliefs (Huffman, Williams, Vernoy and Vernoy, 1991).

In synthesizing all of these definition one can say that the cognitive component of an attitude refers to the understanding, perception or belief of a person on a given object, idea, situation, institution or program. For instance, what teachers and students actually know about students with disability and physical and their belief regarding the advantages and disadvantages of teaching students with disabilities and their 'normal' peers together may indicate the cognitive aspect of their attitude. Based on this component of attitude, the teachers may develop either positive or negative attitude towards inclusion. If their understanding or belief is against the implementation of inclusion, that means their beliefs link inclusion to a negative attribute. If they support or emphasize more on the advantage and necessity of inclusion, that means their beliefs link inclusion to a positive attribute. And as a result they may develop a positive attitude towards it.

### **2.2.2. Affective Component**

Affective attitude is another component of attitude, which is what we feel about an object or event (Child, 1993). The affective attitude reflects feelings or emotional reaction (Huffman, Williams, Vernon and Vernoy, 1991). Affective attitude is an emotional reaction toward the stimulus (Worthman and Loftus, 1985). From these definitions, we can understand that the emotions or feeling people will have on an attitude object is the affective component of attitude. Affective concerning evaluative feelings of liking or disliking (Storebe and Jonas, 1988) cited in Tibebe (1995).

### **2.2.3. Behavioral Component**

The third component of attitude is the behavioral component. It describes tendencies or predispositions toward certain actions based on a particular attitude (Huffman, Williams, Vernoy and Vernoy, 1991). A tendency to behave in a certain manner toward a particular person, ideal situation or thing (Insko and Schopler cited in Wortman and Loftus, 1985). In addition to this, child (1993) defined behavioral attitude as "it is indicating how we behave towards an object or event". Furthermore, Rogan, 1987; Rajecki, 1990; Eagly and Chaiken, 1993 cited in Cherenet (1999), mentioned the behavior component of attitude encompasses the overt action that people exhibit in relation to the attitude object or one's predisposition to act in a particular manner. Connotative/behavioral concerning behavioral intentions or actions, tendencies (Stroebe and Jonas, 1988) cited in Tibebe (1995).

Teachers' attitude toward students with disabilities will also substantially influence the attitude of non-disabled classmates (Schulz Carpenter and Turnbull (1991). Teachers should make a constant safety net of positive encouragement, well-thought out support and friendly relations with all students (Moore and Wade, 1993).

Most theorists agree that the three components are organized in a consistent fashion (Chaiken and Stangor, 1987; Tesser and Shaffer, 1990) cited in Tibebe (1995). Positive feelings about the attitude object go together with assigning positively evaluated traits-positive action tendencies to that attitude object.

### **2.3. Physical Education**

Physical education is the development of motor skill and patterns through individual and group games, dance, cooperative activities, and lifelong recreational activities, and the individuals with disabilities education Act mandates access to physical education for students with disabilities (IDEA, 2004). It contributes to students' cognitive, affective and psychomotor development. Adapted physical education is defined as physical education modified to meet the unique needs of children with disabilities (Lieberman & Houston - Wilson, 2009). Adapted physical education instruction can be delivered in a variety of placement, including those found in both public and special school settings. The entire multidisciplinary team makes decisions about the specific needs of

students with disabilities, taking into consideration factors such as fitness level, motor skills development, ability to be in large groups, social needs, and safety (Columna, Davis, Liberman, & Lytle, 2010). There is no separate curriculum for children with disabilities since adaptive physical education teachers make adaptations based on individual characteristics, whether associated with a variety of co-occurring disabilities or with varying levels of vision (Lieberman, 2011). All children should learn the same units, with modifications when necessary, typically receiving an equal amount of instruction per week as their peers. Skilled peer tutors and Para educators can be a resource to assist with games, fitness, or other activities when needed (Rusotti & Shaw, 2004).

Without physical education, students with disabilities may not develop gross and fine motor skills, including loco motor skills, necessary for fitness, Wellness and independent living (Houwen, Hartman, & Visscher 2009).

#### **2.4. Goals of Physical Education**

Physical education programs provide a planned sequence of activities to improve students' motor and cognitive skills, physical and motor fitness, and feelings of self-worth (Kirchner & Fishburne, 1995). The affective, psychomotor, and cognitive domains frame the goals of physical education. Affective domain goals are designed to strengthen self-concept and body image, to reduce social isolation, develop social behaviors, and to improve attitudes toward physical activity. Psychomotor domain goals include learning fundamental motor skills and patterns and their application to physical activity environments, developing physical fitness, and becoming acquainted with community resources for recreation. Finally, the cognitive domain goals focus on the learning of play and game behavior, enhanced perceptual motor function and sensory integration, and increased creativity in movement and thought (Sherrill, 1998). The goals of physical education are (a) to develop positive attitudes towards physical activity, (b) to promote life-style oriented to overall well-being, and (c) to concept-based skills. Ultimately, the overall aim of physical education is to promote the physical wellbeing and health of all students (Saskatchewan Education, 1999).

## **2.5. Positive Aspects of Physical Education**

Scientific evidence has shown that participation in regular physical activities provides people with all ages with significant physical, social and mental health benefits and well-being throughout their lifespan (Biddle, Fox, & Boutcher, 2000). Studies have shown that people who are physically active can live longer than those who are sedentary, besides those who participate in regular physical activity may have advantage in the ability to perform activities of daily living and enjoy aspects of life (Schenker, Coster, & Parush, 2005).

The importance of participating in physical activity in reducing morbidity and mortality from chronic disease and conditions has been well documented (Yore, Ham, Ainsworth, Kruger, Reis, Kohal, & Macera 2007). According to Auxter et al. (2005) physical activity is predictor of subsequent disability in midlife and older populations, childhood and adolescence are ideal periods for cultivating regular physical activity to reap health benefits across the life span (Eriksson, Welander, & Granlund, 2007). In addition to preventing chronic disease of lifestyle, greater levels of physical activity can lessen complications among people with chronic disease of life style (Hu, Willet, Stampfer, Colditz, & Manson, 2004).

Research shows that participation in physical activity can improve cardiovascular fitness, prevent or delay the development of high blood pressure and reduce symptoms of chronic depression (Center for Diseases Control and Prevention, 2000). Moreover, participation in physical activity increase exercise capacity and plays a big role in both primary & secondary prevention of cardiovascular disorders (Schenker, et al, 2006).

## **2.6. Factors that may influence a physical education lesson**

Teachers as implementers play a crucial role in various spheres of education. Their role in the successful implementation of inclusive education is of paramount importance with the diversity of disabilities among the learners; their needs could demand more than the teachers. Role of lecturing. Thus in an inclusive physical education lesson, a teacher could play several different roles key among them are being facilitator, helper, and mentor and resource provider. The teachers' role

is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Barrows, & Tamblyn, 1980). In view of this to successfully cater for the diversity of learners with physical disabilities within inclusive physical education lessons; the teacher has to play different roles in the learning process.

### **2.6.1. Task Analysis**

With teachers close proximity occasions for sustained observations and conversations related to teaching and learning increases as learners are kept engaged in the learning that is happening at the appropriate pace for learners with physical disabilities thus, enable to acquire new knowledge adequately.

In an inclusive physical education close proximity helps a teacher to assess an individual learner level of performance hence adjust the activities appropriately. The objective of effective task analysis in physical education program as to; maintain a safe environment, offer physical help when needed keep students on task, and provide students with supportive and corrective interactions (Bucher, 2008; Depauw, 2000). To ensure that every student can be observed and to avoid working with only a handful of students, Bucher (2008) suggest that, teachers should move continually throughout the area, staying around the perimeter of the space so that the entire class is in view. Depauw (2000) refers to this practice as keeping your "back to the wall" During physical education, while moving around the learning area teachers should maintain constant visual contact with the learners and be accessible to all learners. Furthermore, they should identify activities of highest risk to learners with physical disabilities and supervise them when performing these activities without losing contact with the rest of the class

### **2.6.2. Peer Support**

Research shows that peer support creates a calm environment in which children can learn, play, develop and grow and where bullying is significantly reduced (Naylor & Cowie, 1999). Peer support encourages both those being helped and the "helpers" to develop personal skills, such as, communication skill, improve self-esteem; learning to negotiate with one another. It gives children the opportunity to experience different roles and responsibilities, and to learn leadership skills and team working (Davis, 2000).

Peer support can be used to promote inclusion for example through promoting interaction between learners with and without physical disabilities, often, when handing inclusive physical education lessons, teachers find it difficult to provide much needed individual attention for learners with physical disabilities. However, using peers to help learners can be an effective method for including learners with physical disabilities in physical education lessons peer tutoring is one in which an older and/or skilled student would be the tutor the entire time while the other less skilled student or student with a disability is the tutee the entire time (DePauw, & Sherrill, 1994).

### **2.6.3. Guided Participation**

Several studies have revealed that students with physical disability often have difficulties with participation in school activities (Hemmingsson, & Borell, 2000, Schenker, Coster, & Parush, 2005). It is often difficult. However the extent to while the challenges that learners encounter are related to individual factors or the inability of the teacher, to accommodate learners needs nonetheless, one thing is clear, these learners needs some form of assistance to enable them achieve their physical education goals. In light of this participate in physical education for learners with physical disabilities calls for the teacher & individual learner & attention because physical education entails body movement yet mobility of these learners is often affected by their conditions. The assistance can be in form of environmental adaptations, teaching strategies and provision of individual learner's attention by the teachers or more can able peers in helping them to achieve participation in the physical education activities. Without which cannot be achieved. Besides this how a teacher interacts with learners with physical disabilities translates in to products important in inclusive education.

The way a teacher and student interact is critical factor in determining students educational outcomes research by Wang et al (1990) identified students teacher social interaction as a key factor in influencing student learning's. Students identify relationship with teacher as being among the most important parts of their school experience (Alerby 2003). This could probably explain why interaction between the teacher and learner with physical disabilities in physical education is fundamental. This is because in physical education activities, learners with physical disabilities may require teachers close proximity and help in performing the activities more than is any other academic subject, without which

cannot be achieved. Besides this how a teacher interacts with learners with physical disabilities translates in to product important in inclusive education.

## **2.7. Inclusive Physical Education**

Inclusive physical education benefits many students (Block, 1999; 2000). According to professional opinion, students with disabilities have an opportunity to learn social skills in a more natural environment to make new friendship with peers without disabilities can learn about disabilities and come to a better understanding of individual differences (Block, 1994). Inclusive physical education is a process whereby all students share their differences and learn to respect each other's limitation and unique abilities (DePauw& Doll – Tepper, 2000). Block (2000) states social objectives, including appropriate cooperation and tolerance for varying abilities, can be enhanced through physical education. Goodwin (2000) described inclusive physical education as a learning environment that provides: all students with disabilities the opportunity to participate in regular physical education with their peers, with supplementary aids and support services as needed to take full advantage of the goals of motor skill acquisition, fitness, knowledge of movement, and psycho social well-being, toward the preparation of students for an active lifestyle appropriate to their abilities and interests.

One of the biggest arguments for inclusive practices increased opportunity for social interactions between students with and without disabilities. Lack of appropriate social skills in physical education can lead to limited interactions and ultimately rejection by non-Disabled peers (Salamat, Rivera & Porretta, 2009).

Place and Hodge (2001) used a case study approach to analyze behaviors of three purposively selected eight grade female students with disabilities. After observing the participant in general physical education classes during a six- week unit, results revealed that the students with disabilities were more likely to be off- task and received limited instruction from the classroom teacher than non – disabled peers. Further students with disabilities engage with non – disabled peers less than two percent of time.

## 2.8. Attitude Research in Physical – Education

This section contains a review of seminal and cotemporary research on students attitude towards physical education. The literature review is organized around the following variables that have been noted in the literature as influential of student attitude toward physical education (A) gender; (b) age & grade level; and (c) skill level are examined.

Gender: research has shown that boys and girls display difference in views and attitudes towards physical education and activity attributed to gender. A review of the literature identified three early seminal works (Luke & Sinclair, 1991; Van wersch, Trew & Turner, 1992). And several contemporary studies whose principal objective was to investigate the effects of gender on objective were to investigate the effects gender on attitudes toward physical education conducted over the past decade. Between gender, several factors have been identified that influence students attitudes toward physical education.

The seminal works of Luke & Sinclair (1991) resulted in the identification of five determinants of positive and negative attitudes toward physical education: (a) curriculum content, (b) teacher behavior, (c) class atmosphere, (d) students self – perception and (e) facilities. Curriculum content was identified as the single greatest contributing factor toward positive and negative attitudes on physical education. Approximately 59% of positive statements and 71% of negative statements were attributed to curriculum. Male and female participants who reported taking physical education as an elective course reported more positive statements than male and female participants who did not take physical education as an elective course. Although male and female students identified the same determinants in order of priority, some significant differences were found within determinants. For example, a higher percentage of female students identified curriculum and teacher behavior as determinants of negative attitudes toward physical education than male students, a higher percentage of male students reported curriculum and self – perception as determinants of positive attitudes towards physical education than female students.

Access to a variety of curricular options has been noted as a factor in student attitude toward physical education and differences in preferences for the types of curricular activities offered with in physical education classes are noted between genders.

Rickard and Baneville (2006) surveyed 515 male and female students in grade nine through 12. The majority of male and female participants reported preference for sports and games play over fitness activities. Likewise, Bibik, Goodwin, and Orsegea (Smith, 2007) reported that nearly half of the high school level male and female participants surveyed preferred that more sports and team games be incorporated into their physical education curriculum.

Age/grade: studies focusing on attitude toward physical education as a function of age or grade have revealed that attitude tends to decline as age and grade level increases. (Arabac, 2009) reported similar findings. Statistical data analyses revealed that students in secondary school (ages 12 to 14) reported attitudes toward physical education that were significantly higher than the attitudes reported by students in high school (age 15 to 17) likewise, a survey study involving 994 middle schools students aged 11 to 16 revealed that students 11 – 13 years old demonstrated more positive attitudes toward physical activity than students age 14 to 16 (Ryan et al, 2009)

Skill level: Research suggests that student's skill level in physical education play an integral role in shaping their experience in physical education classes. Students attitudes toward physical activity tend to increase as the level of competence for a skill or task increase (Paxton, Estabrooks, & Dzewal to Wsk; 2004). Particularly in competitive and team sports situations (Hill & Hannon, 2008). As early as 1995, Portman purported that low skilled students are provided insufficient practice opportunities to increase skills levels.

Additionally, teacher offerings or repeated learning trials and feedback to students with lower physical skill and abilities are often limited in quantity and duration (Portman, 1995), decreasing the opportunity for students to improve.

Two recent studies investigating skill level and physical education were identified in the literature (Bernstein, Phillips, & Silverman, 2011; Kochersperger, 2005). Kochersperger (2005) studied the difference in physical activity levels of students with disabilities compared to students without disabilities participating in an inclusive physical education classroom. A significant difference was found in the levels of physical activity during physical education class between students with disabilities and students without disabilities.

Kochersperger (2005) found that teachers working with students with disabilities spent more time simply observing the students rather than prompting or modeling appropriate participation. Further, most of the lessons consisted of game play that required a full complement of motor, social, and cognitive skills that are often less developed in students with disabilities. In combination these factors were identified as contributing to the significantly lower rate of participation in physical education activities of students with disabilities. The finding of Bernstein, Phillips, and Silverman (2011) are consistent with a study of children with lower levels of athletic skill (Graham, 2008). Graham (2008) suggested that low – skilled children do not participate in sports related activities and live in home settings typically not conducive to regular participation in physical activity. If low – skilled children do not develop enjoyment and appreciation for physical activity through their school – based physical education program, it is unlikely that they will obtain it anywhere else (Graham, 2008).

The physical education classroom teacher has been shown to be a factor in students' attitudes towards physical education (Subramanian & Silverman, 2007). Several teacher characteristics may influence student's attitudes towards physical education. Such as personality, interaction with students, display of enthusiasm, or physical appearance.

A literature search of recent research investigating the influence of the class room teacher on physical education revealed three related contemporary studies (Hicks, 2004; Dean, Adams & Co meau 2005). These studies are anchored by the finding described in the seminal works of Luke and Sinclair (1991) who analyzed quantitative survey results from 488 students in kindergarten through grade 10. The finding indicated that the teacher was a greater determinant of negative attitudes than positive attitudes toward physical education.

Influences of the physical education teacher on students' attitudes toward physical education appear largely related to direct contact and interaction with students.

## 2.9. Attitudes of General Physical Education Teachers

### 2.9.1. Teacher Attitude

Teacher attitude is the basic ground to act in a positive or negative way towards person ideas or events happening in the environment And most educator are convinced that teaches attitude are very important dimension in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations.

Student with teachers of positive attitude towards teaching and the curriculum are found to be high level achieves in learning (Keynes,1986,cooper,1986 and Alhan,1980)consider the teachers attitude as very important aspects in the teaching process ,asserted that trust is the important ingredient, which the facilitator provides .The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real ,as having higher level of regard for their students showed more empathic understanding no matter how good the written curriculum is and the extent of back resource supplied ,no matter how much incentive /through stick or carrot/

Is applied through the account ability of a national assessments scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better adequate (wool, 1994)

Many prominent writers focus on the importance of teachers' attitude to real achievement of educational results, selection and training provide qualified personnel to do each job. But to get the job done the individual must also want to work, what individual actually accomplish may vary widely as a function of their attitude towards the work, towards the immediate superior or towards their fellow workers, and towards other aspects of the job .low moral can make a brilliant person to well-high incredible feats (Annastisic, 1979; Walberg, 1986; Jackson, 1986) inCalhan (1988).

Educationalists have common agreement on the correspondence between attitude and teachers performance in the classroom. According Cooper (1986,), teachers attitudes are very important and have the direct effect on our behavior; they determine how the view ourselves and interact with the environment. Therefore, possession of a college degree not in any way

ensure that teachers will be effective in their teaching unless and otherwise they have positive attitudes to the subject and approach of teaching. Negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical know-how is the one who can demonstrate his/her ability to bring about the intended learning outcomes.

The majority of contemporary research on attitudes towards inclusive programming for students with disabilities on the attitudes of general physical education teachers. Understanding how general physical education teachers regard inclusion may offer valuable insight into attitudes concerning inclusionary practices (Jerlinder, Danermark, & Gill, 2010). Literature suggests that general physical education teachers largely possess negative attitudes toward inclusion of students with disability in regular physical education classes. These negative attitudes typically stem from reported inadequate training, paucity of knowledge, limited experience, and emphasis is on competition (Klavina, Block, & Larins, 2007; Morley et al. 2005)

Morley et al. (2005) reported mixed results from a qualitative study of 43 general physical education teachers' perception of inclusion over all teachers reportedly viewed inclusion as a progressive path toward a final goal. Many participants reported barriers impeding inclusion at any level, such as the need for additional lesson planning, time, limited knowledge and confidence about making appropriate adaptations. These findings are consistent with other results described in current professional literature.

Klavina, Block, and Larins (2007) found that 94% of general physical education teachers surveyed reported insufficient training to work effectively with students with disabilities, and 84% indicated need for support personal assistance during class.

## **2.10. Benefits of Physical activity & Physical education participation for students with disability**

Physical inactivity is now considered a global health problem and has been linked to many serious illnesses facing everyone in modern society (Lamarree & Pratt, 2006). It contributes to 2-3% of the global burden of disease and causes major economic costs as well as indirect costs such as loss of productivity (World Health Organization (WHO), 2002). In the US,

The costs associated with physical inactivity and obesity accounted for 9.4% of the national health expenditure in 1995 and contributed as much as us 75 billion to us medical costs in 2000. Similarly in Canada, 6% of total health care costs were due to physical inactivity (WHO, 2003). The WHO (2006) states that European studies suggested 300 as an estimated cost of physical inactivity per citizen per year.

Regular physical activity has long been regarded as an important part of a healthy lifestyle and vast amounts of research reinforces the physical and mental health benefits of physical activity. Despite this millions of people every year remain inactive (Center of Disease Control and Prevention, 1993) and fail to meet the activity guidelines outlined by the world health organization (WHO), the center for disease control and prevention (COC) (1993) as well as the American college of sport medicine (ACSM, 2007). They recommend that adults are physically active for a minimum of 30 minutes on preferable every day of the week and that, children from infancy & throughout school, should accumulated at least 60 minutes of activity a day.

Worldwide, more than 60% of an adult do not engage in sufficient level of physical activity (WHO, 2003). Physical inactivity is more prevalent among woman older adults' individuals from lower socio-economic group and the disabled (WHO, 2003). Individuals with disabilities participate less often in leisure and recreation opportunities and children with disabilities are more at risk of sedentary lifestyle as the presence of a disability can lead to deterioration of physical functioning with in turn results in a reduction in physical activity (Shermill, 1998). The sports Scotland study (2001) discovered that participation in sport physical activity is 24% lower for disabled adults than non- disabled adults.

As well as lack of participation in physical activity for adults the WHO (2003) discovered that physical activity and physical education programmers in schools are decreasing at an alarming rate, leaving approximately two thirds of the world's present and future health.

The benefits of physical activity and physical education for the general population and for people with disabilities are supported in research. A benefit of leisure can be defined as a positive & beneficial change in an individual as a result of desired participation. A benefit can include simply maintaining a level of functional independence which would have

otherwise declined without leisure interventions (Mannell & Klieber, 1997).

### **2.10.1. Physical Benefits**

Bauman (2004) states that physical recreation programs can be an effective means of preventing secondary health conditions, such as obesity & diabetes, resulting from low levels of fitness in our young population. Just like their non-disabled peers, children with disabilities need an outlet for their physical – energy. According to Brink (1995), 64% of K – 17 American students does not participate in physical education programmed on a daily basis. His future states those physical exercises still one of the best ways to stimulate the brain & learning. Children engaged in daily physical education show superior motor fitness academic performance and attitude toward school as compared to their counterparts who do not participate in daily physical education (Pollast's check and Hagen, 1996). It has been hypothesized that physical activity at school could enhance academic performance by increasing the blood flow to the brain, enhancing arousal levels, changing hormonal secretion and improving self – esteem (Shepard, 1997).

Overall it is clear to see that physical activity and physical education both hold substantial benefits and physical education both hold substantial benefits to health and level being of all members of the population especially those with disabilities.

Some people with disabilities can be less active due to their functional limitations. Expectation of inactivity on their own part and that of others may compound their inactivity. Attitudinal, social & physical access barriers as well as the prevailing trend to live sedentary lifestyle may also increase the likelihood of physical inactivity. Inactivity can exacerbate of physical that people with disabilities can prone (e.g. Kidney failure. Obesity) (Fentem, 1994). Being overweight particularly in people with mobility impairments can affect their functional ability & independence and increase the likelihood that they develop associated complication such as pressure sores, thus physical activity can be particularly important in maintain health (Fentem 1994).

### **2.10.2. Social Benefit**

A good physical education or physical activity programmed can improve learning skills, both physically and intellectually by increasing the

children's perceptual experience sensory awareness, co-ordination and time and space awareness (Harris & Ross (1979). Engagement in play sports and physical activity gives young people opportunities for tension, achievement, social interaction and integration as well as learning the spirit of solidarity and fair play. These positive effects also help counteract the risks and harm caused by the demanding competitive stressful and sedentary way of life that is so common in young peoples' lives today (WHO, 2003). Talbot (2001) claims that physical education can help children to develop respect for their body and others can contribute towards the integrated development of mind and body develop an understanding of the role of aerobic and anaerobic physical activity in health positively enhance self – confidence and self – esteem and enhance social and cognitive development and academic achievement .

Socialization also helps individuals to learn and maintain appropriate social skills and individuals can also learn acceptance of others who are not like them levels inclusive recreation is an optimal method for individuals to gain acceptance. On the other to dependency on others, a decrease in social interactions and the development of symptoms such as fatigue, depression, low functional capacity and obesity (Hannon, 2005)

### **2.10.3. Psychological Benefits**

The third types of benefits to be looked at are the psychological benefits of physical activity & physical education for people with disabilities. Emotional as well as social benefits can come from engaging in physical recreation leisure benefits individuals both emotionally and psychologically in many ways. The emotional psychological benefits of leisure are difficult to measure although less scientific evidence exists there is substantial belief that these benefits exist and considerably enhance the lives of individuals with disabilities as well as benefit society as a whole (Mannell & Klieber, 1997.) participation in leisure activities or physical activity can lead to increase in happiness, Life satisfaction, morale, self- concept ,self – esteem, perceived sense of freedom, independence, autonomy, Self- confidence leadership skills.

Tolerance and understanding and problem solving (Mannall & Klieber, 1997). Physical exercise influences long term health status and also general well-being personal and social development, effectiveness and achievement. The psychological benefits include improved mood confidence and self-esteem, a reduction in an anxiety & depression and

an increase in a person's an ability to cope with a range of stressors (Hannon, 2005). These are particularly relevant to someone who has an acquired disability where physical activity can be used to regain self – esteem, social integration and help come to term with one's disability (Chawla 1994).

A number of reasons have been proposed as to way activity affects anxiety and depression. One of the reasons proposed is that regular activity serves as a positive coping strategy and a diversion from the stress of everyday life. It provides sense of control over one's life and environment. Regular activity or improved fitness has a beneficial effect on self-esteem and self – concept.

In summary, there are number of important benefits to participation in physical activity and physical education for members of the general population as well as people with disabilities regardless of age. Physical activity offers the physical benefits such as improved health and well-being as well as counteracting heart disease and stroke in later life. The social benefits of physical activity and physical education can be especially important and relevant for someone with a disability where they may not get the opportunity to integrate with others on a regular basis outside of their parents, sibling or family members as a result of their disability. Lastly the psychological benefits of physical activity & physical education include improved self-esteem, self – confidence and improved body image. These benefits hold value for someone with a disability as they can lead to a prolonged, healthier in dependent life, with increased confidence, self – esteem and general sense of well – being.

### **2.11. Overcoming Barrier to Participation in physical activity**

Many factor exist that deny freedom often experience a greater number and scales of barriers than people without disabilities one study in the UK found that significant inequalities exist between the general population and learning disabilities populations in relation to opportunities and choices to be physically active. The study concluded that some adults with mild & moderate learning disabilities are unable to meet the daily recommendations for physical activity due to many barriers related to service provision.

The allied Dunbar National fitness survey identified the most common barriers to adult participation in regular physical activity in the general population which included emotional, motivational, and time barriers. It is likely that this factor will also apply to people with disabilities.

Lack of knowledge is a major barrier. There is very little knowledge available to people with disabilities about the benefits of activity to their main condition or its potential role in preventing secondary complications. Consequently many of the adverse effects associated with long periods of immobility are unknown to the majority of people with a disability and their carers. Those offering health advice (district nurses, health visitors) may also be unaware of the benefits of activity for people with disabilities. Inaccurate beliefs about activity are widespread, for example it is common for people to believe that any activity is bad for arthritic joints.

Lack of knowledge can also lead to uncertainty in people with disabilities as to whether activity is beneficial or harmful to them. There may be strong negative attitudes towards physical activity and exercise amongst people with disabilities this may be partly due to: the perception that health promoting activity must be intensive, and therefore beyond their capability, The fear that physical activity and exercise may be harmful, feelings of frustration about lost abilities together with embarrassment & loss of dignity in front of others.

### **2.11.1. Environmental Barriers**

No matter how successfully a person with a disability copes with these barriers, he or she may also be faced with a host of external barriers which limit participation. The following social and environmental barriers may limit physical activity opportunities for many people with a disability.

Attitude of others among people with disabilities it is widely acknowledged that one of the most limiting barriers is the attitude of others. This centers around three main areas; negative attitudes towards people who are deferent; overtly paternalistic attitudes; apathetic attitudes where the needs and concerns of people with disabilities are ignored. These barriers need to be overcome in the context of physical activity opportunities. Disability awareness training could be a useful and important starting point for anyone wishing to develop work with people with disabilities.

Wherever possible, training provision should facilitate people with disabilities to become exercise professionals and recreation leaders, at every stage of planning, delivery and evaluation, people with disabilities themselves should be active partners in the process.

### **2.12. The Condition of Persons with Disabilities**

In many cultures people with disabilities find that their human dignity is impaired. They risk being hidden away, as though they were an inferior kind of human being.

They also risk being oppressed, abused and exploited. Having a disabled child may even be regarded as shameful or as a punishment from God. All these things mean that, in addition to his/her disability, the child with disability is also obliged to fight against people's prejudices and ignorance. Children with disabilities are often the most neglected groups of all children are concerned (Radda Barnen, 1999). Persons with disabilities were once seen as sub humans, menaces, objects of dread, decreased organism, objects of ridicule and pity (Wolfensberger, 1972) cited in Tibebe (1995).

Children with disabilities were not children to be friends with whenever, accidentally, they happened to be around they were targets of jokes objects of curiosity and pity and provokers of fear for the unfortunate tricks that life can play. Disability had better remain hidden because it was associated with feeling of guilt and embarrassment (Anastasia, 1997).

Attitudes about persons with disabilities vary from society to society accordance with the particular socio-cultural, economic, political and religious dimension. They also vary accordance to the different categories of disabling condition, and in most societies it is possible to note a "hierarchy of disabilities," where disabling condition are ranked in terms of the public's degree of acceptance and dislike (Miron, 1994).

Regarding of what cultural and traditional attitudes people may have, disabilities and bodily impairment are as natural a part of human life as birth and death. Disabled people have existed at all times and in all cultures throughout the world (Rädda Barnen, 1999).

The way in which we educate our children besides being influenced by the socio-economic and political realms is a reflection of our attitudes and beliefs, segregating children on the basis of disabling condition, reflects the belief that these children are different; different in their needs

and aspirations, and incapable of benefiting from that which is provided to “normal” children. It is this general system of beliefs that affects the diagnosis and treatment of persons with disabilities within a country (Mirron, 1994). Every time a child with a disability is denied the opportunity to go to school, he or she is excluded (World Disability report, 1999).

### **2.13. Prevalence of Disability**

As estimated ten percent of the population of the world suffers from some form of disablement. And two third of the world’s people with disabilities live in poverty (World Disability Report, 1999). On the other hand, UN estimates suggest that of 600 million people with disabilities in the world, 150 million are children under 15 years of age (Radda Barnen, 1998). According to various reports (UNICEF, 1988) cited in Tirussew et. al (1995), the incidence and prevalence of disabilities in developing countries is higher than the economically advanced countries and that the percentages of persons with disabilities is estimated to be as high as 20% in some of these countries studies suggest that statistics from many developing countries indicate considerably lower rates. At least part of the explanation could be that views and attitudes are influenced by people’s culture and living condition; for instance, someone who is able to contribute to family income and take part in family life despite an impairment may not be considered disabled (Radda Barney, 1994); The situation of children with disabilities in Ethiopia is even more worst. They face considerable social, economic and emotional problems (Etenesh, 2000). The magnitude of childhood disabling factors and the incidence scale of disability rate very high, the presence of diversified disability factors (e.g. infectious diseases, difficulties contingent to delivery, under nutrition, malnutrition, civil strife and periodic episode of drought and famine) and the absence of early primary and secondary prophylactics has brought a phenomenal increase. These remain to be a challenge to the country (Tirussew, 1999). The incidence and prevalence of disabilities in developing countries is higher than the economically advanced countries and that the percentage of persons with disabilities is estimated to be as high as 20% in some of these countries (UNICEF, 1988) cited in Tirussew et al (1995). However, unlike the UN estimation the prevalence of disability is about 2.95% in Ethiopia. (Tirussew et. al 1995).

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This chapter includes method of the research, source of data, sample and sampling techniques, data gathering and methods of data analysis.

#### 3.1. Methods of the Research

Quantitative and qualitative research method was employed.

Descriptive research design was employed which attempts to describe and interpret the condition that exist at present, the perception and attitude of students with disabilities about physical education in secondary school.

#### 3.2. Source of Data

Primary data were obtained from non-disabled and disabled students and physical education teachers from selected secondary schools. And these sources were chosen to provide relevant and valid data.

#### 3.3. Sample and Sampling Techniques

The target populations for this study were 114. Of them 25 disabled students, 85 non-disabled students and 4 physical education teachers. Two secondary schools purposely selected from Silite zone in SNNPR. From the selected school the total populations are 929, Students not disabled were selected in systematic simple random sampling techniques and students with disability and physical education teachers were selected using availability sampling.

**Table 3.1 The sampled population**

| Name of Selected Schools   | Gender   | Non disable students |    |    | Students with disability |    |    | Physical education teachers |   |   |
|----------------------------|----------|----------------------|----|----|--------------------------|----|----|-----------------------------|---|---|
|                            |          | M                    | F  | T  | M                        | F  | T  | M                           | F | T |
| Woerabe Secondary school   | Grade 9  | 16                   | 7  | 23 | 6                        | 3  | 9  | 1                           | - | 1 |
|                            | Grade 10 | 14                   | 8  | 22 | 5                        | 2  | 7  |                             | 1 | 1 |
| Wulbarage Secondary school | Grade 9  | 9                    | 9  | 18 | 2                        | 4  | 6  | 1                           | - | 1 |
|                            | Grade 10 | 13                   | 9  | 22 | 1                        | 2  | 3  | 1                           | - | 1 |
|                            | Total    | 52                   | 33 | 85 | 14                       | 11 | 25 | 3                           | 1 | 4 |

This was to obtain enough sample size that expected to provide relevant data

### **3.4. Data Gathering Instruments**

#### **3.4.1. Questionnaire**

Questionnaire was prepared to collect data from secondary schools disabled students and non- disabled students. The closed ended questionnaire was chosen for it is easily to fill out, takes little time, keeps the respondents on the subject, is relatively objective and fairly easy to tabulate & analyze. On the other hand, the open ended questionnaire is intended to give a chance for respondents to make their responses in their own words and all what they feel.

#### **3.4.2. Interviews**

Another data collection instruments was interview. Unstructured interview was prepared with necessary modification.

The interview is the main road to multiple realities much of what we cannot observe for ourselves has been or is being observed by others. Thus, we used interview to fill the gap. The major way in which qualitative evaluator seeks to understand the perception, feeling and knowledge of people in program is through in- depth intensive interview (Best and Kahan 1985)

#### **3.4.3. Field Observation**

Field observation check list was the other data collecting instrument. The observation was conducted during physical education practical classes. The semi- structured interview and field observation check list were employed for physical education teachers and for students with disabilities. In the questionnaire the same questions were set for students with disabilities and non-disabled. Most of the items were closed ended supplemented with few open – ended items. The quantitative items are expressed by strongly agree, Agree, Undecided, Disagree, and strongly disagree. For field observation check list was prepared, and was thought that the data collection process was developed and raised interview questions based on the situation that was happened.

Before distributing the questionnaires to the actual participants of this study, permission and willingness of respondents was asked. After

getting their consent, they were informed about the objective of the study and its confidentiality. Next to this, distribution of the questionnaire was continuing until the questionnaire complete. Finally, the student researcher collected the questionnaire back and expressed his gratitude to the respective participants from the total distributed (110) questionnaires, 100 were returned and 10 questionnaires did not returned.

### **3.5. Methods of Data Analysis**

This research was intended to assess perception and attitude of students with disabilities about physical education.

#### **3.5.1 Quantitative Analysis**

The descriptive statistics was employed to analyze the data. Data that were collected through questionnaire were tabulated and organized in Tables in order to show what is identified by the respondents and described in text to explain what is listed in the table and make it to give structured meaning. This process of condensation is hoped to reduce their bulk and give prominence to the underlying structure of the data. Frequencies and percentages, moreover, are helpful to compare responses to items.

#### **3.5.2 Qualitative Analysis**

Qualitative analysis has been carried out to analyze the data gathered via the interviews, field observation. The responses obtained from the interviews have been transcribed. Qualitative analysis of them has been made. The field observation responses have been analyzed qualitatively in line with the attitude of teacher and participation of students with disabilities during practical period of physical education.

## CHAPTER FOUR

### 4. ANALYSIS AND DISCUSSION

#### 4.1. Introduction

This chapter describes the finding of the study emanating from analysis of the quantitative and qualitative data. The study was designed to focus on perception and attitude of students with disability about physical education. Thus, it presents detailed analysis and discussion of data collected through questionnaire, interviews and field observation. In the main study, the questionnaire based data is presented in tabular form with descriptive statistics and then discussion of the qualitative data from field observation and interviews are followed.

#### 4.2. Socio-Demographic profile of the students with and without disabilities

As stated previously in this research report, the present study aimed to assess the level of awareness of students with disabilities about physical education.

Given the fact that this study was carried out in two schools, It could be difficult to generalize the results of the study for others schools unless for school with similar characteristics through description of the samples students with and without disabilities were offered. Descriptive statistics were used to illustrate the results from tables (Tables 4.1 to Tables4.2) including the variables of gender.

**Table.4.1 Number of respondents of students without disabilities**

| Gender | School                    | No | Percentage |
|--------|---------------------------|----|------------|
| Male   | Worabe Secondary School   | 30 | 57.69%     |
|        | Wulbareg Secondary School | 22 | 42.30%     |
|        | <b>Total</b>              | 52 | 100%       |
| Female | Worabe Secondary School   | 15 | 45.45%     |
|        | Wulbareg Secondary School | 18 | 54.54%     |
|        | <b>Total</b>              | 33 | 100%       |

As observed in the Table, out of 85 students without disabilities from two Schools, 52(61.17%) were males and 33(38.82%) of them were females

**Table.4. 2 Number of Respondents of students with disabilities**

| Gender | School                    | No | Percentage |
|--------|---------------------------|----|------------|
| Male   | Worabe Secondary School   | 11 | 78.57%     |
|        | Wulbareg Secondary School | 3  | 21.42%     |
|        | Total                     | 14 | 100%       |
| Female | Worabe Secondary School   | 5  | 45.45%     |
|        | Wulbareg Secondary School | 6  | 54.54%     |
|        | Total                     | 11 | 100%       |

As observed from the above table, the fact of gender of students with disability from two schools, 14(56%) were males and 11(44%) of them were females.

### **4.3. Quantitative Data Analysis**

Questionnaire survey was analyzed using descriptive statistics (frequencies and percentages). Rating Scale of the following was used.

Strongly agree = 5, Agree = 4, Uncertain = 3, Disagree = 2, strongly disagree = 1

**Table 4.3. Feeling of students without disabilities and with disabilities about physical education**

| No | Items of feelings of students without disabilities about physical education | Respondent | SA = 5 |      | A = 4 |      | UD = 3 |   | DA = 2 |      | SDA = 1 |      | Total |    |
|----|---|------------|--------|------|-------|------|--------|---|--------|------|---------|------|-------|----|
|    |   |            | No     | %    | No    | %    | No     | % | No     | %    | No      | %    | No    | %  |
| 1. | Physical education is my favorite subject                                   | S          | 12     | 14.0 | 15    | 17.5 | 0      | 0 | 31     | 36.2 | 19      | 22.2 | 77    | 90 |
|    |   | SWD        | 3      | 12   | 4     | 16   | 0      | 0 | 11     | 44   | 5       | 20   | 23    | 92 |
| 2. | I am interested to learn Physical education lesson                          | S          | 17     | 19.8 | 19    | 22.2 | 0      | 0 | 21     | 24.5 | 20      | 23.3 | 77    | 90 |
|    |   | SWD        | 3      | 12   | 2     | 8    | 0      | 0 | 9      | 36   | 9       | 36   | 23    | 92 |
| 3. | Physical education class pleasant for me                                    | S          | 23     | 26.8 | 25    | 29.2 | 0      | 0 | 20     | 23.3 | 11      | 12.9 | 77    | 90 |
|    |   | SWD        | 3      | 12   | 5     | 20   | 0      | 0 | 7      | 28   | 8       | 32   | 23    | 92 |
| 4. | The activities I learn in Physical education class funny for me             | S          | 21     | 24.5 | 24    | 28.1 | 0      | 0 | 16     | 18.7 | 14      | 16.4 | 77    | 90 |
|    |   | SWD        | 6      | 24   | 6     | 24   | 0      | 0 | 5      | 20   | 6       | 24   | 23    | 92 |
| 5. | Physical education practical class does not comfort to me                   | S          | 18     | 21.0 | 23    | 26.9 | 0      | 0 | 19     | 22.2 | 17      | 19.8 | 77    | 90 |
|    |   | SWD        | 8      | 32   | 9     | 36   | 0      | 0 | 3      | 12   | 3       | 12   | 23    | 92 |
| 6. | I give attention for PE subjects like other subjects                        | S          | 10     | 11.6 | 18    | 21   | 0      | 0 | 25     | 29.2 | 24      | 28.1 | 77    | 90 |
|    |   | SWD        | 2      | 8    | 1     | 4    | 0      | 0 | 12     | 48   | 8       | 32   | 23    | 92 |
| 7. | I give attention for physical education results                             | S          | 11     | 12.8 | 17    | 19.8 | 0      | 0 | 25     | 29.2 | 24      | 28.1 | 77    | 90 |
|    |   | SWD        | 2      | 8    | 2     | 8    | 0      | 0 | 10     | 40   | 9       | 36   | 23    | 92 |
| 8. | I work my assignments and home works by physical education class            | S          | 22     | 25.7 | 25    | 29.2 | 0      | 0 | 17     | 19.8 | 13      | 15.2 | 77    | 90 |
|    |   | SWD        | 7      | 28   | 8     | 32   | 0      | 0 | 5      | 20   | 3       | 12   | 23    | 92 |
| 9. | I think time allotment for physical education class is not enough           | S          | 9      | 10.5 | 18    | 21   | 0      | 0 | 28     | 32.7 | 22      | 25.7 | 77    | 90 |
|    |   | SWD        | 4      | 16   | 5     | 20   | 0      | 0 | 7      | 28   | 7       | 28   | 23    | 92 |
| 10 | I always present in physical education class                                | S          | 17     | 19.5 | 18    | 21   | 0      | 0 | 22     | 25.7 | 20      | 23.3 | 77    | 90 |
|    |   | SWD        | 8      | 32   | 6     | 24   | 0      | 0 | 5      | 20   | 4       | 16   | 23    | 92 |
| 11 | I can participate in all physical activity effectively                      | S          | 10     | 11.7 | 15    | 17.5 | 0      | 0 | 29     | 33.9 | 23      | 26.9 | 77    | 90 |
|    |   | SWD        | 2      | 8    | 2     | 8    | 1      | 4 | 9      | 36   | 9       | 36   | 23    | 92 |

**Table 4.4 Knowledge of students without disabilities and with disabilities about physical education**

| No | Items of feelings of students without disabilities about physical education   | Respondent | SA = 5 |      | A = 4 |      | UD = 3 |     | DA = 2 |       | SDA = 1 |       | Total |    |
|----|---|------------|--------|------|-------|------|--------|-----|--------|-------|---------|-------|-------|----|
|    |   |            | No     | %    | No    | %    | No     | %   | No     | %     | No      | %     | No    | %  |
| 12 | Physical education help to improve academic achievement                       | S          | 11     | 12.9 | 13    | 15.2 | 3      | 3.5 | 29     | 33.89 | 21      | 24.54 | 77    | 90 |
|    |   | SWD        | 3      | 12   | 2     | 8    | 0      | 0   | 10     | 40    | 8       | 32    | 23    | 92 |
| 13 | Physical activity I learn in Physical education class develop self-confidence | S          | 16     | 18.7 | 17    | 19.9 | 0      | 0   | 26     | 30.38 | 18      | 21.03 | 77    | 90 |
|    |   | SWD        | 2      | 8    | 3     | 12   | 0      | 0   | 8      | 32    | 10      | 40    | 23    | 92 |
| 14 | The activities I learn in physical education class are useless to me          | S          | 20     | 23.4 | 26    | 30.4 | 2      | 2   | 15     | 17    | 14      | 16    | 77    | 90 |
|    |   | SWD        | 5      | 21   | 10    | 43   | 0      | 0   | 4      | 17    | 3       | 13    | 23    | 92 |
| 15 | Physical educations create opportunities for your social life.                | S          | 29     | 33.8 | 11    | 12.8 | 0      | 0   | 20     | 23.3  | 17      | 19.8  | 77    | 90 |
|    |   | SWD        | 2      | 8    | 3     | 12   | 0      | 0   | 10     | 40    | 8       | 32    | 23    | 92 |
| 16 | I prefer physical activities for recreation                                   | S          | 16     | 18.7 | 19    | 22.2 | 0      | 0   | 21     | 24.5  | 21      | 24.5  | 77    | 90 |
|    |   | SWD        | 1      | 4    | 2     | 8    | 0      | 0   | 12     | 48    | 8       | 32    | 23    | 92 |
| 17 | Physical education teachers makes Physical education class boring for me      | S          | 19     | 22.2 | 21    | 24.5 | 1      | 1.2 | 26     | 30.38 | 10      | 11.68 | 77    | 90 |
|    |   | SWD        | 9      | 36   | 6     | 24   | 3      | 12  | 3      | 12    | 2       | 8     | 23    | 92 |
| 18 | My Physical education teacher encourage me during practical activity          | S          | 16     | 18.7 | 17    | 19.9 | 0      | 0   | 25     | 29.2  | 19      | 22.2  | 77    | 90 |
|    |   | SWD        | 4      | 16   | 4     | 16   | 0      | 0   | 9      | 36    | 6       | 24    | 23    | 92 |

## Data analysis of questionnaire

**Table 4.5 Items of feelings of students without disabilities about physical education**

| Items of feelings of students without disabilities about physical education | SA = 5 |       | A = 4 |       | UD = 3 |   | DA = 2 |       | SDA = 1 |       | Total |    |
|---|--------|-------|-------|-------|--------|---|--------|-------|---------|-------|-------|----|
|   | No     | %     | No    | %     | No     | % | No     | %     | No      | %     | No    | %  |
| Physical education is my favorite subject                                   | 12     | 14.02 | 15    | 17.5  | 0      | 0 | 31     | 36.2  | 19      | 22.2  | 77    | 90 |
| I am interested to learn Physical education less                            | 17     | 19.87 | 19    | 22.2  | 0      | 0 | 21     | 24.54 | 20      | 23.37 | 77    | 90 |
| Physical education class pleasant for me                                    | 23     | 26.88 | 25    | 29.21 | 0      | 0 | 20     | 23.37 | 11      | 12.85 | 77    | 90 |
| The activities I learn in Physical education class fun for me               | 21     | 24.54 | 24    | 28.05 | 0      | 0 | 16     | 18.7  | 14      | 16.36 | 77    | 90 |
| I prefer physical activities for recreation                                 | 16     | 18.71 | 19    | 22.2  | 0      | 0 | 21     | 24.5  | 21      | 24.5  | 77    | 90 |
| Physical education practical class does not comfort to me                   | 18     | 21.03 | 23    | 26.88 | 0      | 0 | 19     | 22.2  | 17      | 19.82 | 77    | 90 |

As could be seen from the above table items about PE is favorite subject and interest for PE were responded by 31(36.2%),19(22.2%)and 21(24,54%),20(23,37%)of them responded disagree and strongly disagree respectively of the respondents 12(14.02%),15(17.5%)and 17(19.87%),19(22.2%)responded strongly agree and agree respectively. Item about PE pleasant and funny subject majority of students without disabilities 23(26.88%) 25(29.21%) and 21(24.54%), 24(28.05%) have responded that strongly agree and agree respectively. And 20(23.3%), 11(12.85%) and 16(18.7%) 14(16.36%) responded that disagree and strongly disagree respectively. And Item for recreation and comfort of physical education were responded by 21(24.5%), 21(24.5%) and 19(22.2%), 17(19.8%) disagree and strongly disagree respectively of the respondents 16(18.7%), 19(22.2%) and 18(21.0%), 23(26.88%) of them strongly agree and agree respectively. This indicates that majority students without disabilities focus for other subjects rather than physical education

**Table 4.6. Benefits of physical education for students without disabilities**

| Items of benefits of physical education for students without disabilities     | SA = 5 |      | A = 4 |       | UD = 3 |     | DA = 2 |      | SDA = 1 |       | Total |    |
|---|--------|------|-------|-------|--------|-----|--------|------|---------|-------|-------|----|
|   | No     | %    | No    | %     | No     | %   | No     | %    | No      | %     | No    | %  |
| The activities I learn in physical education class are useless to me          | 20     | 23.4 | 26    | 30.38 | 2      | 2   | 15     | 17   | 14      | 16    | 77    | 90 |
| Physical education help to improve academic achievement                       | 11     | 12.9 | 13    | 15.19 | 3      | 3.5 | 29     | 33.9 | 21      | 24.54 | 77    | 90 |
| Physical activity I learn in Physical education class develop self-confidence | 16     | 18.7 | 17    | 19.9  | 0      | 0   | 26     | 30.4 | 18      | 21.03 | 77    | 90 |
| Physical educations create opportunities for your social life.                | 29     | 33.8 | 11    | 12.8  | 0      | 0   | 20     | 23.3 | 17      | 19.8  | 77    | 90 |

The above Table display about no use of physical education and physical education for academic achievement were responded by 20(23.37%), 26(30.38%)and 11(12.85%),13(15.19%) of them that they responded strongly agree and agree respectively .Item about no use of PE and PE for academic achievement ,2(2%)and 3(3.5%) of the respondent said undecided respectively. of the respondent 15(17%),14(16%) and 29(33.8%),21(24.5)of them responded is disagree and strongly disagree respectively. and Item about physical education for self-confidence and for social life were responded by 26(30.3%),18(21%)and 20(23.3%),17(19.8%)of them that responded disagree and strongly disagree respectively.

From the result of tables we can conclude that the benefits of physical education do not aware of by most students. Because of this the attitude of students without disabilities negative.

**Table 4.7 Attention of students without disabilities for PE class**

| Items of attention of students without disabilities for PE class | SA = 5 |      | A = 4 |      | UD = 3 |   | DA = 2 |      | SDA = 1 |      | Total |    |
|--|--------|------|-------|------|--------|---|--------|------|---------|------|-------|----|
|  | No     | %    | No    | %    | No     | % | No     | %    | No      | %    | No    | %  |
| I give attention for PE subject like other subject               | 10     | 11.6 | 18    | 21   | 0      | 0 | 25     | 29.2 | 24      | 28.1 | 77    | 90 |
| I give attention for physical education results                  | 11     | 12.8 | 17    | 19.8 | 0      | 0 | 25     | 29.2 | 24      | 28.1 | 77    | 90 |
| I work my assignments and home work by physical education class  | 22     | 25.7 | 25    | 29.2 | 0      | 0 | 17     | 19.8 | 13      | 15.2 | 77    | 90 |

As can see from the above Table attention for physical education subject and results are 25(29.2%), 24(28.1%) and 25(29.2%), 24(28.1%) were responded by disagree and strong disagree respectively and 10(11.6%), 18(21%) and 11(12.8%), 17(19.8%) of them that they responded strongly agree and agree respectively. This indicates most students without disabilities give priority for other subjects than physical education. Physical education was simply their free period or for do other works in this period. Its implication for negative attitude towards the subject.

**Table 4.8. Participation of students without disabilities during PE class**

| Items of participation of students without disabilities during PE class | SA = 5 |      | A = 4 |      | UD = 3 |   | DA = 2 |      | SDA = 1 |      | Total |    |
|---|--------|------|-------|------|--------|---|--------|------|---------|------|-------|----|
|   | No     | %    | No    | %    | No     | % | No     | %    | No      | %    | No    | %  |
| I think time allotment for physical education class is not enough       | 9      | 10.5 | 18    | 21   | 0      | 0 | 28     | 32.7 | 22      | 25.7 | 77    | 90 |
| I always present in physical education class                            | 17     | 19.8 | 18    | 21   | 0      | 0 | 22     | 25.7 | 20      | 23.3 | 77    | 90 |
| I can participate in all Physical activity effectively                  | 10     | 11.7 | 15    | 17.5 | 0      | 0 | 29     | 33.9 | 23      | 26.9 | 77    | 90 |

From the above Table time allotment for physical education and attending physical education classes were responded by 28(32.7%),22(25.7%)and 22(25.7%),20(23.7%) of them that responded disagree and strongly disagree respectively of the respondent 9(10.5%),`18(21%) and 17(19.8%),18(21%) responded strongly agree and agree respectively . And about participation in physical activities were responded by 29(33.8%) disagree and strongly disagree 23(26.8%) of them 10(11.6%), 15(17.5%) responded strongly agree and agree respectively. From the result of Table we can conclude that students without disabilities have negative attitude towards physical education.

**Table 4.9 Physical Education teacher activities during practical class**

| Items of physical education teacher activities during practical class    | SA = 5 |       | A = 4 |      | UD = 3 |     | DA = 2 |      | SDA = 1 |      | Total |    |
|--|--------|-------|-------|------|--------|-----|--------|------|---------|------|-------|----|
|  | No     | %     | No    | %    | No     | %   | No     | %    | No      | %    | No    | %  |
| Physical education teachers makes Physical education class boring for me | 19     | 22.2  | 21    | 24.5 | 1      | 1.2 | 26     | 30.4 | 10      | 11.7 | 77    | 90 |
| My Physical education teacher encourage me during practical activity     | 16     | 18.71 | 17    | 19.9 | 0      | 0   | 25     | 29.2 | 19      | 22.2 | 77    | 90 |

From the above Table physical education teacher makes boring PE and encouragement were responded by 19(22.2%), 21(24.5%) and 16 (18.71%) of them that they responded strongly agree and agree respectively of the respondents 26(30.3%), 10(11.6) and 25(29.2%), 19(22.2%) of them disagree and strongly disagree respectively.

Teacher Methodology and encouragement of student during physical activity also favored negative. So, physical education teachers are one factor for negative attitude of students towards physical education class.

## Data analysis questionnaire from students with disabilities

**Table 4.10 Feeling of students with disabilities for physical education**

| Items of feeling of students with disabilities for physical education | SA = 5 |    | A = 4 |    | UD = 3 |   | DA = 2 |    | SDA = 1 |    | Total |    |
|---|--------|----|-------|----|--------|---|--------|----|---------|----|-------|----|
|   | No     | %  | No    | %  | No     | % | No     | %  | No      | %  | No    | %  |
| Physical education is my favorite subject                             | 3      | 12 | 4     | 16 | 0      | 0 | 11     | 44 | 5       | 20 | 23    | 92 |
| I am interested to learn Physical education less                      | 3      | 12 | 2     | 8  | 0      | 0 | 9      | 36 | 9       | 36 | 23    | 92 |
| Physical education class pleasant for me                              | 3      | 12 | 5     | 20 | 0      | 0 | 7      | 28 | 8       | 32 | 23    | 92 |
| The activities I learn in Physical education class fun for me         | 6      | 24 | 6     | 24 | 0      | 0 | 5      | 20 | 6       | 24 | 23    | 92 |
| I prefer physical activities for recreation                           | 1      | 4  | 2     | 8  | 0      | 0 | 12     | 48 | 8       | 32 | 23    | 92 |
| Physical education practical class does not comfort to me             | 8      | 32 | 9     | 36 | 0      | 0 | 3      | 12 | 3       | 12 | 23    | 92 |

In the above Table display Items about PE is favorite subject and interest for physical education were responded by 11(44%), 5 (20%), 9 (36%), 9(36%) of them responded disagree and strongly disagree respectively, of the responded 3(12%), 4(16%) and 3(12%), 2(8%) responded strongly agree and agree respectively. Items about PE pleasant most students responded negatively by 7(28%), 8(32%) and 5(20%), 6(24%) disagree and strongly disagree respectively. And 3(12%), 5(20%) and 6(24%), 6(24%) responded that strongly agree and agree respectively. Items for recreation and comfort of PE were responded by 12(48%), 8(32%) and 3(12%), 3(12%) disagree and strongly disagree. of the respondents 1(4%), 2(8%) and 8 (32%), 9(36%) of them responded strongly agree and agree respectively. This implies students with disabilities have no interest to participate in PE classes because of this students with disabilities have negative attitudes about the subject.

**Table 4.11 Benefits of physical education for students with disabilities**

| Items of benefits of physical education for students with disabilities        | SA = 5 |    | A = 4 |    | UD = 3 |   | DA = 2 |    | SDA = 1 |    | Total |    |
|---|--------|----|-------|----|--------|---|--------|----|---------|----|-------|----|
|   | No     | %  | No    | %  | No     | % | No     | %  | No      | %  | No    | %  |
| The activities I learn in Physical education class are useless to me          | 5      | 21 | 10    | 43 | 0      | 0 | 4      | 17 | 3       | 12 | 23    | 92 |
| Physical education help to improve academic achievement                       | 3      | 12 | 2     | 8  | 0      | 0 | 10     | 40 | 8       | 32 | 23    | 92 |
| Physical activity I learn in Physical education class develop self-confidence | 2      | 8  | 3     | 12 | 0      | 0 | 8      | 32 | 10      | 40 | 23    | 92 |
| Physical education create opportunities for your social life                  | 2      | 8  | 3     | 12 | 0      | 0 | 10     | 40 | 8       | 32 | 23    | 92 |

The above Table about no use of physical education and physical education for academic achievement were responded by 4(17%), 3(12%) and 10(40%), 8(32%) of them that they responded disagree and strongly disagree respectively. Of the respondent 5(21%), 10(43%) and 3(12%), 2(8%) responded by strongly agree and agree respectively. Items for physical education for self-confidence and for social life were responded by 8(32%), 10(40%) and 10(40%), 8(32%) disagree and strongly disagree respectively. Of the respondents 2(8%) 3(12%) and 2(8%), 3(12%) responded strongly agree and agree respectively.

From the results of tables, we can concluded that the benefits of physical education by students with disabilities not much understanding. So, these students lack of knowledge restricted from participation of physical activities. This imply negative attitude by students with disabilities towards physical education.

**Table.4.12. Attention of students with disabilities for physical education**

| Items of attention of students with disabilities for physical education | SA = 5 |    | A = 4 |    | UD = 3 |   | DA = 2 |    | SDA = 1 |    | Total |    |
|---|--------|----|-------|----|--------|---|--------|----|---------|----|-------|----|
|   | No     | %  | No    | %  | No     | % | No     | %  | No      | %  | No    | %  |
| I give attention for PE subject like other subject                      | 2      | 8  | 1     | 4  | 0      | 0 | 12     | 48 | 8       | 32 | 23    | 92 |
| I give attention for physical education results                         | 2      | 8  | 2     | 8  | 0      | 0 | 10     | 40 | 9       | 36 | 23    | 92 |
| I work my assignments and home work by physical education class         | 7      | 28 | 8     | 32 | 0      | 0 | 5      | 20 | 3       | 12 | 23    | 92 |

As could be seen from the Table attention for physical education subject and results seen 12(48%), 8 (32%) and 10(40%), 9(36%) were responded by disagree and strongly disagree respectively. And 2(8%), 1(4%) and 2(8%),2(8%) of them that they responded strongly agree and agree respectively. This indicates students with disabilities not give attention for physical education class. Physical education classes for them used to as supplementary work and for moving place to place during this period.

**Table.4.13 Participation of students with disabilities during PE class**

| Items of participation of students with disabilities during PE class | SA = 5 |    | A = 4 |    | UD = 3 |   | DA = 2 |    | SDA = 1 |    | Total |    |
|--|--------|----|-------|----|--------|---|--------|----|---------|----|-------|----|
|  | No     | %  | No    | %  | No     | % | No     | %  | No      | %  | No    | %  |
| I think time allotment for physical education class is not enough    | 4      | 16 | 5     | 20 | 0      | 0 | 7      | 28 | 7       | 28 | 23    | 92 |
| I always present in physical education class                         | 8      | 32 | 6     | 24 | 0      | 0 | 5      | 20 | 4       | 16 | 23    | 92 |
| I can participate in all Physical activity effectively               | 2      | 8  | 2     | 8  | 1      | 4 | 9      | 36 | 9       | 36 | 23    | 92 |

From the above Table time allotment for physical education and attending physical education classes were responded by 4(16%), 5(20%) and 8(32%), 6(24%) strongly agree and agree respectively. Of the respondents 7(28%), 7(28%) and 5(20%), 4(16%) responded disagree and strongly disagree respectively. Items about participation of physical activities were responded by 9(36%), 9(36%) disagree and strongly

disagree respectively. Of them respondents 2(8%), 2(8%) responded strongly agree and agree respectively.

This indicates most students with disabilities present in PE class but not participate in physical activities

**Table.4.14 Activities of physical education teachers during practical class**

| Items of activities of physical education teachers during practical class | SA = 5 |    | A = 4 |    | UD = 3 |    | DA = 2 |    | SDA = 1 |    | Total |    |
|---|--------|----|-------|----|--------|----|--------|----|---------|----|-------|----|
|   | No     | %  | No    | %  | No     | %  | No     | %  | No      | %  | No    | %  |
| Physical education teachers makes Physical education class boring for me  | 9      | 36 | 6     | 24 | 3      | 12 | 3      | 12 | 2       | 8  | 23    | 92 |
| My Physical education teacher encourage me during practical activity      | 4      | 16 | 4     | 16 | 0      | 0  | 9      | 36 | 6       | 24 | 23    | 92 |

From the above Table, physical education teacher makes boring physical education lesson and encourage me were responded by 9(36%), 6(24%) and 4(16%),4(16%) strongly agree and agree respectively. Of the respondents 3(12%), 2(8%) and 9(36%), 6(24%) of them responded disagree and strongly disagree respectively. This indicates teachers not encourage students to participate in physical activities and not motivate by using different methods of teaching to participate in physical education class because of this student with disability exclude from PE class and have negative attitude towards the subject.

#### 4.4. Qualitative data analysis

This section presents and discuss data gathering through field observation and interview. Data gathered through each tool were analyzed separately.

#### 4.4.1. Field Observation

Field observation is one of the qualitative data gathering tools for the purpose of the study as it helped the researcher to get first-hand information. The researcher used observation checklist to capture relevant information for the purpose of the study.

Observation period April 15, 2014-18, 2014 grade 9 sections B, grade 9 sections F and grade 10A and 10C.

Lesson topic volleyball (passing and serving) grade 9<sup>th</sup> B and F and Athletics (relay race) grade 10<sup>th</sup> A and E

My first observation with teacher1 was when he was conducting a lesson passing during first period (2:00-2:40) and second observation 9<sup>th</sup> F April 16, 2014 third period (3:20-4:10) and teacher 2 my first observation with him was while he was conducting a lesson Relay Race fifth period (5:05-5:45) April 17, 2014 and second observation April 18,2014 six period (5:45-6:25)

As the researcher observed that student with disabilities numbering 19 were not equally participated in physical activities during this time those students sit under the shadow. According to (Faison, Hodge and Poretta, 2004; US, Government Accountability Office, 2010) have revealed that students with disabilities do not participate in physical activities at a rate commensurate with non-disabled peers.

The social interaction with others was low. One of the biggest arguments for inclusive practice is the increased opportunities for social interaction between students with and without disabilities, Lack of appropriate social skills in physical education can lead to limited interactions and ultimately rejection by non-disabled peers and also physical education teacher not motivated and help students to participate in physical activities. Kocherspeger (2005) studied the differences in physical activities levels of students with disabilities compared to students without disabilities participating in an inclusive physical education classroom, a difference was found in the levels of physical activities during physical education class between students with disabilities and students without disabilities. Kochersperger (2005) found that teachers working with students with disabilities spent more time simply observing the students rather than prompting or modeling appropriating participation. Further, most of the lessons consisted of game play that

required a full complement of motor, social and cognitive skill that are often less developed in students with disabilities. In combination, these factors were identified as contributing to the significantly lower rate of participation in physical education activities of students with disabilities.

#### **4.4.2. Data obtained through interview**

Physical education teacher's interview

As it is mentioned in chapter three, unstructured interview with the teachers of physical education after the field observation had been completed. At the interview, the teachers responded to three open ended questions regarding awareness of disability and physical education. Results are given in the order of the questions being ask

In your physical education practical class students with disabilities participate in physical activity?

Three of the four P.E teachers reported most of the time students with disabilities do not participate in physical activity. These students simply observe students that participate in physical activity out of field. Sometimes some students with disabilities do not come in to the field and make their own work in class room or other places. Individuals with disabilities participate less often in leisure and recreation opportunities and children with disabilities are more at risk of sedentary lifestyle as the presence of disability can lead deterioration of physical functioning with in turn results in a reduction in physical activity (Shermill, 1998). Worldwide, more than 60% of adults do not engage in sufficient level of physical activity according to (WHO, 2003). This condition has its direct effect on the attitude of students with disabilities towards physical education. Physical Education Teachers do not support and encourage students with disabilities to include physical education classes. So, most of students with disabilities do not have enough knowledge and interest to participate during physical education practical classes. However, physical education teachers are one factor for low level of awareness of students with disabilities about physical education.

How your relationship with students with disabilities is?

All four P.E teachers said that mostly students with disabilities do not participate in physical education practical class. Practical class of physical education creates close relationship with students. So, our

contact to those students limited because those students not participate in physical activity. So, our interactions with students with disabilities are low comparing that of students without disabilities. The way a teachers and student interact is a critical factor.

In determining student educational out comes. Research by Wangetal. (1990) identified student teacher social interaction as a key factor in influencing students learning. Students identify relationship with teachers as being among the most important parts of their school experience (Alerby, 2003). This could probably explain why interaction between the teacher and learner with physical disabilities in physical education is fundamental. This is because in physical education activities, learners with physical disabilities may require teachers close proximity and help in performing the activities more than is any other academic subject, without which cannot achieved. Besides this, how a teacher interacts with learner with physical disabilities translate in to products important inclusive education.

How to help students with disabilities in your physical education class?

Three of four P.E Teachers reported students with disabilities not participate in physical activity. But rarely some students some disabilities participate in some activities. These students participate in passive way with their peers (students without disabilities). However, no unique support for students with disabilities.

Physical education teacher has been shown to be a factor in student's attitudes toward physical education (Subramanian and Silver Man, 2007).

Several teacher characteristics may influence student's attitude towards Physical education, such as personality, interact with students. Literature search of recent research investigating the influence of the classroom Teacher on Physical education revealed three- related contemporary studies (Hicks, 2004; Dean, Adams and Co meau, 2005). The finding indicated that the teacher was a determinant of negative attitude than positive attitude toward Physical education. Influence of the Physical education teacher on students attitudes toward Physical education appear largely related to direct contact and interaction with students.

The majority of contemporary research on attitudes toward inclusive programming for a student with disabilities has been focused on the attitude of general Physical education teachers. Understanding how general physical education teacher regard inclusion may offer valuable insight into attitude concerning inclusionary practices (Jerlinder, Danermark, and Gill, 2010). Literature suggests that general Physical education teachers largely possess negative attitude towards inclusion of students with disability in regular Physical education classes. These negative attitude typically stem from reported inadequate training, Paucity of knowledge, limited experience and emphasis on competition (Morley et.al; 2005).

### **Students with Disabilities Interview**

How your participation in Physical education class?

All the five students reported mostly we can't participate in Physical education practical class because disabilities restrict from moving, playing. So during Physical education class we enjoy by other when performing or make our works in class room.

Several studies have revealed that students with physical disabilities often have difficulties with participation in school activities. (Hemmingsson, and Borell, 2000; Schenker, Coster, and Parush, 2005). It is often difficult, however, the extent to which the challenges that learners encounter are related to individual factors or the inability of the teacher to accommodate learners' needs. Nonetheless, one thing is clear, these learners needs some form of assistance to enable them achieve their Physical education goals. In right of this, participation in Physical education for learners with Physical disabilities calls for the teachers' individual learners attention because Physical education entails body movement; yet, mobility of these learners is often affected by their conditions. The assistance can be inform of environmental adaptations, teaching strategies and provision of individual learners attention by the teacher or more capable peers in helping them to achieve participation in the Physical education activities.

Do you believe on Physical education benefit for students with disabilities?

Four of the five students reported No, We don't believe because mostly students with disabilities do not participate in Physical education. The

habit of students with disabilities sits or moves place to place in the school during Physical education period. Because of lack of knowledge about Physical education. But Mx said, yes because Physical education benefits for all people including disabilities. The problem is the theoretical knowledge changes in to practical because of this the participation of students with disabilities low. According to health education authority lack of knowledge is a major barrier. There is very little knowledge available to people with disabilities about the benefits of activity to their main condition or its potential role in perverting secondary complications. Consequently many of the adverse effects associated with long period of immobility areun known to the majority of people with disability and their careers. Those offering health advices (district nurses, health visitors) may be unaware of the benefits of activity for people with disabilities.

What are factors if you think that limit the participation of students with disabilities in Physical education class.

All five students said,in our understanding there are some factors that limit our participation in physical activities. These are our Physical education teacher not encourage them to include in Physical education class, lack of knowledge, self-perception and attitudes of physical education teachers. According to health education authority the teachers could play several different role key among them are being facilitator, helper, and mentor and resource provider. The teacher role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Barrows, and Tamblyn, 1980).In view of this to successfully cater for the diversity of learner with Physical disabilities within including Physical education lesson, the teacher has play difference roles in the leaning process. Other attitudes there may be strong negative attitudes toward Physical activity and exercise amongst people with disabilities. This may be partly due to: the perception that health promoting activity must be intensive and therefore; beyond their capability, the fear that Physical activity and exercise may be harmful, Feelings of frustration about loss abilities together with embarrassment and loss of dignity in front of others.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The purpose of this study was to assess perception and attitude of students with disabilities about Physical education in Siliti zone selected high schools. Specifically, it sought to attain the following research questions.

1. What is the perception of students with disabilities about Physical education? Are they aware of the benefit of Physical education?
2. What is the attitude of SWD and without disability about physical education?
3. What are the factors which may contribute to positive or negative attitude of students with disabilities about PE?

To answer these questions, 114 respondents were selected, 25 students with disabilities and 85 students without disabilities were selected and questionnaires were administered to them. And interview was conducted to, 5 students with disabilities and 4 physical education teachers. And field observation was conducted. In order to carry out the study descriptive research design with quantitative and qualitative approach was adopted.

The first objective focused on the perception of students with disabilities about Physical education. From the result of quantitative and qualitative data the findings are students with disabilities have low perception about benefits of Physical activity. Because students with disabilities do not participate in Physical activities during Physical education class mostly this student's exclude from Physical education class.

The second objective on the attitude of students with disabilities and without disabilities about physical education.

Quantitative results from this study revealed that students with and without disabilities largely exhibit negative attitudes toward Physical education. Not all students reported negative attitudes, students without disabilities feeling to Physical education positive and qualitative data from students with disabilities provided insight in to the factor that may play a role not students participation in Physical education. These are teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher.

The Third objectives focused on what are the factors which may contribute to positive or negative attitude of students with disabilities about PE?

From the results of qualitative and quantitative data from students with disabilities provided insight in to the factor that may play a role not students participation in Physical education and have negative attitude. These are teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher.

## **5.2. Conclusion**

This study has attempted to assess the perception and attitude of students with disabilities about physical education. Results indicated that students with disabilities do not know about benefits of physical education, feelings towards physical class low, their participation during practical class low also physical education teachers' encouragement, support students with disabilities during practical class almost none. Because most physical education teacher do not know how to support and teach students with disabilities. Generally students' with disabilities exclude from physical education practical class. This implies that the attitude of students with disabilities about physical education is negative. The major perceived factors for negative attitude of students with disabilities about physical education were mainly related to lack of knowledge, self-perception and the attitude of physical education teachers.

## **5.3. Recommendation**

Based on the reviewed literatures and study findings discussed, the following recommendations were forwarded.

There is a need to give up grading courses for physical education teacher and material assistance for schools which is exercising students with disabilities.

Guidelines for physical education teachers of students with disabilities would be useful.

The curriculum should be inclusive.

The subject specialists and officials at higher level should work collaboratively with special need professionals for PE learning of students with disabilities

Secondary school Physical education teachers in Siliti Zone should plan with fully engagement of students with disabilities in physical activities by addressing the benefits of Physical education to all students and physical education teachers should consider encouragement and support students' during physical activity. They should consider ways to allow socialization among students during Physical education while maintaining and meeting course objectives.

Students with disabilities should be oriented about the benefit of physical education before conducting the lesson. So that they can have better understanding to participate in physical activities. Because lack of knowledge can lead to uncertain in people with disabilities as to whether activity is beneficial or harmful to them.

Since this study was focused on perception and attitude of students with disability about Physical education and activity, research in this area needs to continue.

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**Appendices**  
**Appendix A**  
**Addis Ababa University**  
**School of graduate studies**  
**College of Natural Science**  
**Department of sport science**

Questionnaire to be filled by students with and without disabilities. The purpose of questionnaire is to collect data for a thesis entitled " perception and attitude of students with disabilities about physical education", And to recommend possible solution for further improvement for participation. Thus, your cooperation in responding to the questions honestly and timely is very essential to the success of this study. Your response will be kept confidential and will never be used for other purpose than the purpose mentioned above. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. Thank you in advance for your cooperation!!

**General directions**

No need of writing your name on any page

Indicate your response by putting a tick mark "✓" in the box provided under the rating scales (5, 4, 3, 2, 1). And write your idea on the provided blank space if any other than those mentioned in the table.

All the questions raised are equally important to attain the objectives of this study. Thus, you are kindly requested to answer all the questions.

Please, follow instructions provided for each part of the questionnaire.



| Rating scale |   |        |  |       |  |        |  |        |  |         |  |
|--------------|---|--------|--|-------|--|--------|--|--------|--|---------|--|
| No           | Items of knowledge and feelings of students without &with disabilities about physical education | SA = 5 |  | A = 4 |  | UD = 3 |  | DA = 2 |  | SDA = 1 |  |
|              |   |        |  |       |  |        |  |        |  |         |  |
| 1            | Physical education is my favorite subject   |        |  |       |  |        |  |        |  |         |  |
| 2            | I am interested to learn Physical education less  |        |  |       |  |        |  |        |  |         |  |
| 3            | Physical education class pleasant for me  |        |  |       |  |        |  |        |  |         |  |
| 4            | The activities I learn in Physical education class funny for me                                 |        |  |       |  |        |  |        |  |         |  |
| 5            | I prefer physical activities for recreation   |        |  |       |  |        |  |        |  |         |  |
| 6            | Physical education practical class does not comfort to me                                       |        |  |       |  |        |  |        |  |         |  |
| 7            | The activities I learn in Physical education class are useless to me                            |        |  |       |  |        |  |        |  |         |  |
| 8            | Physical education help to improve academic achievement   |        |  |       |  |        |  |        |  |         |  |
| 9            | Physical activity I learn in Physical education class develop self-confidence                   |        |  |       |  |        |  |        |  |         |  |
| 10           | Physical education creates opportunities for your social life.                                  |        |  |       |  |        |  |        |  |         |  |
| 11           | I give attention for PE subject like other subject  |        |  |       |  |        |  |        |  |         |  |
| 12           | I give attention for physical education results   |        |  |       |  |        |  |        |  |         |  |
| 13           | I work my assignments and home work by physical education class                                 |        |  |       |  |        |  |        |  |         |  |
| 14           | I think time allotment for physical education class is not enough                               |        |  |       |  |        |  |        |  |         |  |
| 15           | I always present in physical education class  |        |  |       |  |        |  |        |  |         |  |
| 16           | I can participate in all Physical activity effectively  |        |  |       |  |        |  |        |  |         |  |
| 17           | Physical education teachers makes Physical education class boring for me                        |        |  |       |  |        |  |        |  |         |  |
| 18           | My Physical education teacher encourage me during practical activity                            |        |  |       |  |        |  |        |  |         |  |

19. If any other suggestion please state. \_\_\_\_\_

# Appendix B

## Observation Check List

### 1. General information

1. Date of visit \_\_\_\_\_
2. Grade and section observed \_\_\_\_\_
3. Topic of the lesson \_\_\_\_\_
4. Length of the observation \_\_\_\_\_
5. Number of periods allotted per week \_\_\_\_\_
6. Number of students with disabilities in the class \_\_\_\_\_

Instruction1. Put check mark "X" in the column which tells "yes" or "no"

| Date of observation | Yes | No | The behavior to be observed  |
|---------------------|-----|----|--|
|                     |     |    | Students with disability participate in practical activity   |
|                     |     |    | Is teacher motivate all students to participate in physical activity   |
|                     |     |    | Are there difference between the social interaction state of students with disabilities and without disabilities |
|                     |     |    | Teachers can help students with disabilities during physical activity  |
|                     |     |    | Students with disabilities play co-operatively with others   |

## **Appendix C**

Guide interviews questions for physical education Teachers

The purpose of this interview is to collect data on attitudes of physical education Teachers toward disability and physical education in Siliti zone selected high schools. The information /data will be used for academic purpose (thesis) only and it will be kept confidential. Thus, you are kindly requested to respond to the questions honestly and responsibly.

1. In your physical education class student with disabilities participate in physical activity
2. How your relationship with students with disabilities
3. How to help students with disabilities in your physical education class.

## Appendix D

Guide interview questions for students with disabilities

The purpose of this interview is to collect data in awareness of students with disabilities about physical education in silite zone selected high schools. The information /data will be used for academic purpose only and it will be kept confidential. Thus, you are kindly requested to the questions honestly.

1. Do you believe on physical education benefits for students with disabilities
2. How your participation in physical education class
3. What are the factor to limit the participation of physical activity
4. How do you see the general attitude of physical education teachers towards students with disabilities

Declaration

I the undersigned, declare that this is my novel work, has not been presented in any university or colleges. All pertinent resource of supplies used for the thesis are accordingly acknowledged.

Name\_\_\_\_\_

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

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

Name\_\_\_\_\_

Signature\_\_\_\_\_

Date of submission \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_