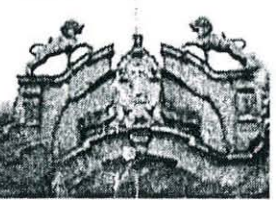


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**THE PRINCIPLES AND PRACTICES OF PHYSICAL  
EDUCATION LESSON FOR STUDENTS WITH DISABILITIES:**

**THE CASE OF SOME SELECTED ELEMENTARY SCHOOLS OF ADDIS ABABA.**

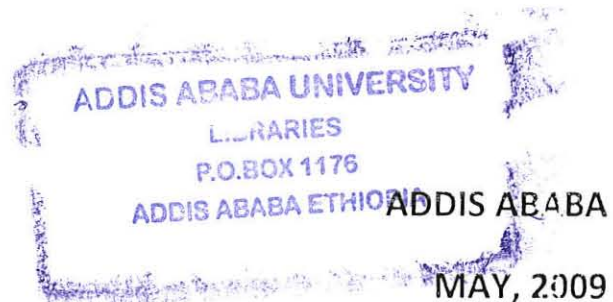
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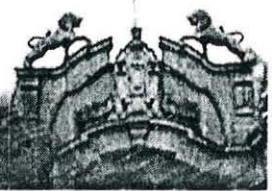


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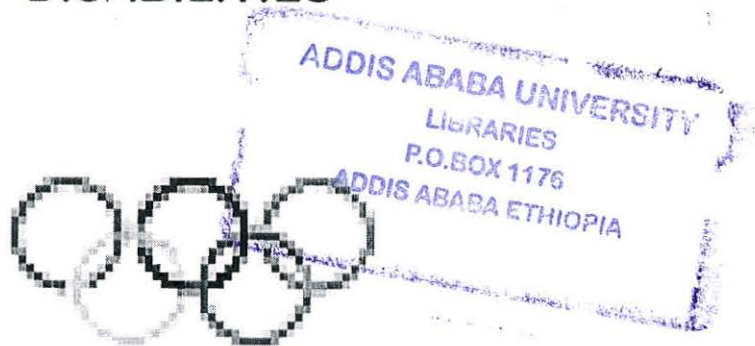
IN PARTIAL FULFILMENT OF THE REQUIRMENTS FOR THE DEGREE OF  
MASTERS OF ART IN SPECIAL NEEDS EDUCATION



Addis Ababa  
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# THE PRINCIPLES AND PRACTICES OF PHYSICAL EDUCATION LESSON FOR STUDENTS WITH DISABILITIES



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## **List of Acronyms**

- AAALF American Association for Active Lifestyles and Fitness
- AACAEB Addis Ababa City Administration Education Bureau
- AAHPERD American Alliance for Health, Physical Education,  
Recreation and Dance
- APENS Adapted Physical Education National Standards
- CAPE Certified Adapted Physical Educators
- CWDs Children with Disabilities
- IDEA Individuals with Disabilities Education Act
- IEP Individualized Education Plan
- IFSP Individualized Family Service Plan
- KCTE Kotebe College of Teachers' Education
- PE Physical Education
- SWDS Students with Disabilities
- UNESCO United Nations Education, Science, and Culture  
Organization
- USA United States of America

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## **Abstract**

*The purpose of this study was to look into the practices of the principles of physical education (PE) lesson for students with disabilities in some selected elementary schools of Addis Ababa. The participants of the study were physical education teachers, students with disabilities, and school principals.*

*The study used the blend of qualitative and quantitative approach to identify the challenges to deliver the principles of physical education lesson for students with disabilities. The main data was collected through interview while playground observation and focus group discussion were also supplementary data.*

*The study revealed that most of the teachers who were teaching students with disabilities in the integrated classes do not have concepts of special needs education. Even though they have students with disabilities, the schools were not well prepared to teach physical education for students with disabilities. The study also identified that most of the students with disabilities are not advantageous from the PE lesson which is taking place currently.*

*Finally, the study suggests points concerning the role of schools' administraticas and physical education teachers for better delivery of the principles of physical education lesson for students with disabilities.*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Background of the Problem

*"One can never consent to creep when one feels an impulse to soar."* Helen Keller

The right to education for all young people is one of the most widely held values in the world at this time. And learning is defined as a change in behavior as result of experience, can take place only if it is within the capacity of the individual to learn. Further, the effectiveness of the learning experience will be enhanced if it is meaningful to the learner. It follows then to be most effective physical education (PE) program must be based up on an understanding of the general nature of the needs, interests, abilities, behavior and characteristics of students (Wuest, 1994, Smith & Luckasson, 1995; and Auxter et al, 2001;).

If an individual is to receive a well rounded education, not only must his/her mind be developed, his/her body must also be evenly built up. PE has been defined as a process of training the mind and body through physical activities. These activities cover a very wide range including physical training, swimming, athletics, gymnastics, and organized games such as football and volleyball.

This paper focuses on the benefits and advantages of physical education for students with disabilities (SWDs). Disability is a highly varied and complex condition with a range of implications for social identity and behavior. Disability largely depends upon the context and is a consequence of discrimination, prejudice and exclusion. Person with disability struggles to overcome this shortcoming which keeps restricting him/her. To this end, we can say that the government is doing in developing a policy by giving due emphasis for persons with disabilities to take part in all sectors of the community in general and getting access for education in particular. Thus, PE is one of the disciplines which are delivered in

schools for all pupils regardless of any differences in order pupil to develop all rounded personality, for persons with disabilities even more.

PE lesson is very important for all rounded development of an individual. As any part of the society children with disabilities (CWDs) have the right to get all education equally. In the definition of special needs education, PE has taken as a main means of addressing the needs of children with disabilities. Special needs education is a specially designed instruction, at no cost to the parent, to meet the unique needs of child with a disability, including instruction conducted in the classroom, in the home, in the hospitals and institutions, and other setting; and instruction in PE. Therefore, PE services, specially designed, if necessary, must be made available to every child with a disability. (Tirusew Teferra, 2000; Gearheart, et al 1996; Smith & Luckasson, 1995).

CWDs have the right to participate in any activities of the school. However, the responsible bodies should understand that the students with disabilities (SWDs) have unique needs to participate in the school activities. They face unique challenges, but in many instances they can still participate in physical activities. The USA Individuals with Disabilities Education Act (IDEA), Public Law 108-466 (2004), states that PE is a required service for children and youth between the ages of 3-21 who qualify for special education services because of a specific disability or developmental delay. PE is an important part of the educational process. It refers to the process of education that concerns activities which develop and maintain the human body (Dattilo, 1994 & Williams, 1994).

Currently, PE is concerned to be a significant subject on any school's time table. In addition to improvements in the child's physical skills and well-being, the critical contribution that it can make to his/her development in social, psychological and academic areas is becoming more widely recognized and accepted.

PE, therefore, is an area of practical activity and experience which is vital to the growth and development of all children, but even more so in the case of CWDs.

Some types of disablement invariably lack basic mobility to some degree for CWDs: they are sometimes also overprotected or need to be immobilized or hospitalized for long periods. As a consequence, opportunities for exploring, for learning about how they can move around their surroundings, for playing alone or with others, can be severely limited. So, they need more, not less PE than their peers, so that they are able to keep fit and healthy, and are enabled to both learn to move and move to learn, thus allowing all the benefits of the PE program to accrue (George & Hart, 1983; Jowsey, 1995).

The educational curriculum needs to be prepared basically to integrate all children within instructional and extra class programs and to individualize the instructional strategies and activity areas to support the special needs of children. In PE lessons, some activities will have more restrictions than others and some will be less vigorous than others depending on the needs. The teacher in conjunction with other supporting staff should decide if the PE program requires mild, moderate or limited participation (Auxter et al, 2001). PE lessons should be adapting, modifying, and changing the activity and or equipment to meet the needs of students with special needs. This may mean larger balls, partner assistance, using different body parts, providing more rest time. The goal is to ensure the child is progressing and having some form of success (Willgoose, 1984 & Zeighler, 1982).

As stated by Dintiman, et al, (1979); Auxter et al, (2001) & Fahey, (2003) PE is very important for children with disabilities. The major benefits of PE for CWDs are:

- The development of equilibrium, sensory discrimination and integration, and sensory-motor function
- The development of locomotor and nonlocomotor skills
- The development of object-control skills
- The development of play, leisure, recreation, and sport skills

- The development of physical fitness for maintenance of daily living skills and health/wellness
- The development of a list of movement skills necessary for independent living
- The development of physical and motor prerequisites to vocational skills required for independent living.

To investigate the principles and practice of the PE lesson for SWDs the researcher went to some selected Addis Ababa elementary schools. In Addis Ababa, there are 655 elementary schools licensed to teach students in this academic year (AACAEB, 2008). The statistics indicates that more than half of the schools are private elementary schools; and the rests are governmental, public, church and mosque based, foreigner communities and some of them are owned by missionaries and nongovernmental organizations (NGOs). The educational bureau statistics department does not indicate how many SWDs are now enrolled in the elementary schools of Addis Ababa. Most of the statistics which contain the number of SWDs can be found in the sub cities of educational offices of the city administration.

The researcher's last academic year experiences from undergraduate program indicated that there were many elementary schools that accept SWDs in their schools. Even though the Education Bureau obligates each school to accept SWDs with no discrimination, still there are schools that do not accept SWDs in their schools. These schools may give different reasons why they do not accept SWDs in their schools and the reasons are included in this research paper. The schools that accept SWDs are also different in the delivery of services for their students. Some of them have unit classes for SWDs and the others teach these students with the students without disabilities in the integrated classes. There are also special schools those are giving all educational services only for students with disabilities.

As mentioned above, the literatures indicated that all students should get all education equally. The researcher could not find research findings on the principles and practices of PE for elementary schools. The researcher got research on the attitudes of students with visual impairment towards PE lesson. Some researchers have also done on the practices of PE on the secondary schools level. This research will be unique in this area of study because it will show the practice of the principles of physical education lessons for SWDs in the elementary schools of Addis Ababa.

Effective teaching of SWDs can be quite challenging. Imagination and creativity are essential. Sometimes one educator's idea will spark several new adaptations or new activity ideas. A few people sharing a few good ideas can drop into a flood of great new ideas.

Therefore, the purpose of this research paper is to investigate the conceptualization and practices of PE delivery for SWDs in Ethiopian schools. Hopefully, many of the activities will prove to be useful. Furthermore, it is hoped that with a little imagination, many more new ideas will be born.

*"Disabled children are equally entitled to an exciting and brilliant future. We must see to it that we remove the obstacles ... whether they stem from poor access to facilities; poor education; lack of transport; lack of funding; or unavailability of equipment such as children's wheelchairs. Only then will the rights of the disabled to equal opportunities become a reality."* Nelson Mandela at the opening of the first annual South African Junior Wheelchair Sports Camp in Johannesburg, December 1995 (Martin, 2007).

## **1.2. Statement of the Problem**

The problem investigated in this study is the principles and the practice of PE lesson for CWDs in some selected elementary schools of Addis Ababa. From the researcher experience as a PE teacher for the last ten years, the researcher has been observed many problems of teaching PE for CWDs. Most of the time students with  
The Principles and Practices of Physical Education Lesson for Students with Disabilities

different types of disabilities are restricted to participate in the PE practical classes. Most teachers give assignments to prepare field charts for CWDs to fill their results. In fact some teachers who have better understanding about students with disabilities try to let them to participate in the practical class of PE.

Therefore, the main purpose of this research is to answer the following leading questions:

- How have schools put to practice the principles of PE in elementary schools in Addis Ababa?
- How have the needs of SWDs been addressed?
- What can stakeholders do to address the problems of SWDs in PE classes?

### **1.3. Significance of the Study**

The researcher has reviewed that some researchers have conducted studies on the attitudes of CWDs towards PE lesson. So far, the researcher couldn't come across studies specifically related to the practice of PE lesson for CWDs in Addis Ababa. Therefore, this study may be unique in probing the practice of PE for CWDs.

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

This study would:

- Help PE teachers to realize the needs of CWDs and to accommodate them in the regular classes.
- Help PE teachers to emphasize and make known to adapt PE lesson for CWDs
- Help improve the curriculum to include CWDs in physical education classes.
- Remind responsible bodies to realize the problem so they can contribute their share in addressing the problems encounter

#### **1.4. Operational definition**

**Adapted physical education** is a modified physical education lesson for students with disabilities at the elementary level.

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

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

**Physical exercise** is a planned, structured, repetitive movement of the body designed to improve or maintain physical fitness during physical education period.

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

**Stakeholders** are school principals, parents and physical education teachers.

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

This chapter deals with conceptual frameworks related to the principles and practices of PE lesson for CWDs particularly in the elementary schools. In order to discuss this issue four major points are raised. These are an overview of PE, the principles of PE, the benefits of PE, the process of teaching PE and adapted PE are presented and discussed.

#### 2.1. An Overview of Concepts of Physical Education (PE)

##### 2.1.1. The meaning of PE

PE may be looked at from various perspectives. For PE professionals, it is an essential discipline committed to developing lifetime physical activity patterns. Many educators recognize that PE has a major role to play in the development of young people. However, some individuals mistakenly consider PE to be limited to athletics or competitive sports.

In order to understand what PE covers, let us look into some of the components it entails.

*Exercise* refers to a subset of physical activity. It is planned, structured, repetitive movement of the body designed specifically to improve or maintain physical fitness. Physical fitness is a set of physical attributes that allows the body to respond or adapt to the demands and stress of physical effort.

*Play* is physical activity in which there are: no formal rules, no pressure, no winner or loser, no set time, no defined playing area, and people just enjoying spontaneous physical activity. It is a voluntary and distinct activity carried out within arbitrary boundaries in space and time, separate from daily role, concerns, and influences and having no serious purposes, meaning, or goals for the actor beyond those emerging within the boundaries and context of the play act itself.

*Games* range from amusements or diversion to competitions governed by rules. Games are more organized than recreation and play, more formal than play, but less structured than sport.

*Leisure or recreation* is freedom from work, which may or may not be used for physical activity. It is concerned with those activities performed by an individual during hours not at work. Recreation education is aimed at teaching people to utilize their leisure hours in a constructive manner. This implies careful selection of activities.

*Sport* is much more organized than play, recreation or games. Sport involves: set rules, area and time, set positions for players, usually vigorous physical activity, complex physical skills which are applied throughout the set time, serious training and preparation, and competition between individuals or teams where winning is important. Sport is defined as an activity that involves competition between teams or individuals in which the goal is obtain pleasure and/or success. The end result of sport is pleasure and success. (Willgoose, 1984; Wuest & Bucher, 2003)

PE is an integral part of education and contributes to the development of the individual through planned movement, physical activities and exercise. It includes a body of knowledge that depends on many disciplines including the physical, biological and behavioral sciences. It is both academic and physical. PE is also the process through which sport, outdoor adventure activities, dance and games are used by physical educators to help students learn motor skills and to learn about and achieve fitness. PE lesson is defined in different ways based on the objectives and aims of the lesson.

According to Wuest and Bucher (2003) the word physical refers to the body. They stated that it is often used with reference to various bodily characteristics such as physical strength, physical development, physical prowess, physical health, and physical appearance. Physical refers to the body as contrasted to the mind.

Therefore, according to them, PE is defined as the process of education that concerns activities which develop and maintain the human body.

PE, when planned and taught properly, is education through the physical. That is the physical activity serves as a medium through which a total learning experience takes place. In other words physical activity not only improves our physical health, but it enhances or emotional outlook, and even stimulates our intellectual activity and ability. In short, it improves our wellness in that it improves us totally (Schmottlach and McManama, 1997).

PE is much broader and much more meaningful for day-to-day living than many of those terms discussed previously. It is an important part of the educational process. It implies that its program consists of something other than mere exercises done at command. A PE program under qualified leadership aids in the enrichment of an individual life. Meeks (1996) defined PE as follows:

*“Physical education is a planned, sequential curriculum that provides cognitive content and learning experience in a variety of activity areas including basic movement skill: physical fitness, rhythms, and balance, games, team, dual, and individual sports; tumbling and gymnastics, and aquatics.”* (pp: 24)

Meeks (1996) also explained that quality PE should promote, through a variety of planned physical activities, each students optimal physical, mental, emotional, and social development and school promote activities and sports that all students enjoy and can pursue throughout their lives.

Based on the outcomes of the lesson, physical education is defined by Williams (1964) as follows:

*“Physical education is the sum of man's physical activities selected as to kind, and conducted as to outcome. This definition takes into*

*account the fact that a selection of activities must be made and that outcomes are important.” (pp: 10)*

Knapp (1968) believed that PE is a two headed coin one side represents development and maintenance of physical characteristics including strength endurance, good posture, flexibility, balance and neuromuscular skills. The other side represents what is happening to the total person as he/she develops these physical attributed, and that is a growth in regard to self perception, attitudes interests, aspirations, social and emotional qualities and a general feeling of well being or self realization.

PE is an education which is given mainly through physical activity to develop and maintain all aspects of personality. The ultimate goal of PE is the all rounded development of an individual. As the definition indicates, PE lesson is different from other subjects because most part of the lesson is given by using different physical activities.

PE should also be defined in order to address the needs of person with disabilities. Accordingly, Auxter, Pyfer, and Huetting (2001) cited two major points to define PE from the Individuals with Disabilities Education Act (IDEA). These are:

1. The term PE means the development of
  - a. physical and motor fitness
  - b. fundamental motor skills and patterns
  - c. skills in aquatics dance, and individual and group games and sport (intramural and lifetime sports)
2. The term physical education includes special physical education, adapted physical education, movement education, and motor development

### **2.1.2. The Value of PE**

The need for children and youth to engage in regular physical activity as one of the pre-requisites for achieving quality health and quality lifestyles has long been recognized. The UNESCO Charter of Physical Education and Sport, established in 1978 was one of the first International statements supporting these beliefs.

Historically, PE was not seen as a priority for many policy makers including principals, teachers and parents in our school system. It occupies a tenuous place in the school curriculum and in some cases it is being replaced or given less time in the curriculum. In addition budgetary constraints, inadequate facilities, lack of equipment, insufficient PE specialists, as well as societal factors such as our changing family culture and the impact of technology have significantly eroded traditional activity levels, and are all contributing to its perilous status.

The existing school programs do not have the capacity to meet the physical activity requirements of children. The average school curriculum does not allot sufficient instructional time to PE for skill acquisition, health fitness and the attainment of a positive attitude to and appreciation for physical activity.

PE focuses on the teaching of skills, the acquisition of knowledge, and the development of attitudes through movement. Schmottlach and McManama (1997) summarize the values that a physically educated person can gain. These are:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active life style.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.

6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

The approach to the teaching of PE has changed at this time. As educators become more and more aware of the positive values of PE, they give considerable attention to the improvement of its teaching at all levels.

Omotoso (1986) categorized some of the values of teaching PE particularly at the elementary school level into three. Omotoso explained the values briefly. These values are presented as follows:

### **1. Personality development**

Some children may respond differently from subject to subject. PE helps children who are usually inward-looking and slow in the class. This is psychologically good for them to distinguish themselves better in at least one subject area. Children who lack in courage or confidence learn to take risks in physical activities. Children learn self-control, endurance, co-operation, and team spirit through organized games, gymnastics and athletics. Student can learn the benefits of games through sport activities. They learn how to win and lose. This helps them to learn when and how they are going to be fair and honest. They also learn how to deal with defeat. These students will not be over-excited. They can learn how to use their leisure in later life. This is also a great value of education in general.

### **2. Social co-operation**

Children learn when and how to start doing or becoming involved with and share something. One of the values of PE is development of good social behavior. Children learn how to give support and help in order to help achieve or provide their parts for a group effort through organized game. In general, they learn to cooperate with each other towards a common goal through a team spirit which is

very important for good citizenship. When they become to understand the purpose, they learn how to respect rules and regulations. This is very important for all rounded development of an individual.

### **3. Physical development**

One of the main objectives of a PE program is to advance the general wellbeing of each child. To acquire good posture and move about gracefully, PE attempts to train a person in keeping strong and healthy. The development of skills and endurance are important for an individual who wants to be sports person. This leads to greater agility and the ability to overcome fatigue more easily. Sense organs are becoming more alert in each activity that intends to do in the PE program. The pupils become quick to notice and respond to potential danger or problems. They become intellectually active and develop ability to think quickly and make quick decisions and judgments.

PE is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all-round harmonious development of the mind and body. We also believe that the program will help students to develop the competencies and beliefs necessary for incorporating regular physical activities into their lives. Through a well taught PE program, students can achieve physical and personal benefits. (Murphy, et al, 2008)

It is believed that PE contributes to the well-being of the students and to the quality of skills, knowledge and values they need. Nowadays, it is also believed that all students in every class should have the right and the opportunity to experience sustained vigorous physical activity and to participate in daily quality PE programs.

The current emphasis on equal education for all has helped to focus attention on children with special needs. CWDs need additional consideration at times to

successfully participate in activities. We need to help our students understand, accept and live comfortably with persons who have disability conditions. SWDs are functional and are worthwhile individuals who have innate abilities and can make significance contributions to society (AAALF, 2008). Adapted Physical Activity Council of the American Association for Active Lifestyles and Fitness (AAALF) (2008) recommended the following points to allow the value of PE for persons with special needs.

1. Prepare the differently abled for sport competition particularly where no opportunities and programs now exist;
2. Provide special training for coaches to enable them to work with children who are physically challenged;
3. Plan, design and provide appropriate and adequate facilities, equipment and supplies that would cater for the needs of the challenged; and
4. Provide training for volunteers and specialists.

### **2.1.3. The Aims of PE**

PE for all children, whatever their ability, focuses on a number of aims which are summarized in various forms in most PE texts. Jowsey (1995) extended the general list of aims to include those which are particularly important, or of specific relevance, to CWDs. These reinforce claims that this subject, probably more than any other, holds more potential opportunities and benefits for youngsters with disabilities than for their able-bodied classmates, and so should be made fully accessible to them.

Jowsey (1995) further notes that we should aim, above all else, to provide for a sense of achievement. This can so often be lacking in the life of a child with disability, yet we all need to experience success in some form or other. Achievement in a physical activity can be immensely rewarding, beneficial and motivating to the child an experience which, therefore, should not be denied him or her.

For this research, the aims of PE can be summarized into general aims of the PE applicable to all children and specific aims of PE for CWDS.

#### **2.1.3.1 General aims of the PE curriculum applicable to all children**

PE provides opportunities for success and achievement, so student create a positive feeling about physical activity, and become motivated to attempt more. It optimizes physical development, growth and fitness and fosters a sense of well-being. PE has the aim of improving motor skills, develop body and spatial awareness and enhance the body image. It creates opportunity for social development through learning to cooperate with others and to function as a member of a group. The subject enables each child to express ideas and feelings through movement. PE develops aesthetic awareness and foster creativity and develops recreational and leisure-time pursuits. PE is important to provide opportunity for problem-solving and decision-making and for experiencing the success and failure of competition. In general, PE is necessary to reinforce and develop current work in other curriculum areas through cross- curricular links or themes (West & Bucher, 2003; Auxter et al, 2001 and Jowsey, 1995).

#### **2.1.3.2. Specific aims of PE for CWDS**

PE important to develop particular skills as the individual begins to show readiness do so, example, walking, or because they are needed to improve daily functioning, example, arm or grip strength. PE helps individuals to make the most of their abilities, whilst learning to compensate for their limitations and to gain a realistic perspective of their ability. The subject incorporated in the general education of SWDs, in order to develop self-help skill, example, dressing and wheelchair transfers, so increasing competence in daily living situations and improving independence. PE develops personal responsibility for physical control and management. It ensures that adequate and appropriate language stimulation and sensori-motor experiences are provided according to individual needs and to use the practical opportunities created to teach or reinforce language and concepts development. In general, to extend mobility, dexterity and independence in all

children, through tasks which have functional bases and mastery of which achieves meaningful and worthwhile goals, with some purpose PE is taken to be one of the important subjects given the school program (Auxter et al, 2001 and Jowsey, 1995). Although considerable emphasis is placed on the teaching of specific skills safety procedures and self-care activities, none should of course be taught in isolation. Rather, they should be focused on as the situation arises within the lesson so that their relevance and importance are easily appreciated, for example, undressing practice becomes much more meaningful when it directly precedes a swimming lesson. (Graham, 2001)

## **2.2. Benefits of PE for CWDs**

The benefits of regular physical activity for CWDs are numerous. However, opportunities to participate in fitness and activity programs are lacking for children and adolescents with chronic conditions or disabilities. Thus, it is not surprising that CWDs have lower levels of cardiorespiratory fitness and muscular endurance and higher rates of obesity than typical children (Murphy et al, 2008). Pediatricians are urged to promote the participation of children with disabilities in competitive and recreational sports and physical activities.

For CWDs, physical activity can increase strength, optimize physical functioning and enhance overall well-being (Dattilo, 1994). Participation in regular physical activity also can foster independence, coping abilities, competitiveness and teamwork. Special Olympians show gains in self-esteem, perceived physical competence and peer acceptance, while their parents benefit from much-needed informal peer support and the shared experiences among families of CWDs.

A wide variety of sporting activities can be adapted to the interests and abilities of CWDs. Properly designed sports and physical activities should promote cardiovascular endurance, flexibility, balance and strength while also offering accessibility, safety and fun (Meeks, 1996).

Murphy et al, (2008) emphasized that exercise that is of longer duration, greater frequency and lower intensity compared with programs for typically developing children may reduce the risks of injury and fatigue. To further minimize risk, careful attention must be directed at proper training, hydration, clothing and equipment. Each child should undergo a sports pre participation evaluation, with input from physicians, coaches, PE teachers, physical and occupational therapists and others. With the proper guidance, the risk of participation-related injury for CWDs is no greater than that for typical athletes.

The participation of CWDs in sports and physical recreation is influenced by the child's function and perceived self-competence, competing demands and time pressures, financial resources, the home environment, and the availability of nearby facilities and programs. Families who engage in physical activities themselves tend to promote similar participation for their CWDs. In fact, environmental and family factors appear to be more significant determinants of participation than characteristics of the children themselves. (Murphy, 2008 & Dattilo, 1994)

Although improvements are evident, attitudinal barriers such as societal stereotypes, low performance expectations and fears of injury continue to limit opportunities for CWDs. Misconceptions and attitudinal barriers at the level of the individual, the family and the community need to be addressed to better integrate children of all abilities into recreational and sports activities. It is important to note that in most developed countries physical education is a federally mandated component of special education services; therefore, pediatricians and parents of children with disabilities should advocate for programs of adapted PE and recreation in each child's individualized education plan. (AAALF, 2008)

Well-informed decisions regarding each child's participation must consider overall health status, individual activity preferences, safety precautions, and availability of appropriate programs and equipment. Child, family, financial and societal barriers

to participation need to be identified and addressed in the context of local, state and federal laws.

Physical activity provides meaningful movement experiences and health-related fitness for all individuals in order that they may have the opportunity to acquire the motor skills, strategies, and physical stamina necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. Wuest and Bucher (2003) and Hart (1983) stated that a quality PE program provides the foundation for a healthy, happy, and physically active lifestyle.

Infants, children, and youth with disabilities have the right to receive the full range of benefits from PE just as their able bodied peers. Benefits include the development of motor skills and physical fitness, as well as the opportunity to participate in play, active leisure, aquatics, recreation, outdoor adventure, and sport experiences. PE activities should be developmentally appropriate while recognizing individual differences in learning styles and rates regardless of age.

There are significant benefits of a quality PE program for learners with disabilities. Auxtert et al. (2001) puts generalized benefits of quality physical education for learners with disabilities as follows:

- The development of equilibrium, sensory discrimination and integration, and sensory motor function.
- The development of locomotors and non locomotors skills.
- The development of object control skills
- The development of play, leisure, recreation, and sport skills.
- The development of physical fitness for maintenance of daily living skills and health/wellness.
- The development of a repertoire of movement skills necessary for independent living.
- The development of physical and motor prerequisites to vocational skills required for independent living.

Even if the above points explain the benefits of quality PE for learners with disabilities, those are not clearly understood by the administrators who make program decisions and allocate budgets.

### **2.2.1. General Principles of Teaching PE for CWDs**

Having found out all that it is possible to about the child's condition, his or her movement potential and movement needs, it is helpful to bear in mind a number of general principles. These should underpin all our work with children with special needs and so lead to their increased and more successful involvement. Thirteen general principles of teaching PE for CWDs are summarized below.

#### **Focus on Ability not Disability**

Establish the individual child's strength and abilities and aim to develop these. Use areas where he/she is likely to be able to succeed (these may be in the less traditional activities) and make sure success is worthwhile, not trivial (Jowzey, 1995).

#### **Encourage Independence**

Check that the environment is organized to enhance this and that physically it does not impede independence. Also, provide opportunities for taking the initiative and for increasing independence in mobility and self-care areas. Specific skills training might be needed, for example, how to transfer from the wheel chair to the poolside; how to put on certain pieces of clothing (Auxter et al, 2001).

#### **Encourage the Child to Be Responsible for His/her Own Management and Learning**

The child needs to be able to sort out his or her own wheelchair, walking aids, kit, canes or other equipment. If he or she needs help, they must be encouraged to ask for it appropriately, explaining what is needed, rather than waiting passively for assistance. He or she must be allowed decisions for him or herself, and if these turn out to be the wrong decisions, then enabled to see why this is so. Too many youngsters with disabilities have too much planned and done for them; PE is an

excellent medium through which responsibility for leaning can be developed and problem- solving opportunities met (Auxter et al, 2001 and Jowsey, 1995).

### **Be aware of issues**

Before any activity is started, all appropriate safety measures have been taken and the practice should comply with official guidelines. It should also be checked that the environment is not in a way hazardous and that neither the children with disabilities, nor others can in a way jeopardize the safety of others. For example, we need to find out a child is wearing any jewellery which could cause scratches when supported so that it could be removed during the activity.

### **Teach Specific Safety Moves, Routines or Procedures**

Through using this approach, wider opportunities and experiences will become available and independence should also be gained, for example, getting down from high apparatus or getting into the swimming pool, can be achieved by sitting with legs over the drops, turning onto the stomach and slowly lowering the legs, by bending at the hips, until the floor is felt or a safe position gained. Hands and arms can be used for support and anchorage.

### **Allow Sufficient Time**

Remember that not only might more time be needed to prepare for the lesson, but also to understand and plan for the task, most importantly, to complete it successfully.

### **Be Aware of specific 'watch points' for each Child**

Be thoroughly conversant with aspects of task or features in the environment which should be avoided, for example, epileptic children should not use high climbing apparatus and may be affected by lights flickering on the swimming pool. Also know of any signs or symptoms in the child which indicate that the activity is inappropriate, for example, children with a heart condition often turn blue around the lips when overtired (Jowsey, 1995 and Dattilo, 1994)..

### **Check understanding**

It is important that time is taken to ensure that the child knows exactly what is expected of him or her- instructions may need to be simplified or demonstrations of the desired activity given.

### **Appreciate the child's energy expenditure**

Considerable effort is required by many children just to stay upright on their feet or to manoeuvre themselves around school, whether they use a wheelchair or not. The additional physical challenges within the physical education lesson can be extremely demanding and tiring for the child, although theoretically within their capabilities.

### **Use a variety of teaching styles**

It may be necessary to extend your normal repertoire in order to be sure that the child appreciates what is wanted and is practicing the desired skill correctly. Child and teacher demonstrations provide good visual images of what is wanted, and give examples of one way in which a task might be completed. Manual guidance may enable the child to feel the movement correctly.

### **Allow tasks to be met at the child's own level**

If movement tasks are clearly and suitably set and not too specifically defined then all children in the group should be able to meet them appropriately, but at their own level. For example, 'practice forward rolls' could become 'practice rolling ensuring a smooth transfer of weight'.

### **Recognize the value of close observation**

Careful observation will help the teacher analyze the child's responses to the task and so make appropriate adjustments if necessary. Observing the process is more valuable than seeing the finished product, and provides more information to the teacher; for example, the way in which the child 'shapes up' to bat and actually hits the ball is more important than seeing the ball soaring in the air. Close observation of individuals should also alert the teacher to any situation in which the child might be 'at risk' (Jowsey, 1995 and Dattilo, 1994).

### **Make more specific use of language**

Language can be used to check understanding of the task and then to plan, to rehearse and to reinforce the activity, if the child is allowed time to talk it through. Movement education is an excellent time to develop spatial and directional concepts and ascertain understanding of them. For example, ask questions of the child such as 'Which direction are you going to move in?' and 'Which part of your body is highest', as he or she works (Jowsey, 1995).

### **2.2.2. The Right to Sport and the Rights of Persons With Disabilities**

The United Nations indicated that about 70 countries in the world reported they have undertaken measures to ensure that persons with disabilities participate in sport. This shows that most countries in the world do not have accessible sporting venues and facilities.

Participating in sporting activities is a form of physical rehabilitation that is often crucial for many persons with disabilities who seek to retain their mobility. In the sporting environment one learns teamwork, communication, confidence, respect and leadership. This is particularly important for persons with disabilities, who are often prevented from other (such as schools) where these skills are acquired. Sport is a tool for psychological rehabilitation as well, as many persons with disabilities who have been recently traumatized or injured find a peaceful and holistic environment of sport as a way to regain a sense of normalcy. Social interactions that occur in sport can increase the quality of daily life (Schleien, 1993).

In schools, ensuring that CWDs participate in physical education classes along with their classmates without a disability helps them grow up with great confidence about their abilities and educated future generations about the benefits of inclusion of all. Sport is a means for dismantling the stereotypes that exist about persons with disabilities as inactive and with no capacity to participate in sports or other aspects of community life. Sport can facilitate peace building and social

mobilization as a forum where relationships are developed with team mates and adversaries alike (Logsdon et al., 1994 & Schleien, 1993).

Persons with disabilities are often excluded and discriminated against in the arena of sports. This is a result of the discriminatory attitudes within the mainstream sporting community, and the general public about the athletic potential of persons with disabilities. The general public is not aware of the benefits of recreation and sporting activities for persons with disabilities, whether professional or just for fun (Schleien, 1993).

The United Nations Convention on the Rights of Persons with Disabilities cited in Murphy (2008) establishes a legally binding standard and a framework for understanding the human rights of persons with disabilities in the context of recreational, leisure, and sporting activities. The Convention requires that governments, among other things, conduct awareness-raising campaigns as a first step in implementing the Convention domestically. Thus, it acknowledges that there is a need to change perceptions and attitudes of the general public toward persons with disabilities. Being in a sporting environment open to all helps provide important socialization and learning opportunities for both persons with and without a disability. It contributes to the understanding of abilities and athletic value of persons with disabilities in sport. Article 30(5) of the Convention is an important tool for persons with disabilities to achieve equality and an enhanced status in society.

According to Murphy (2008), Article 30.5 of the United Nations convention on the rights of persons with disabilities:

- Applies to all persons with disabilities and addresses the full spectrum of opportunities in sport.
- Recognizes the athletic potential in all men, women and children with a disability and gives value and respect to persons with disabilities as athletic participants integral to the global sporting environment.

- Provides visibility and a voice for persons with disabilities to engage in recreational, leisure and sporting activities, and calls upon all people in society to include individuals with a disability in the community of sport.
- Promotes and advances the access and dignity of persons with disabilities in sport, recreation and leisure, and furthers a broader understanding of the rights that individuals have in the domain of sport and physical activity.

With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, this article (30.5) also suggests that State Parties shall take appropriate measures:

- To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- To ensure that persons with disabilities have access to sporting, recreation and tourism venues;
- To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sport activities, including those activities in the school system;
- To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

The Constitution of the Federal Democratic Republic of Ethiopia article 41(5) states that the state shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who left without parents or guardian. The constitution also indicated that to the extent the country's resources permit, policies shall aim to provide all

Ethiopians access to public health and education, clean water, housing, food and social security.

The Ethiopian education and training policy also give special attention in the preparation and utilization of support input for special education and to those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs. This is an opportunity for students with disabilities to get different educational support in the schools.

The American Federal laws exist to protect the rights of children with disabilities to participate in sports and physical activities. And The Individuals with Disabilities Education Act mandates free, appropriate public education in the least restrictive environment. Students with disabilities have the same right as all students to compete for inclusion on interscholastic teams that use performance criteria to determine who will participate.

According to a 2000 study, only 8% of American elementary schools, 6.4% of middle schools, and 5.8% of high schools with existing physical education requirements provided daily physical education classes. More than three fourths of elementary, junior/middle, and senior high schools allow students to be exempted from required physical education; cognitive and physical disabilities are among the most common reasons for these exemptions (Murphy, 2008).

As far as the researcher knows there is no study regarding to the participation of persons with disabilities in sports in our country. The combined advocacy efforts of well-informed pediatricians, parents, educators, and others are needed to ensure and promote the participation of all children in sports and physical activity programs, each according to his or her abilities.

### **Table Tennis**

Table tennis is enjoyed by persons of all disability groups, except the visually-impaired.

### **Wheelchair Basketball**

This is one high profile sport at the Paralympics. Court size, ball size and basket rings are the same as basketball for the able-bodied. However, to maintain possession, a player with the ball cannot push on the wheels of the wheelchair more than twice before dribbling. Wheelchair basketball is designed for persons with disabilities that prevent running, jumping and pivoting (Stopka, 2008).

There are many other disability sports like volleyball, wheelchair fencing, wheelchair rugby, golf and bowling. The only limitation is imagination.

### **2.3. The Nature and Methods of PE Teaching and Learning Process in the Elementary Schools of Addis Ababa**

The goal of 5<sup>th</sup>-8<sup>th</sup> grade physical education is enhancing students' health by giving different physical exercise, giving knowledge about the use of exercise for overall development of the children, and introducing the benefits of doing exercises regularly.

General objectives of the subject

1. Allowing students to participate in different physical exercises programs and enhance their physical fitness.
2. The development of basic skills.
3. Allowing students to play and work with individuals, pairs, and groups and develop the characteristics of good citizen. These are self-confidence, helping each other, honesty, respecting rules and regulation, etc.
4. Understand the use of regular physical exercises for the life time development.

Accordingly: Grade 5<sup>th</sup>-8<sup>th</sup> physical education lessons are divided into two units and they have five chapters.

Unit one discussed about the physical education and physical fitness and it has two chapters. The first chapter deals about the concepts of physical education and the second chapter deals about the physical fitness and its components.

Unit two discussed about the basic skills in sports and it has three chapters. The first chapter deals about the basic gymnastics skills. The second chapter deals about the basic athletics skills. The last chapter deals about the basic skills of different ball games.

According to the implementation of the strategy, at this cycle, physical education lesson has three periods in a week in a total of 102 periods in a year for grade 5<sup>th</sup> and 6<sup>th</sup>. There are two periods with the total of 68 periods in a year for grade 7<sup>th</sup> and 8<sup>th</sup>. From the researcher's experience as a physical education teacher for the last ten years in different levels of schools, students with disabilities are not well treated to learn the practical session of the PE lesson. Because of low treatment of the PE teachers, students with disabilities could not get the benefits which are gained from the subject. The low participation of students with disabilities in physical education practical session is due to different reasons, some of them are; the nature of the subject and their disabilities, the methods of teaching the subject, lack of trained teacher in adapting the subject and so on.

Lets us discuss each of the above mentioned reasons for the low participation of students with disabilities in practical session of the PE lesson. The nature of the subject is the first factor responsible to the low participation in practical session of the PE lesson; PE by nature needs more physical activity and adaptation of the teaching materials. At this time in the developed world, physical education is adapted for students with disabilities. When we compare the nature of the PE lesson with other subjects given in our schools it is very difficult. Sixty percent of the subject is given practically. Most students who have used wheelchair, crunch, and other devices may not participate in the practical session of the lesson in our

school conditions. This is because; all the parts of practical session of the lesson are designed for students with no disabilities.

The teachers who are teaching physical education at this level may not be well trained to teach physical education for students with disabilities. They may not be supported by the administrative staff. This affects the teaching learning process.

Nowadays, the most appropriate physical education for students with disabilities is adapted physical education. The adapted physical education is discussed in the proceeding sub topic.

#### **2.4. Adapted PE**

A disability is any physical or mental impairment that substantially limits an individual person in one or more of his/her major life activities (such as walking, talking, breathing, or working) (Smith & Luckasson, 1995, and Hallahan and Kauffman, 1980). Infants, children, and youth with disabilities need opportunities to participate in physical education as much as their nondisabled peer.

The American association of persons with disability in the implementing rules and regulations of the Magna Carta for Disabled Persons defines adapted physical education as the therapeutic application of physical education to rehabilitate learners with special needs whose functional deficiencies are amenable to improvement through exercise. Adapted physical education programs should be planned and implemented in coordination with psychological and medical services.

Adapted physical education for individuals with disabilities is a body of knowledge encompassing

- a. Movement science, skill development, physical fitness, and social and psychological constructs;
- b. Comprehensive assessment practices;

- c. Development, implementation and monitoring of appropriate and meaningful psychomotor skill and fitness pedagogy, including sports, dance and aquatics;
- d. Advocacy for equal access to a healthy lifestyle and active leisure pursuits; and
- e. Public law.( Tripp et. al., 2004 & Auxter, 2001)

Murphy (2008) states that a quality physical education program stimulates the central nervous system for optimal growth and development, assists in bone mineralization, promotes the maintenance of lean body tissue, reduces obesity, improves the function of the heart and develops movement skills that are necessary for an active lifestyle. Furthermore, for many individuals with disabilities, movement is an avenue for learning and can lead to increased physical independence and mobility and quality physical education for students with disabilities means adapting the activities according to their needs and abilities..

Physical education can help individuals with and without disabilities learn to work and play together in movement and recreational activities available to all members of the community. Through a quality physical education program that provides challenging activities, infants, children, and youth with disabilities develop self-esteem by way of increased perceived physical competence, self-confidence, assertiveness, independence, and self-control (Jowsey, 1995; George & Hart, 1983,).

In most developed countries, physical education is a federally mandated component of special education services, including the promotion of physical and motor fitness, fundamental motor skills, and skills in individual and group games and sports. Pediatricians and parents of children with disabilities can advocate for programs of adapted physical education and recreation in each child's individualized education plan. Schools are required to modify programs or

activities according to the abilities of each child (Murphy, 2008 & Smith & Luckasson, 1995).

The Individuals with Disabilities Education Act (IDEA) mandates physical education, specially designed if necessary, be available to all infants, children, and youth with disabilities from birth to 21-years old receiving a free appropriate public education. IDEA defines physical education to include

- (a) physical and motor fitness;
- (b) fundamental motor skills and patterns;
- (c) health related fitness;
- (d) motor fitness; and
- (e) skills in aquatics, dance, individual and group games, and sports (Tripp & Piletic, 2004)

Adapted physical education is physical education that is personalized and specially designed to address the individual needs of infants, children, and youth who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. The process for initiating a specially designed adapted physical education program begins with a referral, parental consent, and a formal assessment that reflects the student's true abilities. The assessment must be administered by qualified personnel. At an Individualized Education Plan (IEP) team meeting the results of the assessment will be discussed and the IEP document will contain a written statement of the student's present levels of performance, annual goals, and short-term objectives for adapted physical education if the IEP team determines the service will be provided. A qualified professional will provide direct services in adapted physical education to the student (AAALF, 2008 & Robert et. al., 1989).

While the Federal law, IDEA, states that persons must be "qualified" to provide physical education services to students with disabilities the definition of "qualified" is determined by each state. Unlike other special education areas (i.e.,

teachers, speech therapists, etc.) most states do not have a special or unique certification for teachers of adapted physical education.

The Adapted Physical Education National Standards (APENS) were developed in 1994 in order to define minimum competencies teachers need to deliver appropriate physical education services to students with disabilities. These standards, along with a national certification examination are in place to ensure that qualified professionals provide physical education instruction for students with disabilities. Teachers that have met the criteria of the national standards have passed a certification examination and are described as Certified Adapted Physical Educators (CAPE's). This comprehensive service delivery system of adapted physical education in the public schools is one of the most important concepts of IDEA legislation. Adapted physical education helps ensure all infants, children, and youth with disabilities have an opportunity to develop the fundamental motor skills and physical fitness necessary for a lifetime of participation in active leisure time pursuits, exercise, recreation, and sport (Murphy, 2008 & Smith & Luckasson, 1995).

Adapting physical education for children with disabilities means allowing them to participate in the community's leisure and recreational activities. Schleien (1993) indicated that the time has come to adapt a new way of thinking, one founded on the premise that the community belongs to everyone, and everyone regardless of level and type of ability belongs to the community. Inclusive community leisure services can be powerful vehicles for promoting this ideal.

It is the position of the Adapted Physical Activity Council of the American Association for Active Lifestyles and Fitness (AAALF) of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) that:

1. All infants, children, and youth with disabilities from birth to 21-years old are entitled to and shall receive a quality motor development and/or physical education program specially designed if necessary.

2. All infants, children, and youth with disabilities from birth to 21-years old should receive motor development and/or physical education instruction with identified learning goals, and including a variety of developmentally appropriate activities in many or all of the following areas; motor skills, physical fitness, play, aquatics, active leisure, recreation, outdoor adventure, and sport experiences.
3. All infants, children, and youth with disabilities from birth to 21-years old who require a specially designed physical education program should have that program documented appropriately in the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP).
4. All infants, children, and youth with disabilities from birth to 21-years old who need a specially designed physical education program to benefit from physical education should receive instruction in physical education from a qualified physical educator.
5. All physical education teachers of inclusive physical education classes shall have access to adapted physical education consultants and resources.
6. Facilities that provide physical education services to infants, children and youth from birth to 21-years must be accessible in accordance with federal law.

The goals of the adapted physical education program should be consistent with those established by the regional and federal education agency for every learner who participates in physical education. This is critical, given the current emphasis on the inclusion of learners with disabilities in the general physical education program.

The objective of adapted physical education should include all the learning domains.

### **Functional adaptation**

Functional adaptations are modifications such as using an assistive device, changing the demands of the task, or changing the rules to permit students with

disabilities to participate. Making functional adaptations in accordance with a child's needs may enable immediate participation in age appropriate activities selected to enhance specific skills. Following is a list of functional adaptations for children with physical, sensory, or motor deficits suggested by Auxter et al (2001).

- Children who are blind can receive auditory or tactual clues to help them locate object or position their bodies in the activity area.
- Individuals who are blind read through touch can be instructed in appropriate movement patterns through manual kinesthetic guidance (i.e. the instructor manually moves the student through the correct pattern) or verbal instructions.
- Children who are deaf can learn to read lips or learn signing, so that they understand the instructions for an activity.
- Children with physical disabilities may have to use walkers, wheelchairs, or crutches during their physical education class.
- A child with asthma may be permitted to play goalie in a soccer game, which requires smaller cardiovascular demands than the running positions.
- Rules may be changed to accommodate the variety of ability level demonstrated by children in the class.
- A buddy, peer tutor, or paraprofessional may be assigned to assist the students with special needs execute the required moves or stay or task.

In these examples, functional adaptations are necessary for the students with a disability to participate in chronologically age appropriate physical education activities. The approach is most beneficial when the only motor prerequisites lacking are those that are a result of the student's disabling condition or when including the student to promote social interaction.

In general, Stopka (2008) lists out the sports activities with the suggestion to modify for persons with disabilities on the next page.

## General Adaptation Suggestions

<b>Equipment:</b>	<b>Rules Prompts, Cues:</b>	<b>Boundary/Playing Field:</b>
<p>Larger/lighter bat Use of Velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)</p>	<p>Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Place student with disability near teacher</p>	<p>Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>
<b>Time:</b>	<b>Actions:</b>	<b>Volleyball:</b>
<p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>	<p>Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p>	<p>Use larger, lighter, softer, bright colored balls Allow players to catch ball instead of volleying Allow student to self toss and set ball Lower the net Reduce the playing court Stand closer to net on serve Allow ball to bounce first Hold ball and have student hit it</p>
<b>Basketball:</b>	<b>Football/soccer:</b>	<b>Tennis:</b>
<p>Use various size balls (size, weight, texture, color) Allow travelling Allow two hand dribble Disregard three second lane violation Use larger/lower goal Slow the pace, especially when first learning If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair Use beeper ball, radio under basket for individual with visual impairment</p>	<p>Use walking instead of running Have well defined boundaries Reduce playing area Play six-a-side soccer If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair Use a deflated ball, nerf ball, beeper ball, brightly colored ball Use a target that makes noise when hit</p>	<p>Use larger, lighter balls Use shorter, lighter racquets Use larger head racquets Slow down the ball Lower the net or do not use a net Use brightly colored balls Hit ball off tee Allow a drop serve Stand closer to net on serve Do not use service court Use a peer for assistance</p>

**CHAPTER THREE**  
**3. RESEARCH DESIGN AND METHODOLOGY**

**3.1. The Research Setting and Methodology**

The study area was Addis Ababa City Administration. The 2001 E.C. academic year Addis Ababa City Administration Education Bureau (AACAEB, 2008) statistics shows that there were 655 elementary schools in Addis Ababa. The statistics also illustrates that there are 180205 male and 209924 female students though it does not indicate how many students with disabilities are now enrolled in the schools.

School type	Gover nment	Private	Public	Church	Mosque	Missionar y	Donors (NGOs)	Foreigners Communities	Total
Numbe r of school	111	355	119	19	2	24	19	6	655

The schools were selected purposely with the following criteria:

1. Schools that accept and have services for children with disabilities
2. Schools that do not accept students with disabilities

Fifteen elementary schools were taken as samples of the study. Ten of them were the schools that are willing to accept students with disabilities and teach them with the other students with no disabilities and five of them were schools that do not accept students with disabilities.

The researcher went to Addis Ababa City Administration Education Bureau to collect the data concerning schools which have students with disabilities. Even though the Bureau's Statistic Department did not give these data, Special Needs Department gave me the gross number of students with disabilities in each sub cities. The researcher went to each sub city (there are ten sub cities in the Addis Ababa City Administration) and collected the data which contain the schools which consist of students with disabilities and the schools that did not accept

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students with disabilities. Then, the researcher selected the following schools based on their geographical location which are convenient for the researcher to collect data. In the selection of these schools, the researcher also tried to include more than half of the sub cities in the study.

The schools selected for this study were; Abune Baslios, Belay Zeleke, Balcha Aba Nefso, Abiyot Fana, Ethio- Indian, Jemo, Netsanet Chora, Minilik II, Frehiwot No.2, Sene Zetegn, Success, Cruse, Hibret Chibo, Hill Side, and Sibiste Negasi. All of them are elementary schools.

According to the criteria set before, the first ten schools were those which accepted students with disabilities and to teach them together with students without disabilities in the integrated classes. The rest five schools did not accept students with disabilities in their schools.

Even though this is not a comparative study, the researcher wanted to investigate how much the principles of PE was implemented in the elementary schools for students with disabilities. The researcher also included schools that do not accept students with disabilities in this study in order to see their view why they do not accept students with disabilities in their schools.

The participants of this study were physical education teachers, children with disabilities, and school principals. Physical education teachers and school principals were selected using availability sampling. Students with disabilities were selected using purposive sampling to include the different types of disabilities.

In most sample schools which were willing to accept students with disabilities, students with motor disorder were taken for the study. This is because:

- They were available in all sample schools
- Their disablement deprives more to participate in practical classes of the physical education lesson when compared with the other types of disabilities.

Fourteen students with disabilities were taken for this study from ten sample schools. Eleven physical education teachers, one was a key informant and the others were from each sample schools involved in the study. Two school principals were also involved in the study.

A key informant was used for this study to explore the principles and its practice of the physical education lesson for students with disabilities in the elementary schools. The key informant is selected purposively. The key informant in this study is a physical education teacher who has a Bachelor degree in teaching physical education and Master of Arts in curriculum. He has got an experience of teaching adapted physical education in college of teachers' education. The students who graduated from his college become teachers in elementary schools found in Addis Ababa.

### **3.2. Approach and Design of the Study**

This research used a blend of qualitative and quantitative approach with the emphasis of qualitative case study and simple descriptive statistics in order to understand the principles and practices of physical education lesson for students with disabilities in the elementary schools.

According to Best and Kahan (1999) qualitative research is antithesis of the logical positivist quantitative approach, which insists, on that research be based on hypothesis generated from theory, prior research or experience. Staynoff (1990) in Gall and W. Galls (1996) expound that qualitative researches, consider social reality as constructed by participants depending on local situations; are personally involved with research participants. Furthermore, Gall & Galls (1996) posit qualitative research is an inquiry that is founded in the assumption that individuals construct social reality in the form of meaning and interpretation and this construction tend to be transitory and situational. Qualitative case study implies an emphasis on the qualities of entities and on process and meaning that are not

experimentally examined in terms of quantity, amount, intensity and frequency (Denzin and Lincoln, 2003).

In qualitative studies, research questions typically orient to cases or phenomena, seeking pattern of unanticipated as well as expected relationship (Stake, 1995). Qualitative designs call for the person most responsible for interpretation to be in the field, making observation, exercising subjective judgment, analyzing and synthesizing and the while realizing their own consciousness. In line with the above views the researcher has chosen to study the principles and its practices of physical education lesson for students with disabilities in some sample elementary schools of Addis Ababa. This qualitative case study mainly focuses on describing, recording, analyzing, and interpreting the conditions which prevail over the implementation of the principles.

### **3.3. Data Collection Instruments**

Qualitative approach was used as a main data collection method for this study. It was concerned with the principles of physical education and its practice for children with disabilities at the elementary school level. To obtain adequate information for the study multiple methods were used. These multiple methods include interview, field observation, and focus group discussion. The semi structured interview was the main data collection instrument, but field observation and focus group discussion were supplementary data collection instruments.

#### **3.3.1. Interview**

Qualitative research takes pride in discovering and portraying the multiple views of the case. The interview is the main road to multiple realities (Stake, 1995). Much of what we cannot observe for ourselves has been or is being observed by others. Thus, we use interview to fill the gap.

*“The interview is the favorite methodological tool of the qualitative researcher” (Denzin & Lincoln, 1994)*

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 & Kahan, 1989).

Interview is a very useful instrument to understand reasons why and how things happen and the way they are happening. Literature indicates that interviewing has three major forms. These are structured, semi-structured, and unstructured.

The semi structured interview was taken as major sources of data administered to students with disabilities and their physical education teachers. It was developed by the researcher on the basis of his experience on teaching physical education and the ideas gained from different literatures. Interview was administered to physical education teachers and students with disabilities in each sample schools.

#### **A. Physical Education Teachers**

Teachers are one of the important elements in the teaching learning process. Through their experiences, they gather useful information that can be channeled to useful practice. Therefore, for this research, teachers were considered to be rich sources of data. The interview questions included issues related to the practices and benefits of physical education for students with disabilities. The interview contains 12 leading questions (see appendix one).

#### **B. Students with Disabilities**

By its very nature reality is very complex. It could not be fully comprehended and understood by single mind and method. This very fact calls for varieties of data sources to determine its nature. Therefore students with disabilities were taken as one source of data as to furnish important information pertaining to the practice of the physical education lesson for students with disabilities in each sample schools. The number of students with disabilities who were interviewed was based on the availability of students with different disabilities in each school. There were six

leading question developed by the researcher administered to SWDs (see appendix two).

The interview with the participants was held in each sample schools in a separate room reserved for this purpose. The average time spent in a single interview was an hour.

### **3.3.2. Field Observation**

Field observation was the other data collecting instrument. The observation was conducted during physical education lesson. It had been taken place while the teachers were teaching the practical part of the lesson on the play grounds. The field observation guide format was developed by the researcher. The objective of the observation was to answer mainly the first and second leading research questions. The observation guide format contains 13 observable questions (see appendix three).

The observations were focused on the practice of physical education lesson for students with disabilities in the practical session. One grade five, two grade six, four grade seven, and three grade eight physical education practical classes were observed. As mentioned above, fourteen students with disabilities were observed during the practical session of the subject. Each sample school was observed three times in two consecutive weeks. The data were gathered by circling alternatives in the format.

### **3.3.3. Focus Group Discussion**

Focus group discussion (FGD) was the last data collecting instrument. It was developed by the researcher from his experience of teaching PE to answer mainly the third leading research question. There were five focus group discussion guides developed by the researcher for the discussion (see appendix four). Focus group discussion was conducted with physical education teachers and school principals.

Four teachers and two school principals were also selected using purposive sampling for the focus group discussion. Three of the PE teachers and two principals were from the sample schools and the fourth PE teacher was the key informant mentioned earlier.

The discussion was mainly focused on the duties and responsibilities of physical education teachers and school principals to implement the principles of physical education lesson for students with disabilities. The aim of the focus group discussion was to strengthen the findings obtained from the informants through the other methods conducting in this study.

### **3.4. Data Collecting Procedure**

First, the researcher prepared semi structure interview guide, field observation format, and semi structured focus group discussion guide. After preparing the instruments, all the instruments were given to different experts to made necessary improvement.

The instruments were also commented by senior experts in the special needs education and senior physical education teachers. Finally, the researcher took the necessary notes during the discussion and make appropriate modification in all of the instruments.

The researcher organized the observation first. The observations were on the play ground, where the practical part of the lesson taking place, so that the researcher had observed the practice of physical education lesson for children with disabilities in each sample school for three periods only using the prepared field observation format.

After the observation has made, interview was administered to all participants who were selected to be observed. The entire semi structured interview guides were prepared in Amharic language. As a novice researcher, the researcher used a tape

recorder for the interview even though he was taking notes during each interview. As mentioned above, the focus group discussion was carrying out with the physical education teachers and school principals.

### **The Pilot Study**

The prepared observation format and the semi structured interview guide were tried out on two students with disabilities and one physical education teacher for pilot test. The school selected for the pilot study was Megabit 28 elementary school and the involved for the study was grade seven. The main purpose of the pilot test was to improve some important aspects of the data collection instruments for instance, to determine whether the items are ordered properly, and to check on the best sequence of the questions.

After the pilot study, all the necessary improvement were made such as changing of ambiguous words that were not appropriate and clear for students with disabilities at this level, consecutive flow of interview questions, and the like.

### **The Main Study**

First, the researcher was made contact with the school directors at the sample schools of the main research. The purpose of the research work was explained to the principals. Fortunately, all the principals were willing to participate in the study; the principals introduced the researcher to teachers who were teaching physical education for grade 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> and have students with disabilities in their class in each sample schools. The researcher was also asked the teacher's willingness to participate in the study, then after the researcher selected students with disabilities with the help of their physical education teachers based on the criteria set before by him. After the selection of the participants, the researcher explained the purpose of the research to all of the participants.

Discussion was made with all the participants whether they are willing to participate or not on the study. After they agreed to participate in the study, the

researcher gave the ethical consideration in written form. The discussion and agreement was made on the ethical consideration.

As indicated earlier, the researcher organized the observation first. The observation was made on the field during the practical session of the lesson. The researcher observed the practices of the lesson for students with disabilities in the regular class settings for three consecutive periods in each sample schools. A total of thirty periods physical education practical classes were observed in all sample schools. One period took 45 minutes in each sample school.

Interview was administered to physical education teachers and sampled students with disabilities after the observation has completed in a separate classroom in the schools reserved for this purpose.

### **3.5. Organization and Data Analysis**

The collected data was organized and analyzed in sequential interrelated activities processes. This includes transcription and translation, categorization, data reduction, data display, conclusion drawing and verification. The transcription and translation were carried out all the time, immediately after data collected before the next data collection day.

Data from interview, observation, and focus group discussion were used for data analysis. The analysis was based on the leading questions and the data collected related to the practice of physical education lesson for students with disabilities. The information collected through multiple methods from participants was categorized, reduced, displayed, verified and analyzed in words.

Categorizing the conceptual relationship of the data gathered was done by coding system. Coding in this study was done through the open coding technique, which were broken down into subcategories in line with the research questions.

Data reduction in this study refers the process of selecting, focusing, abstracting and transforming, the data that appear in transcriptions. Data display in this study is an organized, compressed assembly of information that permits writing analysis and presentation of the data.

In this research analysis, the data obtained from observation, interview, and focus group discussion are analyzed and interpreted. Direct quotation and careful description of the learning situation, events of people interaction and other observed elements/events/ were used to analyze the data.

Finally, the analyzed data was systematically reorganized and presented.

### **3.6. Ethical Consideration**

Denzin & Lincoln (1994), states that ethical issues should be given serious attention in qualitative research. Taking this into account to make the research participants well aware of the purpose of the research, the researcher made discussions with them before the beginning of data collections.

In social science research especially in qualitative research code of ethics are conventional format. Informed consent, deception, debriefing, privacy and confidentiality are the major guidelines in setting the code ethics.

#### **Informed consent**

The researcher informed the participants about:-

- The purpose of the research, expected duration, and procedure,
- The right to decline, to participate, and to withdraw from the research once participation has begun,
- The foreseeable consequences of declining or withdrawing,
- Any prospective research benefits and incentives for participation, and contact person for question about the research and research participants rights.

### **Deception**

The researcher did not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress also the researcher will try to be honest in the process (Best, 1999).

### **Debriefing**

The researcher was provided a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research; and the researcher took reasonable steps to correct any misconceptions that participants may have of which the researcher might be aware (Cohen & Manion, 1995).

### **Privacy and confidentiality**

Confidentiality was assured as the privacy safeguard. The participants were assured that their names were not disclosed or linked to any description of analysis without their permission. All the received from the participants was treated with the utmost confidentiality (Best, 1999).

#### ***The codes of ethics for this research were:***

- Participation in this research study was on voluntary bases. Participants were allowed to draw from this research study any time they want.
- The researcher was given the participants honorable chance to ask about the study either before participations or during the time they are participating.
- All information that is given to the researcher was secured. The researcher used the information which participants were given only for this research purpose.
- The researcher requested participants permission to get the discussion recorded by tape recorder, and also gave the chance to edit in case when they change their mind on the discussion.
- The researcher was never used participants' true names to protect their privacy.

## CHAPTER FOUR

### 4. PRESENTATION OF THE FINDINGS AND DISCUSSION

#### 4.1. Demographic Characteristics of the Participants

##### 4.1.1. Sample Schools

**Table 1.** Sample schools selected for the study

No.	School Code given for this research	Sub city
1	S1	Nifas silk- Lafto
2	S2	Arada
3	S3	Lideta
4	S4	Nifas silk- Lafto
5	S5	Nifas silk- Lafto
6	S6	Kolfe- Keranio
7	S7	Nifas silk- Lafto
8	S8	Arada
9	S9	Kolfe- Keranio
10	S10	Nifas silk- Lafto
11	S11	Kolfe- Keranio
12	S12	Nifas silk- Lafto
13	S13	Akaki Kaliti
14	S14	Yeka
15	S15	Nifas silk- Lafto

Table 1 indicates all the sample schools in different sub cities of Addis Ababa. Ten schools were selected from different sub-cities so as to see the current practice of physical education lesson related to students with disabilities.

#### 4.1.2. Students with disabilities

**Table 2.** Students with disabilities in the sample schools

No.	Code	Observed grade	Number of SWDs in the class	Types of disability	Age	Sex
1	S1	8	1	Motor disorder	16	M
2	S2	7	2	Motor disorder	14	F
				Intellectual disability	20	F
3	S3	6	2	Motor disorder	13	M
				Hearing impairment	15	M
4	S4	7	1	Motor disorder	14	M
5	S5	5	1	Motor disorder	13	M
6	S6	6	1	Motor disorder	13	F
7	S7	7	1	Motor disorder	14	M
8	S8	7	2	Motor disorder	15	F
				Visual impairment	16	M
9	S9	8	2	Motor disorder	16	F
				Hearing impairment	16	F
10	S10	8	1	Motor disorder	15	M
<b>Total</b>			<b>14</b>			

As described briefly in table 2, the total number of students with disabilities in all the sample schools (grade 5 to 8) was 14. Of these, 42.85 % were females and the others 57.15 % were males. Their age ranges from 13 to 20 years. Their disabilities are categorized into motor disorder, visual impairment, hearing impairment, and intellectual disability.

### 4.1.3. PE Teachers

**Table 3.** Characteristics of teachers who are teaching physical education for students with disabilities in their regular classroom in each sample schools.

No.	Code	Studied grade	Age	Sex	Experience in teaching PE	Qualification of teachers
1	S1	8	46	F	20 years	12+3
2	S2	7	28	M	5 years	12+2(diploma)
3	S3	6	31	M	9 years	12+2(diploma)
4	S4	7	35	M	12 years	12+2(diploma)
5	S5	5	24	M	1 year	Certificate
6	S6	6	29	M	8 years	12+2(diploma)
7	S7	7	39	M	15 years	12+3
8	S8	7	27	M	7 years	12+2(diploma)
9	S9	8	28	M	7 years	12+2(diploma)
10	S10	8	34	F	14 years	12+3

Table 3 indicates the number of teachers who were participated for this research. All teachers were teaching physical education for students with disabilities in the regular classes. The table not only indicates each teacher's educational qualification but also the grade they are teaching during the study. There were two female and eight male physical education teachers in the study. Their experience of teaching physical education in the elementary schools ranged from one year to twenty years. (See table 3 for detail information). All the participants were involved in the observation and interview of the study.

## **4.2. Data analysis and discussion**

### **“The Principles and Practices of Physical Education Lesson for Students with Disabilities”**

As it was mentioned in many parts of this research paper, the main purpose of the study was to investigate how to practice the principles of PE lesson for students with disabilities in elementary schools found in Addis Ababa. The researcher has narrated the data by forming the thematic issues. To present and analyze the finding easily, clearly, and simply, the researcher has used four thematic issues.

In this section, one individual student’s case in challenging to participate in the practical classes of the physical education lesson has also attached. The researcher believes that this case may reflect the entire students with disabilities challenge to learn physical education in the integrated classes.

Researcher has also shown his own understanding and interpretation of the issue in addition to the participants understanding and interpretation.

#### **4.2. 1. Three Days in Each School**

As it was mentioned earlier, each school was visited three times in two weeks time. In each school, the practical session of the PE lesson has been observed in one grade level. As the researcher observed with some exceptions, almost in all schools students wore their sport suits during the practical session of the lesson.

For my first day observation, I did the same thing in all schools. As I have mentioned in the methodology part, I have contacted each school principals and explained the aims and objectives of the study and got permission to contact PE teachers who have students with disabilities in their classes. The discussion was made with the teachers and they told to their students why I was there. Even though two teachers were unwilling to be observed first, with the discussion I made with them and the school principals, the observation was gone through.

The main purpose of my observation was to understand the practice of PE in those elementary schools in general and the participation of students with disabilities in practical period of the lesson in particular. During each day of my observation, all the things that happened in the practical classes of the subject were found to be the same. Thus to reduce redundancy of events and not to make readers bore, I have summarized the three days events.

As I observed, only three of the schools that have excellent play grounds and the other four schools have also sufficient play grounds to teach the practical lesson of PE subject. The other three schools playgrounds' need to get repair and reconstructed.

Some schools have equipments to teach the PE subject for students with disabilities, but many sample schools do not. From the observed sample schools, only two schools have full equipments and facilities to teach physical education lessons for that grade level even though the facilities and equipments do not consider students with disabilities. Four of them have good supply of equipments and facilities but the other four schools still need attention to get equipments and facilities.

Regarding to the school environment to teach PE, more than half of the sample schools have excellent environment. Three schools have conducive environment to teach the subject. Only one school which is found very near to the main road does not have good environment to teach PE lesson. Students' attention in this school was diverted to outside events while they were doing their task on the playground/sport field.

Auxter et al, (2001) stated that checking the environment is important to enhance independent learning. Also, provide opportunities for taking the initiative and for increasing independence in mobility and self-care areas. Auxter further added that

specific skills training might be needed, for example, how to transfer from the wheel chair to the poolside; how to put on certain pieces of clothing

I have understood that half of the PE teachers' in the sample schools were enthusiastic to pay attention to students' problem in an excellent manner. Three of the teachers also had good motivation to listen their students' problem. The other two teachers did not give any attention towards their students' problem.

The distribution of teaching materials for the students was not given attention in six of the sample school teachers. Even though the remaining four of the sample school teachers have shown willingness to improvise the teaching materials, only two of them were trying to improvise the subject for students with disabilities.

Regarding to the identification of students individual differences, five of the teachers had shown excellent ability. For example one teacher asked his students whether there were students who have health problem by saying: *"Is there any one who do not want to do today's physical exercise because of his/her health problem?"* Three of the teachers also had good ability to identify the students' individual differences. Two of the teachers did not show any effort to identify those students. Half of the teachers have excellent ability to help students to work in pairs, in groups or individually. Three of them were able to do well. But the ability of other two teachers needs to have attention.

I have observed that all teachers taught the lesson sequentially and it was developmentally appropriate. Except three teachers all the teachers were giving excellent relevant examples and offering brief demonstration. The practice time was given for the lesson was excellent in the eight schools. It was also good in the other two schools.

Seven of the teachers do not give attention in adapting the lesson for students with disabilities. Two of the teachers have adapted the lesson for students with

disabilities. Almost all the teachers were treating all the students in a fair and impartial manner.

The researcher has observed that in many of the selected sample schools, students with disabilities did not participate actively. In most schools they stayed under the trees and near to the school's fence during the practical class of the subject. The researcher has also observed that in two sample schools, the students with disabilities were stayed in the classroom during the practical class of the lesson.

With the above introductory data and my own reflection, let us see how the research participants understand the issue.

#### **4.2.2. Description of the case**

I have discussed different issues in this part based on the participants' reflection, understanding and my own observation. All the names in this research paper are pseudonym.

As it was stated in the methodology part of this research paper, there were eleven PE teachers (one of them is a key informant for this study) and fourteen students with disabilities from ten sample schools participated in the interview. Only three of the teachers have taken special needs education courses in their college study for their educational qualification. Out of these three teachers, two of them have participated on the workshop of "How to teach physical education for students with disabilities."

As observed and discussed with them, eight of the sample teachers were willing to teach physical education for student with disabilities together with the students without disabilities in their regular classes. The findings collected through the interview from the physical education teachers, students with disabilities and from the focus group discussion were analyzed and discussed by classifying into four thematic issues as follows.

#### 4.2.2.1. The Exercises which are more suitable for Students with Disabilities

I raised the question for teachers about the types of physical exercises they suggest for students with disabilities at the elementary school level. The participant teachers responded this question differently. In order to avoid unnecessary repetition, I grouped the responses into three main parts.

*“I do not think that there are exercises that can be performed by students with disabilities”*

Even though many teachers responded that there are exercises that can be performed by students with disabilities, some teachers believe that there are no exercises that can be performed by students with disabilities. So, two of the respondents agreed on the above quotation. One of these two teachers was W/ro Azeb and she was willing to participate for this study. Even though she has been teaching different subjects for more than ten years, she has been teaching PE since 1998 E.C. She did not take any courses on special needs education. When we discussed about the issues, she said,

*“I don't think that there are physical exercises that can be performed by students with disabilities. I believe that physical exercises need physical activity to be performed.”*

She continued her discussion by raising a question:

*“So, how can students with disabilities participate in the practical classes of physical education lesson? These students should learn only the theoretical part of the lesson”*

W/ro Azeb raised her experience here. As I have observed she had a female student who uses wheelchair to move. W/ro Azeb told me that her student did not participate in her practical classes of the lesson, even for a single day. She said,

*“For example my student uses a wheelchair for her mobility. So, I let her to stay in the classroom during the practical period. In fact I always leave one or two students to stay with her.”*

I also asked them the same question at different place and time whether they have experience of teaching students with disabilities before. W/ro Azeb has no experience of teaching students with disabilities before and it was fortunate for her. But the other participant told me that he has experience of teaching students with visual impairment for only a semester before six years ago in another school. He did the same things as he is doing now. He said,

*"I reported to the office that this student with a disability cannot participate in my physical education practical class. But the office replied me that to let him to stay in the classroom during the practical class. I gave marks based on the results he gets from the theoretical examination. As you know, 60 % of the subject is given through physical activity. Sixty percent of their result should also cover by practical test and the other 40 % is covered by theoretical test. In order to fill his result I changed the result that he got from 40% to 60 % and I add up. Then I always put the result out of 100%."*

Both teachers believe that students with disabilities could not participate in the practical classes of the lesson. They simply fill the students result based on the results gained from their theoretical examination.

#### ***"Throwing exercises are more suitable"***

Unlike the above participants, some other participants believe that there are some exercises that can be performed by students with disabilities. They believe that the exercises that can be performed by students with disabilities can vary depending on the types and natures of the disabilities. Ato Gemechu has been teaching physical education for more than ten years, he believes that throwing exercises are more suitable for students with disabilities. Gemechu said,

*"In physical education practical classes, there are different types of physical exercises. Some of these exercises may be valuable for students with disabilities. Throwing exercises are*

*valuable for students with disabilities. Throwing exercises are more valuable for students with disabilities. For example, I have watched on TV that persons who use wheelchair can throw shot put and javelin. I allow my student who uses crutch to run. ”*

Ato Yared, who has experience of teaching PE for more than ten years, also said that throwing exercises are very good exercises for students with disabilities. He added that running exercises can also be performed by students with disabilities.

I raised a question to Ato Yared that if there is a certain disability that responds the best to physical education. He answered as follows.

*“Yes, there may be some kind of disabilities that can respond the best to physical education. For example, students with hearing impairment may not face problems to participate in any types of physical activities. In fact it is true that they may face problem for exercises that need voice commands.”*

He added that students who use crutch and students with visual impairment can participate in the running exercises. Ato Yared further added that gymnastics exercises are dangerous exercises for most students with disabilities.

***“If the exercises are Adapted for students with disabilities.....”***

As I have stated earlier, there were three participants of this study who have taken special needs education courses during their college study. So, they recommended that students with disabilities can be benefited from physical education classes. As they stressed, the only thing which schools and teachers should do is modifying the subject depending on the needs of children.

Ato Worku is one of the participants of this research paper. He will graduate from Kotebe College of Teacher Education (KCTE) in Bachelor of teaching PE at the

end of this academic year. He believes that if the exercises are adapted for students with disabilities, the students will be more beneficial. He said,

*“Any physical activity included in our texts can be performed by all students with or without disabilities. The point is that adapting the exercises for students with disabilities. Most of the time students with hearing impairment respond the best to physical education classes than the other types of disabilities. Students with visual impairment also need small amount of modification on the exercises they are intended to do”*

I have raised a question that whether he adapted the lesson for students with disabilities or not. He directly pointed his finger towards the school administration and the number of students he was teaching in one classroom. He complained that the school administration does not provide the necessary materials to adapt the lesson. He said,

*“For example, I want to let my blind student to play football. I need to get a ball that has sound in side but the ball is not available in the market to be purchased though the school administration were willing to buy it.”*

The researcher remembered that he had seen students with visual impairment who were playing football. Probably many people wonder how the students with visual impairment can play football. As Stopka (2008) explained that the principle of playing football by students with visual impairment is pretty simple. The ball is specially designed to produce sounds as it moves, so that the players know where it is located. The goalkeepers have a special coach behind them, who tells them where they need to go, left or right.

Ato Worku also complained the number of students in a class. As he said there are more than fifty students in his class. So it is very difficult to help student with special needs individually.

I have raised questions related to the activities other than sport that can have the same effects for students with disabilities.

Many of the participants replied that they have no idea about other activities that can serve as sport for students with disabilities. Two participants who graduated from KCTE, Department of PE, in the recent year said that art and music can be taken as alternative activities than sports for students with disabilities even though they believe music and art can not totally substitute the subject PE.

Ato Tamirat is a physical education teacher in one of the sample schools taken for this research. He has been teaching PE for about five years. As he told me, he has had courses on art and music during his college study. His diploma is named as “Aesthetics and Physical education”. In our discussion, he said,

*“Sometimes art is a great way to stimulate the children and give them a short-term goal but I think that it all depends on the type of disability they (the child) have. Things like art are more classroom based activities which sometimes do not work well with certain children.”*

Many of the students with disabilities who participate in this study want to involve themselves in the practical session of the lesson. However, the influence of their teachers, their friends, and the nature of their disability prohibited them to participate. Very few participants also hate to participate in the practical class of PE lesson.

The researcher observed that a student with hearing impairment in the sample school was able to participate in the practical class of the physical education lesson.

Hirut is one of the students who uses wheelchair for her mobility. She has never participated in the practical class of the lesson. She told me that she did not want to participate in the practical class because she is unable to do. She said,

*"I am naturally unable to do physical exercises. I am glad if this lesson should not totally be given in schools. I always stay in the classroom when my friends are going to do physical exercises." (see case one in this section)*

Unlike Hirut, Meron who uses crutch for her mobility is interested to participate in the practical class of the subject. The researcher also observed that she was very active in different types of activities. She said,

*"I am very happy when our physical education teacher comes and takes us to play grounds. I love most to stay on the playgrounds than in the classroom. All my friends love to play with me. Physical education lesson is very important for us. When we do different types of physical activities, we become more confident for our daily life activities." (see case two in this section)*

In general, most of the students with disabilities who are taken as a sample for this study do not have ideas of suitable exercise for anyone with disabilities.

Disability sport is about creating opportunities and making sport accessible to everyone, regardless of their ability. It's about enabling and encouraging people with disability to take part in sport simply for fun and enjoyment, whether that sport be tennis, sailing, horse riding, archery or athletics. Stopka (2008) indicated that there are many athletic activities which can bring a person with disability a rush of adrenaline, such as javelin, discus, shot-put, marathons and wheelchair racing. Athletics is also the sport which draws the largest number of participants and spectators at the Paralympics. Athletics is open to all disability groups.

#### 4.2.2.2. Benefits of Physical Education for Students with Disabilities

Though some of the participants do not let students with disabilities to participate in the practical session of the lesson, they agreed on the importance and benefits of physical education for individuals in general and for students with disabilities in particular.

The participants believe that the PE lesson is a very important subject for all rounded development of an individual. No participant, even who do not want to teach students with disabilities, disagree on the importance of PE for students with disabilities. Ato Worku more explained that physical activity is important for physical fitness and wellness as follows,

*“Physical activity provides meaningful movement experiences and health-related fitness for all individuals in order that they may get the opportunity to acquire the motor skills, strategies, and physical stamina necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness”.*

Meron also believes that physical exercises are important for their all rounded development in their future life. She said,

*“When I play with my peers, I can get many advantages. For examples, I can be cleverer in my education, I can develop self confidence, my friends become relay on me, and my friends also have good attitudes towards disability.”*

As the definition of physical education implies the subject is given though physical activities. Physical activities are very important to be able to meet mental and emotional challenges. Through physical exercises one can be physical fit. Physical fitness supports not only physical work but also mental and emotional endurance. The individual's confidence will be high in areas of life such as social, academic, work, and competitive sports. In other words physical activity not only improves

our physical health, but it enhances or emotional outlook, and even stimulates our intellectual activity and ability. In short, it improves our wellness in that it improves us totally. Infants, children, and youth with disabilities have the right to receive the full range of benefits from physical education just as their able bodied peers. Benefits include the development of motor skills and physical fitness, as well as the opportunity to participate in play, active leisure, aquatics, recreation, outdoor adventure, and sport experiences. Physical education activities should be developmentally appropriate while recognizing individual differences in learning styles and rates regardless of age. Physical activity improves academic success, builds self-esteem, and prevents health problems. Meek and Heit (1991) explained that it reduces the risk of developing heart disease and helps control weight, build lean muscle, reduce fat and prevent osteoporosis. As little as two hours of exercise a week on the part of a teenage girl, for example, can reduce her lifelong risk of breast cancer. Physical activity for individuals with disabilities helps students without disabilities see students with disabilities as peers with abilities.

#### **4.2.2.3. Factors inhibit the implementation of the principles of Physical education lesson for students with disabilities.**

The participants raised issues related to the factors which inhibit the implementation of the principles of physical education lesson for students with disabilities.

Some of them shift the problems towards the school administrator. Some associate the problem with their educational background and level, and others associate with the nature of the subject.

More than 70 % of teacher participants agreed that even though the schools accept students with disabilities, they do not show any effort to facilitate materials, equipments, and training for teachers who are teaching these students.

Ato Gidey is one of the participants of this study. He has taught physical education for more than eight years. As observed, there was no play ground in the school where he was teaching physical education. I raised a question related to his problems to let students with disabilities to participate in the regular class of physical education subject. He said,

*“As you have seen since the last two weeks, the school does not have play ground. It is very difficult to include this student in physical education classes with others. You have observed that how much it was difficult to teach even for those who do not have disabilities.”*

Another teacher who has a good play ground raised issues related to the facilities which should be fulfilled to teach the subject. He said that the school does not allocate the necessary materials to teach the subject. For example, he mentioned, simple materials which can be made and prepared locally in the school, skipping rope, mattress for gymnastics exercise, etc.

As mentioned at the beginning of this sub topic, more than half of the participants shift the problem towards their school administration. The observation also indicates most of these teachers do not show good effort to modify the play grounds and the materials they are using. On the other hand, there were two teachers who responded that they are trying their best to accommodate students with disabilities in the practical class of the physical education lesson.

Only two teachers, 20% of the teacher participants, have excellent play grounds. One of them is Ato Worku, who has got training on “How to teach physical education for students with disabilities”. We have discussed with this teacher that how adequate was the support given by the school administration for the participation of students with disabilities in the regular physical education classes.

He said that the school has tried its best to accommodate students with disabilities in every aspect of the school activities.

Ato Worku said,

*“Our school director has very good attitude towards students with disabilities. He always insists teachers to help these students. We have more than ten students with disabilities in our school. The school administration tried to allocate budget to accommodate those students. For example, that play ground” he pointed his finger towards the school play ground “was repaired in recent year after the director came to this school. I am also trying my best to teach the appropriate physical education lesson for students with disabilities. In general; I would like to thank the school director for his help.”*

I have observed that how much Ato Worku approached his students and his dedication to help students with disabilities. With my three days observation, I observed that he was trying to give tasks for his student with disability based on her ability to perform.

Another teacher, who has good play grounds in his school, has also appreciate the school administration effort to facilitate good teaching learning process in the physical education lesson. She is attending a Bachelor Degree program in teaching physical education. As she told me she does not take any courses on special needs education or on how to teach physical education for students with disabilities. She also told me that she has very good care for students with disabilities. When we have discussed about the issues how much the school administration helps the students with disabilities to participate in the practical classes of the physical education lesson, she said that the school has been working to help students with disabilities in general and to participate in the physical education program in particular since the new director came to school. She further stated, *“I am trying*

*my best to prepare materials which are not available in the school. For example, I usually order all my students to have skipping rope for each individual."*

***"I may not able to teach them"***

Unlike 80 % of the teacher participants, the remaining 20 % of the teacher participants associate the factors which hinder the implementation of the principles of physical education lesson for students with disabilities with their own. Both participants were agreed that they are not able to teach physical education for students with disabilities. W/ro Almaz is one of them. As I mentioned earlier she has student who uses wheelchair for mobility. W/ro Almaz does not like to teach her students. She fears about the responsibility if the student faces some kind of physical damage during the physical exercise. As she told me she was not assigned with her interest to teach physical education. She preferred to teach music and art at that grade level. She said,

*"I feel that I'm not able to teach physical education for students with disabilities. I think they need to learn with a trained person. I do not have training to teach physical education for them. I love them as other students but I prefer to teach them music and art."*

Surprisingly, the last teacher who was taken for the discussion concerning the factors that hamper the implementation of the principles of physical education for students with disabilities said that she does not have any interest to teach students with disabilities. She further added, "I do not like to teach them. Frankly speaking, I fear them to communicate." I raised a question that why she fears them, but she was not willing to tell the reason.

In the focus group discussion "The factors which inhibit the implementation of the principles of physical education lesson for students with disabilities" was the main topic to discuss. According to the discussion, the group suggested that schools must find ways to include all students in physical education, vacation, interscholastic, club or intramural competition. For example, school systems can:

- Modify rules and regulation of the game in which students with disabilities participate.
- Develop specific sports programs, e.g. wheelchair basketball, athletics competition or teams with different qualifications.
- Permit students using wheelchairs to participate in track or tennis.
- Develop activities for students with and without disabilities to participate together.

#### 4.2.2.4. Improvising the teaching material and adapting the subject to fit with students with disabilities

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As indicated earlier, only two schools have enough amounts of teaching materials to teach physical education. The materials were not prepared to fit the problems associated with the students with disabilities. 80 % of the teachers who were taken as samples of this study did not improvise the materials for these students. Surprisingly, I have seen a teacher who allowed a student with visual impairment to participate in the running activities. Ato Worku told me that students with disabilities are very interested to play with their peers with no disability. As he further explained the best subject to allow them to play with other is physical education. Ato Worku explained,

*“If we can improvise and modify the teaching material for students with disabilities, they can participate in the practical class of the lesson easily. As you have seen, my blind student was running using the suspended rope hanged from both sides by other students. As I told you earlier, students with visual impairment can also play football if the ball has sound inside”*

Another teacher who was trying to adapt the subject was Ato Yared. He had a male student who uses crutch for his mobility. The student was running a certain distance with a limited time. He was very eager to complete the distance less than the given time. Ato Yared said,

*“As you know letting students with disabilities to compete with the students without disabilities may not be good for their psychological make up. So, I prefer him to compete with the time. The ultimate goal of his running is to let him in the practical class of the lesson.”*

#### **4.2.3. Perspectives of the Schools which do not Accept Students with Disabilities in the Integrated Classes**

I have tried to assess the attitudes of the school principals why they do not have students with disabilities in their school. They responded different reasons why they do not accept students with disabilities. As I did in other schools, I have observed the schools’ play grounds and facilities to teach physical education.

##### ***“It is enough to have special unit in the school”***

One of the schools which I have observed has unit class for students with intellectual disability. In this school there is no one student with disability in the regular classes. The school is found in the area where the people are densely populated. The school principal seems has good attitudes towards disability. As he told me he has graduated from teachers’ education college in diploma program in recent year. He has taken special needs introductory courses at the college. He further added that the opening special unit class for students with intellectual disability is done after he has become the school principal two years before.

I raised a question concerning why they do not have students with disabilities in their regular classes integrated with the students without disability. He believes that their school is doing well to establish special unit for students with intellectual disability. He further added,

*“The other schools should take the responsibility to accept students with different disabilities in their school. We are doing well to teach students with intellectual disability in our special unit.”*

do not have appropriate play ground to teach physical education. Even it is very difficult to teach students without disability. The play ground can accommodate more than thirty or forty students at time. This would be very difficult when two classes of students are gone out to learn the subject. Most of the school's class rooms are on up stairs and do not have lift to go up.

Whatever the case, these schools should be ready to accept students with disabilities. Even though the owners are business, they should follow be abide the rules and regulation of the government.

***“No student with disability came to registered”***

I have also visited other schools which do not have students with disabilities in their school. More or less both schools have the same type of play grounds. Their reason why they do not have students with disability is entirely the same. Both said that no student with disability came to their school. I raised a question whether they are ready to accept students. One of the participants said, “Well, we are ready to accept. The education bureau told us to accept the students with disability. For your surprise, no student was asked us to register at the beginning of this academic year. ”

Though all the schools which do not accept students with disabilities different reasons, the reasons may not be acceptable. The students with disabilities have the right to get education. I have read that the education bureau sends regulations to all schools to accept students with disabilities through the sub cities educational offices. The sub cities educational offices should follow up the implementations of their rules and regulations. They also work in the advocacy with the collaboration of the schools on the community to send their children with disabilities.

## Case one

### **A case of student who uses wheelchair, challenges to learn physical education**

Hirut Berihun is an 18 years old student. She is a grade five student here in Addis Ababa on one of the school where the researcher has selected for the study. She uses a wheelchair to move from place to place as she has got a problem at her lower back since she was born. She told me that she started class very late because her family decided that it was difficult to take her to school every day. Fortunately, Hirut got the chance to go to school five years ago, as her uncle bought her a wheelchair.

Hirut becomes absent from class either one or two days weekly. This is because sometimes she does not get anyone to help her pushing the wheelchair. Mostly it is her mother who is responsible to take her to school, but sometimes their maid and Hirut's elder brother helper.

Hirut is one of the clever students in the classroom. Though she is much older than the rest of her classmates, she persuaded herself to become successful in the future. This can be seen by the effort she is making for her education; she stood first out of forty seven students last year when she was in grade 4. Both Hirut and her teachers believed that her result has never been less than even for the first semester of this academic year (I talked to Hirut when the first semester final exam was being prepared).

All of her teachers like Hirut very much. Some of them feel very sorry about her, because students of her age are by now attending college education, but she is still in grade five. W/ro Almaz is one of these teachers, who teach Hirut physical education, art and music.

W/ro Almaz teaches Hirut both music and art the same as the rest of the students found in the classroom, but the problem is to involve her in physical exercise during physical education period. W/ro Almaz usually tells Hirut to stay in the classroom

while she was taking other student to the sport field. This teacher tells some students to stay with Hirut in the classroom in order not keep her feel lonely.

At the end of the semester, this teacher told me that, she prepares and gives some theoretical questions to Hirut and add some marks to her to compensate what she has lost during the practical activities of the lesson. Besides, this teacher does this so that Hirut will be able to keep her rank.

Hirut feels hopeless when she is thinking about physical education. She said, “I am naturally unable to do physical exercises. I am glad if this lesson should not totally be given in schools.” When she was in grade three, she remembers that she could not deserve her ranks due to the least mark she had got in physical education.

Hirut prefers to learn music rather, but when she sees her classmates’ happiness during physical education, she will be disturbed. “I am not blessed like my friends,” she said. Generally, she believe that, as a result of her physical disability, Hirut could not get any benefit from the subject, physical education.

## Case two

### **A case of student who uses crutch, benefited from physical education**

It is impossible to say that all students with disabilities hate or fear physical education lessons. Though there are very less conducive atmospheres in schools, there are still some students who show good interest to participate in practical activities with students who have no disabilities.

As mentioned earlier, there are many factors which hinder students participate in physical education practical activities. From these the kind/types of disability, teachers' attitude towards these students, lack of materials to teach these students, the support from given from their parents, feeling inferior from other students and others can be taken as some reasons.

The following student's life history is completely different from the student mentioned earlier in case one.

She is 16 years old and a grade 8 student. Her name is Meron Abera. She is living with her mother she has also one brother living together. When Meron was 6 months old, she has got an accident around her hip joint. As she was born in a rural area where hospitals were not available, she hadn't got any treatment. It was also impossible to identify the kind of defect she had for years. When time went on she became unable to walk as she was assumed to be. This worried her family very much. When she was about three years old, the family was in a disagreement due to the case of Meron. For about a year they tried their best to cure her including going to "witches" and "Holley water", but there was no sign of walking. Her problem was unable to stand still other than growth problems.

When she was four years old, her father used to insult her mother because Meron was unable to walk like other children. Her father thought that the problem happened because of her mother, and he was always criticizing. Her

father became rude and he advised her mother to leave their home with Meron. Even though her mother had a two years old child in home, she left her home and came to Addis Ababa with Meron.

In Addis Ababa, they started to live with Meron's aunt. Meron says that her aunt was leading a kind of hand to mouth life in Addis, and she was unable to cover Meron's medical expense. Her aunt helped Meron's mother to get Addis Ababa's "kebele" identification card considering them as members of her family. Then using the ID card, they got a letter of support from the "kebele" to the Black Lion Hospital so as to get the chance to be visited by medical doctors for better treatment free from medical expense.

When she went to hospital the doctors told her that the problem was not related to superstitions, nevertheless the doctors proved that it was a problem in her hip joint.

The doctors began to help Meron. During the first year of the treatment, they tried to give treatments which help Meron's physical situation; like physiotherapy. After a long treatment Meron tried to move from one place to place using support.

Though there are many issues related to Meron's life history, the researcher preferred to focus on issues which show the effect of her disability to attend physical education practical lesson.

Meron's attitude towards her disability and her education seems right and much better than teachers who teach the subject.

When Meron reached her school age, her mother's intention was to rent a house where it is nearer to her school. Meron says, "My mother rent a house which is nearer to the school in order to help me not feel tired when I go and come to school." Meron thinks that she is beneficial from her mother methods to rent a

house near to her school. “My mother is unique woman. For your surprise, no one does give her any economy support, but she tried hard for me and my younger brother to lead an average life style.” Her discussion about her mother reminds me to ask her what her mother is doing currently. She replied, “Previously she used to wash cloths and bake ‘enjera’. But now, thanks God, she is working in two organizations (one is governmental) by taking contract agreement to prepare food and other things for the organizations’ workers. ”

Meron and her teachers believe that she is a clever student. She believes that her disability has no significant problem to her educational performance. Especially, when she gets older, the support she gets from her family teachers and doctors helped her to think about what she is going to do in the future, but not to worry about her disability.

After saying so about Meron’s family, health and living style let me say something about her attitude towards her physical education lesson. The objective of this study is also to see problems of students with disabilities (challenges). It is presented as follows:

Meron loves her physical education lesson very much. She becomes very eager to see her teachers in general and her physical education teacher in particular. She says that when she was a child (grade 1-5); she used to participate in different activities. She says, “I was very thin/slim, and using this crutch, I used to participate in different activities in which other students do. This might include hide and seek, and even volleyball. But now I am getting fat (increased body weight) and I cannot do physical exercises as it was before.”

When I asked her why she likes physical education lesson, she said, “The teacher, who teaching us now, is very good. Whenever we went out for practical activities, he always talks to me, he tells me about the daily lesson. He also asks me whether I’m interested to participate in the given activities or not. Mostly I

wanted to participate in the activities but as I said before, due to my body weight, I can't do exercises easily." As I observed Meron's weight seems very high. Fahey (2003) confirmed that those people who used to have physical exercise and then decreases or stop it as a whole, then there will be a probability of increasing in their body weight. The same is true to Meron. She used to participate in different physical exercises before, but as she stopped it now her body weight increased.

Another question I raised for Meron was what she did while other students were taking part in practical activities. "Well, if the given activity is simple and I feel I can do it, I try. But if it seems difficult for me, I read books or write something. Most of the time I used to write and read during my leisure time." The researcher observed that Meron was participating in sit up exercises during his last observation in her school.

Meron also told to the researcher that her doctor claimed her to do physical fitness exercises. "My doctor tells me to do physical exercise most of the time. For example as I have no problem above my waist and upper extremities, I can do exercises which can be done above my waist. Mostly I do sit-up exercises on my in the morning. "

Concerning the problems which hinder students with disabilities to participate in physical education practical lesson, Meron has a similar idea to her physical education teacher. She says, "Most of the times as you know the severity of disabilities are different. I see people who have different physical problem in the hospital during my check up. Some may have limited ability to do physical exercises. Though they have a great physical problem, it is good if they participate in physical exercises." She adds that the exercises she used to do during her childhood with her age mates helped her very much. For example, as she says, "I proved that I can achieve best in my education, my self confidence

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increased, my friends start to rely on me and their attitudes towards disabilities becomes positive.”

The last question forwarded to Meron was, what she wants to be in the future. Meron answered confidently, “In the future God knows what I should be, but my mother is participating in business activities, with no formal education at all. So, after completing my secondary education, I want to study business education so as to help my mother and become a business woman.”

Meron’s last response reminded me Helen Keller’s saying. And I want to conclude Meron’s case with this saying.

*"One can never consent to creep when one feels an impulse to soar."*

## CHAPTER FIVE

### Conclusion and Recommendations

#### 5.1. Conclusion

The purpose of this study was to investigate the principles and practices of physical education lesson for students with disabilities in some selected elementary schools of Addis Ababa. The findings of the study identify and conclude the following.

- The extent to which physical education teachers implement the physical education lesson for students with disabilities according to the principles in the integrated classes
- Examined the support of the school administration provides to implement the lesson for students with disabilities.
- Assessed how much the need of students with disabilities has been addressed.

To gather the data on the topic raised, the study was conducted in some selected elementary schools of Addis Ababa. The participants of the study were physical education teachers, students with disabilities, and school principals. The participants were selected by purposive and availability sampling. Generally 27 research participants were participated. As instruments of data collection, the study used field observation, interview and focus group discussion. The data obtained were presented in narrative form and analyzed vis-à-vis the theoretical framework discussed in chapter two. In this section an attempt was made to present the key findings of the study and the conclusions drawn thereof. At last possible suggestions of the study for further action are presented.

- The study identified that the sample schools have playground to teach PE though the convenience to teach the subject is varies. Most schools do not have sufficient teaching materials and equipments to teach PE. The study

also indicated that most of the schools are constructed more or less in a safe environment.

- The finding revealed that most of the teachers who are teaching students with disabilities in the integrated classes do not have any concept of special needs education. They taught simply without established principles. Only three teachers have taken courses on special needs education.
- The study also showed that teachers have good attitude towards their students with disabilities. Only two teachers do not want to teach students with disabilities.
- The study revealed that most of the teachers are willing to listen to their students' problem and try to identify individual differences, but most of them do not give special support for those students. They simply let them stay out of the practical lesson.
- The study revealed that most of the teachers do not give attention in the provision of the teaching materials. The study also exposed that most of the teachers do not adapt the subject for students with disabilities. Only two teachers have shown remarkable effort in the adapting the lesson for students with disabilities.
- The study also revealed that there are some teacher teachers who believed that there are no exercises that can be performed by students with disabilities.

- The study revealed that most of the students with disabilities want to participate in the practical classes of the lesson. One student with disability strictly hates to learn PE.
- The study suggested that most of the school administrations do not give special attention to children with disabilities in general and to let students with disabilities in the practical classes of physical education subject in particular.

It is possible to conclude from the above findings that students with disabilities, even though they want to participate in the PE practical classes, they are not allowed to do. Their PE teachers fail to establish a common understanding in teaching PE for students with disabilities. Poor attitudes towards the abilities of students with disabilities affect the all rounded development of students. Teachers who are teaching students with disabilities may not understand that there are many tasks that can be performed by students with disabilities in the PE lesson. In most schools students with disabilities are ignored in PE practical classes. Therefore, it is possible to say that most of the students with disabilities are not advantageous from the PE lesson which is taking place currently.

## **5.2. Recommendations**

Based on the findings and conclusion made above, the researcher forwarded suggestions to solve the problems of delivering the principles of physical education lesson for students with disabilities:

- It is advisable if schools organize seminars and workshops in collaboration with the responsible bodies in order to arm the teachers with the necessary skills and disposition on teaching SWDs. The teachers should be qualified to teach the subject.

- The school administration must give due attention in supporting the teaching learning process of PE for students with disabilities. The necessary equipments and materials should be provided according to the needs of the children and the nature of their disabilities.
- Fostering a positive partnership with parents could prove extremely beneficial here, since not only could they be of great practical help and support, but parental attitudes have the potential for greatly affecting the successful outcome of any planned PE activities.
- PE teacher should choice and prepare appropriate exercises which can fit to students with disabilities from different sources and from the expertise in this area. Teacher should try to improvise the materials and equipments to fit with the abilities of students with disabilities. They should also try to modify the exercise based on the established principles to teach PE.
- The SWDs need to learn to reason, to make judgments, to think for themselves, in the same way as any other children. PE can help them to do this in a number of ways. PE teachers should take the responsibility to give the chances for students with disabilities to participate in the sport and recreation activities.
- Any activity which requires some form of physical movement is valuable for SWDs. Games or organized sports are very important for enjoyment. Through enjoyment other benefits like physical development and fitness, social integration, emotional experience and sense of achievement are driven. It is advisable that the schools organize sport days for students with disabilities. This helps the SWDs to explore their ability to the school community.

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Appendix 01

*Addis Ababa University*

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*Department of special needs education*

*A semi structured interview guide for teachers who are teaching SWDs in the regular PE classes.*

Dear sir /madam, first of all I would like to thank your willingness to be my interviewee. The principal purpose of this interview is to obtain data for the study intended to investigate the principles and practices of physical education lesson in the elementary schools of Addis Ababa. The researcher believes that this study will be useful for various professionals, organizations, policy makers and curriculum specialists who are working in the area of special needs education in general and teaching physical education for students with disabilities in particular. You are selected for this study because you could provide adequate information on these issues. Therefore your unreserved cooperation in providing the most genuine information will be appreciated. The interview will be tape recorded in order not to miss any relevant information and to transcribe it easily. However, the information will be kept confidential.

**Part I. Back Ground Information**

A. Personal data

1. School \_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex \_\_\_\_\_
4. Grade teaching \_\_\_\_\_

B. Educational back ground

1. Educational qualification \_\_\_\_\_
2. Major and/or minor \_\_\_\_\_
3. Experience in teaching physical education \_\_\_\_\_
4. Additional training \_\_\_\_\_

**Part II. The principles and practices of physical education lessons**

1. Have you taken any special needs education courses? Yes/No.
2. Have you taken courses on the adapted physical education? Yes/No.
3. Do you let students with disabilities to participate in your physical education practical session?

4. What types of physical exercises do you suggest to let students with disabilities participate into regular PE classes? Is there a certain disability that responds the best to physical education classes?
5. Are there activities, other than sports, that can have the same effect?
6. In what ways do you think that children with disabilities benefit physically from sports?
7. What do you think your problems to let students with disabilities participate into regular PE classes? If so.
8. How adequate is the school administration support for the participation of students with disabilities into regular PE classes?
9. What factors exist which inhibit the implementation of the principles of PE for students with disabilities?
10. Do you think the environment is suitable to teach PE for students with disabilities?  
Yes/No. Give some reasons
11. Do you use appropriate materials to teach your lesson? Yes/No.
12. Do you try to improvise the teaching material to fit with students with disabilities?

Appendix 02

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**Semi structured interview guide administered to students with disabilities**

**Part I. Personal Information**

1. School \_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex \_\_\_\_\_
4. Types of Disability \_\_\_\_\_

**Part II. The principles and practices of physical education lessons**

1. Do you like to learn physical education?
2. Do you think PE lesson is important for you?
3. Do your PE teachers motivate you to participate in PE practical classes?
4. Do your classmates help you to participate in the practical classes of the subject?
5. If you do not participate in the practical period of the lesson, what do you do during that time?
6. What kind of exercise do you like to do in the practical period of the lesson?
7. Are there activities, other than sport, that you want to participate in the school?
8. Does your disability restrict you from participating in PE practical period?

**Appendix 03**  
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**Observation guide format to check the principles and practice of PE lesson**  
**for students with disabilities**

School \_\_\_\_\_ Date \_\_\_\_\_  
 Grade \_\_\_\_\_  
 Unit of instruction \_\_\_\_\_

- 1= Not present  
 2= Needs attention  
 3= Good  
 4= Excellent

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

Appendix 04

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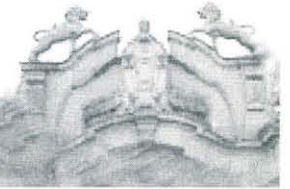
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**Semi structured focus group discussion guide administered  
for PE teachers and school principals**

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

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**Declaration**

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

Name: Abbay Belayhun

Signature: 

Date of submission: June 23, 2009

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

Name: Wegayehu Tebeje (Phd)

Advisor's signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_

