

**CHALLENGES OF PARTICIPATION OF STUDENTS WITH PHYSICAL
DISABILITY IN PHYSICAL EDUCATION PRACTICAL CLASSES IN
SECONDARY AND PREPARATORY SCHOOLS OF ARBAMINICH
TOWN, SNNPR**

MEd THESIS

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**Challenges of Participation of Students with Physical Disability in Physical
Education Practical Classes in Secondary and Preparatory Schools of
Arbaminich TOWN, SNNPR**

**A Thesis submitted to the department of sport science Academy,
Postgraduate Program Directorate
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**In Partial Fulfillment of the Requirements for the Degree of
MASTER'S OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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DEDICATION

This research thesis is dedicated to my wife, Asnakech Gana & to my father Ato Eseye Gebre

STATEMENT OF THE AUTHOR

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

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BIOGRAPHICAL SKETCH

The author was born on Feb.12/1957 E.C in SNNPR in Gamo Gofa Zone Sawla town. He attended elementary school at Botire elementary school & completed his high school education in sawla secondary high school. In 1975 E.C he attended one year teacher training course at Hawassa T.T.I. After that he attended diploma program at Hawassa College of Teachers Education and graduated in September 1995 E.C. Again in 1998 E.C he started first degree program in Addis Ababa University in the department of sport science and obtained his first degree in sport science in Sep/2002 E.C. Finally, he has been attending 2nd degree in sport science from July/2007 – 2010 E.C in Haramaya University. In general in teaching profession he has 35 years work experience.

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ACRONYMS AND ABBREVIATION

AAHPERD	American alliance for Health, Physical education, Recreation and Dance.
APE	Adapted Physical Education.
IDEA	Individuals with Disabilities Education act.
IEP	Individual Education Plan.
NDSs	Non Disabled Students
NGO's	Nongovernmental Organizations
PE	Physical Education.
SNNPR	Southern Nations Nationalities and Peoples Regional State
SWDs	Students with Disabilities.
UNICEF	United Nations Children's Fund.
WHO	World Health Organization.

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Challenges of Participation of Students with Physical Disability in Physical Education Practical Classes in Secondary and Preparatory Schools of Arbaminich Town, SNNPR

ABSTRACT

This study was attempted to identify Challenges of Participation of Students with Physical Disability in Physical Education Practical Classes in Secondary and Preparatory Schools of Arbaminich Town, SNNPR. Using survey descriptive research design, it is attempted to seek out the problems and challenges affecting afore mentioned students participation in the subject as well as extracurricular activities. Semi structured questionnaire for teachers, structured interview both for students with disabilities 40, non-disabled 20, PE teachers 12 as well as 8 School administrators' and observation using check lists was administered to a total of 80 deliberately selected subjects or informants in selected schools. The data obtained through these tools is analyzed both quantitatively and qualitatively. Quantitatively the analysis is made using tables and charts and qualitatively using words. Based on the result of this study the following major findings were drawn as the results shows that factors and challenges associated with materials, equipment, school compound, absence of disability sport competitions, poor pupil to pupil support, limited professional development trainings, incomprehensive curriculum is found as a challenge and problems which limits participation of disabled children in school Physical education and extracurricular activities. From the major findings, the researcher provided possible solutions for teachers, curriculum experts, students and all concerned bodies. Accordingly, curriculum experts and policy makers should reconsider teaching materials in different levels to make them inclusive, Physical education teachers should play great role in creating pupil to pupil interaction among disabled and non – disabled students, prepare disability sport competitions as for non disabled ones, create conditions for physical education teachers to take part in professional development trainings.

Key Words: Children with disabilities, extracurricular activities, Physical Education

1. INTRODUCTION

1.1. Background of the study

Physical activity to functional development and well being has long been valued at many physically disabled conditions. In 460BC Hippocrates used exercise to strengthen muscles and aid rehabilitation. Galen (30BC) recommended specific exercises for muscle tonus, and era's stratus advocated walking for Drop Sea. Physically or mental impairment is that substantially limits one or more measure life activities.

Impaired is further defined by Dunn (2010). Referring to those with "identifiable organic or functional disorders" and disabled as referring to those "who because of impairment are limited or restricted in executing some skills, performing tasks or participating in certain activities. Disability affects hundreds of millions of families in developing countries: currently around 10% of the world's population, or roughly 650 million people, live with disability, the proportion and number significantly higher and on the rise in developing countries

According to Auxiter, et al., (1993) physical education developed in conjunction with federal law that assured students with disabilities the right to free appropriate physical education instruction. Physical education was the only educational curriculum specifically named. This singular identification has placed unique opportunities and responsibilities on physical education, profession. Physical education teacher instruct students with a variety of disability conditions in many different instructional settings.

Its mission is to promote the development of motor skills and abilities so that children can live healthful and productive lives and engage in independent recreational and sport activities of their choosing. Physical education is one part of education in general the part of students through the use of movement experience. It's activates are valuable education activates which deserve a faired share school time (Nelson, 1966)

Auxiter, et al. ,(1993) the primary purpose of physical education and instruction is to change psychomotor behavior, there by facilitating self actualization, particularly as it relates to understanding and appreciation of the body and the self in motion and at rest. Physical education is no limited to vigorous activities but includes instruction ion relaxation, opportunities for creative expression, practice in sport that would enhance leisurethought the life span, and participation in large - muscle games that teach cooperation and social skills.

In 1952 the committee on adapted physical education (AAHPERD) adopted the following resolution to accommodate children with disabilities in physical education programs. It consisted a diversified program of developmental activities, games, sports, and rhythms suited to the interest's capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities of the general education program.

1.2 Statement of the Problem

Small amount of research studies available have shown that physical education programs for students with disabilities may lead to a decrease in inappropriate behaviors, and an increase in the physical fitness as well as greater enjoyment of physical and recreational activity. Pan and Frey (2006) have also identified that “students with physical disabilities have fewer opportunities for extracurricular activities ‘. In aspects of school life, students with physical disabilities have less or no access to physical education activities. Therefore, in the attempt to promote the participation of physically disabled students in sport and physical education programs, government, physical education teachers, curriculum experts, sport scientists, the community and all concerned bodies have the role to play in creating opportunities for those students and solving major problems and challenges hindering their participation in physical education and sport activities and hence the present research is to identify the challenge and practice of this people. And the researcher was tried to see the gap of the research is expected to see the challenges and the opportunities in inclusion of students with physical disabilities in regular practical classes in Arbaminch town administration of some selected secondary and preparatory schools and try to answer the following basic research questions.

1. Do physical disable students engage in physical education classes?

2. What are the challenges for physically disabled students to participate in practical physical education classes?
3. What are the benefits of physical education for students with physical disabilities?
4. Does a disabled student believe that he| she can participate in physical activities?

1.3. Scope of the Study

This study is confined in its scope to selected secondary and preparatory schools of Arbaminch town administration. In addition to this, it is delimited only to investigate the problem and challenges related to all types of physically disabled students' participation in physical education and sport activities. The population of the study is physical education teachers, physically disabled students, school principals and randomly selected nondisabled students from selected schools.

1.4. Significance of the Study

The researcher believes that, the study will give suggestion and tips for professionals in the proceeds of physical education instructional process. When a child is identified as having a disability, it serves notice to educators and parents that the child risks becoming dependent on others for social living skills. The physical educators can make a major contribution to reduce this risk and facilitate independent living through physical activity.

It is known that physical education is a unique subject which serves to students with disabilities by teaching motor skills to help them for their daily life and recreation.

It is hoped that findings of this study will have the following significances.

- ◆ To give some insight to physical education teachers to include physical disable students in their physical activity program.
- ◆ It increase awareness to concerned bodies how much physical education is vital for physical disable students.

- ◆ It used as a source for researchers governmental and non – governmental organizations.
- ◆ It may also contribute its part to change the attitudes of physically disabled students towards physical education and sports.

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this study is to investigate challenges hindering the participation of physically disabled students in physical education practical class in the case of some selected secondary and preparatory schools of Arbaminch town administration.

1.5.2 Specific Objective

- ◆ To identify the engagement of students with physically disable in physical education practical class.
- ◆ To find out the major challenge that hinders the participation of students with disabilities in physical education in practical classes
- ◆ To clarify the benefits of physical education practical class to physically disabled students
- ◆ To examine how students believe the importance of physical education practical class to physically disabled students.

2. REVIEW OF RELATED LITERATURE

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

2.1 An overview of concepts of Disability

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

According to the World Health Organization, a disability is:

“Any restriction or lack (resulting from any impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”

The most commonly cited definition is that of the World Health Organization in 1976 which draws a three-fold distinction between impairment, disability and handicap, defined as follows. 'An impairment is any loss or abnormality of psychological, physiological or anatomical structure or function; a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being; a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that prevents the fulfillment of a role that is considered normal (depending on age, sex and social and cultural factors) for that individual.

According to United Nations Standard Rules on the equalization of Opportunities for Persons with disabilities:

- The term "disability" summarizes a great number of different functional limitations occurring in any population in any country, of the world. People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature.

2.2 Physical Disability

A physical disability is any impairment which limits the physical function of one or more limbs or fine or gross motor ability Nichcy [2012]. Other physical disabilities include impairments which limit other facts of daily living.

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities Nichcy [2012]. Twelve within that range are physical disabilities or impairments that interfere with a child's ability to attain the same developmental milestones as his or her age-mates. The number of students with physical disabilities is expected to grow as medical advances continue to reduce mortality rates for infants and children. According to the Individuals with Disabilities Education Act (IDEA), a person with an orthopedic impairment, brain injury, or other health impairment that, by reason of that impairment, needs special education and related services is considered to have a physical disability. The condition must interfere with or substantially limit the child's ability to take part in routine school activities.

Physical impairment refers to a broad range of disabilities which include orthopedic, neuromuscular, cardiovascular and pulmonary disorders. People with these disabilities often must rely upon assertive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The physical disability may either be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or more. Some persons may have hidden (no visible) disabilities which include pulmonary disease, respiratory disorders, epilepsy and other limiting conditions.

As John (1989), states that some students have no restrictions on what they can do and learn, while others are extremely limited in their activities and require intensive medical and educational help. A physical problem can hamper a student's mobility, coordination, stamina, communication, or learning abilities to such an extent that educational objectives are difficult to accomplish and special education intervention is required.

2.3 Types of Physical Disabilities

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

2.3.1 Disability in Ethiopia

According to federal democratic republic of Ethiopia country profile on disability (2002) Following the World Health Organization (WHO)“A disabled person is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities” and International Labor Organization (ILO) definitions on disability, “Disability” is defined as follows in Ethiopia,

“A person with disability is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities “Nearly 10% of the world’s population has disabilities, of which 80% live in developing countries Nichcy [2012]. Most of those in developing countries do not have access to rehabilitation services due to a lack of resources and other various factors. Further strengthening the above issue UNICEF Ethiopia’s disability program by the Japan International Cooperation Agency (2002) it estimated that 7.6 % of the population lives with a disability (approximately 5 million).

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

People living with a disability in Ethiopia are very rarely given the opportunity to partake in the workforce, school or sports activities, which often leads them to a life in the street or in seclusion.

2.3.2 Causes of Physical Disabilities

Causes of physical disabilities are:

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

Seaman and Depauw (1989) identify that Physical impairments adversely affect the movement of the body, especially the skeletal system, including the spine, muscles, bones, and joints. Although many factors contribute to this impairment, the three main causes are:

1. Neurological impairment
2. Musculoskeletal conditions
3. Trauma caused physical impairments

1. Neurological impairment: implies damage or deterioration to the central nervous system the brain and spinal cord. Be aware that whenever the central nervous system suffers damage, muscular wellness or paralyses are almost always present.

2. Musculoskeletal conditions: some individuals are physically disabled because of defect or diseases of the muscles or bones. The condition of the musculature or skeletal system or both affects the ability to move problems arising from musculoskeletal conditions, without neurological impairment, may be congenital or acquires after birth. The causes of these conditions may include genetic defects, infections disease, accidents, or dovetail disbars. In the majority of individuals, Intellectual functioning is not affected.

3. Trauma-caused physical impairments Trauma refers to those accidents or mishaps that occur after birth to an otherwise normal individual. Accident fractures, dislocations Sprains, bruises, contusions, poisoning, and various wounds can result in temporary or permanent impairments.

2.3.3 Society and the Disable

Regarding about society and disability as follows:

Primitive Peoples

Absence of the modern humanitarian sprit and medical knowledge, added to the greater struggle for existence experienced by the able bodied, left very little time or service for the handicapped. Unable to care for themselves, Deviations in physique or function caused by disease or injury were not understood by primitive peoples.

Early Societies

The attitude of primitive peoples toward those unable to carry their share of the burdens of living carried over into early societies. The reasons for the continuance of unfavorable attitudes and harsh treatment were several. Basically they were elimination of the unfit to improve the quality of society, reduction of the social and economic burdens of caring for those unable to care for themselves, and superstition which related the crippled and deformed to evil and the work of Satan. Some early oriental peoples forced their cripples to leave centers of living and face certain death in uninhabited areas. Others, as in India, cast their disabled into rivers to end their lives. In some instances the crippled were not permitted to enter the court.

Modern society

The revival of learning, world exploration, and the establishment of monarchies brought about tremendous social change. Superstition, unreasonable faith in the supernatural, and extreme forms of asceticism gave way to scientific investigation, logic, and greater understanding of the function of human society. Human dignity was gaining recognition. The foundations of education as a social instruction were being laid. The values of an interest in sports, health, and exercise were noted by educators, philosophers, physicians, and some religious leaders. Sport, games, and other forms of recreation were recommended for the sake of health and personal welfare.

2.4 Major theories explaining Behavior of disabled

Physical disability is simply a variation in physique on which, ordinarily, we place highly negative value. These negative values are:-

1. Negative values imposed by society. These result in social distance (the disabled from normal groups) because of the low tolerance for differences in physique.

2. Negative values imposed upon the person by himself. These stem in part from his low status in his culture, self-imposed negative values may be intensified if the handicapped once had full acceptance prior to the handicapped condition. In such cases the physically handicapped tends to become an emotional one as well, and the individual becomes "handicapped all over".

3. Negative values of the disability may be conceived to rise from inability to achieve simple goals common to others. The deaf cannot communicate easily, the blind have trouble moving from one place to another and the orthopedic and neurologically disabled experiences great difficulty or frustration in performing the simple physical acts of daily living involving locomotion.

2.5 Problems Facing Physically Disabled Children

According to Demand Media (1999_2011) children with physical or mental disabilities can face many difficulties in their lives. Discrimination, social stigma and poverty does." Therefore, it is important to be aware of the people who are interacting with a disabled child. Nevertheless, with adequate care and education, disabled children can lead rich and happy lives.

➤ Ridicule

A serious problem that all physically and mentally disabled children face is mockery and derision by others. The adolescent and teenage years can be a difficult time for anyone, but disabled children often face a higher degree of teasing and taunting due to their mental and physical differences. Physically and mentally disabled children may also experience more teasing because they have difficulty standing up for themselves.

➤ Isolation

Another difficulty physically and mentally challenged children face is increased isolation. Although it is not always the case, children with these problems can be ignored by their peers and adult figures. Other children may find it difficult to interact with children with developmental challenges, while adults may tend to focus on children without these problems. As the severity of the disabilities increases, the child may become increasingly isolated. Extreme disabilities may cause a child to be confined to his home or an institution.

➤ Abuse and Neglect

A tragedy that some physically or mentally disabled children face is abuse or neglect. Children with certain disabilities are unable to stand up for themselves, or may be unaware that they are being abused. According to the Abuse Victim Hotline, "People with developmental disabilities

are 4 to 10 times more likely to be victims of crime than other people are." Sadly, the vast majority of abuse toward those with disabilities is perpetrated by family members, peers with disabilities or professional caregivers.

➤ **Poverty**

There is also a strong link between poverty and disability. Without proper care or education, disabled children are at greater risk of becoming impoverished or homeless. For instance, according to a study in the United Kingdom, "the poverty rate for disabled people was 23.1 percent compared to 17.9 percent for non-disabled people, but when extra expenses associated with being disabled were considered, the poverty rate for people with disabilities shot up to 47.4 percent"

2.6 Adapted Physical Education

The scope of APE was clearly and consistently defined. The statement of the American Alliance for Health, P.E, Recreation, and Dance (AAHPERO) defined APE as:-

Diversified program of developmental activities, games sports, and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general PE program.

Development activities include a broad range of movement experiences for the development of fundamental motor patterns, motor skills, perceptual motor function, and physical fitness. The suggestion that games, sports, and rhythms should be included in programs for students with disabilities took PE in to uncharted territory. It wasn't until after World War II, when disabled veterans began playing wheelchair, basketball and other life time sports, that physical educators in the school realized how numerous the possibilities for physical activity of students with disabilities.

Accordingly, it would be incorrect to view APE as a specific regiment to rehabilitative activities or as an explanation for "what goes on" in a particular area, room, or class. Rather, APE is should thought as a program of physical activities designed for and to include individual with disabilities. It is a program that not only contributes to the physical and motor development of

students but also to their social, language, emotional and cognitive growth. It is a program that may include activities for the remediation of motor dysfunction, but also as appropriate.

The needs, interests, and abilities of individuals with disabilities must be considered in adapted physical education programs. A program should include appropriate modifications of the instruction, environment, and activities in as much as they enhance participation but still provide a challenge to the students. APE programs should include activities for the development of physical fitness, psychomotor and skills or adaptations to these for participation in activities of daily living, Aquatics, dance, individual and group games and sports, including lifetime, recreational and competitive experiences.

Further Luo, (2000) also write that Adapted Physical Education as;

- ❖ An individualized program of developmental activities, exercises, Games, rhythms, and sport designed to meet the unique physical Education needs of individuals.
- ❖ A sub discipline of P.E or emerging field of studying
- ❖ Designed to meet long term unique needs
- ❖ May take place in mainstream classes or segregated classes
- ❖ An active program rather than a passive one
- ❖ Adapted or modified sport can be used in APE program
- ❖ Adapted means to adjust and to fit.
- ❖ Service to 3-21 years old (IEP).

The handicapped are ordinary people with extra ordinary needs. If the outcomes of a carefully planned P.E experience contribute so much to physical, psychological, and social development it may be well direct these opportunities where they are needed so badly, who needs improvement in physical function more than the crippled child? Who needs development of the ego more than the youth who is convinced that because of his disability he has no future? Who needs social development more than the youngster who, because of inadequacies, frustrations and embarrassments, has voluntarily withdrawn, or has been rejected by his social group? If the mission of the school is properly fulfilled, each handicapped youngster must receive rich opportunity for fullest development.

2.6.1 Evolution of Adapted Physical Education

According to Luo,(2000) about evolution of APE, the following are stated;

- 3000 years ago, in China depicting therapeutic use of gymnastics for individuals with disabilities.
- 1879, corrective physical education established at Harvard for correcting certain pathological conditions.
- WW I and II, development of physical therapy and adapted sports.
- 1940s, fundamental changes were initiated in physical education in some universities, public schools, and special schools. Calisthenics, gymnastics, and corrective physical education supplanted in the course contents by game, sports, and rhythmic activities modified to meet the individual needs of the students.

2.6.2 Objectives of Adapted Physical Education

The aim of APE is to aid students with handicaps to achieve physical, mental, emotional, and social growth commensurate with their potential through a carefully planned program of regular and special P.E and recreation activities.

Specific objectives to help the student accomplish this are as follows.

- To help students protect themselves and any conditions that would be aggravated through certain physical activities.
- To help student's correct conditions that can be improved.
- To provide students with an opportunity to learn and to participate in a number of appropriate recreational and leisure time sports and leisure time sports and activities.
- To improve physical fitness through the maximal development of organic and neuron muscular systems.
- To help each students develop a knowledge and an appreciation of his physical and mental limitations.

2.6.3 Guiding Principles of Adapted Physical Education

Guiding principles in APE stated it is the responsibility of the school to contribute to the fullest possible development of the potentialities of each individual entrusted to its care. This is a basic tenet of our democratic faith.

1. There is need for common understanding regarding the nature of APE.

APE is a diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general P.E program.

2. There is need for APE in schools and college
3. APE has much to offer the individual who faces the combined problems of seeking an education and living most effectively with a handicap.

Through APE the individual can:

- i. be observed and referred when the need for medical or other services is suspected
 - ii. Be guided in avoidance of situations which would aggravate the condition or subject him to unnecessary risks or injury,
 - iii. Improve neuromuscular skills, general strength and endurance following convalescence from acute illness or injury.
 - iv. Be provided with opportunities for improved psychological adjustment and social development.
4. The direct and related services essential for the proper conduct of APE should be available to our schools.

These services should include:

- i. Adequate and periodic health examination.
- ii. Classification for PE based on the health examination and other pertinent tests and observations.

- iii. Guidance of individuals needing special consideration with respect to physical activity, general health practices, recreational pursuits, vocational planning, psychological adjustment, and social development.
 - iv. Arrangement of appropriate APE programs.
5. It is essential that adequate medical guidance be available for teachers of APE the possibility of serious pathology requires that programs of APE should not be attempted without the diagnosis, written recommendation, and supervision of physician there should be effective referral service b/n physicians, physical educators, and parents aimed at proper safe guards and maximum student benefits. School administrators, should make every effort to provide adequate staff and facilities necessary for a program of APE.
6. Teachers of APE have a great responsibility as well as unusual opportunities.

Physical educators engaged in teaching APE should:

- i. bHave adequate professional educates to implement the recommendations provided by medical personals.
 - ii. Be motivated by the highest ideas with respect to the importance of total students development and satisfactory human r/ships.
 - iii. Develop and ability to establish report with students who may exhibit social maladjustment as a result of a disability
 - iv. Be aware of a student's attitude toward his ability,
 - v. Be objective in r/ship with students,
 - vi. Be prepared to give the time and effort necessary to help a student overcome a difficulty
7. APE is necessary at all school levels.

The student with a disability faces the dual problem of overcoming a handicap and acquiring an education which will enable him to take his place in a society as respected citizen. Failure to assist a student which his problems may relate the growth and development process offering APE in the elementary grade, and counting through the secondary school and college will assist the individual to improve function and make adequate psychological and social adjustment.

2.7 Origin and Evolution of Physical Education for Individuals with Disabilities

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

The European cultures influenced the development of P.E for individuals with disability primary through medical gymnastics. Because exercise was considered the best medicine, a large part of medical gymnastics consisted of prescribed exercise to remediate specific disorders. In the early twentieth century in the United States the medical gymnastics model for P.E continued to be applied preventive and corrective exercise was still emphasized (Brown, M. D. (2000).

Prior to the world wars virtually no formal PE was provided for those with physical and mental impairments, little changed until after World War I, when the needs of returning war veterans caused the structure of programs to be altered. The success of physical rehabilitees for war veterans helped promote the use of physical activity in the school for the development and enjoyment of those with disabilities (Brown, M. D. (2000).

2.8 Physical Education

The word physical refers to the body. It is often used in reference to various bodily characteristics such as physical development, physical strength, and physical prowess, physical health, and physical appearance. It refers to the body as contrasted to the mind. Therefore when the word education is added to the word physical, thus forming the phrase physical education, it refers to the process of education that concerns activities which develop and maintain the human body. Times have changed, and physical education must change with the times. New problems face our society and the world. As a result, if education is to be relevant to current needs, it must do som thing about these problems (Menear, K. S. & Davis, T. (2007).

Physical education has suffered in the past from the fact that it has been thought of too often exclusively interims of exercise, skills, muscle building, respiration, metabolism or excretion. All these are considerations in P.E, but the terms are out of place in a definition of P.E. society has set up the school as a more or less effective agency to promote certain modifications of the individual in mind, body, morals and manners which society thinks will enable the individual to

live a more complete and effective life than would be possible otherwise PE should never but thought of as a “frill” or ornament attached to the institution or the school, but rather as an integral phase of the project of educating the whole individual. When this understanding of the nature of P.E becomes generally accepted, we may look for less confusion about the subject and for more intelligent progress in the field.

2.8.1 Physical Education within the School Program

The purposes and methods of modern P.E are rooted in general education. P.E has also been influenced strongly by the methods of general education as well as by its purposes. In each instance, however, the general has been analyzed and interpreted in terms of the specific contribution P.E can make to the ultimate goal; The complete education of youth. The aim of P.E obviously must have its base in the framework of general education many efforts to state such an aim have been made one with wide acceptance has been proposed by Williams as follows; “the aim of P.E is to provide an opportunity for individuals and groups to act in situations that are physically wholesome mentally stimulating and satisfying and socially sound”. (Menear, K. S. & Davis, T. (2007).

In breaking down the broad generalization that an aim must inevitably be, the purposes of P.E have been more clearly identified in statement concerning objectives. Most such statements are included in the following main points:

1. The improvement of physical and organic efficiency.
2. The development of overall neuron-muscular coordination's, as well as Skill in sports, games, rhythms, and related activities.
3. The development of socially desirable and acceptable patterns of behavior through the many opportunities presented in play situations.
4. The development or an appreciation of the significant of competency in P.E activities and its relationship to utilizing leisure resources for richer living.

Further strengthening the previous issue John (1989) writes one of the main considerations is the use of the team approach in developing and carrying out a child's educational program. The team

generally includes the parents, teachers, medical professionals, and health-related professionals such as a physical therapist. Parents are critical members of the team and should be involved in all educational decisions. A program that meets the needs of the student in five basic goal areas:

- Physical independence, including mastery of daily living skills;
- self-awareness and social maturation;
- Communication.
- Academic growth.

2.8.2 Regular Physical Education for Disabled Student

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

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

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

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

- Methods for modifying evaluation and grading for children with disabilities.

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

The 2nd variable that must be considered before placing a child with a disability in to the regular P.E classroom is the teacher's attitude toward teaching those with disabilities. If the teacher has a negative attitude about including children with a disability in the class, the child will know it instantly and be devastated by it: the child with disability simply cannot be placed in a classroom in which he or she is not wanted. Teacher may have negative attitudes toward a disabled child for a variety of reasons, but attitudes are learned behaviors which, when necessary, can be changed. French and Henderson noted;

It is important to find ways to teach Physical Educators the knowledge and skills necessary to work effectively with students with disabilities in the regular classroom and increase positive attitude towards team. These are not mutually exclusive. Teachers may have negative attitude towards students with disabilities because they do not know how to teach them. The 3rd variable that must be considers is administrative support for the inclusion of children with disabilities in to the regular P.E classroom. If the local campus administrator principals, or dean or instruction supports the nation that children with disabilities should be integrated in to the regular P.E program, then the administrator must be in a position to support the physical educator in a number of ways. The administrator's comities to inclusion in P.E will do one of the three things to ensure that a quality P.E is received by all.

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

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

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

2.9 Factors affecting the participation of disabled students in PE and extracurricular activities

2.9.1 Problems related to equipment

Material and equipments are considered as one of the factors affecting the involvement of disabled children in physical education and extracurricular activities, as it is suggested by Auxter (2010) making instructional modifications for students with disabilities in physical education may be as simple as fining a different type of equipment for the students to use while learning. There are different options to utilize equipments in PE instructional process, according to Auxter for instance

Using same equipment: every learner with in the class shares and uses the same equipment.

Similar but different equipment: it is possible to improve instructional modifications simply by changing the type of equipment available for students use. For example, a student with juvenile rheumatoid arthritis may not be able to participate in a volleyball game with a real volleyball but, may be successful in a volleyball game that uses a beach ball instead. A child with visual impairment may experience difficulty tracking a typical playground ball but would be able to participate in a game of catch if the ball were a bright fluorescent color.

Specially designed equipment: it is possible to enhance opportunities for inclusion by providing the learner with a disability with specially designed equipments.

Barriers within schools that restrict teachers providing physical education programs have been classified by Morgan and Hansen (2008) as being either *institutional* (outside the teachers' control) or *teacher-related* (arising from the teachers' behavior).

The simplicity of this classification enables it to be applied to both primary and secondary school settings.

2.9.2 Institutional factors

Previous research has highlighted many institutional barriers including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008). Similarly, Dwyer et al. (2003) reported that the lower priority given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure were the three major institutional barriers identified by elementary teachers to the provision of a curriculum that was capable of meeting the health and physical education guidelines.

2.9.3 Teachers related barriers

Most teacher-related barriers have been reported in primary school studies (Barroso, et. al, 2005; De Corby, et.al, 2005; The barriers described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge, expertise and qualifications to provide physical education (De Corby, et. al, 2005;

This specialization should equip teachers with the skills to overcome barriers more easily and enable them to plan and implement programs accordingly.

Despite the reports concerning the challenges and problems related to institutional and teacher-related similar to those found in the primary school studies by Boyle, Jones and Walters (2008) shows that teachers perceived that students were lured /revealed by the greater availability of

sedentary opportunities and consequently suggested that lower levels of fitness and lower physical ability in students might be impacting on both delivery and participation in physical education and physical activity. Therefore, further consideration of other barriers in schools that inhibit the delivery of and students' participation in physical education and extracurricular activities is necessary, student-related barriers are further obstacles that teachers must be able to plan for and overcome when providing educational opportunities for students.

2.9.4. Students related problems

Previous research on children's and adolescents' self-reported barriers to participation in physical education and extracurricular activities has reported changing attitudes to activity and physical education, children decision making favoring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest (Boyle et al., 2008; Commonwealth of Australia, 1992; Dagkas&Stathi, 2007).

The barriers to student learning and participation may in part be explained by social cognitive theory (Bandura, 1986), which highlights the relationship between cognitive, behavioral and environmental factors that influence an individual's choices, including those relating to physical activity behavior. These three factors are not independent, but are mutually dependent and all influence learning and activity participation and choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are influenced greatly within the school environment by many elements, including their teachers, their peers, the programs provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities. The interaction and influence of all three factors on preferred behavior is certainly most evident at the primary school level, where adolescents begin to strengthen their own attitudes and beliefs regarding physical activity. In line with this, motivation of disabled students to activity should also be considered.

Motivations of People with a Disability to participate

One of the most influential internal barrier observed in various contexts is the attitudes and motivations of people with disability, particularly self-consciousness and low levels of

confidence. This lack of confidence and self-esteem has been reported to manifest itself in the following ways:

- ✓ Feeling different from the majority of the population.
- ✓ Feeling unable to fit in at a sporting facility.
- ✓ Self-consciousness or lack of confidence in asking for help and assistance in a sporting environment.
- ✓ A fear of failure on the part of the person with the disability can present another type of internal barrier, particularly in the case of people who have newly acquired their disability and with low self-esteem.

The 'Accepted' Definition of Sport by both society and some disabled people

In line with the above, it is important to explore society's perceptions of sport and the generally accepted definition of what this activity entails. This is recapitulated in the diagram below

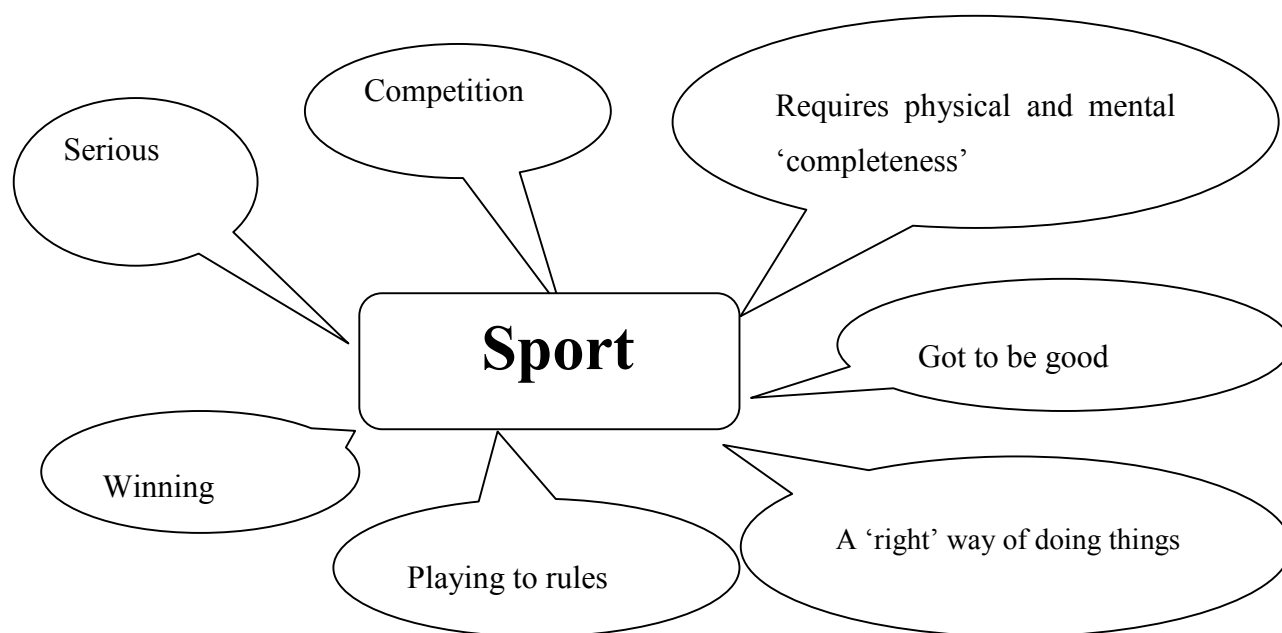


Figure 1: Perceptions of sport

Given the above, it is felt by people with a disability that the accepted face of sport inherently precludes them as a group. As such, one of the fundamental barriers that they face is being seen by both themselves and by others as capable – and legitimate – participants in this activity.

This is further reinforced by a prevailing attitude amongst some that sport in the context of people with a disability is only valid in terms of ‘therapy’. That is, it only has a role to play in relation to rehabilitation rather than as an activity in its own right.

2.10 Sport as a tool for the inclusion of persons with disabilities

Sport for persons with disabilities is not a new concept, but its full potential as a powerful, low-cost means to foster greater inclusion and well-being for persons with disabilities is only beginning to be realized.

Sport, gymnastics specifically, was first used in Sweden in the late 1800s as a means of therapy for persons with disabilities. Since then, sport for persons with disabilities has blossomed to include more than 17 international games, including three Olympic-level competitive games targeting athletes with disabilities. The growth of sport for persons with disabilities is reflected in different journals and publications that focus on adapted physical education and recreation, and the many newsletters published by disability sports organizations worldwide.

2.11 Sports in which children with Disabilities can take part

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

Through the works of modification and creative minds, the world now has plenty of sports which can help a person with a disability develop a healthy lifestyle some of them are:

Archery

A test of accuracy, strength and concentration archers shoot at a target marked with ten scoring zones, from a set distance, single, doubles and team events are held in the Paralympics. Archery is open to all persons with a physical disability including spinal cord injury, cerebral palsy, and amputee. Special guidance is available for the visually impairers as well (AbbeyBelayHun 2009).

Horse riding

It is a wonderful experience and benefits the rider both physically and mentally. Therapeutic benefits include improved balance, posture, coordination as well as more supple and relaxed muscles. This in turn reduces muscle spasms.

Regaining mobility, with the challenge of learning something new along with a slight risk element provides a real sense of achievement. Independence and confidence grow along with the pure enjoyment of riding (<http://www.outdoor-sportleisure.net/disabled.htm>).

Wheel chair basket ball

Sherrill, (1993) Wheel chair basket ball is the world's most popular team sport for persons with disabilities. Rules modifications are made:

- 1) Five, rather than 3 sec, are allowed.
- 2) When dribbling or holding the ball in the lap , the player can only make two thrusts of the wheels, after which he or she must dribble, pass, or shot.
- 3) There is no double –dribble rule in wheel chair basket ball.
- 4) Player raising his or her buttocks off the chair is a physical advantage fouled.

Wheel chair Tennis

Wheelchair tennis officially began in 1976, this sport has few modifications . The main rule changed is two bounces instead of one. Persons with limited grip strength can use elastic, tape, or special devices to bind the racquet to the hand. If an over arm serve is not possible, the player uses a bounce-drop service (Sherrill, 1993).

Swimming for disabled

When learning to swim or taking part in water based activities it is important to set goals that are achievable and realistic. There is nothing worse than setting your aims too high and not achieving them. This could put an end to your swimming or put relate swimming to bad feelings.

Swimming for disabled as far as health and fitness is concerned is just as important for an able bodied person as for a disabled person as well as the benefits of it.

When teaching people with disabilities it is important that you look at the persons abilities what they can do with it rather than the negative disability and what a person cannot do. For this reason we need to have an open mind and treat them with empathy not sympathy meaning put you in their position and imagine what it is like to be in their situation. This way you can be more positive on the outcome of a skill you are trying to set for a person with a disability to Further strengthening the above idea disabled swimming programs bring with them a range of benefits for students, depending on how the program is implemented and the particular needs of each student involved. The benefits can include areas such as:

- Increased aerobic fitness
- Increased muscle strength
- Increased muscle endurance
- Increased flexibility
- Greater skills at performing transfers (eg. from wheelchair to pool)
- Improved communication skills
- Decreased extraneous movements and improved relaxation
- Greater self-control
- Improved behavioral outcomes

As a teacher of disabled swimming, it is important to consider your program planning from both a group and individual point of view. Plan your activities so they can meet the needs of all students, and allow sufficient time for dressing and transfers.

Athletics (Track and field, wheel chair Racing)

Being disabled does not mean one will never feel speed, strength, power and endurance again. There are many athletics activities which can bring a person with disability a rush of adrenaline, such as javelin, discuss, shot put, marathons and wheel chair racing. This is also the sport which draws the largest number of participants and a spectator at the Paralympics athletics is open to all disability groups (George and Hart, 1983 as cited in Abbay Belalyhun, 2009).

Fishing

Fishing is very popular within the disabled community and it is easy to see why. It provides a great opportunity to enjoy being outside in a healthy environment.

Bowling

Disabled people can have access to bowling lanes. The law requires a minimum of 5 percent, or at least one of each category of bowling lane, to be accessible to disabled individuals. The areas where the lanes are located must have an accessible route leading to and serving the accessible lanes. The bowling lanes must also comply with seating requirements. Any spectator seating must also follow the rules for wheelchair spaces, companion seats and a specific number of aisle seats based on the overall seats types sports-facilities-disabilities.

Table tennis

Table tennis is a sport enjoyed by millions of people around the world. It is an inclusive sport that can be played by people of all ages and abilities. If a player can serve and return a ball, they can play. This is one sport that does not exclude people because of a physical disability. Nor does it require significant modifications to remain open to everyone. Table tennis has been part of the Paralympics Games since 1960. The program consists of five wheelchair divisions and five standing disabled divisions.

Athletes who are not able to grip a racket due to their disability use specially crafted instruments that attach the racket to the hand. Some athletes choose to simply use a bandage to affix their

racket to their hand. These modifications do not give them an advantage over another player, but rather they even the playing field so that players can compete regardless of their disability.

This sport can be mentally and physically challenging, but with that challenge a sense of satisfaction when a player experiences success. Players who are dedicated and practice will not only build the skills necessary to be a competitive athlete, they will also gain the confidence that comes with working towards and achieving a goal (Lauren Traveau, 2012)

2.12 The Role of the Physical Educator

Auxter, et al., (1993) suggest whenever a child with a disability is placed in a regular educator for those children are the same as for any other child in the classroom. Because all children differ with respect to amount of learning, rate of learning, and learning style, modifications in methodology, curriculum, or environment are often necessary for both non handicapped and handicapped children. Special education which involves significant modifications in methodology, curriculum, or environment may also be delivered to some handicapped children in regular classrooms.

- Regular educators have any or all of the following duties with respect to children with disabilities;
- Identification of possible disabling conditions.
- Referral of children for education and placement.
- Data gathering.
- Assisting children with disabilities with special equipment.
- Participation in developing IEPs.
- Sharing information with and without disabilities in the school environment.

Further strengthening the previous issue Dunn and Hollisfait (1989) in developing a favorable climate in the classroom for the acceptance of those who are handicapped, the teacher may disuses with the students. The importance that is sometimes attached to attractive physical appearance may be pointed out and contrasted with more Meaningful personal attitudes. The

teacher might emphasize that performing to the best of one's ability is just as admirable and worthy of respect as being the most outstanding performer.

2.13 Principles of Adapting

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

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

2.14 Games for Hand capped students

According to George and Hart (1983) physically handicapped student can get as much fun and enjoyment from games as any other students and, with a little thought and imagination, a wide range of games can be adapted to suit a given group. It is important to include all the student and

to give all something positive to do. A muscular dystrophy child confined to an electric wheel chair can manipulate his chair to guard a goal; he may not be able to hit the ball with his hands, but he can maneuver his chair so that a ball aimed at the goal bounces off it, He can also referee or time-keep. When playing games with physically handicapped student, one should be in mind the following.

1. The student should be encouraged to take as active a part as is physically possible, but within the bounds of safety.
2. Rules can always be adapted to suit the student in any given group.
3. In any team game or really, student of equal ability must, as far as Possible, be put opposite one another.
4. When we have used the term to “run” we really mean to move as quickly as is possible for each individual.
5. Each member of the some team should be given a distinguishing Colored bid or band, since many students especially at first, finds it difficult to identify with the right team.
6. If the students cannot manage with the suggested ball size it should be modified.
7. In certain games or relays, it has been assume that the student have a given skill. However if the student have not yet acquired the necessary skill, it is best to choose games for which they do have the skills.
8. Distance can always be raise to suit the ability of student.
9. There are a few basic safety rules which should always be taken in to account.
 - ❖ student with lack of, or alters sensation should either be on a friction free floor or on mats to prevent pressure sores.
 - ❖ In a game such as football, where the student more round a lot, all shoes, caliper stickles and other materials should be cleared from the playing area.
 - ❖ If the students are playing with stickles, then certain safety rules must be observes, for example the sticks must be kept below shoulder level and only used on the ball.

- ❖ In those games where object is to touch another child with a ball it should be made clear that the balls used are light weights from, which can not hurt.

Furthermore as George and Brian (1983) Sport and physical recreation can cover any physical activity or game which gives pleasure and relaxation? First of all let's consider the aims and objectives of sport and physical recreation. The most important objectives is enjoyment, this applies to any one whether he is physically handicapped, able bodies or mentally handicapped. If the game does not bring joy and pleasure to the participant, what is the point in containing the game? It must be fun.

Through enjoyment of the benefit are derived physical development and fitness, mental development, social integration, emotional experience and a sense of achievement. The physically handicapped students need to learn reason to make judgments, to think for him, in the same way as any other students. Sport and physical recreation can help him to do this in a number of ways learning the rules of games and how to apply them, learning to referee, umpire or score, gives him practice instant decision making. The physical handicapped students, like any other students, must learn to control his emotions he must learn to accept and be accepted by his classmates, family and society in which he lives. In learning to play together with others according to set rules, the physically handicapped child is in a way making up the ground he has lost through being so often deprived of easily play opportunities. Not only is he learning to play but he is learning to play with others.

Thus, once a child has learnt to play team in addition to the skills he will unconsciously acquire, he will also find it easier to make positive relationships. Hence sport and physical recreation not only improve the physical well-being of the handicapped child but also give him a richer life and help him to adjust socially and psychologically. Above all, sport and physical recreation give him the joy of participating with others.

John (1989) Communication skills are often difficult for children who have physical disabilities; therefore, preschool programs need to pay special attention to this area.

2.15 Determining Unique Needs

According to Auxter et al., (1993) the procedures a teacher should follow to determine and meet unique needs of students as follows.

1. Select a test that measures the skills and abilities you are interested in evaluating.
2. Administer the test.
3. Study the results to determine which skills and abilities are deficient.
4. Analyze each area found to be deficient to determine the component that contributes to the performance.
5. Once the under developed components are identifies, establish goals and objectives that are specific to their components.
6. Select activities that contribute progress toward these goals and objectives.
7. Develop a teaching sequence that permits objective monitoring of progress.

2.16 Areas of Modification

M.Rhinehart, (2011) Inclusive education requires that modifications be made so that all students may participate in the curriculum. For students with physical disabilities, this means adaptive physical education:

- Adaptations to the curriculum of a physical education class are made in four areas; instruction, rules, equipment and environment.
- Teachers may modify instructions by modeling what the student is expected to do. Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Oral prompts can be given. Students may have a peer partner who assists.

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

Further strengthening the previous issue by John (1989) it is often necessary to modify and adapt the school environment to make it accessible, safe, and less restrictive.

Accessibility guidelines are readily available, and when these guidelines are followed the environment becomes easier for the child to manage independently.

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

2.17 Methods of modifying Games, Activities and Areas for Physically Disabled

M. Rhine hart, (2011) Inclusive education requires that modifications be made so that all students may participate in the curriculum. For students with physical disabilities, this means adaptive physical education:

It is important that modifications be no more restrictive than absolutely necessary so that the student's school experiences can be as normal as possible. Many authorities stress the importance of avoiding overprotection of students with physical or health impairments. It is also important to permit students with disabilities to take risks just as their able-bodied cohorts do.

1. Reduce the size of the playing area
2. Use lighter equipment
3. Slow down moving objects
4. Modify the rules
5. Provide additional rest periods

1. Reduce the size of the playing area:

- a. Change the boundary lines
- b. Increase the number of players
- c. Decrease the height of the net or goal
- d. Use equipment that will reduce the range of play
- e. Net-type games may be played through a hoop

2. Use lighter equipment:

- a. Plastic bats, “whiffle” type balls
- b. Large plastic beach balls; bladder balls
- c. Yarn balls, Styrofoam balls

3. Slow down moving objects:

- a. Change the throwing style to underhand
- b. Throw the ball with one bounce
- c. Roll the ball
- d. Stationary ball: place it on home plate or place it on a batting

- e. Increase the size of the ball
- f. Decrease the weight of the ball
- g. Decrease the air pressure within the ball

4. Modify the rules:

- a. Sit down or lie down rather than stand
- b. Walk rather than run
- c. Kick rather than strike
- d. Throw or strike rather than kick
- e. Permit additional trials; strikes, throws, jumps
- f. Allow for substitution
- g. Reduce the time periods of the game
- h. Reduce the number of points required to win a contest

5. Provide additional rest periods:

- a. Discuss rule infractions
- b. Discuss strategy and team play
- c. Rotate players in and out of game or into active and inactive positions
- d. Reduce the time periods of the game
- e. Provide quiet type games that may keep the student busy during rest periods; nok-hockey, box soccer, darts, ring toss, etc.

Therefore, based on the modifications suggested above, one can easily create opportunities for the participation of disabled students in school physical education and extracurricular activities.

3. MATERIALS AND METHODS

This part has presented the technique and methods used in collecting the data, and how the data processed and analyzed which lead to the findings.

3.1 Description of the Study Area

One of the major regions in Ethiopia is Southern Nations, Nationalities and Peoples Region (SNNPR). Its capital city is Hawasa, GamoGoffa Zone, in Arba Minch town administration which located at 1030 Km from Haramaya University. The town is chosen because of the researcher's well awareness and familiarity with the area. And the researcher also observed in different condition by visiting the schools in the school sport competition time. In the case of the above reason I observed the exclusion of students with physically disabled from the participation of physical education in practical classes. So the study will be focus on some selected secondary and preparatory schools in Arba Minch town administration. Map of the study site is indicated on page 86.

3.2 Research Design

To investigate a research on the major challenges of physical disabled students' participation on physical education classes the researcher used a descriptive survey research design. The primary data are collected through observation, interview and questionnaire focused. In the interview, with physically disabled students and PE teachers .It would be easy to communicate with concerned and more willing informants to obtain relevant data from potential respondents. Secondary data will be collected from different sources such as books, journals both published and unpublished relevant papers and documents. Qualitative methods of data collection is called for the person most responsible for interpretation to be in the field observation, exercising subjective judgment, analyzing, and synthesizing. In line with the above views the researcher has chosen to study the challenges and opportunities inPE lesson for students with disabilities in some selected sample schools in Arba Minch town administration.

3.3. Population of the study

The participants for this study were 7 governmental and nongovernmental secondary and preparatory schools in Arba Minch town administration the study would be covered in 4 governmental secondary and preparatory schools. 12 PE teachers 40 disabled students, 20 non-disabled students and finally 8 school principals/administrators were targeted and chosen from all selected schools for the questions and interview.

3.4 Sample Size and Sampling Technique

In the process of conducting such research work, sampling is necessary because in a study of this nature, it is neither disable nor possible to cover all the entire population. The sample size hence took into desirability and feasibility of consideration; issues of time, manpower, transport and financial resources.

A non-probability sampling procedure is used through deliberate or purposive techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed that to be aware of the students with physically disables situation to be interviewed; therefore the present study used 80 respondents.

3.5 Data Gathering Instruments

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

3.6 Questionnaire

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

It could help the researcher to triangulate the information obtain though closed-ended questions. The validity of the questions determined through the content validity of the instrument. My advisors were checked the questionnaire for its general content, content validity, and thoroughness. They noteworthy advice and comments incorporated in the final instrument. For the sake of convenience the questions would be used to administer the questionnaire to each of the study respondents. This methods enable the respondents to use their free time to complete the questionnaire based on their views and understanding.

3.7 Interview

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

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

3.8 Observation

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

3.9 Methods of Data Organization and Analysis

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

next data collection day. Data which collected through interview, observation, and focused group discussion used were used for analyzing.

The analysis would be based on the leading questions and the data collection related to the practice of PE lesson. The information collect through multiple methods from participants will be categorize, reduce, display, verified, and analyze in words.

Categorizing the conceptual relation of data gathering would be brake down the data in to subcategories in line with the research questions. Data reduction in the study refers the process of selecting, focusing, and transferring, the data.

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

4. RESULTS AND DISCUSSION

After collecting data using appropriate tools, analysis and interpretations are made. This chapter presents analysis of major findings. Data obtained from teachers using questionnaire is analyzed quantitatively using tables, percentages and frequency count. Whereas, data obtained from both disabled and non disabled children and school leaders using interview instruments in Amharic were transcribed and translated into English. The translated data is categorized, then reduced and the data is analyzed qualitatively. And also observation data is analyzed qualitatively. The results of the study are presented in three sections. Section one presents number and demographic characteristics of the subjects. Sections two deals with analysis of quantitative study and section three is about analysis of qualitative study.

4.1 Section I Demographic Characteristics of the Participants

4.1.1. Sample Schools

Table1. Sample schools selected for the study

No	School code given for this study	Sub city
1	S1	Chamo
2	S2	Nechsar
3	S3	Abaya
4	S4	Sikela

Table1. Indicates all the sample schools selected in different sub cities of Arbaminch town so as to see the challenges and opportunities of physically disabled students in PE practical class.

4.1.2 Number of participants

Table 2: Number of participants in the study

Sex	Participants				Grand Total
	SWDs	NDSs	Teachers	School administrators	
Male	28	16	10	6	60
Female	12	4	2	2	20
Total	40	20	12	8	80

As it is stated above in the table 2, in the process of conducting this research work as the researcher mentioned it in chapter three sample size, the total number of participants is 80, out of this 40 of them are students with disabilities (SWDs) 28 male and 12 female, again 20 non disabled students (NDSs) 16 males and 4 females, there are also 12 teacher participants 10 males and 2 females and finally there are 8 school leaders 6 males and 2 females, are participated.

Table 3: Teacher participants' characteristics by age, sex and educational level

	Sex			Age						Educational Level				
	M	F	Total	20 -25	26 - 30	31 - 35	36 - 40	41 - 45	>=46	Total	Diploma	1 st Degree	2 nd Degree	Total
Number	10	2	12	3	1	3	2	3	-	12	-	10	2	12
%	83%	17%	100	25%	8%	25%	17%	25%	-	100	-	83%	17%	100

As it is indicated above in table 3, the obtained result shows that, out of total teacher participants 10 of them or 83% of them are males and 2 or 17% of them are females. Regarding age, 3 or

25% of the respondents are between the age of 20 – 25, 1 or 8% of them are between the age of 26 – 30, again 3 or 25% of them are between the age of 31 – 35, 2 or 17% of the respondents are between the age of 36 – 40 and finally 3 of them or 25% of them are between the age of 41 – 45. There is no teacher participant equal to or beyond the age of 46. Regarding educational level of teachers, 10 or 83% of them 1st Degree holders and 2 of them or 17% of them are 2nd Degree holders.

4.2 Section II- Quantitative analysis

4.2.1 Knowledge and information about disability

Table 4: Teacher’s response towards information about disability and PE opportunities for SWDs

No	Item	Responses	No.	%
1	Do you have physically disabled students in your school?	Yes	12	100%
		No	-	-
		Total	12	100
3	Are there opportunities for pupils with physical disabilities to have access to PE lessons?	Yes	1	8%
		No	9	75%
		Not applicable	2	17%
		Total	12	100

Concerning information about disability and PE opportunity for SWDs, as table 4, shows 12 or 100% of the respondents replied that there are disabled students in their school.

As it is mentioned above in table 4, concerning opportunities to disabled students to have access to PE 1 or 8% of the respondents replied there is opportunity for SWDs to have access to PE lessons, whereas, 9 or 75% of them replied there are no opportunities at all and the remaining 2 or 17% of the respondents replied as it is not applicable at all. From the results obtained the

researcher believes that SWDs have limited access to physical education lessons this also limits them from getting values of physical education as other non-disabled populations.

In line with the second question in the table above, participants were asked to mention methods usually used to teach SWDs physical education and sports, they often implied that no new method is utilized to specifically teach those students, but few of them or 2 or 17% of them replied that they try to modify rules of games, like carrying in volleyball, running with ball, touching ball with hands in football etc, are not considered as violations. Many of the respondents didn't use these methods, but there are some. Again, if the student has problem on hand, allowing her/him to use leg, or order in activities which only needs involvement of legs, and vice versa, using various types of signals, talking slowly. The result of this open ended question supports responses of the close ended questions so that the researcher believes; there is poor opportunity for disabled students participating in physical education and extracurricular activities.

Table 5: Shows presence of separate curriculum for SWDs

No	Item	Responses	No.	%
1	Is there any curriculum separately for disabled students?	Yes	-	-
		No	12	100
		Total	12	100

In education and training system, curriculum is one of the major obstacles or tools to facilitate the development of more effective system. Curriculum includes the broad aims of education and has its implications on transactional and evaluation strategies. As it can be seen from the table or figure above regarding separate curriculum statement, no respondent replied the presence of separate curriculum for SWDs instead all of the respondents or 100% of them relied that there is no separate curriculum for SWDs which helps them to take part in physical education lessons.

Based on the above result, one can conclude that incomprehensiveness of the curriculum limits students with disabilities to take part in physical education and extracurricular activities.

Table 6: shows assistance gained by disabled students from non-disabled ones.

No	Item	Responses	No.	%
1	Do you think that disabled students get help from non-disabled ones?	Yes	3	25%
		No	9	75%
		Total	12	100

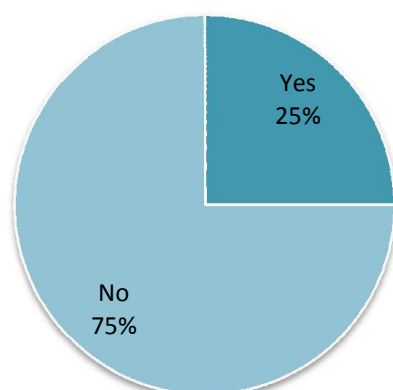


Figure 2: shows percentage of help provided by non disabled students to disabled ones

As it can be seen from the table or figure above regarding assistance of non disabled children to disabled ones 3 or 25% of the respondents replied that disabled children get help from non disabled ones, whereas, 9 or 75% of the respondents agreed that disabled children do not get any assistance from non disabled counter parts. So one can conclude that there is poor peer to peer assistance.

Table 7: Shows provision of extra period separately for CWDs

No	Item	Responses	No.	%
	Do you give extra period separately for disabled students during PE class and extracurricular activities?	Yes	-	-
		No	12	100
		Total	12	100

Based on the information from the above table or figure, concerning providing extra period for SWDs all 12 of them or 100% of the participants said no, we don't provide additional time for SWDs to take part in physical education and sports.

In line with the above close ended questions participants were asked how they motivate students with disabilities to take part in physical education and extracurricular activities, concerning motivation, not only students with disabilities but also those with non-disabilities need to be motivated. Motivation has been defined as the intensity and direction of effort (Weiss & Ferrer Caja, 2002). Motivation is regulated by the expectation that a given course of behavior will produce certain outcomes. The motivating influence of outcome expectancy is thus partly governed by self-efficacy. According to Bandura (1994), there are countless attractive options that people do not pursue because they judge that they do not have the necessary capabilities. People who regard themselves as highly efficacious attribute their failure to insufficient effort; those who regard themselves as inefficacious attribute their failures to a lack of ability (Bandura, 1994). Here participants tried to mention some methods they employ to motivate students with disabilities, commonly mentioned ways includes, creating awareness, tell them to consider the reminders posted or written on the walls as it has been in the picture below, the reminder says "disability is not inability", telling experience of famous disabled persons.

Table 8: shows preparation of disability sport competitions for SWDs

No	Item	Responses	No.	%
	Does your school prepare disability sport competitions?	Yes	-	-
		No	12	100
		Total	12	100

Regarding preparation of disability sport competitions in sample schools again 12 or 100% of the respondents replied there is no disability sport competition in their school, and no one said there are such competitions. Concerning this the researcher believes that lack of or absence of such school activities would create little or no access for SWDs to take part in school physical education activities.

Table 9: Participation of SWDs in physical education and Extracurricular activities.

No	Item	Responses	No.	%
1	How would you rate the participation of students with a disability in PE and extracurricular opportunities at your school?	Excellent	-	-
		Very Good	-	-
		Good	1	8%
		Fair/average	2	17%
		Poor	9	75%
		Total	12	100

The result in the table is additionally explained by the figure below

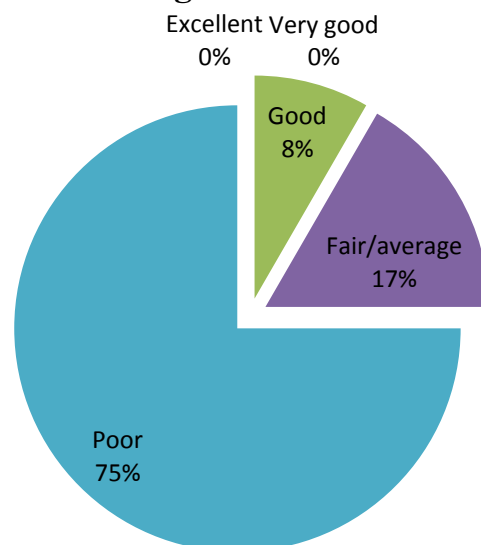


Figure 3: shows the participation of disabled students in school PE and extracurricular activities

The participants of this study were asked to rate the participation of disabled students in PE and extracurricular activities, based on the result no respondent replied the participation of SWDs as excellent and very good, where as 1 or 8% of them replied it as good, 2 or 17% of them replied as fair/average and the rest 10 or 75% of the respondents replied as poor. From these results one can conclude the participation of disabled students in PE and extracurricular activities is almost poor.

Table 10: shows opportunities available for CWDs to take part in School community activities.

No	Item	Responses	No.	%
	How do you rate the opportunities available at your school for students with a disability to participate in school community activities?	Excellent		
		Very Good		
		Good	1	8%
		Fair/average	2	17%
		Poor	9	75%
		Total	12	100

How do you rate the opportunities available at your school for students with a disability to participate in school community activities?

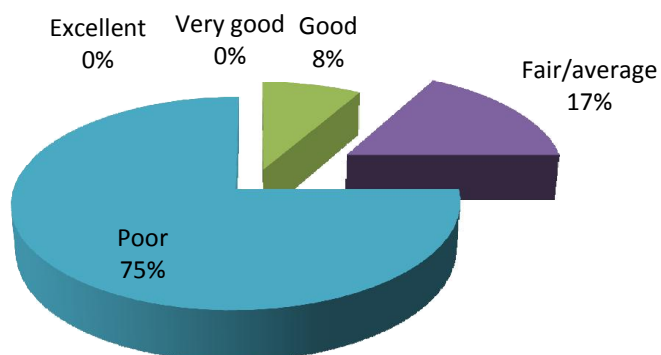


Figure 4: Opportunities available for students with disabilities to take part in school community activities.

As it is indicated above in table 9, or in the figure concerning opportunities available for students with disabilities to participate in school community activities again there is no participant that replied the opportunity is excellent and very good, where as 1 of the participants or 8% of them replied as the opportunity is good, 2 of them or 17% of them replied as fair/average and the rest 9

of them or 75% of them replied as poor. From this we can again conclude there are less or no opportunity for SWDs to participate in school PE and various activities.

Table 11: Shows participation of disabled students in PE class and extracurricular activities

No	Item	Responses	No.	%
1	How students did participate the majority of the time in PE classes?	In existing programs with no modification.	11	92%
		In existing programs with some modification.	-	-
		In a modified program	1	8%
		Total	12	100
2	Do students with a disability regularly participate in extracurricular sport activities at your school?	Yes	-	-
		No	12	100
		Total	12	100

According to the above table or table 10, the result obtained from subjects regarding disabled children participation in PE classes 11 of them or 92% of the respondents agreed that SWDs participate in existing class without modification, none of them said SWDs participate in PE class with modification and only 1 respondent or 8% of the participants said SWDs participate in modified program. From this result one can conclude that majority of SWDs have little or no access to physical education programs.

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

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

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

4.2.2 Responses of the respondents on attitude scale items

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

Table 12: Rating Scale on Teachers Perceptions towards Factors Affecting the Participation of Disabled Students in PE and Extracurricular Activities.

No	Possible factors	Agree		Uncertain		Disagree		Total	
		No.	%	No.	%	No.	%	No.	%
1	Lack of time	40	100	-	-	-	-	40	100
2	Negative attitude and practices from others or non-disabled students	28	70%	10	25%	2	5%	40	100
3	Large class size	2	5%	8	20%	30	75%	40	100
4	Difficulties with transport to sport fields and play grounds	38	95%	2	5%	-	-	40	100
5	Poor facilities or no facilities.	40	100	-	-	-	-	40	100
6	Incomprehensive curriculum for students with disabilities	40	100	-	-	-	-	40	100
7	Disruption of non-disabled students by disabled ones	26	65%	10	25%	4	10%	40	100
8	Lack of modified or adapted equipment	30	75%	2	5%	8	20%	40	100
9	Poor commitment from the school and other concerned bodies	24	60%	6	15%	10	25%	40	100
10	Disabled students lack of interest in sport, play, physical education, and extracurricular activities	4	10%	8	20%	28	70%	40	100
11	Bad weather	40	100	-	-	-	-	40	100
12	Poor pupil to pupil support	34	85%	4	10%	2	5%	40	100

From the table above, participants of the research were asked to show their agreement on some possible factors which can either affect participation of disabled students in physical education and extracurricular activities or not, based on the obtained results 40 of the respondents or 100% of them agreed that lack of time affects participation of disabled students in school physical

education and extracurricular activities, and no respondents showed his/her disagreement or uncertainty on the factor mentioned above. From this evidence we can conclude that the allotted time for the subject is not enough to give access for SWDs to partake in physical education and extracurricular activities.

Concerning negative attitude from others or non-disabled counterparts 28 of them or 70% of the respondents showed their agreement that the mentioned factors affects the participation of disabled students in physical education and extracurricular activities, 10 of them or 25% of them showed their uncertainty and the rest 2 or 5% of them showed disagreement on the factor mentioned. Based on the result one can conclude that lack of counterpart (peers) assistance is one of those factors which affects the participation of disabled students in school physical education and extracurricular activities.

Regarding class size as a factor 2 or 5% them showed agreement, 8 of them or 20% of them showed uncertainty and the rest 30 or 75% of them confirmed disagreement on class size as a factor which affects the participation of disabled students in school physical education and extracurricular activities. Again here we can make conclusions as class size doesn't be among factors affecting the partaking of SWDs in PE and extracurricular activities.

Relating to factors associated with difficulties in transport to sport fields 38 participants or 95% of them showed their agreement as factors related to transport is one of those factors which inhibits their partaking, whereas, 2 or 5% showed uncertainty and no disagreement showed on the issue. From this result we can conclude almost in all schools transport to sport fields affects the involvement of disabled students in physical education and extracurricular activities.

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

disagreement in the factors. Therefore, poor facilities or no facilities are one of the factors which affect the participation of SWDs in physical education and extracurricular activities.

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

Concerning disruption of non-disabled students by disabled ones again the respondents were asked to show their agreement, based on this 26 of them or 65% of them showed their agreement on the factor, 10 of them or 25% of the respondents showed their uncertainty and 4 of them or 10% of them showed their disagreement.

Concerning lack of modified or adapted equipment 30 or 75% of the respondents agreed that lack of these equipment highly affects the participation of disabled students in physical education and extracurricular activities, whereas, 2 or 5% of them and 8 or 20% of them showed their uncertainty and disagreement respectively that lack of equipment have less or no impact on the partaking of disabled students in physical education and extracurricular activities.

Regarding poor commitment from school and concerned bodies 24 or 60% of the respondents showed their agreement that there is poor commitment from school and concerned bodies, 6 or 15% showed their uncertainty and the rest 10 or 25% showed their disagreement.

Concerning disabled students lack of interest in physical education and extracurricular activities as a factor which hinders their own participation in physical education and extracurricular activities, 4 or 10% of the respondents showed their agreement, again 8 of them or 20% of them also showed uncertainty and the rest 28 or 70% of them showed disagreement. Based on the

obtained result we can conclude that, students' lack of interest doesn't affect their participation in physical education and extracurricular activities.

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

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

4.3 Section III: Qualitative analysis

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

4.3.1 Analysis of school directors' data

Table 13: information and codes given for sample schools and school leaders

School name	School code	Participants' code	Sex	Educ. level	Position
Arba Minch sec. & preparatory	001	ARM 1	M	2 nd Degree	Director
		ARM 2	M	1 st Degree	Vice-director
Chamo sec. & preparatory	002	ARM 3	M	2 nd Degree	Director
		ARM 4	F	1 st Degree	Vice-director
Abaya secondary school	003	ARM 5	F	1 st Degree	Director
		ARM 6	M	1 st Degree	Vice-director
Meleszenawimetasebiya secondary school	004	ARM 7	M	1 st Degree	Director
		ARM 8	M	1 st Degree	Vice-director

On the table above for the analysis of qualitative data it is required to give code for participants in the study. In first column the name of schools selected for the study is mentioned, next to that all schools are provided with code from 001 – 004, again code is given for participants' or interviewees beginning from ARM 1 – ARM 8, and finally their sex, educational level and position held is mentioned. The analysis of semi structured interview questions is discussed below as follow.

First school leaders were asked the presence of disabled students in their school, according to their response all the directors indicated by the code ARM 1 – ARM 8 said there are disabled students in their school. In line with this they are also asked about the presence of appropriate sport playgrounds in the school, here again all of them said no concerning the presence of sport playgrounds.

Thirdly, the school leaders were asked whether their school prepares disabled students sport competitions or not, almost all of them said due to several reasons yet not, some 3 of them added if there are competitions which involve students with disabilities, for the future we will try.

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

4.3.2 Interpretation and discussion of observation

The researcher made observation of school environment, in selected school class observation of during practical lessons, interaction among disabled and non-disabled students, different physical activities performed by students and sport equipment in all sample schools.

In four schools there is little or no utilization of modified equipment to include SWDs in physical education and sports. The participation of disabled students in PE class is limited in three of the schools but little attempt is observed in school represented by code 001.

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

Concerning the interaction between disabled and non disabled students during practical lessons, students with disabilities are not getting the same amount of physical activity and sport opportunities as individuals without disabilities, the researcher observed in many of the schools students with disabilities simply sit aside and watch what other non disabled students are doing. Again little attempt is observed in code 003.

Quality physical education considers equity of learners in the classroom as well as interest of all. This needs providing extra support for those with special needs, according to Ellis, Lieberman, & La Roux, (2009) the support strategy requires the teacher to be master of content knowledge (physical education) and to know the needs of each student in the class as well. Differentiated instruction allows physical education teachers to support student learning through the design of the lessons and activities and through effective instruction. The researcher also observed poor equity between disabled and non disabled students during lessons; this is again common in all sample schools and needs improvement.

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

4.3.3 Analysis of Student's interview

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

SWDs characteristics by age, sex, disability type and grade level

Table 14: Shows physically disabled students' additional information

Types of participants	Sex		Total	Age			Total	Types of disabilities						Total	Grade level				
	M	F		<=10	11 - 15	>=16		Visual Imp	Hearing Im	Motor Dis	Leprosy	Mental Ret	Languages		9 - 10	11 - 12	Total		
SWDs																			
Number	28	12	40	-	24	16	40	-	-	40	-	-	-	40	28	12	40		
%	70%	30%	100	-	60%	40%	100	-	-	100%	-	-	-	100	70%	30%	100		

Based table14 intensive interview is made with SWDs before making discussion of the data obtained, then, it is better to provide some additional back ground information, as it can be seen from the table four are 28 or 70% male participants, concerning age category 24 of them or 60% of the respondents were between the ages of 11 – 15 and 16 of them or 40% of them are beyond the age of 16. Concerning types of disabilities they have 40 of them or 100% of them are with motor disorder. At last concerning grade level, 28 or 70% of them are from Secondarylevel schools (Grade 9-10) and the rest 12 of them or 30% of them are from preparatory schools (Grade 11-12).

Students with disabilities experience different types of barriers to take part in physical education and extracurricular activities that can be similar (like, time, poor facility, and school compound) or different from the general population. Barriers that have been stated by students with disabilities are various. In the beginning, the researcher asked whether they like sport, play, recreation, physical education extracurricular activities, etc. all of them replied that they like to play and take part in those all activities and they are interested in it.

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

The next interview question posed states that, “Is there equal opportunity in PE programs for disabled and non-disabled students in terms of amount, quality and content?” Concerning this all the participants replied that “there is no equal opportunity of physical education in terms of amount, quality and content”.

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

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

Again they were also asked that “do your friends invite you to play with?” Again here very few respondents said yes they invite, but the rest replied that they don’t invite us to play with. For

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

Finally students were asked to show their agreement, disagreement and uncertainty concerning issues or factors affecting their participation in school physical education and extracurricular activities, based on this all the participants showed their agreement on the following issues as a factor hindering their participation, these are, large class size, difficulties with transport to sport fields and play grounds, poor facilities or no facilities, lack of modified or adapted equipments, bad weather, incomprehensive curriculum for students with disabilities, in these issues almost all the participants showed their agreement as the factors are among those which affects our participation in physical education and extracurricular activities. Again concerning lack of time as a factor, they showed disagreement that these factor do not affect the participation in physical education and extracurricular activities, whereas concerning negative attitude and practices from others or non disabled students few of them showed disagreement and again other showed agreement.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

As it is indicated in earlier chapters, the intent of this research work was to identify challenges and problems affecting the participation of disabled children in physical education and extracurricular activities. In line with the topic, the researcher reviewed a thorough review of related literatures and journals written by scholars in similar issues. To achieve the designed objectives and answer basic research questions, the researcher utilized combination of both qualitative and quantitative methods based on this; appropriate data collection instruments were designed. Before collecting data pilot study has been made in one of the schools, then translating questions from English to Amharic is the only action taken after pilot study, then after, data is collected. Then, the collected data is analyzed both qualitatively using words and quantitatively using percentages. Based on the analysis made, the following findings were obtained,

- ❖ There are no opportunities of physical education lessons and extracurricular activities for SWDs at all.
- ❖ SWDs have limited access to physical education lessons this also limits them from getting values of physical education as other non disabled populations.
- ❖ No new method is utilized by many of physical education teachers to specifically teach students with disabilities
- ❖ There is lack of separate curriculum for students with disabilities which help them to take part in physical education lessons.
- ❖ There is poor peer to peer assistance between disabled and non disabled students.
- ❖ There is no disability sport competition in the schools, and no one said there are such competitions.
- ❖ The participation of disabled students in physical education and extracurricular activities is almost poor.
- ❖ Teachers do not use modified methods of teaching to include students with disabilities in physical education and sports, and they use similar methods with non disabled ones. There is lack of modified materials and equipments, insufficient space, poor school compounds, poor playgrounds, etc.

- ❖ Teachers have no access to professional development trainings which increases their knowledge of including disabled students in physical education and extracurricular activities.
- ❖ There are difficulties in the move to sport fields and playgrounds; this limits disabled students from taking part in physical education and extracurricular activities.
- ❖ There is poor commitment from school and concerned bodies to provide necessary supports to teachers who are teaching physical education and sports.
- ❖ Bad weather condition is among factors which affects the participation of disabled students in physical education and extracurricular activities.
- ❖ There is poor school community facilities and lack of access to available facilities.
- ❖ Lack of understanding and awareness of how to include people with a disability in sport.

5.2 Conclusions

The study attempted to seek major challenges and problems affecting the participation of students with disabilities in physical education and extracurricular activities. Though uncertainties remain and there seems to be a number of studies in the areas, so for the future researchers need to explore more challenges and problems and provide solutions for them. Based on the major findings the following conclusions were drawn,

- ✓ Having limited access to physical education and extracurricular activities affects the participation of disabled students in those activities.
- ✓ Based on the findings incomprehensive curriculum affects students with disabilities to take part in physical education lessons and enjoy the values of the subject.
- ✓ Poor pupil to pupil support is among those challenges and problems affecting the participation of disabled students both in physical education and extracurricular activities.

- ✓ As the finding result shows lack of disability sport competitions in schools is a factor which reduces the opportunities available for students with disabilities to participate.
- ✓ Teaching methods utilized by teachers do not allow students with disabilities to take part in physical education classes, and the basic reason for this is lack of access to professional development trainings which increases their knowledge of including disabled students in physical education and extracurricular activities.
- ✓ Problems associated with poor facilities, playgrounds, school compound, modified equipments; also affect the participation of SWDs in physical education and extracurricular activities.
- ✓ Again based on the findings, poor commitment from school and concerned bodies to provide necessary supports to teachers who are teaching physical education and sports to sections with SWDs, and bad weather condition is among factors which affects the participation of disabled students in physical education and extracurricular activities.

5.3 Recommendations

Based on the findings of study, the following recommendations are forwarded.

- To participate PDS in practical classes of physical education our government should include Adaptive physical education classes for secondary and preparatory schools.
- The school should create awareness among the school community (teachers, SWD, all staff members) and parents. This would help the school community to develop positive attitude toward SWD and inclusive education.
- The school has to make and build communication with allconcerned stakeholders.

- Design free class for practical part for disabled students and motivate PE teachers to help them.
- The school should report to (MOE) to modify the current teachertraining curriculum which does not include certain skills, which enable teachers to facilitate the inclusive classes for disabled students.
- SWD have to participate in and outside the school environment in sport activities like their “normal” peers. Therefore, the school has to facilitate such opportunities to enhance the social interaction skill of SWD.
- The school has to support and encourage teachers to produce and use relevant teaching aids which can be made locally to promote the teaching-learning process for practical activates for SWD.
- Absent of facilities for sport activates deter riot not only SWD but it also affects motivations of teachers, so schools should solve such problems.
- PE teachers as a department should plan and assign teachers who can take the duty to promote and organize sport competition for disabled students in the school.
- Encourage and motivate physically disabled students in theirpractical class.
- Teachers have to be well aware and try to understand students with physical disability to promote inclusive PE.
- They should be innovative, flexible, creative, ready to learn from the learners, give chance to disabled students and capable of initiating active learning in inclusive PE setting.
- The learning environment of inclusive education needs some sort of modification and adaptation. Thus, teachers should work out the necessary modification and adaptation of educational materials, methodology, facilities, equipment and environmental conditions in order to address specific educational needs of students with disabilities.

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7. APPENDICES

Appendix- A

Observation Guide Format during P.E. Practical Class.

School _____ Date _____

Grade _____ Unit of instruction _____

Key Guide

1 = excellent

3= need attention

2 = good

4= not present

List of observation activities	1	2	3	4
1. Availability of suitable play grounds in school.				
2. Facilities and equipments and it's appropriates.				
3. Environment safety for disabled students.				
4. Teachers ability to help students with disability.				

5. Physically disabled student's participation during practical class.				
6. Teachers ability to modify instructions for disabled students.				
7. Instructional opportunities are adapted to diverse learners.				
8. All students are treated in a fair and equitable manner.				

APPENDIX- B

This questionnaire is designed to physical education teachers teaching at different levels in selected schools of ArbaMinch town administration.

Dear respondents, the main purpose this questionnaire is to obtain information about problems and challenges affecting the participation of disabled students in school physical education activities with reference to selected secondary and preparatory schools of ArbaMinch town. So you are kindly requested to provide genuine information for the questions which is importance for the quality of the research , as well as to bring practical solutions to the problem in question .Thus, I would like to thank you in advance for your cooperation.

Note:

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

Thank you! Once again

Personal Information

Part I: Back ground information

A. Personal data

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

B. Educational background

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

Part II the challenges and opportunities of PE class for physically disabled students.

1. What kind of methods do you usually to teach them?

2. Is there any curriculum separately for disabled students?

Yes No

3. Do you think that disabled students get help from non disabled ones?

Yes No

4. Do you give extra period separately for disabled students during PE practical class ?

Yes No

5. How do you motivate them in order to participate in PE practical class?

6. How do students participate the majority of the time in PE?

A. In existing programs with no modification.

B. In existing programs with some modification.

C. In a modified program.

7. Do students with a disability regularly participate in extracurricular sport activities at your school? yes No

8. How would you rate the participation of students with a disability in PE practical class opportunities at your school?

A. Excellent B. very good C. good D. fair |average E. poor

9. Do you have disabled students in your school? Yes No

10. Are there opportunities for pupils with disabilities to have access to PE lessons?

Yes No not applicable

11. Does your school prepare disability sport competitions?

Yes No

12. How do you rate the opportunities available at your school for students with a disability to participate in school community activities?

A. Excellent B. Very good C. Good D. Fair/Average E. Poor

PART II: Semi structured questionnaire guide

This questionnaire is designed to disabled students learning at different levels in selected schools of Arba Minch town administration including special needs school.

Dear respondents, the main purpose of this questionnaire is to obtain information about problems and challenges affecting the participation of students with disabilities in school physical education activities with reference to selected schools of Arba Minch town. Hence, you are kindly requested to provide genuine information for the questions which is importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

SECTION ONE: - Back ground information

1. Name of the school _____

2. Sex: Male Female

3. Age _____

4. Grade level _____

SECTION TWO: Factors preventing disabled child/students from participating in sport and extracurricular activities

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

1. Do you like sport? Play? Recreation? Physical education?

Yes No

2. Have you got opportunities to have access to PE lessons?

YES No

3. Is there equal opportunity in PE programs for disabled and non disabled students in terms of...?

(i) Amount YES NO

(ii) Quality YES NO

(iii) Content YES NO

4. Are local facilities pleasant for you to take part in physical education and sports?

Yes No

5. Have you been taken part in sport and extracurricular activities?

Yes No

Yes No

Yes No

6. If your answer is "No" for question number 5, what do you think is the reason?

7. Do you think you are limited to take part in physical education and sport because of your disability?
- Yes No
8. Do your PE teachers encourage you to take part in physical education and sport activities?
- Yes No
9. As compared to the rest of your peers, how do you express your performance?
- I perform better
 - I perform the same
 - I perform not as good as them

PART III. Semi structured questionnaire guide

This questionnaire is designed to non disabled students learning at different levels in selected schools of Arba Minch town administration.

Dear respondents, the main purpose of this questionnaire is to obtain information about problems and challenges affecting the participation of disabled students in school physical education and extracurricular activities with reference to selected schools of Arba Minch town. Hence, you are kindly requested to provide genuine information for the questions which is importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

SECTINON ONE: - Back ground information

1. Name of the school _____

2. Sex: Male Female

3. Age: _____

4. Grade level: _____

SECTION TWO: Factors preventing disabled child/students from participating in PE practical class and sport activities.

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

1. Do you like sport? Play? Recreation? Physical education?

Yes No

2. Do you have disabled friend or class mate learning with you in the same class?

Yes No

3. Do you like to play games with disabled friend you have?

Yes No

4. If you say "No" for the question number 3 why?

5. Are you a member in sport and extracurricular activities?

Yes No

6. Do your PE teachers encourage you to play or do activities with disabled peers?

Yes No

7. If for question number 6 your answer is "No" write your reason-----

8. Are you always voluntary to help disabled students during practical class activities?
 Yes No
9. Do you think the administration give an opportunity to disabled students and to be active in PE or sport activities? Yes No
10. What do you want to be improved in order disabled students be active participants?

 _____.
11. Do PE teacher motivate disabled students during PE class?
 Yes No
12. As compared to the rest of your peers how do you express your performance?
- I perform better
- I perform the same
- I perform not as good as them

PART IV. Semi structured questionnaire guide

This questionnaire is designed to school administrators in selected schools of Arba Minch town administration.

Dear respondents, the main purpose of this questionnaire is to obtain information about problems and challenges affecting the participation of disabled students in school physical education and extracurricular activities with reference to selected schools of Arba Minch town. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

SECTION ONE: - Demographic Characteristics of the Respondent

1. Sex: Male Female
2. Age: _____
3. Educational level:
4. Position held: Principal Vice principal

SECTION TWO: Factors preventing disabled child/students from participating in PE

Practical class and sport activities

Please give your responses to the following factors preventing physically disabled students from participating in PE practical class and sport activities in your school.

1. Are there disabled students in your school?
Yes No
2. Are there appropriate sport play grounds in your school for students with disabilities?
Yes No
3. Are there sport competitions in your school which accommodate students with disabilities? Yes No
4. What do you perceive to be the barriers to students with a disability participating in PE practical class and sport activities at your school?

5. Does your school support PE teachers to include disabled students in PE practical lessons and sport activities?
Yes No

6. Does your school have modified or adapted sport equipments for students with disabilities? Yes No
7. Is there the availability of modified sport equipments to students with disabilities in your school? Yes No

Appendix -C

Map of the study cite



Source: www.gughe.org