

**FACTORS AFFECTING DISABLED STUDENTS PARTICIPATION IN
ATHLETICS ACTIVITIES IN CASE OF AMIGNA WOREDA, ARSI ZONE,
OROMIA REGIONAL STATE**

MEd THESIS

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**Factors Affecting Disabled Students Participation In Athletics Activities In Case Of
Amigna Woreda, ArsiZone, Oromia Regional State.**

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DEDICATION

I dedicated this thesis manuscript to my mother Zeyini Aliyi Muhammed , my beloved wife Jemila kasim Saddo, my beloved children and my friend Kaso Husa for helping me in my life cycle and encouraging me in my study.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all source of materials used for this thesis have been duly acknowledgment. This thesis has been submitted in partial fulfillment of the requirement for an advanced MEd degree at Haramaya University in Physical Education and deposited at the university library to be made available to borrowers under rules of library. I solemnly declare that this thesis is not submitted to any other institutions anywhere for the award of any academic degree, diploma or certificate. Brief quotations from this thesis are allowable without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or production of this manuscript in whole or in part my garneted by head of the major department or the postgraduate program directorate when in his judgment the proposed used of the materials in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

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BIOGRAPHICAL SKETCH

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ACRONYMS AND ABBREVIATIONS

APE	Adapted Physical Education
BMI	Body Mass Index
CDICP	Curriculum Development and Implementation Core Process
EFA	Education for All
HU	Haramaya University
ICDR	Institute for Curriculum Development and Research
ICT	Information Communications Technology
KG	Kindergarten
MDGs	Millennium Development Goals
MOE	Ministry of Education
PE	Physical Education
PF	Physical Fitness
SFA	Sport for All
TVET	Technical and Vocational Education Training
WHO	World Health Organization

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**Factors Affecting Disabled Students Participation in Athletics Activities
in Case of Amigna Woreda, Arsi Zone, Oromia Regional State.**

ABSTRACT

This study would mainly focused on Factors Affecting Disabled Students Participation in Athletics Activities in case of Amigna Woreda, Arsi zone, Oromia Regional State. The main issues considered were participation of disabled students and factors that affecting disabled students in athletics activity issues. Descriptive survey method was employed. The study was carried out on Bamo number two elementary and Amigna preparatory schools of Arsi zone. The study also involved 25 male and 15 female, totally, 40 number of disabled students selected randomly from schools, 4 PE teachers, and 2 school principals purposely selected from the 2 sample schools and their age ranges was from 15-30. Questionnaire, observation and interview were the instrument used for data collection. The data gathered were analyzed using the collected data were presented in a table form and analyzed using with frequently and percentage. Some of the major findings including participation challenges of disabled students in the sample schools had structural (e.g. facilities, adapted equipment, funding), socio-economic (e.g. poverty, poor health) and systematic (e.g. building design, transportation, attitudes) and personal realities that prevent students with disability from participating or make such difficult to achieve. Some of students without disability dominate in using athletics equipment, facilities and also exclude disabled students who wish to use and participate in athletics by intimidating ignoring them. Parents tend to promote athletics participation for students without disability more than they do for disabled students and disabled students were neglected due to fear of failure on the part of disability can present another new type and feeling unable to fit disability in athletics training and participation. Hence, it is recommended that depending on the results of findings, concerned bodies such as; government, society, families, teachers, school principals etc have to encourage that disabled students can participate in athletics and in physical activities to give equal opportunity access in participation in athletics with their students without counter parts. Increasing the number of disabled student's role model athletes to encourage and participate disabled students.

Key words; Athletics, Athlete, Activity, Disability

1. INTRODUCTION

This chapter deals with the research problem and its approach it involved the many body of the research like background of the study, statement of the problem, the research questions, objectives of the study, significance of the study, scope of the study, including definitions of terms and organization of the study.

1.1. Background of the Study

The study was explored that the factors affecting disabled students participation in athletics Activities. Athletics activities is includes all forms of physical activity from social walking to competitive golf. Athletics activity is a term that refers to sports designed for specifically practiced in thletics with disabilities (Hrada and Siperstein, 2009). After compilation of this study would suggested that participation and in disabled athletics activities helped to reduce any of the negative social attitudes. Difficulty in accessing, information psychological and lack of awareness of appropriate disabled athletics environments which affects students with disabilities

The research study also suggested that many students with disability interested to participate in disabled athletics activities. But a wide range of barriers prevented them doing so with any meaningful frequency. Studies and the issues touched on disabilities were unique approach. Consequently the most logical way introducing this study was by adapting an equally unique approach which involved first for most talking through.

The researcher also stated the definition of the term athletics is derived from old Greek words namely "athletic" means compete for (Khoo, 2005). Athletics is the sport competition in track and field event Athlete; a person who is proficient in sports, especially one who competes in a track and field events. Sport means an athletic activity requiring skills, physical prowess and often have competitive nature. Disability refers to a physical or mental condition that limits a person's movement's senses and activities. Also the terms and their meaning as use in athletics activities for students with disabilities enhance to increase in value, power or beauty impairment weakness(Lauff, 2007). Paralympics games as sport event, Modeled on the Olympic Games held solely for competitors with Hearing, Visual and physical disabilities. Etymologically the

word “Paralympics” is derived from two Greek word “Para” which means parallel and Olympic. Potential existing in possibility not presently active or developed but able to be special games that refers to as adapted sport (Khoo,2008). These are sports and physical activities that have been altered or modified in accordance to the specially improved individual’s needs or capacity to enable participation in order to benefit. Athletics activity means that meeting at which people engage, in running, jumping, throwing for various objectives (Gerry, 1999). The development and participation of disabled students in athletics activities contributed wider for our country development of athletics activities that helped students with disabilities and compete at the activities. Athletics activities could benefit individuals, communities and nations “clearly” being involving in disabled athletics events could benefit self satisfactory experience whether or not medals are won. Successes at athletics events could be vehicle for encouraging a sense of national identity pride and recognition But athletics activities for students with disability was often given little attention in case of Amigna wereda, Arsi zone, Oromia Regional State.

Amigna wereda is one of weredas’ in Arsi zone. As every body knows Arsi Zone is the known producer zone of heroes athletes for our country Ethiopia as well as in the world. Even though, naturally, Whether condition of this Zone and wereda gives more attention to only for athlete students without disabilities and also what anticipates me was that our wereda is favorable for athletes with and without disabilities that always students with disabilities were not engaged in athletics activity in fact that disabled students in my wereda had wide range of barriers, such as Psychological factors, Cultural factors, Economical factors and School related factors has been the challenge for students with disabilities. By the time the factors has been identified, possible solution to improved disabled students participation in disabled athletics activities. Amigna wereda would study for the problem through investigation. Therefore, factors affecting disabled student participation in athletics activities focus. This helped full to understand about disabled athletics activities skills and for facilitating their participation and abilities toward athletics and designing their disabled athletics training and performance occurred by running, jumping and throwing. That were basic important to enabled those students with disabilities and acquired both recreational and competitive skills in variety of athletics events (Khoo, 2005).

1.2. Statement of the Problem

The issue factors affecting disabled Students participation in athletics activities, especially, in Amigna Woreda Students with disability do not have access and opportunity to participate in disabled athletics issues. The actual situation repeatedly observed from Amigna woreda's Schools realized that disabled students loosed the benefit what they would obtained from participating in athletics during PE practical sessions and also from Schools' athletics activities. The researcher decided to conduct this study in order to find solution to the problem by coordinating, systematic, and scientific way. Since disabled students must be included in any athletics agenda to initiate in physical education and participation in athletics activity at the fundamental grassroots level where so many students with disability are inactive. Before full participation and equal opportunity in athletics activities has been challenging for students with disabilities. That is why the researcher interested to conduct this study. The study would try to answer the following questions.

1. What are the factors affecting disabled students participation in athletics activities?
2. What is the technique do we used to improve the participation and performance of disabled students in athletics activities?
3. What is best solution to the factors affecting disabled students participation in athletics activities?

1.3. Scope of the Study

The Scope of the study should be manageable in size and important in any research. It has been better if and conducted my research in all of region of Ethiopia. But due to availability resources and budget constrain my research study was delimited to woreda.

1.4. Significance of the Study

The study has numerous importances for disabled Students, PE teachers, for researcher and for the schools. Significant for disabled students:

To increase understanding and awareness of disabled students to participate in athletics activities. They are adapted to their levels of bodily conditions in order to perform them to benefit fully

and attain total physical fitness. Increase their psychomotor and for effective development .Increase the number of athletes with disability.

Enhance within disabled community to improve communication, coordination and collaboration to support the participation of students with disabilities through Schools and woreda stage.

The subject teachers also benefit from this study can develop his/her training factors affecting disabled the teacher to create healthy students which is one of the most important for better teaching and learning process, To have enjoyable and healthy relationship with the students disabilities. For the researcher; obtaining a lot of experiences will develop from investigation. Solve the problem through investigation and can group participants appropriately. Create a feel good factor for all. Use clear and accurate instruction and demonstration

School of Amigna Woreda also benefit from the research; To group disabled students for effective participation .Disabled students participation be improved .Help to reduce much negative social, psychological and physical health that affects the participation of students with disability. Both with and without disability students equally participate and will compete at woreda Schools athletics activities. The status of the schools and woreda will be increased. The study serves as a reference for future studies to be conducted on the same area of the study.

1.5. Objectives of the Study

1.5.1. General objective

The general objectives of the study was to identify and assess the major factors affecting disabled students participation in athletics activities in case of Amigna wored, Arsi zone.

1.5.2. Specific objectives

The specific objectives were provided with the following:-

1. To investigate factors affecting the participation of students with disabilities in athletics activities.
2. To suggest techniques which can improve to the performance and participation of disabled students in athletics activities?
3. To study the solution of the problems.

2. REVIEW OF RELATED LITERATURE

This chapter deals with concepts of disabled athletics activities, function of disabled athletics activities, problems would face by disabled students in athletics participation, characteristics of students with disability, the role of athletics participation, classification of athletics, factors that affecting participation of disabled students in athletics activities, such as; psychological factors, cultural, economic related factors, and factors related to schools would also; teachers' qualification, experience and attitude, school management, teaching and training aids, relationship between school and parents had been included.

2.1. Concepts of Inclusive Athletics Activities

Although this is the first substantive study in our Woreda to explore issues and barriers relating to athletics activities for students with disabilities .The research will inform were informed by works undertaken elsewhere, particularly in school, generally the existence of a disability has been shown to have an even more profound influence on attitudes and behavior. In terms of the barriers to participating in athletics activities faced by students with disability the literature covers three broad categories (Van Der Ploeg et al,2004) that will discuss further below. Beliefs about the role and importance of athletics activities.

Internal barriers of individual's motivation, External factors to performance and participation in particular lack of Opportunity(Harada and Siperstein , 2009)conclude that students with disability may recognize the physical and social benefits .Generally however a failure to recognize specific guidelines on the necessary frequency and extent of athletics activities in order to achieve such benefits. One of the most influential internal factors will address in the literature is the attitudes and motivations of students with a disabilities, particularly self-consciousness and low levels of confidence. This again resulting in efforts to bring back in to the community all those who had been excluded by the majority because of being difference (Ashton *et al.*,2001).

2.2. Function of Disabled Athletics Activities.

Over all function of participation for disabled students in athletics activities is to know to increase access for athletics among students with disabilities involve in athletics activities,

And how to provide with an insightful and actionable strategy that will eliminate the current barriers of athletics activities (Harada and Siperstein , 2009). Depending on the topic the researcher will has the following specific function of athletics competition for disabilities. To increase an understanding of the factors will face by students with disability will regard to performance and participation in athletics activities or activity informs (Altrichter, et, al, 1993)

To support the achievement of national result at athletics competition and relate champions ships. Increase the number of athlete students with disabilities who are pursuing excellence at the national levels by identifying more talent enhancing domestic competitive structures increasing the number of qualify teachers. To strengthen the capacity of our Woreda and as well as the Ethiopian athletics sport system address the needs of athletics for students with disabilities through research(Khoo,2011)

To in hence effort with in the known athletes to improve communication, coordination and Collaboration to support in athletics participation for athlete students with disabilities through Federal, Regional, Zonal, and woreda agreements in athletics communication networkers(Martin,2010).

To support parents in their efforts to advocate athletics for students with disabilities on the international stage (Imrie and Wells,1993). To Guidance on future research needs in terms of collecting base line data for monitoring performance and participation levels amongst the target groups (Feltz and Ewing, 1987).

2.3. Problems Will Face by Disabled Students in Athletics Participation

The students with disability may recognize the physical and social benefits However a failure to recognize specific guidelines on the necessary, frequency and extent of athletics participation in order to achieve such benefits. The major problems will face by students with disabilities to address in the literature are the attitude and motivation of students with disabilities particularly self-consciousness and low levels of confidence (Taub *et, al.*,1999)

2.4. Disability and Characteristics of Students with Disabilities

Disability is any restrictions or resulting from an impairment of ability to perform an activity in the manner or within the range considered normal for a human being (Harda and Siperstein 2009). Several people live with varies types of disabilities in the world. In many cultures, people with disabilities find that their human dignity is impaired. Thy risk being hidden away, as though they were an inferior kind of human being. There is also risk being oppressed, abused and exploited. Having a disabled child may even be regarded as a shameful as punishment from God. All these things mean that in addition to his/her disability, the child with disability is also obliged to fight against people’s prejudices and ignorance. Children with disabilities are often the most neglected group of all where children are concerned.(Imrie and Wells,1993).

Attitudes about persons with disabilities vary from society to society in accordance with the particular socio-cultural, socio-economic, political and religious dimensions. They also vary according to the different categories of(physical, hearing and visual) disabling conditions and in most societies. It is possible to note a “hierarchy of disabilities”. Where disabling conditions are ranked in terms of the public’s degree of acceptance and dislike (Harda and Siperstein,2009).

Regardless of what cultural and traditional attitudes people may have disabilities and bodily impairments as naturally a part of human life as birth and death. Disabled people have existed at all times and in all cultures throughout the world (Imrie and Wells, 1993).

The students with disabilities may have the following features;

Feeling d i f f e r e n t from the majority, feeling un able to fit in disabled athletics facility Self-consciousness or lack of confidence in asking for help and assistance in at hletics activities.

A fear of failure on the part of the students with disability can present another type of internal barriers, Particularly, in the case of students who have newly acquired their disability and with low self-esteem (Depauw and Garvin ,1995)

2.5. The Role of Disable Students Athletics Participation

An adapted athletics activity is an activity of specially designed to address the individual needs of student with disability. The student is not required to adapt the condition of the programs as would be implied with adaptive athletics activities as in adaptive behaviors. Moreover, disability that needs to adapt may be the result of movement delays or difficulties, physical or neurological disabilities, health and physical factors, emotional disorders, behavioral difficulties and cognitive delays. The practice of athletics activities and participation is a fundamental right for all. With exercising and participating in athletics activity habits commencing early in life and reduced healthy risks in quality athletics activities at an early age is paramount. This indicates schools have been identified as healthy setting and are being called up to give greater attention to the participation of athletics activities programs The Roles of athletics activities for disabled students regarding different writers are stated various. For instance,;

- To safe guard the health of participants
- To group disabled Students for effective training.
- To equally competitive conditions and
- To facilitate, progress and for achievement(Khoo,2005)

2.6. Classification of Athletics Activities

Gerry(1999) conclude that Appling group training and group of athletics competition participation will taken with the type of impaired, body types, interest and ability in to consideration for disabled students participation in to classification of athletics events. Although the sample of students with disabilities was segmented in the three major types of Disabilities and the three broad athletics categories. The three major types of Disabilities such as;

1. Physical disabilities
2. Hearing impairment and
3. Visual impairment.

1. Physical impairment; is a disability that limits a person's physical capacity to move, coordinate actions or perform physical activities. It is also accompanied by difficulties in one

or more of the following area. Physical and motor tasks, independent movement, performing daily living functions

2. Hearing impairment; also known as hearing loss, is partial or total in ability to hear. Deaf person has little to no hearing. Hearing loss may occur in one or both ears, Hearing loss can be categorized as mild, moderate, moderate-sever, severe, or profound.

3. Visual impairment; is also known as vision impairment. Or vision loss, is a decreased ability to see to a degree that causes problems no fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses.

Impairment is a problem in body function or structure, an activity limitation is a difficulty encountered by an individual in executing a task or action while a participation. Restriction is a problem experienced by an individual involvement in life situations.

Disability is a complex phenomenon, reflecting an interaction between features of the society in which he or she lives or a physical, mental, cognitive, a developmental condition that impairs, interferes with or limits a person's ability to engage in a certain tasks or actions or participate in typical daily activities and interaction as well as, from the track and field events; running. Jumping events and throwing events mentioned (Imrie and Wells, 1993).

2.7. Factors that Affecting Participation of Disabled Students in

Athletics Activities.

2.7.1. Psychological Factors

Many students are motivate to being perform and participate in athletics by their need for achievements or their desire to strive for success at certain tasks. However once disabled students have chosen to participate in athletics activities to their achievement and motivation may continues to exert an influence on their behavior, Motivation play a critical role in athletics activities and attempts to facilitates participation frequently will be employ(Khoo,2005)

2.7.2. Cultural Factors

In fact, it is very important to have understanding and it is the changing patterns of learning behavior including attitude, values, knowledge and materials objective that

transform among members of society which often thought that a mother giving birth to a child with impairment is being punished because of his or her ancestors. Since, so this has great influence on disabled students and prevents them from schools, doing virtually and physical activities. On other hand culture gives a great opportunity for students without disabilities in the society and as well as participating in athletics activities. In most cultures disabled students are often regarded as weak creatures as compared to students without disabilities. They are usually seen as inherently sick and fragile or perform an activity that could be handled by students without disabilities and disabled student has to be confined and prevented from doing anything that might damage her delicate reproductive system and had to be prevented from doing virtually in any athletics activities and equal opportunity is about improving the lives of all. To come up with the successful strategies that need to pay close attention in order to ensure that particular groups of disabled students not receiving unequal treatment (Chapman and Carter, 1979).

2.7.3. Economic Related Factors.

According to the more parents are educated the better performance of the student. This may be due to the fact that educated parents are well aware of the importance and challenges in education and training and thus provide that children with moral strength to perform very well. On the other hand the more parents are educating the better their economic status will be and thus education and economic status should affect student's athletics training performance (Chappell, 2001)

2.7.4. Factors Related to School Adequate Track and Fields

Learning environment is one of the most important factors that contribute to effective teaching- learning process effective athletics training and activities cannot take place without appropriate facilities; those include:- Adequate track field, instrumental and materials. said that track & fields which supplies well organized training opportunities is an attractive place for those training in the track & fields. It also encourages both Teachers and students in having conducive environment (Far rant (1980).

2.7.2 Teachers 'Qualification, Experience and Attitude

In most educational literature related to quality and efficiency schools, teachers' qualification has a control place. Gausegrove(2000) recorded that the lower the

qualification of the teacher ,the higher the rate of wastage and one of the basic truth in education and training is that the quality of training depends largely up on the quality of teacher (Hoar,1985), beside these methods of teaching and training as well as the place. The teacher must have a passion to serve young disabled athletes by continually seeking to better lives , directly affecting the quality of life in society (Blind and Clain,1997)

2.7.4.3 School management

It is the role of the school to provide strategic guidance for the schools and to oversee and review the school's management oversees all aspects of the school, including its control and accountability systems and approve the expenditure and capital budgets. According to the above author, material in puts and Teachers quality will receive the most attention by researcher and study many times whereas despite increasing research on the influence of teaching & training practices(Imrie and Wells,1993)

2.7.4.4. Teaching Aids

Teaching aids refers to all materials, means of instruction which are require by the teacher for effective and rational institution of the event concern . Instructional materials are therefore very important to make teaching more effective and durable. For there more the teachers should secure to do well at school. In relation to this as to a picture is worth than thousands words. Teaching aids can help to make ideas and concepts clears and can help to raise learning and training from verbalism to true understanding (Srensen and Kahr ,2006).

2.7.4.5 Relationship between school and parents.

The rule of the school and parent is the most important factors for training achievement of students. Kuala (2008) says that “in sound system of training home should become school and school are in separable because they share a common responsibility to conduct successful teaching and training process. Family is one of the most fundamental agencies for training and participation in athletics activities. As well as participation of disabled students in athletics activities could not be achieved without active participation of parents as a wide range of community services. The involvement of

families and local community in the athletics activities of students with disabilities is essential in addressing the special needs of these students. These indicated that the process of inclusive athletics activity is not only the responsibility of a teachers and schools. Though encouraging marginalized group to involved can be difficult and the involvement of parent in athletics activity is vital. Therefore, parents due to their closer contact to their students with disabilities have access to encourage and motivate their students with disabilities to be active participation in athletics activities being beneficial and more of these families influences their children in right or wrong direction.(Harada and Siperstein,2009).

3. MATERIALS AND METHODS

This chapter deals with description of study area, source of data, definition of variables, research design, population and sampling , samples size, sampling techniques, instrument of data collection and methods of data analysis.

3.1. Description of the Study Area

The study was carried out at Amigna Woreda found in East Arsi zone, Oromia Regional State's of Ethiopia. Amigna is boarded on the south by Seru, on the southwest by Robe, on the west by Sude, on the northwest by Chole, on the north by Gololcha, and on the east by the Mirab (West) Hararghe Zone. Towns include Adele. It is located at 335km from Addis Ababa and 160km from Asella Town. The 2007 national census reported a total population for this woreda of 73,245, of whom 36,618 were men and 36,627 were women; 6,425 or 8.77% of its population were urban dwellers. The majority of the inhabitants said they were Muslim, with 58.91% of the population reporting they observed this belief, while 40.54% of the population practiced Ethiopian Orthodox Christianity.

The map of study site is indicated on page 52

Source; [http://www. Ethiomaping.com](http://www.Ethiomaping.com)

3.2. Sources of Data

3.2.1. Primary

Primary data source selected from the subject having direct relevance to the problem under the study from Disabled Students, PE Teachers and principals.

3.2.2. Secondary Data Source

The secondary data sources selected from formal sources such as; internets, books, journals, and related literature were used as a source of information for issues under study.

3.3. Definitions of Variables

Athletics: the sport of competition in track and field events. Or the performance occurred by running, jumping, throwing (Gerry,1999)

Athlete: a person who is proficient in sport , especially one who competes in a track and field events (Chita,1994) .

Sport: is an athletic activity requiring skills, physical prowess, and often have a competitive nature(Khoo,2005)

Disability; a physical or mental condition that limits a person's movements, senses, or activities. (Lauff, 2007).

Impaired: having a disability of specified kind ; hearing impaired(Taub and Greer,200)

Paralympics: a disabled sports festival held every four years in different countries (Khoo,2008).

Special games; referred to as adapted sports or competitions and physical activities that have been altered or modified in accordance to the special or individual's needs or capacity to enable participation in order to benefit. (Sorensen and Hahr, 2006),

3.4. Research Design

The design of this research is descriptive survey method design. Basically the aim of the study is to identify the factors affecting disabled students participation in athletics activities in case of Amigna woreda , Bamo number two and Amigna preparatory School was select and described factors affecting disabled students participation in athletics activities . Thus, data will be collect in the form of questionnaire, interview, and observation. The collected data was analyzed with qualitatively and quantitatively.

3.5. Population and Sampling

The target Population in this study consisted of Disabled Students, physical education Teachers and principals as a source of data. Although the sample of students with disabilities was segmented in the three major types of Disabilities and the three broad athletics categories. The three major types of Disabilities;

1. Physical disabilities
2. Hearing impairment and
3. Visual impairment.

1. Physical impairment; is a disability that limits a person's physical capacity to move, coordinate actions or perform physical activities. It is also accompanied by difficulties in one

or more of the following area. Physical and motor tasks, independent movement, performing daily living functions

2. Hearing impairment; also known as hearing loss, is partial or total in ability to hear. Deaf person has little to no hearing. Hearing loss may occur in one or both ears, Hearing loss can be categorized as mild, moderate, moderate-sever, severe, or profound.

3. Visual impairment; is also known as vision impairment. Or vision loss, is a decreased ability to see to a degree that causes problems no fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses.

Impairment is a problem in body function or structure, an activity limitation is a difficulty encountered by an individual in executing a task or action while a participation. Restriction is a problem experienced by an individual involvement in life situations.

Disability is a complex phenomenon, reflecting an interaction between features of the society in which he or she lives. Or a physical, mental, cognitive , a developmental condition that impairs, interferes with or limits a person's ability to engage in a certain tasks or actions or participate in typical daily activities and interactions.

Table 1 Categories of respondents in athletics participation

No,	Types of Athlete	Male	Female	Total
1	Runners	15	5	20
2	Jumpers	5	4	9
3	Throwers	5	6	11
	Total	25	15	40

3.6. Samples

Amigna woreda has 28 primary, two High Schools, one Preparatory, one (1) TVET and two (2) Special needs Schools. So, they are matured teachers and students those how can

give relevant information of the study and the reason why the researcher chosen in Amigna wpreda to identify the factors that affecting Disabled Students participation in athletics activities which was seen on this Woreda.

The subject of this study was disabled students in Amigna wereda . The total number of disabled students was 160 and from this 100 male and 60 were female. From those disabled students the researcher would have selected 25% from the total population. This means 25 were males and 15 were females, totally, 40 numbers of disabled students would involve as a sample. From each section / school's 2 students were randomly selected. In addition to this the researcher was selected 4 professional teachers and 2 School principals to get relevant information of the study. So, the total number of sample for the study was 46, (29 males and 17 female) would participants.

3.7. Sampling Techniques

The study is conducted at Amigna woreda ,Bamo number two and Amigna preparatory school. The subject of the study was the students with disabilities. The purposive sampling techniques would applied to select the require samples and to identify the factors affecting disabled students participation in athletics activities that have seen at this woreda.

3.8. Instruments of Data Collection

Questionnaire and data analysis are the main data gathering instruments accompanied with in depth interview and observations to achieve the purpose of the study. For disabled students, the English version of the questionnaire was translated to Afan Oromo to make smooth communication and to be understandable.

Necessary, questions were sated and then pilot test was used to check the appropriateness of questionnaires were in appropriated or too complicated.

The questionnaires would have administered for 10 disabled students from Bamo number two and 2 PE teachers from Amigna predatory School. The necessary correction and modification was made on prepared questionnaires based on their respond during the pilot study. Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaires items and to maintain the validity and reliability of the questionnaire.

3.8.1. Observation

The observation item was appropriate with reference to the nature and objectives of the study. Items would have grouped in to appropriate categories. The units of observation would simple and carefully worded so as to facilitate precise and uniform recording. Moreover, observation check list would deled with PE teacher's activity and method while practical session of PE was on progress, how they feel this would helped in making them and better acquire the factors affecting disable students participation in disabled athletics. The observation was carried out continuously (1) contact (2) day per month at Bamo number two and Amigna preparatory school.

3.8.2. Interview

The interview was contacted in the consent and interest of respondents. In order to get depth understanding of the problem, semi-structured interviews was conducted with professional PE Teachers, and School principals. The interview would have conducted through face to face discussion, question and answer.

3.8.3. Questionnaires

Questionnaires used to gather data and in order to gather relevant information on factors affecting disabled students participation in athletics in practical session which questionnaires had (10) items with close- ended and open-ended questions would prepared and distributed for (40) samples. From this 25 male and 15 female disabled students would selected. .Multiple choice items would used to made items simple for respondents.

3.8.4. Discussion

The study strongly needs certain groups of people to be gathered and discuss on certain issues. Fore the sake of gaining detail information triangular mechanisms, concerned people were involved in the dictation to investigate the realities on the challenges of students with disabilities participation in athletics activities in case of Amigna woreda, Arsi zone, Oromia Regional State. To do so, six individuals from the study area that four physical education teachers and the two School principals were involved in the discussion and agree on the issues presented in this manuscript.

3.8.5. Pilot Study

In order to insure the appropriateness of the pilot test was carried out using total of 10 disable students and 2 physical education teachers from the study area. The respondents for pilot study as to purify the instruments based on the coments and suggestion obtained and were comparable with the final target but would not included in the sample of the study . The purpose of pilot study was to assess the reliability and validity of the question. The reliability of interview items of this study was 0,0231 using Spear man Brown formula

$$r_{xy} = \frac{\sum(x-x)(y-y)}{\sqrt{\sum(x-x)^2 \sum(y-y)^2}}$$

. Hence, some necessary amendments on spelling errors, ambiguous statements, redundant words, difficult to concept, and flow of interview questions were improved.

3.9. Data Collection Procedure

Review of related literature was made in advice to gate information on what has been done to the problem. The basic data gathering tools for this study were questionnaire, interview, observation, group discussion and data gathering instruments were prepared .Questionnaires were prepared in English for teachers and Students questionnaires were translated in to Afan O room in order to make them easier. The researcher validated the instruments that are developed as follows before the actual data collection is started the instruments are given to Schools to gate valuable comment and suggestion on the strengths and weakness of the item A brief orientation about the whole purpose of the study were given for the respondents and the distribution and collection of the questionnaires were conducted in collaboration with the percentage of PE teachers and finally, the data collected for the information by using interview, observation, group discussion and open ended questions through different methods were coded, tallied, tabulated and prepared for the analysis purpose.

3.10. Methods of Data Analysis

In this study the researcher was used both quantitative and qualitative analyses. By using quantitative analysis the close ended questions would have analyzed with frequency and percentage by using simple mathematical operation. With the help of qualitative analysis all t

he data collected from open ended questionnaires, interviews and observation checklist would have analyzed. Based on the data analysis, interpretation was made and reached at certain findings. Finally, conclusion and possible solutions were recommended.

Table 2. Research setting and participation of the study

No.	Type of participant in the study	Research instrument used	Research setting and number of participant		
			Bamo	Gasgar	Total
1	Disabled students	Questionnaire and observation	25	15	40
2	Teachers	Questionnaire	3	1	4
3	Principals	Interview	1	1	2
	Total		29	17	46

Table 2; above shown the sample population of the study according to their respective woreda and schools. For the purpose of obtaining sound information all physical education teachers and school principals in the sample schools were included in the study. It was planned to involve 25 male and 15 female disabled students totally in filing questionnaires and field observation would have carried out continuously 1 contacted 2 day per month in Bamo number 2 and Amigna Gasgar preparatory school in practical classes and interview was also conducted with 2 sampled school principals.

Table 3. Research setting population and sampling of the study

No.	Item	Respondents Sex		
		Male	Female	Total
1	Population of the study	100	60	160
2	Sample (subject) of the study	25	15	40
3	PE Teachers	2	2	4
4	School Principals	2	-	2

Table 3, above shown the population and sampling of the study according to their respective sex. For the purpose of obtaining sound information all Physical education teachers and school principals in the sample schools were included in the study. It was planned to involve 25 male

and 15 female disabled students totally in filling questionnaires and field observations were carried out in 2 sample schools and 6 times in each school in practical classes and interview was also conducted with 2 sampled school principals.

3.11.Ethical Issues

Before data collection, consent is asked from concern body. In this case a formal letter from Haramaya University particularly from the School of Sport Science Academy is given to the researcher can show the letter to concerned body. In the process of the study, the following ethical consideration is seriously conceder;

1. The respondents are provide information regarding the objectives of the study and ethical issues related ahead of data collection activities.
2. The provision of information will totally depend on the willingness of the respondents and they will not force to give information they do not want to.
3. All the information obtain from the respondents will confidential
4. Any information which may affect personality and security of the respondents will not include in relation to their names.

4. RESULT AND DISCUSSION

This part of the study deals with the analysis of the data gathered through the questionnaire, interviews, and practical field observation, from different sources followed by discussion of the finding. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statement for analysis to give answers to basic questions set in the study. The total sample of this study was 46 and of these, 28 were female students. 4 professional teachers and 2 school principals. All of the respondents were selected according to their usability that randomly and purposively.

Applying percentages were employed in the analysis of the data gathered and the data gathered analyzed organized using tables and then followed with frequency and percentage by simple mathematical operation.

4.1. Background information of the student respondents

Table. 4 Demographic Characteristics of Respondents

Gender	Frequency	Percent
Male	25	62.5
Female	15	37.5
Total	40	100
Age		
15-18	10	25
20-24	20	50
25 and above	10	25
Total	40	100
Grade level		
Grade 6	17	42.5
Grade 7	18	45
Grade 12	5	12.5
Total	40	100
Types of impaired		
Physical Impairment	25	62.5
Hearing Impairment	10	25
Visual partial sightedness	5	12.5
Total	40	100
Impaired occurred		
Before Birth	15	37.5
After Birth	25	62.5
Total	40	100

Table 4, above shows that, male respondents were 25(62.5%) and female respondents were 15(37.5%) in the study area. Regarding to the age all respondents were students with disabilities and 10 (25%) of students were between the age of 15 to 18. 20(50%) were between 20 to 24 age and 10(25%) were 25 and above ages. Table 3 also shows that 17(42.5%) of respondents were from grade 6; 18(45%) from grade 7; 5(12.5%) were from grade 12. In terms of types of impairment 25 (62.5%) of respondent were Physical impairment; 10(25%) of respondents were Hearing impairment and 5(12.5%) of respondents were also Visual partial sightedness and 15 (37.5%) of respondents Impairment were happened before birth and 25(62.5) of respondents impairment were happened after birth.

Table 5; Demographic Characteristics of Physical Education Teachers and School

Physical Education Teachers	Frequency	percent
Male	2	50
Female	2	50
Total	4	100
Age		
26-29	3	75
30 and above	1	25
Total	4	100
Education qualification		
Diploma	3	75
Degree	1	25
Total	4	100
Experience		
6-10 year	3	75
16 and above year	1	25
Total	4	100

As the above table 5, aimed from both Physical Education Teachers 2 (50%) of male and 2 (50%) of them were female. It also shows that 2 (50%) of Physical Education Teachers were 26-29 age; 2(50%) of Physical Education Teachers were 30 and above of age. Regarding to the education qualification 3 (75%) of Physical Education Teachers were Diploma; 1 (25%) of PE Teacher was Degree and 3 (75%) PE teachers had 6-10 years of service and only 1(25%) of PE Teacher was 16 and above service.

Table 6; Demographic Characteristics of School Principals

School Principals	Frequency	percent
Male	2	100
Female	-	-
Total	2	100
Age		
25-30	2	100
Total	2	100
Education qualification		
Degree	2	100
Total	2	100
Experience		
5-10 year	2	100
Total	2	100

As indicated in the table above both respondents were male which is 2(100%) of School principals. As stated above also 2(100%) of School principals were between 25-30. 2(100%) of School principals were Degree in qualification and 2(100%) of principals had 5-10 years of service.

4.2. Analysis of Data obtained through Questionnaire from Disabled Students

Disabled students from Amigna's Schools in 2017/2018 were chosen for the research as sample.

Table 7. Response of disabled students on the questionnaires

No	List of questions	Responses				mean	SD
		Yes		No			
		F	%	F	%		
1	Do you have interest to participate in disabled students athletics activities?	35	87.5	5	12.5	3.40	0.495
2	Do you have any purpose when training and participating in disabled student's athletics activities?	30	75	10	25	4.08	0.855
3	Do you understand the main skills of disabled student's athletics activity when you train and participate in it?	35	87.5	5	12.5	4.03	1.414
4	Is it conducive in your school for disabled athletics activity?	10	25	30	75	4.00	0.000
5	Having assistance is important for disabled students in athletics activities?	5	12.5	35	87.5	4.03	1.414
6	Is there disabled students athletics activities in Amigna worda's Schools?	10	25	30	75	4.00	.000
7	Is your teacher gives you brief explanation about training and participation of disabled students athletics activities?	10	25	30	75	4.40	.495

F= Frequency

In item number two (1) in the above table researcher was asked to identify whether students have interest to participate in disabled students athletics competition or not.

As indicated in the table 7, 35(87.5%) of the respondents are interested to participate in disabled students athletics activities. On other hand 5(12.5%) of them have no interest. In table 6 above item 2 was represented to disabled students to identify whether they training and participating in athletics activities with purpose or not. According to the above table 30(75%) of the respondents says they have purpose when they training and participating in disabled students athletics activities. In other way 10(25%) of them have no purpose when they training and participating in disabled students athletics activities.

In item number 3, in the above table 35(87.5%) disabled students understand the main skills of athletics when training and participating in it and on other hand 5(12.5%) of them said they cannot understand the general idea of the skills when they train and participate in disabled students athletics activities.

Concerning item number 4, in table 7, 10(25%) responded having conducive environment in their school and 30(75%) responded there is no conducive environment in their school. Tables 6 of item 5 show that 5(12.5%) of students said having assistance is not important for disabled students in athletics activities and 35(87.5%) of the students said having assistance is important for disabled students in athletics activities. Item 6, 10(25%) of they said there is disabled athletics activities and 30(75%) of the respondents said there is no disabled athletics activities participation completely until this research was studied.

Similarly Item number 7, 10(25%) of the students said the teachers did give brief Demonstration. However 30(75%) of the students said they didn't give for them the brief explanation and demonstration about training and participation in disabled athletics activities.

4.2.1. Analysis of open ended Questions answered by students with disabilities

The first question from the open-ended question was asked about the barrier of disabled students whether they have any barrier to participate in disabled students athletics activities or not. All were said lack of facilities, materials ,adapted equipment assistance (helper), conducive environment, lack of awareness were the most barriers of disabled students in athletics activities .

The second question was about whether learning and training arrangement or methodology has influence on disabled athletics training participating or not. Depending on the question all of respondents agreed on that learning and training arrangement or methodology has negative impact and influence on disabled student's athletics training and participating in Amigna Woreda's Schools.

The final question was about asking for the best solutions. How disabled student becomes participant and competent in disabled students athletics activities may ideas were provided from different disabled students and also from their own suggestion.

As their general suggestion most of disabled students said: Government, school's administration, school's coordinators, qualified PE teachers interests of disabled students, the way how the teachers approach to disabled students mobilized to perform training and participating in disabled students athletics and made disabled students to perform training and participating in disabled students athletics activities. As well as learning and training arrangement or methodology of the coach that could used in the field, adapted equipment and assistances were played the major role to improve the performance of training and participation of disabled students in disabled athletics activities at Amigna woreda's Schools.

4.3. Analysis of Questionnaires Answered by PE Teachers

The intended number of teacher's respondents was 4 to fill questionnaire and all returned the questionnaire.

Table 8; Response of teachers on the questionnaires

No	Items	Responses				mean	SD
		Yes		No			
		F	%	F	%		
1	Do your disabled students perform and participate voluntarily in disabled athletics activities?	3	75	1	25	4.08	.495
2	Do you teach the purpose of disabled athletics activities to your disabled students?	3	75	1	25	3.40	1.414
3	Did your disabled students understand the skills of disabled athletics when they perform and participate in disabled athletics activities?	3	75	1	25	4.03	.000
4	Is it conducive environment in your school for disabled athletics activity?	1	25	3	75	1.34	0.243
5	Having assistance is important for disabled students in athletics activities?	3	75	1	25	4.03	1.414
6	Are there disabled students athletics activities in Amigna Woreda's Schools?	3	75	1	25	4.00	.495
7	Do you give good demonstration and brief explanation about students with disabilities athletics activities?	3	75	1	25	4.40	.000

Item number 1 in the above table 8 ,if the disabled students perform and participate voluntarily in disabled athletics activities or not. 3(75%) said the disabled students perform and participate voluntarily in disabled athletics activities and 1(25%) said not participate voluntarily in disabled athletics activities.

Item2 was presented to find out if the teacher teaches the purpose of disabled athletics activities disabled students or not. Table shows that 3 (75%) of the teachers said they were teaches the purpose of disabled athletics activities but 1 (25%) of the teachers said they were not teaches the purpose of disabled athletics activities. Item 3 of above table 7, 3(75%) of the teachers said disabled students understand the skills of disabled athletics when they perform

and participate in disabled athletics activities and 1(25%) of the teachers said disabled students did not understand the skills of disabled athletics when they perform and participate in disabled athletics activities. Similarly item number 4: in the above table was aimed to identify conducive environment school for disabled athletics activity or not. 1(25%) of the teachers said there is conducive environment school for disabled athletics activity and in contrary 3(75%) of the teachers said there is no conducive environment school for disabled athletics activity.

Item number 5 in the above table aimed to identify whether having assistance is important for disabled students in athletics activities or not. 3(75%) of teachers said that having assistance is important for disabled students in athletics activities and 1(25%) of teachers said that having assistance is not important for disabled students in athletics activities.

Concerning item number 6, in the above table was asked to identify if there is disabled students athletics activities in Amigna woreda's Schools. For the question when they gave response 3(75%) of teachers said yes and 1(25%) of teachers said no. Item number 7 above deals about whether the teachers give good demonstration and brief explanation for disabled students about disabled athletics activities or not. Therefore, 3(75%) of the teachers said we gave good demonstration and brief explanation for students with disabilities about disabled athletics activities and in contrast 1 (25%) of the teachers said we did not gave good demonstration and brief explanation for students with disabilities about disabled athletics activities. Therefore, most of the teachers gave good demonstration and brief explanation for their disabled students about participation in disabled athletics activities.

4.3.1. Analysis of open – ended Questions answered by PE teachers

First question open –ended question deals about the barrier of disabled students whether they have any barrier to participate in disabled students or not.

Depending on the question all of the teachers said lack of facilities, materials, adapted equipment assistance (helper), conducive environment, lack of awareness were the most barriers of disabled students in athletics activities .

The second question was about whether training arrangement on the field has influence for students perform and participation in disabled athletics or not. All of the teachers agreed that it had negative impact and influence on students with disabilities

The final question is about asking for the best solution for problems enables that many ideas were provided from School principals, different professional teachers and also from their own suggestion. As their general suggestion all respondents said that collaboration and unity of: Government, school's administration, school's sport coordinators, interests of PE teachers, training arrangement on the fields, as well as proper equipments and materials, changing the attitude of students with disabilities as a whole and motivating schools community to ward disabled athletics participation are the best solution to avoid the factors affecting disabled students participation in athletics activities at Amigna Preparatory and Bamo number 2 schools.

4.3.2. Analysis of Interview Questions Answered by School Principals

Principals interviewed in order to gate adequate information on the factors affecting disabled students participation in athletics competition. The principals of tow sample Schools were males.

An Interview questions answered by School's Principals were analyzed as follows.

First question of open-ended question deals about the qualified School's Physical education teachers whether all of them were well qualified to train and teach disabled athletics for students with disabilities or not.

Depending on the question all of the School Principals explained as all School's Physical education teachers were not qualified to train and teach disabled athletics for students with disabilities.

The second question was about whether gave appropriate support for the physical education teachers and for disabled students to participate in disabled athletics competitions or not.

For this question all of the School's principals said that we try to gave appropriate support for the physical education teachers and for disabled students to participate in disabled athletics activities, but not sufficient support to them for the shortage of budget, facilities and help full materials.

The third question was asked to identify whether the School's principal encourage disabled students to participate in his School and at wereda's disabled athletics Champion or not.

When they gave response for this question all of the School principals said no. Therefore, we concluded from this all school principals not encouraged disabled students to participate in their school and at worded's disabled athletics activities.

The Fourth question was aimed to ask whether the school disabled students train and participate voluntarily in disabled athletics competition or not.

For the question when they gave response as all the school disabled students interested to train and participate voluntarily in disabled athletics activities.

The Fifth question asked to identify the methods did use as a principal to decrease the factors affecting disabled students participation in disabled athletics activities.

Depending on the question all school principals said the methods used to decrease the factors affecting disabled students participation in disabled athletics as their general suggestion all respondents said that collaboration and unity of: Government, school's administration, school's sport coordinators, budget for training, interests of qualified PE teachers, training arrangement on the fields, as well as proper equipments and materials, awareness of students with disabilities and their parents as a whole toward disabled athletics participation are the best solution to decrease the factors affecting disabled students participation in athletics events at Amigna Preparatory and Bamo number2 schools.

Scales 1= Excellent, 2=Very good, 3=Good, 4=Sufficient, 5=Insufficient

Table 9. Observation guide format to check PE teachers

No	Item Observed	Grade observed	Topic of the lesson	Date of observation	Rating scales					Mean	SD
					1	2	3	4	5		
1	Pre-delivery	6	Long jump	4/2/2010		X				3.67	1.234
	Planning—Do the Practical Session	7	100 m running	4/2/2010		X					
		12	Discus throw	4/2/2010		X					
2	Safety	6	100 m running	7/2/2010					X	1.23	0.234
		7	Javelin throw	7/2/2010					X		
		12	Discus throw	7/2/2010					X		
3	Personal qualities and general Coaching Approach	6	100 m running	16/3/2010						2.64	0.543
		7	Javelin throw	16/3/2010				X			
		12	Discus throw	16/3/2010				X			
4	Organization and Management	6	Javelin throw	20/3/2010		X				3.89	0.897
		7	Long jump	20/3/2010		X					
		12	Discus throw	20/3/2010		X					
5	Instruction	6	Javelin throw	1/4/2010		X				4.24	0.987
		7	100 m running	1/4/2010		X					
		12	Discus throw	1/4/2010		X					
6	Communication Skills	6	Long jump	1/4/2010		X				4.00	0.123
		7	100 m running	1/4/2010		X					
		12	Discus throw	5/4/2010		X					
7	Observation and Feedback	6	100 m running	5/4/2010		X				4.45	0.675
		7	Javelin throw	5/4/2010		X					
		12	Discus throw	5/4/2010		X					

In the above table 9, item 1, result and discussion of observation shows that mean=3.67, most of the PE teachers responded very good response for the idea of pre-delivery planning do the

practical session. Concerning to the item 2 in the above table indicates that, mean=1.23 which means most of the PE teachers responses were insufficient as Safety. Regarding to the item 3 of table 8 implies that, mean=2.64 it was responded good for personal qualities and general coaching approach. Item 4 in the above table shows that mean=3.89 which was very good responses for the idea of organization and management by the PE teachers. Moreover, in the item 5 mean=4.24, implies that, most of the PE teachers followed instructions. Similarly, item 6 stated that, mean=4.00 which of the PE teachers were very good on Communication Skills of athletics activities and item 7 of the above table mean=4.45 implies that, most of the PE teachers were very good on the observation and feedback to participate in athletics activities in practical session.

Rating scales 1. Strongly agree 2. Agree 3 Undecided 4. Disagree 5. Strongly disagree

Table.10 Attitude items response of PE teachers

No	List of questions	Rating scales					mean	SD
		1	2	3	4	5		
1	Athletics activities beneficial and has social advantage for students with disabilities.	X					4.75	0.865
2	Providing on job training improve knowledge and skills of teachers toward the participation of Athletics activities for students with disabilities.		X				3.54	0.376
3	Students with disabilities have interest to participate in athletics activities.		X				3.56	0.547
4	There is a sufficient teaching aids and materials for disabled students to teach athletics activities.					X	2.05	0.360
5	It is hard to teach and train disabled students in athletics activity participation.					X	1.45	0.283
6	Helpers should be needed for students with disabilities to participate in athletics activities.	X					4.65	0.983
7	Students with disability treated equally and accordingly during the participation of athletics activities.	X					4.74	0.923

According to the above table 10 item 1, shows that, most of the respondents responded strongly agree with the mean of 4.75 which means athletics activities beneficial and has social advantage for students with disabilities. Item 2 of the same table indicates that, majority of PE teachers responded agree with the mean of 3.54 which implies that, providing on job training improve knowledge and skills of teachers toward the participation of athletics activities for students with disabilities. Moreover, on item 3, most of the PE teachers responded agree with the mean of 3.56 which implies that, students with disabilities have interest to participate in athletics activities. On item number 4, most of the respondents responded strongly disagree with the mean of 2.05 which was there is no sufficient teaching aids and materials for disabled students to teach athletics activities. Most of the respondents on item 5, responded that, strongly disagree with the mean of 1.45 which was hard to teach and train disabled students in athletics activity participation. Item number 6 on the table above shows that, most of the PE teacher respondents responded strongly agree with the mean of 4.65 which was helpers should be needed for students with disabilities to participate in athletics activities. Similarly item 7 of above table indicates that, most of the PE teachers responded strongly agree with the mean of 4.74 which means students with disability treated equally and accordingly during the participation of athletics activities.

Table.11 Attitude items response of students with disabilities

No	List of questions	Rating scales					mean	SD
		1	2	3	4	5		
1	Athletics activities beneficial and has social advantage for students with disabilities.	X					4.75	0.865
2	Providing on job training improve knowledge and skills of teachers toward the participation of Athletics activities for students with disabilities.		X				3.54	0.376
3	Students with disabilities have interest to participate in athletics activities.		X				3.56	0.547
4	There is a sufficient teaching aids and materials for disabled students to teach athletics activities.					X	2.05	0.360
5	It is hard to teach and train disabled students in athletics activity participation.					X	1.45	0.283
6	Helpers should be needed for students with disabilities to participate in athletics activities.	X					4.65	0.983
7	Students with disability treated equally and accordingly during the participation of athletics activities.	X					4.74	0.923

According to the above table 11 item 1, shows that, most of the respondents responded strongly agree with the mean of 4.75 which means athletics activities beneficial and has social advantage for students with disabilities. Item 2 of the same table indicates that, majority of students with disabilities responded agree with the mean of 3.54 which implies that, providing on job training improve knowledge and skills of teachers toward the participation of athletics activities for students with disabilities. Moreover, on item 3, most of the students with disabilities responded agree with the mean of 3.56 which implies that, students with disabilities have interest to participate in athletics activities. On item number 4, most of the respondents responded strongly disagree with the mean of 2.05 which was there is no

sufficient teaching aids and materials for disabled students to teach athletics activities. Most of the respondents on item 5, responded that, strongly disagree with the mean of 1.45 which was hard to teach and train disabled students in athletics activity participation. Item number 6 on the table above shows that, most of the students with disability respondents responded strongly agree with the mean of 4.65 which was helpers should be needed for students with disabilities to participate in athletics activities. Similarly item 7 of above table indicates that, most of the students with disabilities responded strongly agree with the mean of 4.74 which means students with disability treated equally and accordingly during the participation of athletics activities.

5. SUMMERY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion drawn from the major findings and recommendations.

5.1. Summary

The major objective of this study was to access and examine the current status and factors affecting disabled students participation in athletics activities in Amigna's Schools. The study also tried to identify the major school and out of school factors that may influence the participation of disabled students in athletics activities. The possible areas for investigation to understand the explanatory conditions revolve around equal participation in disabled athletics, socio-economic, socio-cultural, school factors, teachers' qualification, experience and attitude, school management, teaching aids, and relationship between school and parents. In order to carry out the study a survey, descriptive method with qualitative and quantitative approach was adapted. To collect the required information different instrument of data gathering including questionnaire, interview, and field practical session observation were used. The sample populations were disabled students, Physical education teachers and directors. The data secured from questionnaire and collected data analysis was handled by using with frequency and as simple percentage and interview was described by using narrative approach. Hence, the following are the major findings of the study;

- As the results of the study indicates that participation of students with disability in athletics activities was affected by different factors, such as, a shortage of materials, facilities, fields and conducive environment to exercise practical athletics activities.
- The study described that during participation in athletics activities there were no helpers for this trainers.
- Lack of motivation and assistance from school principals were also the issues that contribute to those challenges.

5.2 conclusion

Athletics is the integral part of the total physical activities which enhance and integrates the physical, social and psychological aspects of an individual life through directed and selected physical activities. Therefore, one has to understand that participation in athletics activities plays great role in the society, especially for disabled student is effectively and efficiently practiced. It is significance for mental, physical and social development and cultural, psychological and for moral development, As the results of this study revealed, the participation of disabled students in athletics activities in Amigna woreda's Schools of tow sample Schools of Arsi zone was found to be very less participation compared to that of students without disability participation in athletics activities. On the basis of the major findings of the study the following conclusion are drawn.

- The majority of disabled students and respondents were agreed with the lack of athletics facilities, fields, materials, conducive environments and lack of awareness were lag behind their participation of students with disability in athletics activities.
- The school principals were not facilitates and assists students with disabilities in athletics events and there were no helpers during training in the field.
- From the findings it can be concluded that a combination of lack of athletics facilities, fields, materials, conducive environments and lack of awareness were lag behind their participation of students with disability in athletics activities.

5.2. Recommendation

On the basis of the findings of the study and conclusion arrived at the following recommendation forwarded.

- Factors affecting disabled students participation in athletics activities in this study recommended as; to environmental, structural, systematic, social and personal realities that prevent students with disability from participating in athletics or make such participation difficult to achieve (e.g. building design, transportation, attitudes), structural (facilities, equipment, funding), barriers of socio- economic (e.g. poverty, poor health) or characteristics of the event system that prevent or limit the athletics participation of students with disability.(e.g. lack of awareness programs, lack of specialized coaching, or adapted equipment, lack of competitions etc.) should emphasis to solve to enhance the participation in athletics activities
- The School Principals and Department heads have to oriented and encourage teachers to produce and utilize relevant training equipments which are locally made to promote the training process in the field of athletics events.
- Therefore, planners at the zone level and policy maker in the region should pay more attention and search allocate budget and should include in their annual plan to improve and to give the solution for disabled students participation in athletics activities in Amigna Schools found in Arsi zone.
- This study is very important for those who want to be athlete or in this of study and for those who want to participate in athletics events program.

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7. APPENDICES

5. Having assistance is important for disabled students in athletics activities?

A, Yes B, No

6. Is there disabled students athletics activities in Amigna woreda ?

A, Yes B, No

7. Is your teacher gives you brief explanation about training and participation of disabled students athletics activities? A, Yes B, No

8. Are you interested to participate in disabled student's athletics activities? Why?

9. Is it your training arrangement on the field has negative impact on your proper training in disabled athletics activities? If your answer is yes, or No, elaborate it?

10. In your opinion what is the best solution to the factors affecting disabled students participation in athletics activities in Amigna wereda's Schools?

Sorce; Self made

APPENDIX- II

QUESTIONNAIRES TO BE ANSWERED BY PE TEACHERS

Dear teachers:- The purpose of this questionnaire is to collect data for the assessment of the factors affecting Disabled students participation in athletics activities in focus at Amigna Woreda.

Direction:- Answer the following question by putting tick (☐) if you want to say right and (☐) when you want to say no. There is no need of the name of the person who full fills these questionnaires.

General

information

1. School _____

2. Sex a/ Male b/ Female

3. Age a/ blow 20 b/ 21-25 c/ 26-29 d/ above 30

4. Marital status a/ Single b/ Married c/ Divorced

5. Education status a/ College level 10+2-10+3 b/ 1 Degree c/ 2 Degree

6. Teacher experience in teaching

a/ 1-5 year b/ 6-10 year c/ 10-15 year d/ 16 and above

1. Do your disabled students perform and participate voluntarily in disabled

athletics activities? A, Yes B, No

2. Do you teach the purpose of disabled athletics activities to your disabled students?

A, Yes B, No

3. Did your disabled students understand the skills of disabled athletics when they

perform and participate in disabled athletics activities?

A, Yes B, No

4. Is it conducive environment in your school for disabled athletics activity?

A, Yes B, No

5. Having assistance is important for disabled students in athletics activities?

A. Yes B. No

6. Do you ask your students, if there is disabled students athletics activities in

Amigna woreda? A. Yes B. No

7. Do you give good demonstration and brief explanation about students with disabilities of athletics activities? A. Yes B. No

8. Do your students have any barrier to participate in disabled athletics activities?

9. Does your training methods has negative impact on your proper training of athletics activities for disabled students?

10. In your opinion what is the best solution to the factors affecting disabled student's participation in athletics activities in Amigna woreda

Source; Self made

Source; Self made

APPENDIX (CES) III

Interview questions to be answered by school principal

1. place of work _____ Town----- School-----

2. Age----- Sex-----

3. Qualification-----

4 year of experience----- 4.1 as a teacher-----year

4.2 As a principal -----year

Guiding questions

1. Are all your School Physical education teachers well qualified to train athletics activities for students with disabilities?

2. Do you give appropriate support for the physical education teachers and for disabled students to participate in athletics activities?

3. Do you encourage your disabled students to participate in your school and at wordas' Athleticsactivities?

4. Do your school disabled students train and participate voluntarily in athletics activities? _____

—

5. What methods do you use as a principal to decrease the factors affecting disabled students participation in athletics activities?

Source; Self made

APPENDIX(CES). IV

Observation checklist of Practical Session

School name-----

Date _____

Grade Level _____

Unit of Instruction _____

No. Items Very good, Good, Sufficient, Insufficient

No	Did the teacher do or consider when train athletics activities for students with disabilities?	Very	good	Sufficient	Insufficient
1	<p>Pre-delivery Planning—Do the Practical Session</p> <p>(Have objectives and goals, show logical progression, identify adequate resources and time need, have adaptations and alternatives, show training tips and points.)</p>				
2	<p>Safety</p> <p>(check environment and ensure safe at all times, maintain control of class, maintain control of equipment, check participants/introduce him/herself and the session.)</p>				

3	<p>Personal qualities and general Coaching Approach</p> <p>(Talk to participants before the session and outline session goals, create a feel-good factor for all, provide variety and challenge, maximize involvement, motivate and inspire.)</p>				
4	<p>Organization and Management</p> <p>(Manage participants, time, space and conflict effectively and group participants appropriately.)</p>				
5	<p>Instruction</p> <p>(Explain the task and skill, identify key coaching points, develop session in a progressive way, use clear and accurate instruction and demonstrations.)</p>				
6	<p>Communication Skills</p> <p>(Gain attention before giving</p>				

	<p>information and demonstration, continually check for understanding, ensure adequate voice projection/clarity, ensure effective positioning and body language, including maintaining eye contact.)</p>				
7	<p>Observation and Feedback</p> <p>(Have an awareness of whole group while dealing with individuals, provide constructive feedback to participants on training, ask for feedback, manage success and failure.)</p>				

Source; From Teacher Observation in Physical Education (Handout)- D/r Shemelis

Mokonnen

APPENDIX-VI

Figure 1- Map of the Study Site



Arsi zone Amigna District

Source: <http://www.ethiomapping.com>

